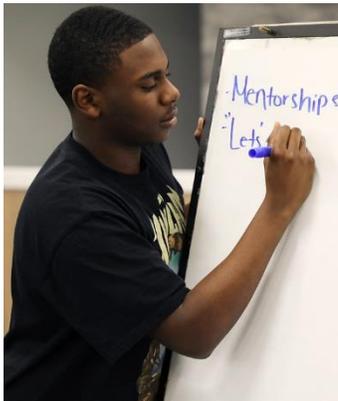


STRATEGIC PLAN MID-YEAR PROGRESS REPORT

IT'S OUR TIME!

2019-20 School Year Key Actions



Dr. Mark Bedell, Superintendent
February 2020



TABLE OF CONTENTS	Page
Introduction	3
12 Strategic Priorities	4
Selected Key Actions	5
Mid-Year Progress Reports	6
Strategic Priority #1: Student-centered Caring Relationships	7
Strategic Priority #2: Aligned Instructional System	9
Strategic Priority #3: Personalization & Successful Transitions	13
Strategic Priority #4: Safety Nets	16
Strategic Priority #5: Family Engagement & Communication	18
Strategic Priority #6: Community Partnerships	20
Strategic Priority #7: Talented Dedicated Workforce	24
Strategic Priority #8: Professional Development & Collaboration	26
Strategic Priority #9: Capable, Empowered Leadership	28
Strategic Priority #10: Planning, Accountability & Celebrations	30
Strategic Priority #11: Equitable Resources	32
Strategic Priority #12: Responsive Customer Service	34
Scorecard (as of February 21, 2020)	37

INTRODUCTION

This report highlights the progress made on Key Actions during the first semester of the 2019-2020 school year (August 2019-January 2020). The Key Actions, prioritized annually by Superintendent Dr. Mark Bedell and his Cabinet, were drafted by Kansas City Public Schools (KCPS) stakeholders and framed around the 12 Strategic Priorities found within the Strategic Plan.

The purpose of this report is three-fold:

- Keep the Board of Directors informed of the district’s progress relative to priorities identified within the Strategic Plan;
- Serve as a proactive communication and public accountability mechanism between the district and community stakeholders;
- Motivate and sustain the ongoing support and commitment of district employees, parents, and community partners for the district’s goals for student learning and achievement.

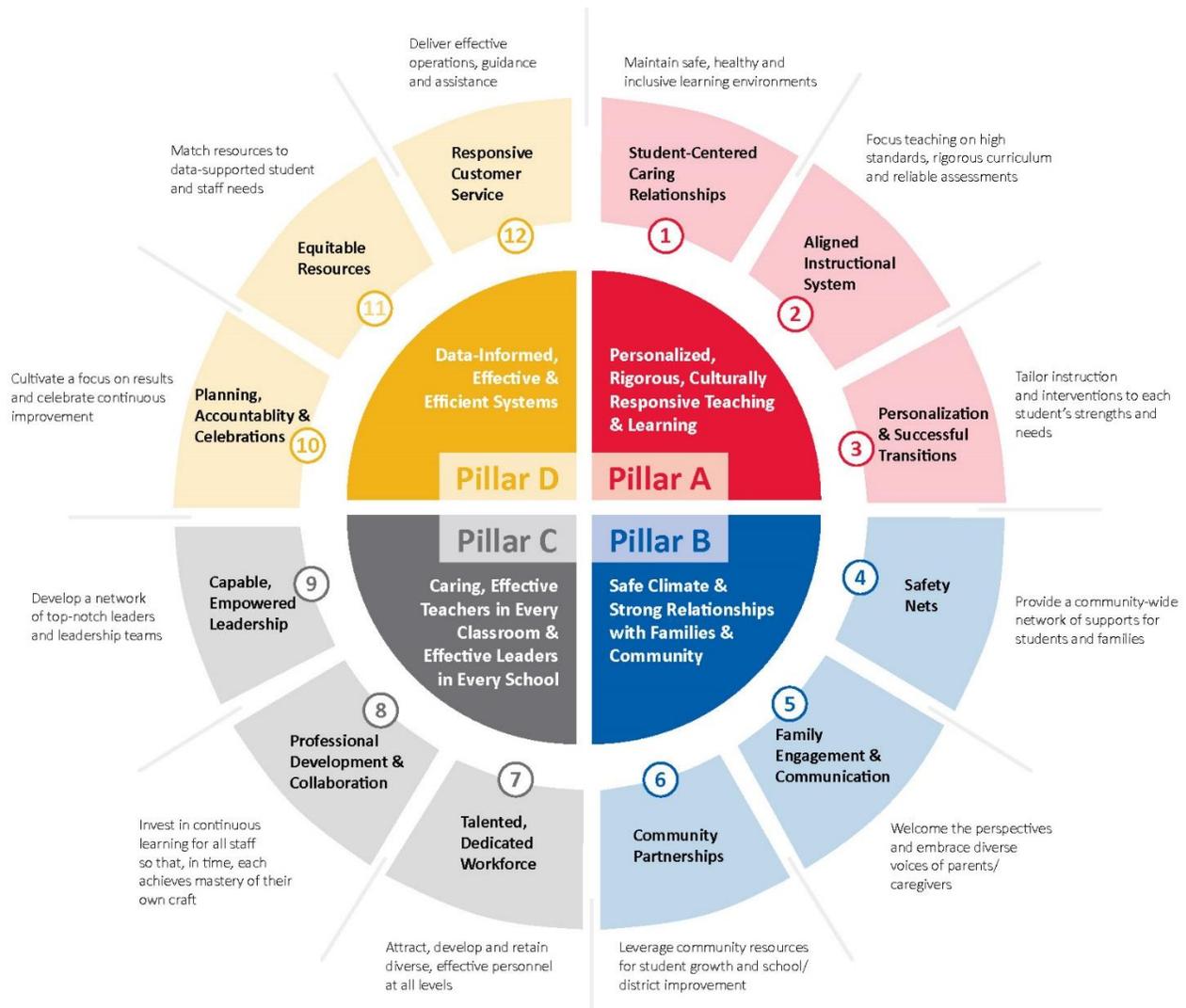
This report will be generated twice a year; once at the end of the summer and once midway through the school year. As Superintendent Bedell stated:

“Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution... Our improvement work has only just begun. We have an excellent plan in hand. Now we need to carry it through relentlessly and with fidelity. As superintendent, I expect our Board and community to hold us accountable for ensuring that the work gets done.”

In the spirit of mutual responsibility and accountability, we will continue moving forward together. **It’s Our Time!**

12 STRATEGIC PRIORITIES

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate the accomplishment of our goals for student learning. Each priority has a corresponding set of Key Actions or specific strategies and milestones.



SELECTED KEY ACTIONS

- 1.1 Safe Schools
- 1.2 Sense of Belonging and Appropriate Conduct
- 1.4 Extra and Co-Curricular Activities
- 2.1 K-12 Articulation ***
- 2.3 Early Literacy and Math
- 2.5 Expand Electives ***
- 2.6 Teacher Collaboration
- 2.7 Interventions for Unaccredited
- 3.1 Differentiation and Personalized Learning ***
- 3.4 Problem Solving Teams
- 4.2 Trauma-Sensitive Services
- 4.4 System of Academic Safety Nets
- 5.1 Kindergarten Outreach
- 5.3 Home-School Dialog
- 6.1 Preschool Providers ***
- 6.3 Business and Community Mentors ***
- 6.4 College and Career Exploration
- 6.6 Mutual Responsibility and Accountability
- 7.4 Workforce Pipeline
- 7.5 Leadership Induction
- 8.1 Cycles of Inquiry
- 8.2 Professional Mastery
- 8.5 Instructional and Classroom Management Support
- 9.2 Leadership Teams
- 9.3 Leadership Pipeline
- 10.1 Results-Focused Annual Plans
- 10.2 Plans for Social-Emotional Initiatives
- 10.4 Stakeholder Feedback
- 11.1 Needs-Based Resource Allocation
- 11.4 Charter Collaboration
- 12.1 Assessment and Data System
- 12.2 Strengthen Technology ***
- 12.3 Service Standards
- 12.5 Marketing and Communications

***Area of Focus for 2019-2020 School Year**

MID-YEAR PROGRESS REPORTS

Reports are organized as follows:

Strategic Priority #: Strategic Priority Title

X.X KEY ACTION SELECTED AS AN AREA OF FOCUS FOR SY2018-19:

Description of Key Action as found in the Strategic Plan.

MAJOR ACCOMPLISHMENTS

ISSUES AND CHALLENGES

LESSONS LEARNED

PRIORITIES FOR NEXT REPORTING CYCLE (September 2019-January 2020)

Strategic Priority 1: Student-centered Caring Relationships

1.1 SAFE SCHOOLS:

Ensure that every school is a safe, secure, orderly, drug-free environment for learning, with uniform standards for ensuring positive learning culture within which students feel valued, cared for, challenged, and supported

MAJOR ACCOMPLISHMENTS

- Trained and educated staff on restorative practices/justice (Youth Mental Health First Aide)

ISSUES AND CHALLENGES

- There continue to be multiple vacancies within the Security Department

LESSONS LEARNED

- Need to develop a recruitment and retention strategy for security officers

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop an emergency preparedness plan*
- Implement and train staff on emergency operations plan*
- Train and educate staff on restorative practices/justice (Crisis Prevention Intervention)*

**Carried over item SY19*

1.2 SENSE OF BELONGING AND APPROPRIATE CONDUCT:

Nurture students' sense of belonging and appropriate conduct by validating their social-emotional and cultural identities, and by implementing appropriate, asset-based interventions and discipline practices

MAJOR ACCOMPLISHMENTS

- Completed a comprehensive review/audit of the student support services at all schools using the Elements of a Trauma Sensitive School District template
- Secured funding to increase the supports to address the social & emotional needs of students
- Implemented the Collective Impact Model of Support district-wide

ISSUES AND CHALLENGES

- Difficulty in the recruitment of Spanish speaking clinicians to support students in the Northeast area of the district

LESSONS LEARNED

- Need to develop an evaluation tool to determine the effectiveness of partnerships

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop a data informed early warning indicator support model to implement early intervention services and focus on deploying wrap around services*

**Carried over item from SY19*

1.4 EXTRA AND CO-CURRICULAR ACTIVITIES:

Expand and support extracurricular and co-curricular athletics and activities (examples: intramural, science and math clubs, forensics, student councils, Lego League) that enrich students' schooling experiences, develop teamwork, and nurture well-rounded, balanced young adults

MAJOR ACCOMPLISHMENTS

- Expanded sports offered by adding softball and developed a spring league
- Started elementary sports camps (soccer, cheer, basketball, and cross country)
- Implemented rSchoolToday, an online scheduling program compatible with other school districts in the state of Missouri
- Implemented Privit, an online healthcare system that tracks physicals, injuries, and all health related issues for our student-athletes
- William Lowe, head football coach at Lincoln Prep, was awarded the Simone NFL Coach of the Year Award

ISSUES AND CHALLENGES

- Operation of football fields at five schools requires additional funds, maintenance, and support staff
- Parent participation for creating accounts in Privit

LESSONS LEARNED

- Need to reduce scheduling multiple events on the same evening

PRIORITIES FOR NEXT REPORTING CYCLE

- Commence using five new athletic buses for student transport
- Implement boys club volleyball at Lincoln Prep, East, and Northeast
- Implement an elementary tennis camp

Strategic Priority 2: Aligned Instructional System

2.1 K-12 ARTICULATION:

Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels, and implement, with fidelity, a culturally responsive, standards-aligned, guaranteed, and viable curriculum with embedded supports in all subjects and in every classroom

MAJOR ACCOMPLISHMENTS

- District-wide implementation of Nepris in elementary & secondary schools connecting real-world professionals to classrooms via technology
- 59 live Nepris sessions held
- Created KCPS Tech Champs, a group of teachers that meet quarterly with the Digital Learning Team to collaborate on how to assist teachers in their buildings
- Created digital resource hubs with instructional tools for elementary curriculum maps
- Science Coordinators created performance tasks to replace traditional summative assessments
- Dissections for grades 3rd and 5th grade in alignment to standards
- Used Edcite platform for EOC (End of Course) and MAP (Missouri Assessment Program) aligned assessments
- Piloted standards-based grading in two elementary schools
- Created two new electives and curriculum for Institutionalized Racism & Hip Hop Ed Culture
- Created Statistics and Probability curriculum

ISSUES AND CHALLENGES

- Teacher burnout on new initiatives including technology
- Getting in front of teachers, administration and instructional leaders to provide technology training
- Low attendance for PD (professional development) for dissections, resource hubs, etc.

LESSONS LEARNED

- Need to align efforts with other departments and utilize their specific strengths

PRIORITIES FOR NEXT REPORTING CYCLE

- Targeted walkthroughs of technology PD participants
- Focus on digital citizenship curriculum
- Revision of QUEST curriculum
- Complete Elementary Montessori Crosswalks (Math)
- Complete Proficiency Scales 7th-12th grade
- Hold Science Expo

2.3 EARLY LITERACY & MATH:

Target specialized programs that support early literacy and math in elementary schools

MAJOR ACCOMPLISHMENTS

- Provided Math K-2 Teachers with PD
- Developed Pathways to Reading refresher course and provided on-site professional development
- Embedded Pathways to Reading into curriculum maps for teacher planning

ISSUES AND CHALLENGES

- Deficient number of substitute teachers

LESSONS LEARNED

- Schedule PD by tiered schools
- Request substitute teachers early for the entire calendar year
- Followed up weekly with HR (Human Resources)

PRIORITIES FOR NEXT REPORTING CYCLE

- Align curriculum maps for Pre K to Kindergarten

2.5 EXPAND ELECTIVES:

Expand access to elective courses for students, and strengthen the quality of existing courses

MAJOR ACCOMPLISHMENTS

- Manual Career and Technical Center added Cosmetology (at Transformed Barber and Cosmetology Academy), Digital Media and Marketing, Water Management Systems, and Civil Engineering and Architecture
- Youth Entrepreneurs (YE) courses were added to Central, Northeast, and East. YE is an educational model bridging the gap between textbook learning and practical application
- Started National Technical Honor Society within KCPS and welcomed 26 new inductees from all high schools
- East High student, Nasson Toban, became the first high school student in the country to pass a rigorous assessment to earn a Wastewater Management credential
- Increased exposure to CTE (career and technical education) programs by hosting all district 9th-11th graders for a tour of the career center programs
- Hired Real World Learning Coordinator

ISSUES AND CHALLENGES

- Utilizing Chromebooks for CTE courses
- More iSpark resources are needed at the school level
- Lack of access to industry software and resources

LESSONS LEARNED

- Without foundation, there is no innovation
- Programs must be sustainable long-term

PRIORITIES FOR NEXT REPORTING CYCLE

- Revamp the middle school careers experience
- Implement pathways at Southeast, Northeast, and Central
- Increase enrollment at Manual (300 students for the 2020-21 school year)

2.6 TEACHER COLLABORATION:

Support teachers to collaborate within grade levels and departments to develop question progression and visual mapping to improve student critical thinking skills

(See Section 9.2 Leadership Teams)

2.7 INTERVENTIONS FOR UNACCREDITED:

Targeted interventions for unaccredited schools (i.e., extended-year calendar)

MAJOR ACCOMPLISHMENTS

- Worked with math and reading interventionists to analyze student iReady data
- Provided network walkthroughs and feedback to principals
- Prioritized coaching cycles and CIPD (Department of Curriculum, Instruction, and Professional Development) services for schools
- Provided ongoing Neuhaus PD
- Spurred movement within iReady tiers in intervention classrooms and RtI (Response to Intervention) groups

ISSUES AND CHALLENGES

- Scheduling conflicts between network walkthroughs and feedback sessions
- Holding true to the intervention model for K-2 has been an issue because there is need in the upper grades for additional supports
- Continued challenge with iReady interventions being used effectively by teachers

LESSONS LEARNED

- We are seeing great gains for students that are involved in effective intervention programs with an effective interventionist
- Schools desire to have an intense look at their campuses more frequently
- Teachers and school leaders are reaching out to CIPD for supports in the classroom as well as with PD

PRIORITIES FOR NEXT REPORTING CYCLE

- Continue to monitor the effectiveness of the intervention programs for both math and literacy across the district
- Targeted and intentional preparation for the state assessment via additional preparation for Mathematics, English Language Arts, Science, and Social Studies
- Provide relevant and job embedded PD for teachers in supporting student academic achievement
- Continue with coaching support in schools
- Continue ongoing network walkthroughs with principals

Strategic Priority 3: Personalization & Successful Transitions

3.1 DIFFERENTIATION & PERSONALIZED LEARNING:

Personalize instruction for all students, including: an English Language Acquisition program with ample daily instructional time for English learners; specialized enrichment opportunities for gifted and advanced students; and intervention services for special education (SPED) students towards meeting grade-level standards or their Individualized Education Plan (IEP) goals

MAJOR ACCOMPLISHMENTS

- Full implementation of K-2 Inclusion Pilot (James, K-2; King and Melcher, K-1)
- iReady data from all three K-2 Inclusion Pilot schools at the two grade levels in each building indicated average growth 77% in Reading and 108% in Math. General education (Gen Ed) students receiving SPED services had an average growth of 78% in Reading and 121% in Math. Gen Ed students not receiving SPED services had an average growth of 76% in Reading and 96% in Math
- Instructional Sped Coordinators trained over 120 Elementary and Secondary co-teaching pairs (Gen Ed and SPED Teachers) on highly effective co-teaching models - Team, Stations, Parallel and Alternative Teaching expected to see in co-teaching classrooms
- In Network 1 Elementary schools for ELA (English Language Arts) co-teaching grade levels, SPED students increased their typical growth in reading achievement according to iReady, by average of 211% compared to the Gen Ed students at 122%
- In Network 2 Elementary schools for ELA co-teaching grade levels, SPED students increased their typical growth in reading according to iReady, by average 186% compared to the Gen Ed students at 108%
- In Network 3 Secondary co-taught classrooms for the tested areas; English 10, American Government and Biology are all showing a positive upward trend in their data according to Achievement Series
- Students receiving SPED direct instruction in ELA and/or Math are increasing their performance at the middle school level and in the tested areas of direct instruction at the high school level. Some students have made significant growth and have moved from direct instruction into the co-teaching classroom for second semester
- The School Psychologist and Behavior Teams meet weekly to review all referrals which has resulted in improved decision making regarding appropriate eligibility
- Developed a team approach with supports for psychologists
- Improved the quality of students' IEPs through a consistent review process. All Process Coordinators use the same form to review IEPs and SPED teachers have the form as a resource
- Revised process handbook to align with revised Missouri Standards and Indicators
- Developed an ECSE (early childhood special education) Autism classroom

ISSUES AND CHALLENGES

- Parents can be reluctant to send students to one of the K-2 Inclusion Pilot schools if it will result in splitting up siblings
- Some SPED and Gen Ed teachers have not bought in to co-teaching and the benefits
- SPED teachers having access to and using Gen Ed curriculum consistently
- Having several small elementary schools with SPED students makes it very challenging for two instructional SPED coordinators to effectively serve the growing co-teaching needs of students and teachers
- Some students are recommended and placed into direct instruction classes for behavior instead of true academic needs
- 285 students have been referred to the psychologists for testing, the biggest obstacle is a lack of intervention data available
- Development of the Autism classroom has resulted in increased class sizes in other ECSE classrooms
- Majority of ECSE students arrive with little to no academic or language skills

LESSONS LEARNED

- When co-teaching is being implemented with fidelity, achievement gaps are reduced and you cannot tell which students are SPED or Gen Ed
- The importance of arranging opportunities to have co-teaching pairs spend time together to establish relationships
- SPED students need more exposure to Gen Ed curriculum
- Modeling effective direct instruction is critical in helping teachers understand why old and ineffective practices must change
- Review form allows for factual response to SPED teachers, allows teachers to access all information via SharePoint
- Need additional classrooms for ECSE

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop year two (second year) plan for the K-2 Inclusion Pilot and increase the number of students participating
- Co-teaching pairs will focus more on small group instruction through co-teaching models, alternative and station teaching
- School Psychologists will improve cooperation/coordination with Language Services
- Develop intervention protocols for PSTs
- Process Coordinators will begin developing a library of files to submitted for DESE desktop review in Spring 2020
- Begin review and revision of the Case Manager's Handbook for school year 2020-21
- Curriculum training for all ECSE staff

3.4 PROBLEM SOLVING TEAMS:

Ensure that Problem-Solving Teams (PST) work collaboratively with the students to develop an individualized success/learning plan for students in need

MAJOR ACCOMPLISHMENTS

- Determined effectiveness of PSTs indicated by achievement, attendance, and graduation rates
- Trained school counselors on the facilitation of the PST process
- Made the process more user-friendly for teachers

ISSUES AND CHALLENGES

- As schools become more familiar with the process, the number of students referred for the PST increased and required additional structures to the meetings so that all students are covered in a timely fashion

LESSONS LEARNED

- Teams of educators and supports staff can best support the improvement of student behavior
- Parents appreciate and desire to be engaged in the PST process and see it as a team effort to support their student

PRIORITIES FOR NEXT REPORTING CYCLE

- Continue to refine the PST process and monitor it to ensure continued effectiveness

Strategic Priority #4: Safety Nets

4.2 TRAUMA-SENSITIVE SERVICES:

Implement and communicate trauma-sensitive, data-informed behavior models that fit the needs of the students and families at each school, and to address health-related and social-emotional barriers to learning

MAJOR ACCOMPLISHMENTS

- Completed a comprehensive review/audit of the student support services at all schools using the Elements of a Trauma Sensitive School District template
- Conducted cultural and climate walkthroughs at each school to determine resource allocation needs
- Created a Student Support PD catalog

ISSUES AND CHALLENGES

- Acquiring a data software program to track data on the effectiveness of interventions proved challenging

LESSONS LEARNED

- There is a need to complete a community asset analysis and expand upon previous eco-mapping work

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement the Department of Student Support Services 3 -year Strategic Plan to roll out the Missouri Model for Trauma Informed Schools district-wide

4.4 SYSTEM OF ACADEMIC SAFETY NETS:

Develop a system of academic safety nets that are easily accessible to students and families, including: (a) expanded educational options (e.g., evening school, Saturday school, intersession); (b) mentoring and tutoring (e.g., by community, peer-to-peer); (c) easing barriers to participation (e.g., proximity to home/school safe meeting place, transportation, Master Schedule constraints)

MAJOR ACCOMPLISHMENTS

- Established Grad Labs in high schools
- Expanded the KCPS Virtual Academy to include 150+ students
- Established Graduation PLCs (professional learning community)

ISSUES AND CHALLENGES

- It is challenging to ensure and provide consistent technology in a timely manner
- There is a need for additional virtual teachers

LESSONS LEARNED

- Additional dedicated technology is required
- Staffing will be an issue as there is growing demand

PRIORITIES FOR NEXT REPORTING CYCLE

- Install new Grad Lab furniture
- Expand PLCs to include 9-12th grade students

Strategic Priority #5: Family Engagement & Communication

5.1 KINDERGARTEN OUTREACH:

Increase outreach to parents/caregivers of kindergartners to clarify academic and social-emotional expectations that would ensure successful transitions

MAJOR ACCOMPLISHMENTS

- Increased the number of schools participating in Kindergarten Meet the Teacher, Parent Information Nights, Roundup, Transition Days, coaching and training sessions and Parent Curriculum Nights
- Began planning for formalized Early Learning (Pre K/Kindergarten) Marketing strategy/campaign using all Pre K sites, community providers, as well as Parents as Teachers
- Instituted recruiting team for Kindergarten and district-wide enrollment

ISSUES AND CHALLENGES

- It is challenging coordinating these events and efforts that rely on involvement from several departments*
- Transition in staffing has required us to delay the implementation of several outreach projects*

LESSONS LEARNED

- Being strategic in planning meetings and setting timelines is necessary

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement a Kindergarten Registration process and Kindergarten May Orientation
- Continue to increase the number of schools participating in Kindergarten Meet the Teacher, Parent Information Nights, Roundup, Transition Days, coaching and training sessions and Parent Curriculum Nights*
- Execute formalized early learning (Pre-K/Kindergarten) marketing strategy/campaign using all Pre K sites, community providers, as well as Parents as Teachers
- Orient student admissions recruiters

**Carried over item SY19*

5.3 HOME-SCHOOL DIALOG:

Provide frequent two-way communication with students and families in an increasing number of languages regarding each student’s academic progress toward mastery of all subjects

MAJOR ACCOMPLISHMENTS

- Created a work plan for the Bilingual Communications Specialist to engage with families and provide information regarding student progress
- Included Spanish translation for every SchoolMessenger notification sent to families
- Collaborated with Language Services to provide language-specific materials

ISSUES AND CHALLENGES

- KCPS has continued to experience challenges in communicating effectively to our growing Spanish speaking and ELL population
- Continuing communication with Language Services to provide services in multiple languages

LESSONS LEARNED

- Families feel included when we can communicate with them in their native language
- Equity is inclusion and we will keep learning with an equitable lens

PRIORITIES FOR NEXT REPORTING CYCLE

- Refine work plan for the Bilingual Communications Specialist to engage with families and provide information regarding student progress
- Foster collaboration between Bilingual Communications Specialist, Language Services and student admissions recruiters

Strategic Priority #6: Community Partnerships

6.1 PRESCHOOL PROVIDERS:

Meet regularly with preschool providers to ensure that they are equipping students with the knowledge and skills for successful transition into kindergarten

MAJOR ACCOMPLISHMENTS

- Began partnership with Leading Men Fellows to place a young third male staff in Pre K classrooms in order to attract this demographic to the teaching profession
- Joined the Pre K Cooperative for future expansion of Pre K seats at community partner host sites
- Created the new position of Social Emotional Learning Coordinator to meet student, family and program capacity needs
- Early Learning retention from Pre K to Kindergarten has increased to approximately 75% from 2014-2019
- Head Start created the Trauma Smart Team

ISSUES AND CHALLENGES

- KCPS increasing state ADA reimbursements for Pre-K KCPS; ADA (Average Daily Attendance) funding exempts waning MPP (Missouri Preschool Project) grant funding.
- Shortage of Early Childhood certified teachers and CDA (Child Development Associate) certified staff across the KC Metro, working with MARC (Mid-America Regional Council) Workforce Development Team
- Data shows an increasing number of students with developmental delays and trauma-related behaviors, more staff needed

LESSONS LEARNED

- Clearer communication was needed to parents, staff, administrators, and Central Office surrounding reimbursed attendance
- Need to continue to promote staff wellness as well as train leadership teams on policies related to FMLA (Family and Medical Leave Act of 1993)

PRIORITIES FOR NEXT REPORTING CYCLE

- Create an Early Learning data dashboard of attendance, academic, and social-emotional developmental data across all programs
- Create the Early Learning Parent Taskforce
- Finalize host sites for the Pre K Cooperative as a pilot year
- Update handbooks for all programs including clear ADA goals and policies
- Conduct internal Head Start self-assessment

6.3 BUSINESS AND COMMUNITY MENTORS:

Collaborate with business and community mentors to support students in solving real-world problems, exploring new opportunities and using technology to strengthen applied learning skills

MAJOR ACCOMPLISHMENTS

- Secured new partnerships for Career Mentors (KSHB-TV and YEP KC)
- Awarded a \$20,000 grant for mentorship from the Prime Health Foundation to further the Men of Color, Honor and Ambition (MOCHA) mentoring program
- Awarded a \$15,000 grant from Farmers Insurance to enhance KCPS mentoring programs district-wide
- Cybersecurity field trip event to Fish Tech Kansas City with more than 40 high school girls interested in Science, Technology, Engineering, and Math (STEM) related careers
- Partnered with UMKC's Women in Science students to mentor 7th and 8th graders with interest in STEM related careers
- Implemented the Nepris program to bring real world professionals into the classroom

ISSUES AND CHALLENGES

- Student mobility continues to be a challenge. The mentoring relationship is impacted when students are withdrawn from the district or transfer school sites unexpectedly

LESSONS LEARNED

- Due to the widespread interest from students in the Fish Tech event, we will now incorporate an annual STEAM focused fieldtrip in honor of women in technology
- In an effort to increase the mentor pool, as mentors who are unable to continue transition out, we've asked that they recruit one or more mentors to join the mission and support a KCPS student

PRIORITIES FOR NEXT REPORTING CYCLE

- Grow the number of Career Mentors in order to increase the number of 11th and 12th grade mentees who can be supported by a caring adult during their transition beyond high school into a post-secondary institution, career pathway or trade school
- Create a marketing campaign to engage recent retirees to encourage their participation to become a mentor

6.4 COLLEGE & CAREER EXPLORATION:

Provide ongoing training and facilitate communication between stakeholders to help students explore college and career opportunities

MAJOR ACCOMPLISHMENTS

- Expanded the number of sites implementing Advancement Via Individual Determination (AVID) to 12
- Provided coaching and feedback for AVID sites
- Completed Naviance planning for the entire district to begin shifting to the college, career, and life readiness framework
- Increased the number of staff trained in AVID methodologies
- Increased the number of KC Scholars per site with a specific focus on 9th and 11th grade recipients
- Held college exposure trips for AVID students (i.e. Mizzou Youth Experience Day, etc.)

ISSUES AND CHALLENGES

- Finding the time to coach and provide directive feedback to all AVID sites
- Parents can be resistant to providing the needed financial information for KC Scholars
- There are so many items and events that have arose from the College and Career Readiness (CCR) Taskforce that it may be overwhelming for the school sites to implement

LESSONS LEARNED

- We need to do a careful calibration and consistently conduct a check and balance activity of what is occurring in the district for college and career
- The parents were extremely supportive and appreciative of the college exposure trips particularly for the middle school students

PRIORITIES FOR NEXT REPORTING CYCLE

- Conduct a Mid-Year Evaluation of AVID and present to Superintendent Bedell in order to craft a sustainability plan for KCPS
- Hold an AVID Parent Workshop in April to increase information about the college and career opportunities for students
- Use KCPS Decision Day 2020 as an opportunity to celebrate the graduating students in their pursuit of postsecondary opportunities
- Hold 2nd Annual AVID Induction on May 14th

6.6 MUTUAL RESPONSIBILITY & ACCOUNTABILITY:

Convene annual gathering of community partners and providers to reach consensus on priority focus areas for the school year, align efforts and resources to needs for optimum efficiency and impact; conduct mid-year and end-of-year evidence-based progress review; and publish end-of-year community-wide report to highlight accomplishments, challenges, and recommendations for next school year

MAJOR ACCOMPLISHMENTS

- Procured resources and supplies for the Family Empowerment Center from our partners to better support students and families
- Scheduled family empowerment parent trainings for March 2020
- Launched shark tank event with Student District Advisory Committee (SDAC) to engage student voice in our decisions and messaging

ISSUES AND CHALLENGES

- Identifying viable points of contact within schools and organizations to ensure there is a clear line of communication to best utilize partner resources
- Changes in divisional leadership made management of competing priorities more challenging than in the past
- Shifts in school leadership

LESSONS LEARNED

- Providing external stakeholders clear communication regarding KCPS initiatives, calendar updates and leadership changes results in deeper, trusting relationships
- Ensuring that website information is up to date and accurately reflects partnership policies and procedures drastically reduces confusion about points of entry at KCPS

PRIORITIES FOR NEXT REPORTING CYCLE

- Create a plan for trainings regarding the Family Empowerment Center for families and students
- Continue providing clear metrics of successful partnership criteria in order to evaluate and reward excellence in resource and service provision
- Implement SDAC projects

Strategic Priority #7: Talented Dedicated Workforce

7.4 WORKFORCE PIPELINE:

Develop a pipeline to recruit a talented and diverse workforce through ongoing relationships with local, state and national colleges and universities

MAJOR ACCOMPLISHMENTS

- Developed a teacher recruitment team
- Maintained a diverse teacher talent pool from SY19 to SY20, outpaced state and national averages (KCPS teacher diversity = 37%; State of MO = 9%; USA = 20%)
- Researched trends in recruitment to refine best practices
- Strengthened our relationships with HBCUs at Lincoln University and University of Arkansas Pine Bluff

ISSUES AND CHALLENGES

- Declining pool of teacher candidates nationwide (also impacts number of candidates of color)
- Current teacher salary schedule

LESSONS LEARNED

- Retention of quality staff needs to be a greater focus, along with a recruitment focus
- There is a great need for KCPS-specific professional development for new teachers

PRIORITIES FOR NEXT REPORTING CYCLE

- Expand Experience KCPS opportunities to further acclimate teacher candidates
- Build stronger relationships with student teachers so that we retain them as the teacher of record in the subsequent year

7.5 LEADERSHIP INDUCTION:

Implement a formal on-boarding process for new school and department leaders, focused on the essential knowledge and skills needed by all leaders (including awareness of Standards of Professional Practice, key Board policies, district's equity guidelines, cultural competencies)

MAJOR ACCOMPLISHMENTS

- Designed new employee onboarding process, including consistent, trained presenters
- Addressed technology issues and streamlined the distribution and training process
- Majority of district and school leaders trained on the new onboarding process

ISSUES AND CHALLENGES

- HR staff to lead and facilitate the weekly onboarding process, due to other HR duties
- Monday holidays

LESSONS LEARNED

- Taking the necessary time (3 days) to onboard employees is a beneficial and worthwhile investment as employees are better informed and prepared to integrate into the district
- Organization and flexibility are essential for all involved parties

PRIORITIES FOR NEXT REPORTING CYCLE

- Video recording presentations as a backup and for consistency
- Create online presentation packets for new hires

Strategic Priority #8: Professional Development & Collaboration

8.1 CYCLES OF INQUIRY:

Develop (not implement until 2018-2019 SY) a cycle of inquiry process as a tool for continuous improvement of practices and processes at every level, including: 6-12-week instructional planning, Data Summit at the end of each assessment cycle, and user-friendly data management system to facilitate evidence-based dialogs

MAJOR ACCOMPLISHMENTS

- Issued Request for Quotes (RFQ) for a new assessment system and reporting structure to replace Achievement Series
- Provided two extra calendar days to disaggregate data and discuss next steps with staff

ISSUES AND CHALLENGES

- PD in data literacy is needed for teachers to be comfortable with disaggregating the collected data

LESSONS LEARNED

- Effective assessment system is critical to providing the needed data to support instructional improvements and eliminate obstacles to valid data
- A clearinghouse for the different data points for students is beneficial as teachers and schools attempt to triangulate the data and assess the needs of students for improvement

PRIORITIES FOR NEXT REPORTING CYCLE

- Finalize selection of assessment system and reporting structure to rollout in SY21 Provide two extra calendar days to disaggregate data and discuss next steps with staff
- Plan for the professional development around the newly acquired assessment system

8.2 PROFESSIONAL MASTERY:

Strengthen effectiveness of teachers, leaders, and staff by institutionalizing professional development (PD) systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry

MAJOR ACCOMPLISHMENTS

- Offered training for Being a Writer to all elementary schools
- Attended MO DESE (Missouri Department of Elementary and Secondary Education) MAP sessions; item writing, content/bias reviews, cut scores, item analysis and coding

- Created Digital Roadmap PD for Google apps for education and formative assessment tools
- Established Technology Champions
- Erin Dorsey created Racism in Kansas City Book Study with math interventionists

ISSUES AND CHALLENGES

- Cost of PD

LESSONS LEARNED

- Proactively budget for teachers to attend conferences

PRIORITIES FOR NEXT REPORTING CYCLE

- Transfer results of DESE MAP sessions to instruction
- Leverage DESE MAP partnership among other content areas

8.5 INSTRUCTIONAL & CLASSROOM MANAGEMENT SUPPORT:

Improve instructional and classroom management support for teachers

MAJOR ACCOMPLISHMENTS

- Digital Learning Team completed more than 1,000 walkthroughs with tech integration feedback
- CIPD and Student Support collaborated to create the Positive Classroom Environment Online Modules modeled after the Digital Learning Team’s Online Pathways

ISSUES AND CHALLENGES

- Stagnated teacher progress within tasks and modules

LESSONS LEARNED

- Need for ongoing promotion and communication

PRIORITIES FOR NEXT REPORTING CYCLE

- Provide workshops on restorative practices
- Classroom observations of Positive Classroom Environment graduates
- Supporting Light Speed Relay roll out

Strategic Priority #9: Capable, Empowered Leadership

9.2 LEADERSHIP TEAMS:

Provide training and ongoing capacity-building for the leadership team at each school, with particular emphasis on strengthening the effectiveness of instruction, using data about student learning and professional practices to improve outcomes, building a culture of collaboration and collegial accountability, and strengthening relationships and outreach with stakeholders

MAJOR ACCOMPLISHMENTS

- Monitored PLCs across all district schools

ISSUES AND CHALLENGES

- There are various levels of implementation across the district

LESSONS LEARNED

- Additional supports and inspection of PLCs is needed to ensure consistency across the district
- Evaluation rubric is needed so that building leaders can assess their PLCs, including implementation and next steps

PRIORITIES FOR NEXT REPORTING CYCLE

- Convene a task force to assess implementation and process for sustaining PLCs from year to year on campuses across the district
- Provide school leaders with resources and timelines for the work of the PLC to ensure that the work is consistent
- Continue to provide targeted PD around the PLC, RtI, and formative assessments

9.3 LEADERSHIP PIPELINE:

Develop an internal leadership pipeline and succession planning process to promote leadership from within (“grow our own”) and to motivate aspiring leaders

MAJOR ACCOMPLISHMENTS

- Promoted and communicated the KC-Plus program amongst KCPS teachers
- Re-evaluated the interview process/techniques when multiple schools need leadership positions filled

ISSUES AND CHALLENGES

- There are just a few teachers who are at the level for recommendation for the KC-Plus program because of their performance in the classroom and understanding of curriculum and school leadership as a whole

LESSONS LEARNED

- Continue to build the capacity of classroom teachers as leaders on the campus through the PLC process and engaging teachers in the leadership team of the campus
- The most important work in staffing is hiring well

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop executive leadership pipeline through instituting the Executive Leadership Academy and allowing building leaders to explore the work of the central office administrator
- Review and utilize interview protocol for building leadership positions for the upcoming school year

Strategic Priority #10: Planning, Accountability & Celebrations

10.1 RESULTS-FOCUSED ANNUAL PLANS:

Ensure that each school and department develops a results-driven, equity-focused Annual Action Plan, with clear targets and implementation strategies that are aligned to the strategic plan

MAJOR ACCOMPLISHMENTS

- SY20 Targeted and Comprehensive Plans were aligned to the KCPS Strategic Plan and received DESE approval in June 2019
- All School-wide Title I and Improvement Plans were aligned to the KCPS Strategic Plan and received DESE and Federal Approval in Sept 2019
- All improvement plans were made available to district stakeholders and can be located on Parent tab of each school webpage
- Digitally housed Federal and State compliance evidence
- Achieved lower student to staff ratios in Targeted and Comprehensive schools

ISSUES AND CHALLENGES

- Federal funding will not be utilized for the alternative school programs, Success Academy at Knotts and Success Academy at Anderson

LESSONS LEARNED

- Planning needs to start early and plans should be continuously monitored
- Allocation/resource and budget updates will be needed to fund alternative programs at current levels

PRIORITIES FOR NEXT REPORTING CYCLE

- Conduct a Federal Programs Needs Assessment and hold a planning meeting on April 16, 2020
- Match resource allocations to the unique needs of each school/program

10.2 PLANS FOR SOCIAL-EMOTIONAL INITIATIVES:

Ensure all plans for social-emotional initiatives are defined, articulated and implemented across professional levels (i.e., teachers, principals and classified staff), with emphasis on trauma-sensitive schools

MAJOR ACCOMPLISHMENTS

- Developed a system to implement trauma-sensitive school training district-wide using a three-year tiered implementation model
- Developed and updated MOUs (memorandum of understanding) to determine available resources that may fill gaps in services (Center for Conflict Resolution, SWOPE, Mattie Rhodes, Alive and Well)

ISSUES AND CHALLENGES

- Implementing Community Conversations on Trauma to all stakeholders

LESSONS LEARNED

- Need to develop a Kansas City landscape analysis to implement grassroots efforts in order to facilitate community support for trauma awareness

PRIORITIES FOR NEXT REPORTING CYCLE

- Create an evaluation cycle for the implementation of PST
- Develop a strategic communications plan based upon the implementation of a Model Trauma Informed School District

10.4 STAKEHOLDER FEEDBACK:

Conduct an annual survey to assess students' perception and satisfaction regarding their academic and socio-emotional experiences

MAJOR ACCOMPLISHMENTS

- In conjunction with Hanover Research, developed a parent and community survey to better understand perceptions of KCPS and school choice decisions. The target audience included community stakeholders, charter families, and former KCPS families who have left the district
- Surveyed all students in grades 4-6 to understand their perceptions and plans for middle school

ISSUES AND CHALLENGES

- Even though the Hanover survey was available in multiple languages, we need a stronger plan for engaging non-English speaking families
- Snow days disrupted the schedule for student surveys

LESSONS LEARNED

- Need a better strategy for survey outreach to non-English speaking families

PRIORITIES FOR NEXT REPORTING CYCLE

- Use feedback from the Hanover and middle school surveys to inform decision-making for Blueprint 2030

Strategic Priority #11: Equitable Resources

11.1 NEEDS-BASED RESOURCE ALLOCATION:

Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff, and schools

MAJOR ACCOMPLISHMENTS

- Reviewed, refined and adjusted equity staffing ratios for tiered instruction
- Created, updated and reviewed comparative financial and statistical data to peer districts to assure internal assessments continue and are focused on possible areas of opportunity
- Created, updated and reviewed comparative financial and statistical data to KC charters to assure internal assessments continue and are focused on improving efficiencies
- Began the assessment phase of Blueprint 2030 including facility cost per square foot information and capital needs
- Issued a bid opportunity and selected a School Evaluation Consultant

ISSUES AND CHALLENGES

- Information for comparison charters and districts is delayed due to DESE reporting timelines
- Mobility causes variances from the desired class size that align to the tiered model

LESSONS LEARNED

- Mobility causes variances from the desired class size that align to the tiered model
- Information available through DESE continues to expand and improve

PRIORITIES FOR NEXT REPORTING CYCLE

- Finalize work relating to Blueprint 2030 financial efficiency work and capital project needs
- Assess effectiveness of recent budget increases/investments
- Create a data driven budget for SY20-21

11.4 CHARTER COLLABORATION:

Explore coordination, collaboration and partnership opportunities with charter schools and charter sponsors to ensure that the public education systems within KCPS' boundaries are effectively and equitably serving the needs of all students

MAJOR ACCOMPLISHMENTS

- Held Collaboration Council meetings with charter school leaders
- Coordinated and accepted the sponsorship of Allen Village School
- Established the Special Education Network for special education administrators within the KCPS boundaries in partnership with two other charter school sponsors (University of Missouri-Columbia and University of Central Missouri)
- Working to partner with two charter schools who will join in our existing three tier bus model for 19-20 reducing overall need for drivers and buses and driving down cost for both parties
- Connected four other charter schools with Student Transportation of America leadership to contract under the KCPS agreement for the 2020-21 school year
- Created and funded MOUs (memorandum of understanding) with charter schools to meet the 19-20 shortfall (funding cliff) of state funding for providing local funding to charter schools

ISSUES AND CHALLENGES

- Rebuilding trust between KCPS and charter schools
- Creating gains for KCPS in partnership contracts

LESSONS LEARNED

- Building relationships will be key to developing trust
- Charter school sponsorship is an investment from KCPS that requires training, participation with other sponsors, and building supportive relationships with the sponsored schools
- Balancing the needs of the two different types of schools can be challenging

PRIORITIES FOR NEXT REPORTING CYCLE

- Expand service offerings to charter schools in the areas of Child Nutrition and Custodial Services
- Evaluate effectiveness of each partnership and determine opportunities within them
- Expand transportation collaborations and partnerships to work toward higher efficiencies within the system
- Create MOUs for the 20-21 shortfall/funding cliff issue

Strategic Priority #12: Responsive Customer Service

12.1 ASSESSMENT & DATA SYSTEM:

Develop an integrated data infrastructure that facilitates system-wide monitoring, analysis, and dissemination of data about student learning and organizational performance, as a means to build trust, transparency, and accountability with stakeholders

MAJOR ACCOMPLISHMENTS

- Held vendor presentations for 21st century assessment management system

ISSUES AND CHALLENGES

- Finding the time to include various stakeholders in the selection process. In order to facilitate buy-in, we needed to have participation from various working groups within KCPS

LESSONS LEARNED

- Start the process of vendor selection earlier in the school year

PRIORITIES FOR NEXT REPORTING CYCLE

- Integrate the new assessment system with current student information system
- Receive PD from the selected vendor
- Beginning planning work for a SY21 launch of the new platform

12.2 STRENGTHEN TECHNOLOGY:

Strengthen the use of technology as a platform for conducting the work of the district and schools in a seamless way, and to provide a technology-rich environment for students and staff

MAJOR ACCOMPLISHMENTS

- Improved focus on customer service
- Completed the project to replace the district's 15-year-old network, telecom, and cybersecurity infrastructure
- Deployed iPads for K-2

ISSUES AND CHALLENGES

- Misunderstanding of the role of IT within KCPS, battling outdated perceptions of IT
- Lost, damaged, and stolen devices
- Brining KCPS infrastructure up to standard

LESSONS LEARNED

- Backend infrastructure challenges are much deeper than we thought

- Working closely with other departments including CIPD and School Leadership is essential for success

PRIORITIES FOR NEXT REPORTING CYCLE

- Implementation of the Interactive Flat Panel Project
- Relay classroom management
- Relay safety check
- Implementation of Time Clocks + (time and attendance system)
- Creation of an infrastructure backup solution

12.3 SERVICE STANDARDS:

Define the standards of practice and key performance metrics for each school and district-level service unit (e.g., payroll secretarial/administrative support, facilities, human resources, purchasing, special education), with input from each unit's key customers/clients [In 2017-2018, conduct pilot with selected units only]

MAJOR ACCOMPLISHMENTS

- Implemented the Start of School Standard Operating Procedures and experienced a smooth opening of schools
- Departments launched their own customer service surveys to improve services provided internally and externally
- The IT Department reduced the average ticket time from 46 days to under 48 hours

ISSUES AND CHALLENGES

- Survey fatigue

LESSONS LEARNED

- A common standard for customer service is key
- Customer service is vital in a school choice environment

PRIORITIES FOR NEXT REPORTING CYCLE

- Conduct the SY20 Stakeholder Survey with targeted questions regarding customer service and customer experiences
- Share the results of the SY20 Stakeholder Survey with departments to ensure changes are made and progress is celebrated

12.5 MARKETING & COMMUNICATIONS:

Develop a comprehensive Marketing and Communication Plan to cultivate a distinct, consistent brand presence for the school system, to communicate proactively with internal and external stakeholders, and to maintain a positive image about the district across a variety of media (broadcast, print, web, social media)

MAJOR ACCOMPLISHMENTS

- Launched Blueprint 2030 communications plan and engagement series
- Adopted the TVEyes application in order to more effectively and efficiently track news media mentions of KCPS, our schools and our leaders
- Created a comprehensive enrollment marketing campaign for signature schools, kindergarten, summer school and neighborhood schools
- Launched rebooted weekly e-newsletters for staff and families using the recently adopted MarketVolt platform
- Created a media analytics report to gauge internal and external key messaging and audience engagement
- Ongoing cultivation of positive earned media

ISSUES AND CHALLENGES

- Unplanned and/or emergency communications and other support

LESSONS LEARNED

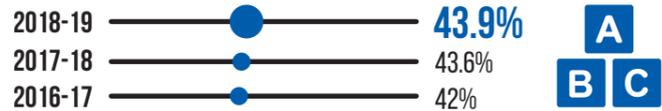
- The creation of a true comprehensive marketing and communications plan requires thoughtful, stable and inspiring leadership
- The creation of a true comprehensive marketing and communications plan requires the valuable resource of time and the authority to implement it across the school system
- Media analytics are showing our audience engagement
- Social media content can be refined

PRIORITIES FOR NEXT REPORTING CYCLE

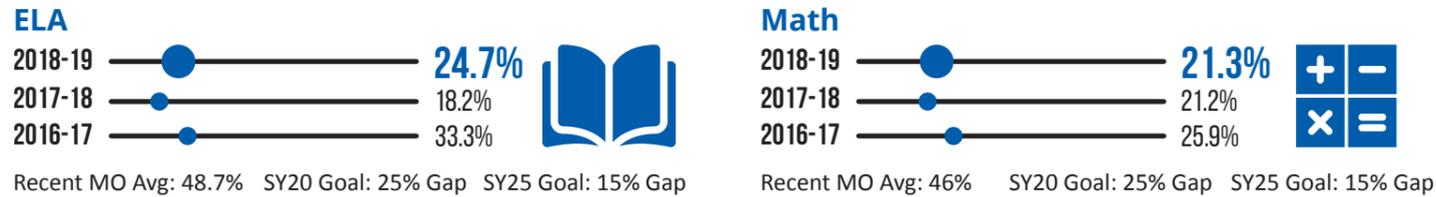
- Expand access and best practices for website, social media and eNewsletters to schools
- Use Blueprint 2030 to inform messaging and marketing initiatives
- Use media analytics to guide decision-making around content and messaging
- Launch Legislative eNewsletter for internal and external audiences
- Visit with principals regarding customer service and our school experience

GOAL 1: SUCCESS IN THE EARLY YEARS

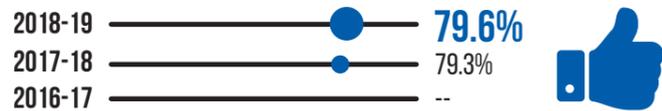
Goal 1A: Percentage of K students with PK experience



Goal 1B: Percentage of students from each subgroup who meet/exceed ELA & Math standards at end of grade 3

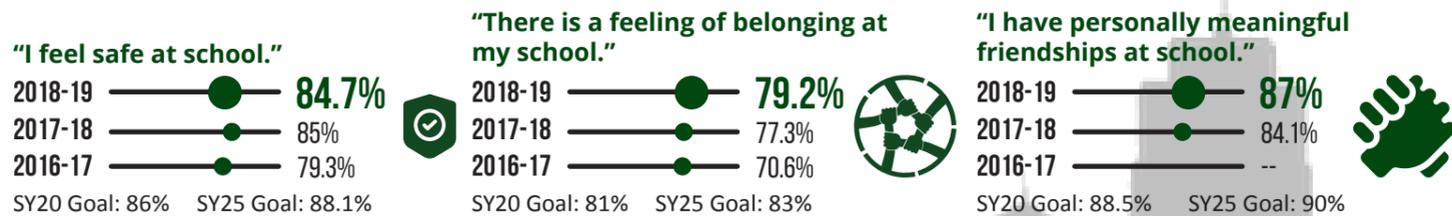


Goal 1C: Percentage of students with persistent & confident in social, emotional, problem solving skills

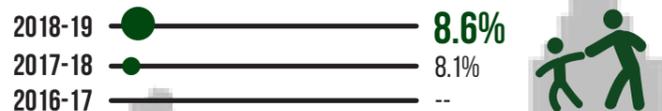


GOAL 2: WHOLE CHILD: SAFE, CHALLENGE AND SUPPORTED

Goal 2A: Percentage of students who feel school environment is safe for learning & have sense of belonging and personally meaningful friendships



Goal 2B: Percentage of students receiving effective social and emotional behavior interventions & continuous access to advocate, mentor and counselor

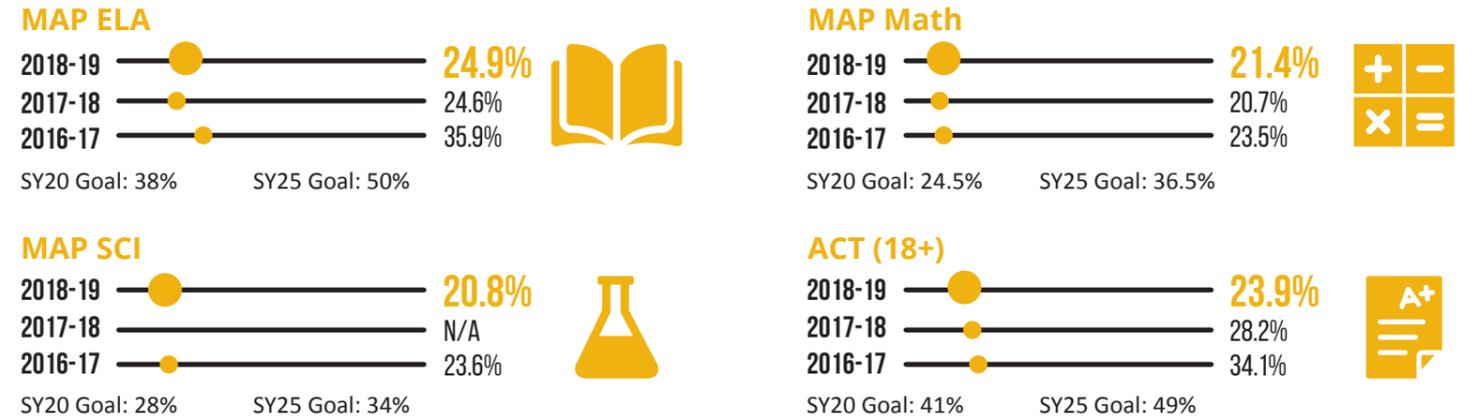


Goal 2C: Percentage of students participating in athletics or other extra-/co-curricular activities



GOAL 3: CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS

Goal 3A: Percentage of students meeting proficiency standards on state, local, national exams

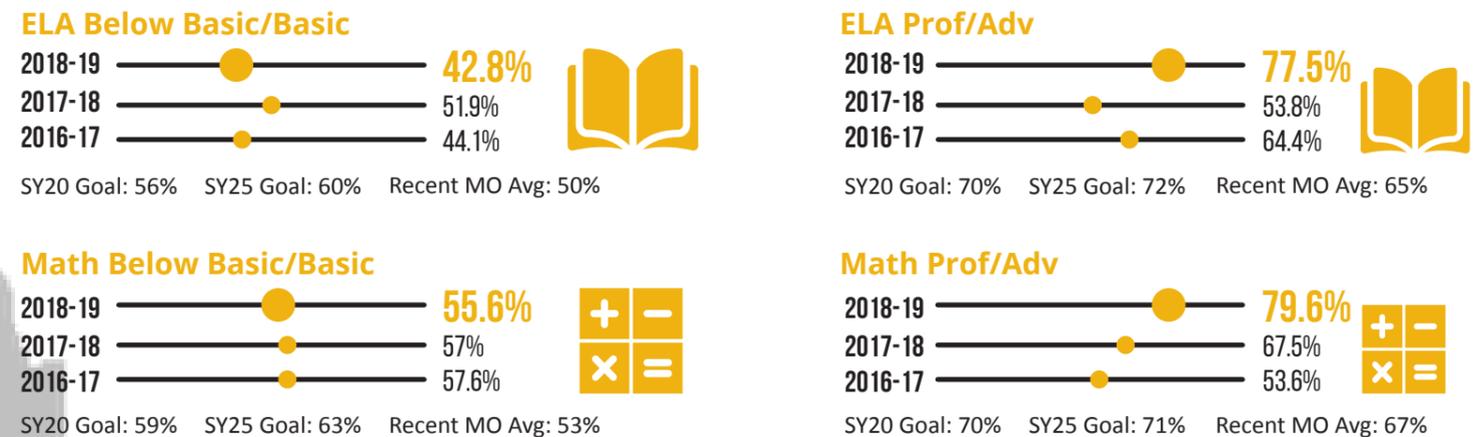


NOTE: Scores are not directly comparable due to changes in State assessments.

Goal 3B: Percentage of students from each subgroup who meet/exceed ELA & Math standards at end of grade 3

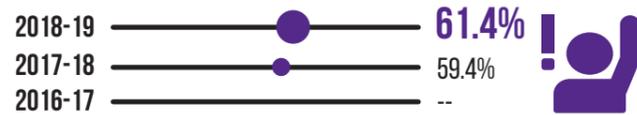


Goal 3C: Growth rate by min. 1 yr for students ≥ grade level & 1.5 yr for students < grade level

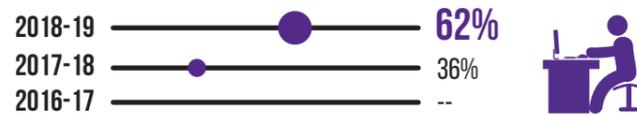


GOAL 4: 21ST CENTURY CRITICAL THINKERS AND PROBLEM SOLVERS

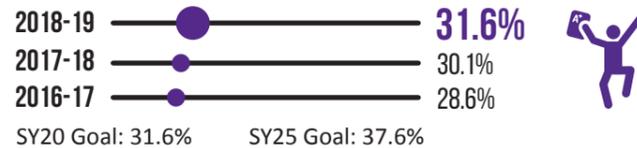
Goal 4A: Percentage of students who can solve real-world, interdisciplinary problems



Goal 4B: Percentage of students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed decisions



Goal 4C: Percentage of students who met standards on performance based assessments

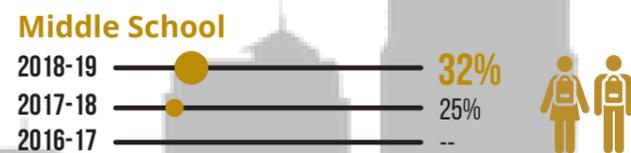
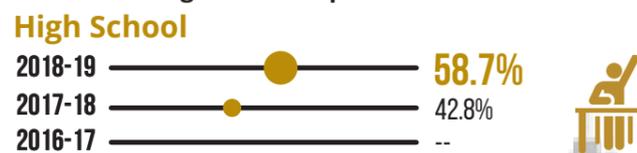


GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

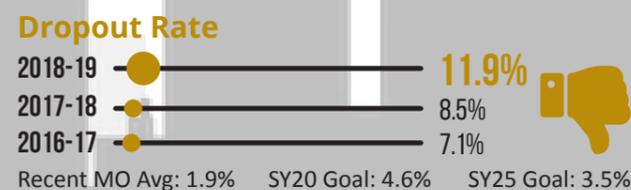
Goal 5A: Percentage of students with attendance ≥ 90%



Goal 5B: Percentage of students who completed courses, activities and experiences based on a college & career plan

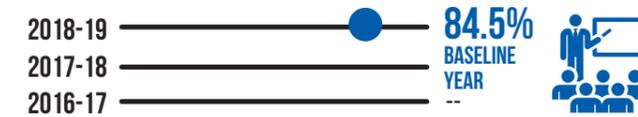


Goal 5C: 4-Yr HS grad rates & 4-Yr HS dropout rates



PILLAR A: PERSONALIZED, RIGOROUS, CULTURALLY RESPONSIVE TEACHING & LEARNING

Indicator A1: Percentage of teachers and staff implementing standards based curriculum



Indicator A2: Percentage of teachers and staff attendance



Indicator A3: Percentage of parents "Agree or Strongly Agree" that say, "My child is receiving a good education at this school"



PILLAR B: SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

Indicator B1: Number of mentors assisting students



Indicator B2: Number of partners and organizations offering students internships, mentorship programs or apprenticeships



Indicator B3: Percentage of parents "Agree or Strong Agree" that say, "My child is safe and supported at school"



PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

Indicator C1: Percentage of teachers “Agree or Strongly Agree” that, “I am satisfied with being a teacher in this district and feel that I’m engaged in meaningful work”

Satisfied



Meaningful Work



Indicator C2: Percentage of teachers “Agree or Strongly Agree” that, “PD is effective and meets my needs”



Indicator C3: Effective teacher retention rate

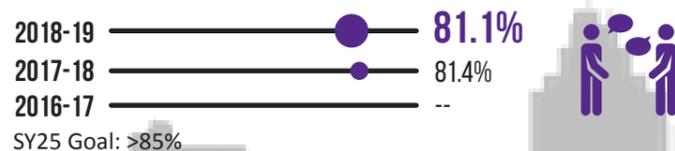


PILLAR D: DATA- INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

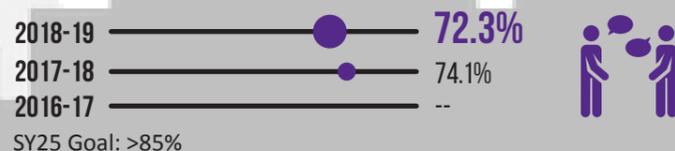
Indicator D1: Percentage of total district budget allocated to K-12 instruction



Indicator D2: Percentage of parents “Agree or Strongly Agree” that “My school provides responsive customer service”



Indicator D3: Percentage of teachers, leaders & staff “Agree or Strongly Agree” that “Central Office provides responsive customer service”



GOAL 1: SUCCESS IN THE EARLY YEARS

1A. Percentage of K students with PK experience -

Percentage of KCPS Kindergartens who have PK experience (Note: these data only include KCPS Kindergarteners who have district PK experience.)

1B. Percentage of students from each subgroup who meet/exceed ELA & Math standards at end of Third Grade -

Percentage of students scoring at proficient and advanced levels by end of 3rd grade. Goals based upon gap between KCPS and MO State Avg to account for upcoming changes to state assessments.

1C. Percentage of persistent & confident in social, emotional, problem solving skills -

Based upon student responses from Stakeholder Survey.

GOAL 2: WHOLE CHILD: SAFE, CHALLENGE AND SUPPORTED

2A. Percentage of students who feel school environment is safe for learning & have sense of belonging plus personally meaningful friendships -

Based upon Spring Stakeholder Survey

2B. Percentage of students receiving effective social or emotional behavior interventions & continuous access to advocate, mentor or counselor -

(NOTE: Current count only includes students who had access to mentor) KCPS is exploring ways to track social or emotional behavior interventions and counseling.

2C. Percentage of students participating in athletics or other extra-/co-curricular activities -

Percentage of students (9-12) participating in all athletics & extra/co-curricular activities.

GOAL 3: CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS

3A. Percentage of students meeting proficiency standards on state, local, national exams -

MAP scores represent students scoring prof/adv. on the state assessment

3B. Percentage of Identified students moved up/out of tiered academic support -

Based upon iReady assessment.

3C. Growth rate by minimum 1 year for students ≥ grade level & 1.5 year for students < grade level -

The percentage of students who achieved or exceeded their expected growth on the grade level map assessment (grade 3-8). Data calculated from the value added model file from DESE.

GOAL 4: 21ST CENTURY CRITICAL THINKERS AND PROBLEM SOLVERS

- 4A. Percentage of students who can solve real-world, interdisciplinary problems -**
Based upon iReady assessment.
- 4B. Percentage of students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed decisions -**
In SY18-19, KCPS began correlating student website usage to usage of science digital resource. In SY19-20 KCPS will have the best measurement for the percentage of students using technology to research and create projects. Student website usage will be correlated to curriculum and students will create projects using a variety of digital tools.
- 4C. Percentage of students who met standards on performance-based assessments -**
The percentage of students who met standards on WorkKeys, ASVAB, IRC and/or Project Lead the Way (PLTW) divided by total graduates.

GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

- 5A. Percentage of students with attendance ≥ 90% -**
Percentage of students who are at or above the 90/90 attendance threshold.
- 5B. Percentage of students who completed courses, activities, & experiences based on college and career plan -**
Percentage of students (grades 7-12) who are “on track” with their individualized Success Plans. For SY17-18, the percentage represents the % of students who completed the Gameplan course. In SY18-19, the percentage represents students that completed the Graduation Course Plan and are on track.
- 5C. 4yr HS grad rates & 4yr HS dropout rates -**
4 Year cohort graduation rate. Drop out rate represents the September enrollment plus transfers in minus transfer outs and dropouts.

PILLAR A: PERSONALIZED, RIGOROUS, CULTURALLY RESPONSIVE TEACHING & LEARNING

- A1. Percentage of teachers and staff implementing standards based curriculum -**
Determined by indicators found within CIPD classroom walk-through tool.
- A2. Percentage of teacher and staff attendance -**
All classroom teachers (includes librarians & paras). Attendance defined as present in classroom or attending PD or district/school authorized responsibilities.
- A3. Percentage of parents “Agree or Strongly Agree” that say, “My child is receiving a good education at this school” -**
Based upon Spring Stakeholder Survey.

PILLAR B: SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

- B1. Number of mentors assisting students -**
Number of adult mentors assisting KCPS students through the Success Mentors program.
- B2. Number of partners and organizations offering students internships, mentorships or apprenticeship -**
Number of partners and organizations offering these student opportunities.
- B3. Percentage of parents “Agree or Strongly Agree” that say, “My child is safe and supported at school”-**
Based upon Spring Stakeholder Survey.

PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

- C1. Percentage of teachers “Agree or Strongly Agree” that say, “I am satisfied with being a teacher in this district and feel that I’m engaged in meaningful work” -**
Based upon Spring Stakeholder Survey.
- C2. Percentage of teachers “Agree or Strongly Agree” that say, “PD (professional development) is effective and meets my needs” -**
Based upon Spring Stakeholder Survey.
- C3. Effective teacher retention rate -**
Percentage of teachers evaluated identified as prof or proficient plus by KCPS teacher evaluation system and retained the following school year.

PILLAR D: DATA- INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

- D1. Percentage of total district budget allocated to K-12 instruction -**
Based upon DESE defined K-12 instructional budget.
- D2. Percentage of parents “Agree or Strongly Agree” that say, “My school provides responsive customer service” -**
Based upon Spring Stakeholder Survey.
- D3. Percentage of teachers, leaders and staff “Agree or Strongly Agree” that say, “Central Office provides responsive customer service” -**
Based upon Spring Stakeholder Survey.