

KANSAS CITY PUBLIC SCHOOLS STRATEGIC PLAN MID-YEAR PROGRESS REPORT



MOVING FORWARD TOGETHER! 2018-19 Key Actions

Dr. Mark Bedell, Superintendent
February 2019



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INTRODUCTION

This report highlights the progress regarding Key Actions for the 2018-19 school year. 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.

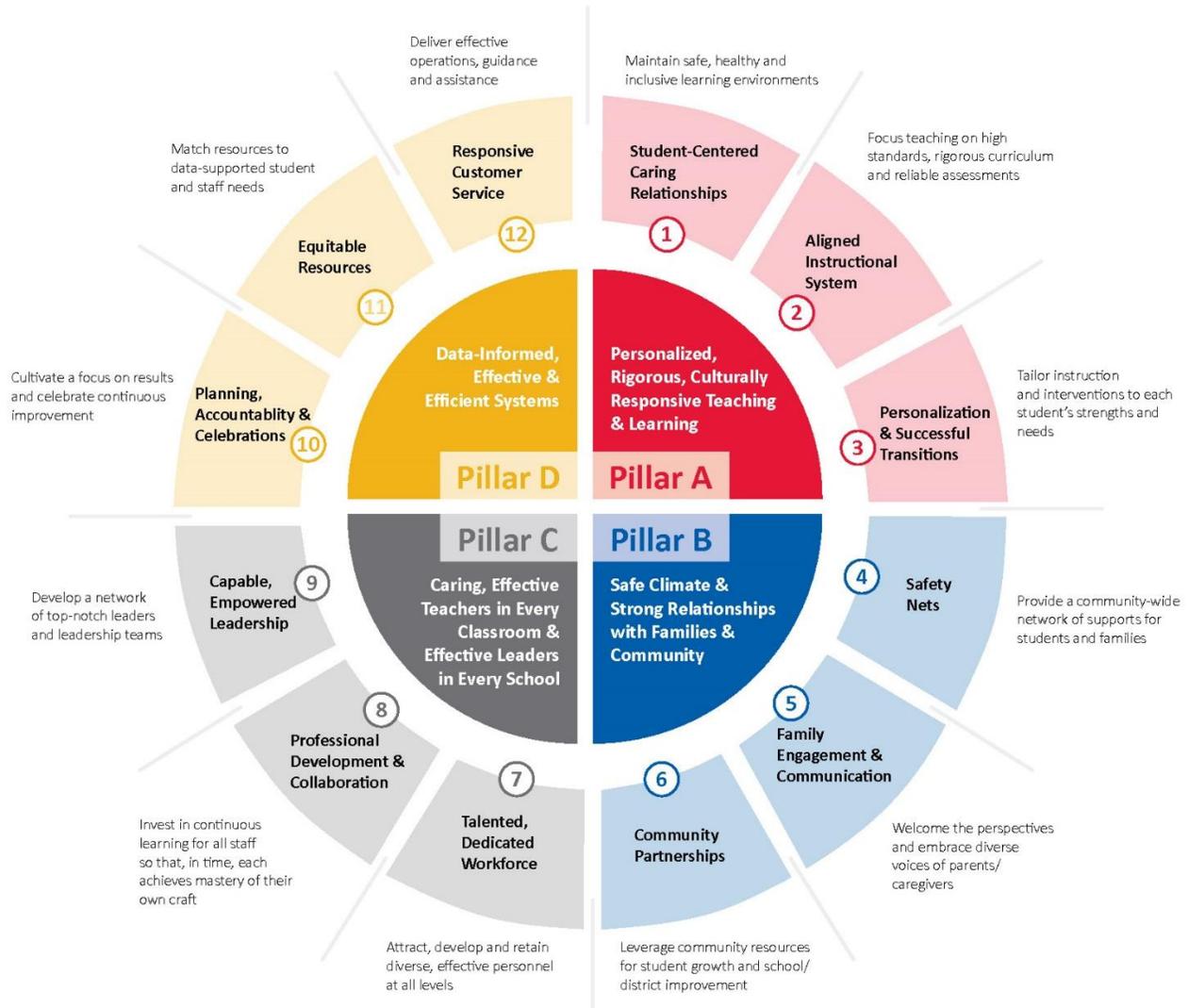
This report will be generated twice a year; once during the summer and once midyear. As Superintendent Bedell stated:

“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!**

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.



SY18-19 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
- 2.6 Teacher Collaboration *
- 2.7 Interventions for Unaccredited
- 3.1 Differentiation and Personalize 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 *
- 6.4 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 *
- 12.3 Service Standards *
- 12.5 Marketing and Communications

*Key Action originally selected in SY17-18 and continued in SY18-19

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 (Feb 2019-August 2019)

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

- Updated Safety and Security Department operations and procedures manual.
- Conducted a complete assessment of visitor management (Hall Pass) compliance.
- Created a restorative justice pilot program at select schools.

ISSUES AND CHALLENGES

- Difficulty with bringing all of Security team together at one time.
- Multiple vacancies in the Security Department.
- Lack of consistency with use of Hall Pass in the schools.
- Identifying time to train and educate staff on restorative practices/justice.

LESSONS LEARNED

- Restorative justice is a culture change and requires ongoing coaching, staff consultation, 100% ownership and buy-in from school administrators and staff.

PRIORITIES FOR NEXT REPORTING CYCLE

- Implement and train staff on emergency operations plan.
- Complete installation of new and upgraded video cameras in all schools.
- Complete the construction of security entryways in some of our schools.

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

- Developed and implemented extra-curricular Chess and Tacos program at two schools, which provides students an opportunity to learn a skill, compete, and build relationships.
- Began to create an evidence-based alternative schools model.
- Each school leader evaluated the alternative school program according to the National Association of Alternative Education.
- Conducted focus groups facilitated by the Center for Conflict Resolution to gain feedback from teachers, support staff, and parents.

ISSUES AND CHALLENGES

- Identifying time within the school day to meet with students.
- Getting full participation in focus groups by teachers and parents/caregivers.

LESSONS LEARNED

- We were provided with an opportunity to properly staff one alternative school site (Success Academy at Knotts) with a social-emotional best practice approach which improved student behavior and learning.

PRIORITIES FOR NEXT REPORTING CYCLE

- Complete a comprehensive alternative school review, survey stakeholders, complete a resource audit, and analyze and interpret results.

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

- Launched a weekly IL newsletter to engage and inform stakeholders of results, schedules, highlights, player/team of the week, and other accolades in order to celebrate the achievements of student-athletes.
- Increased participation by eliminating cutting student-athletes from middle school teams.
- Introduced middle school sports at Paseo.
- Improved East High athletic fields.
- Developed and implemented BizFest, a four-day youth leadership conference and scholarship competition.

ISSUES AND CHALLENGES

- Additional middle school sports participants required additional uniforms and resources.

LESSONS LEARNED

- Parent support and participation are great for middle school level sports. KCPS needs to capture the momentum and carry over the same enthusiasm for high school sports.
- Improvements to the East High track has resulted in higher student-athlete participation.

PRIORITIES FOR NEXT REPORTING CYCLE

- Improve Lincoln Prep athletic field and track.
- Plan and schedule summer training camps and activities.

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

- Implemented Project Lead the Way Launch in all elementary schools.
- Created summative assessments aligned to Missouri learning standards.
- Aligned KCPS curriculum to Missouri standards.

ISSUES AND CHALLENGES

- Creating MAP-like questions to practice for state assessments on the summatives.
- Limited professional development time to assist teachers in navigating new standards and curriculum maps.
- Several long term subs are filling in for iSPARK teachers for a variety of reasons (illnesses, accepting other positions, etc.).
- Some iSPARK rooms lack adequate space for PLTW (storage, tables, etc.).

LESSONS LEARNED

- We need to provide time during professional development for principals and teachers to navigate the curriculum maps and new standards.
- 6th grade students may benefit from half a year of a PLTW module and half a year of code.org instead of spending an entire year doing code.org.
- iSPARK teachers have benefited from meeting at least 3 times during the year to plan and discuss successes and challenges.

PRIORITIES FOR NEXT REPORTING CYCLE

- Update curriculum maps with appropriate revisions based upon teacher cohort feedback and to include additional SPED and ELL resources.
- Align signature school science curriculum.
- Lead a team of teachers in revising post assessments to best align with released items and in revising on-demand writing assessments.
- Embed real world professionals in curriculum to align with standards.
- Analyze the curriculum and adapt assessments to be more culturally responsive.
- Align instructional materials and technology to KCPS curriculum.
- Embed instructional tools and resource support in all subjects.

2.3 EARLY LITERACY & MATH:

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

MAJOR ACCOMPLISHMENTS

- Provided training for K-2 teachers to implement Pathways to Reading phonics program.

ISSUES AND CHALLENGES

- Getting newly assigned teachers trained has been a challenge.

LESSONS LEARNED

- K-2 Literacy District Coaches are being trained to train teachers. This will help us to train more effectively.

PRIORITIES FOR NEXT REPORTING CYCLE

- Train 3rd grade teachers in phonics.

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.

MAJOR ACCOMPLISHMENTS

- Developed and scheduled professional development for teachers to collaborate in grade level and department PLCs.

ISSUES AND CHALLENGES

- Scheduling grade level and department teams for common plan time.

LESSONS LEARNED

- Principals and teachers need more coaching regarding how to facilitate and maximize time during PLC meetings.

PRIORITIES FOR NEXT REPORTING CYCLE

- Determine the effectiveness of grade level and department PLCs.

2.7 INTERVENTIONS FOR UNACCREDITED:

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

MAJOR ACCOMPLISHMENTS

- Trained SOAR (Successful Opportunities to Accelerate and Recover) teachers in the Odysseyware program, implemented SOAR classrooms at comprehensive high schools, and conducted training for all SOAR teachers on fidelity checklist and protocols.
- Provided Neuhaus training for all reading interventionists.
- Recruited and hired reading and math interventionists for tier 2 and 3 schools.

ISSUES AND CHALLENGES

- Time to collaborate with the SOAR (Successful Opportunities to Accelerate and Recover) teachers district staff regularly.
- Time for interventionist to devote to the training outside the workday. However, have been able to successfully work out a plan for success with the staff at Neuhaus to ensure success for our staff.
- Secondary math positions have been difficult to fill. We will begin recruiting earlier and securing contracts earlier for these positions in the future.

LESSONS LEARNED

- Implementing the SOAR fidelity checklist was successful in standardizing the process across the district.
- Training has been beneficial for all staff in the intervention program. We will be working with the interventionist this summer to streamline the program to ensure that we have standard practices at all schools.
- Hiring will begin earlier.

PRIORITIES FOR NEXT REPORTING CYCLE

- Provide ongoing training and support for SOAR teachers and help them to analyze Odysseyware student data.
- Work with math and reading interventionists to analyze student iReady data.
- Plan and schedule Deb Diller training for tier 3 schools.

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 students towards meeting grade-level standards or their Individualized Education Plan (IEP) goals.

MAJOR ACCOMPLISHMENTS

- Implemented instructional strategies for co-teaching and resource teachers.
- Strengthened co-teaching to increase academic growth for students with special needs.
- Focused on serving students and keeping track of the data through the use of ProjectELL.
- Provided co-teaching training for high schools and middle schools.
- Began implementing co-teaching instructional walkthroughs with building administrators.
- Continued data conversations with the sites.

ISSUES AND CHALLENGES

- Ensuring Exceptional Education co-teachers are reporting to the co-teaching classrooms.
- The time allocated for building teams to complete data dives and continual co-teaching training during Wednesday PD is not enough.
- Holding ESOL and co-teacher pairs accountable for implementing co-teaching must come from Language Services and building administration.

LESSONS LEARNED

- Common plan times are needed for co-teachers to ensure effective co-teaching at levels above the basic model of one teacher and one assistant.
- Attending PLC meetings and ½ day PLC planning has been helpful in supporting the implementation of co-teaching.

PRIORITIES FOR NEXT REPORTING CYCLE

- Expand opportunities for gifted and advanced students.
- Hold Saturday APtitude workshop for AP students.
- Implement Project ELL dashboard for principals.
- Conduct co-teaching walkthroughs with 5 additional principals/assistant principals.

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

- PST have been implemented at all schools.
- Schools have received PST professional development.
- Among schools successfully implementing PST, suspensions have decreased and attendance has improved.

ISSUES AND CHALLENGES

- Inconsistent implementation among schools.
- Some schools require more coaching than others.

LESSONS LEARNED

- Ongoing coaching is needed to develop a systematic approach.
- Procedures need to be streamlined to meet the needs of all schools.

PRIORITIES FOR NEXT REPORTING CYCLE

- Establishing a coaching cycle to support schools that are struggling to implement PST with fidelity.
- Continuously monitor schools to measure the impact of coaching and PST.

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

- Developed and implemented the Mindful Yoga Project aimed at improving mental health, relationships, and self-esteem.
- Scheduled Crisis Intervention Team (CIT), an evidenced-based, international trauma-informed certification for law enforcement, for security department in cooperation with KCPD (40-hour training week of March 25th).
- Entered into an agreement with Social Solutions to develop an integrated data collection system to track, report, and monitor outcomes related to behavior, academics, and security.

ISSUES AND CHALLENGES

- Finding time to meet with students during the school day without interrupting academics.
- Bringing the entire security department together for CIT training.
- Ensuring that the software selected (Social Solutions) is capable and integrated with Tyler, our current student information system.

LESSONS LEARNED

- System-wide integration requires inter-department communication and coordination, and clear definition of roles/responsibilities.

PRIORITIES FOR NEXT REPORTING CYCLE

- Hold trauma training for security team March 25-29, 2019.
- Implement Social Solutions software and measure outcomes.

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

- Implemented the Ride KC Student Pass program to provide free public transportation for all high school students in grades 9-12.
- Partnered with Congressman Emanuel Cleaver to host a recruitment event for mentors of color. 200 men were in attendance and 89 are now serving as mentors in KCPS.
- Partnered with new organizations such as Black Nurses Rock, Girl Scouts, Hallmark and the Kansas City Fire Department to increase the total number of mentors in our schools.
- Provided master schedule training for principals and administrators.

ISSUES AND CHALLENGES

- The Ride KC Student Pass project required coordination among multiple government agencies and required a change to state statute.
- Student mobility continues to be a major challenge. Many mentors are matched to students who move out of the school system before the year is over.
- Due to the popularity of the mentoring program, we now have 931 students on the waiting list for a mentor.

LESSONS LEARNED

- It is advantageous to collaborate with multiple school districts, but many times other districts and government agencies look to KCPS to take the lead.
- KCPS needs a mentoring marketing plan to cast a wider net in order to secure more partnerships.

PRIORITIES FOR NEXT REPORTING CYCLE

- Analyze results of the Ride KC Student Pass program.
- Provide Response to Intervention (RTI) support for increasing student achievement in writing.
- Provide AVID program support.
- Implement master schedule support.
- Finalize dropout prevention plan.
- Prepare for end-of-year Mentor Appreciation Dinner event.
- Plan and design a peer mentoring program in partnership with Elevate KC which launches in the fall semester.

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

- Developed a communications and engagement plan for rising kindergartners that includes Pre K Retention and Kindergarten Recruitment, Registration, Meet the Teacher, Parent Information Nights, Roundup, Transition Days, Parent Curriculum Nights, May Orientation, Summer Jump Start Program, and August Orientation events.

ISSUES AND CHALLENGES

- It is challenging coordinating events and efforts that rely on involvement from multiple departments across KCPS.

LESSONS LEARNED

- It is key to plan early and set dates for the events in the spring of the upcoming school year.

PRIORITIES FOR NEXT REPORTING CYCLE

- Hold Kindergarten Meet the Teacher, Parent Information Nights, Roundup, Transition Days, Parent Curriculum Nights, May Orientation, Summer Jump Start Program, and August Orientation events.

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

- Hired new Family and Community engagement staff with a priority focus on family support, communication, and outreach while branding a dedicated office to continue the focused work.
- Held a Family Advocacy Workshop Series.
- Continued to identify the scope of work for school-based parent organizations.
- Created and executed a plan to communicate with parents and the KC community regarding the district's APR progress.

ISSUES AND CHALLENGES

- Frequent 2-way communication with students and families regarding academic information is done best at the classroom level. Currently, schools use several different

ways to communicate with parents about student’s academic progress and often those methods do not provide reliable translations.

LESSONS LEARNED

- The Division of Communications and Engagement must work closely with the Division of Academics and the Department of Technology to create best practices for teachers to communicate each student’s academic progress towards parents.

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop and refine ongoing family communication methods (newsletter, weekly email, etc.).
- Promote the Tyler Parent Portal to parents as a location to access student academic information and progress.
- Create a communication plan for School Leadership to assist them in communicating to parents about the Tyler Parent Portal.
- Train parents to use the Tyler Parent Portal in order to access student academic information.
- Work with the Technology Department to increase the number of languages available to parents.

Strategic Priority #6: Community Partnerships

6.4 COLLEGE & CAREER EXPLORATION:

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

MAJOR ACCOMPLISHMENTS

- Held 2018 KCPS College and Career Explosion.
- Facilitated Naviance college and career 6-year plans.
- Implemented AVID college and career readiness system at 7 secondary sites.

ISSUES AND CHALLENGES

- Data synchronization for Course Planner between Tyler and Naviance has been a challenge.
- Working with Course Planner to meet the unique requirements for some of our schools with multiple pathways.
- Not enough staff to adequately assist all of our secondary students.
- All sites for AVID are on the track for Year 1 implementation renewal with the exception of 1 High School site.
- Schools with high turnover have proven to be an issue for stability of the AVID program.
- Need principals to buy in and support college and career initiatives.

LESSONS LEARNED

- Develop a planning and pilot window for new components before training
- There is a need to train more teachers at the secondary level on the Naviance platform. Hopefully, this can improve buy-in.
- Engage staff and observe teachers prior to signing them up for AVID teams.
- Schedule more opportunities to reflect with AVID site teams on decisions and planning.
- Find ways to engage more staff in high turnover buildings in the AVID process and training.

PRIORITIES FOR NEXT REPORTING CYCLE

- Kids2College 2019 will be held on March 4th, 5th, and 6th at Penn Valley Campus of MCC
- Naviance planning for the entire district to begin shifting to the college, career, and life readiness framework.
- Provide AVID coaching and certification for year 1 sites.
- Hold AVID Induction Ceremony 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

- Held Strategic Plan Update Dinner and Celebration to inform KCPS stakeholders of progress made to date on Key Actions and gathered feedback regarding future support of KCPS initiatives.
- Completed the Strategic Plan Mid-Year Progress Report to highlight accomplishments, challenges, and priorities for the remainder of the school year.
- Hosted a series of Community Conversations that were billed as a progress review of the District from the Listen and Learn tour held eighteen months prior.
- 63 community organizations and partners focused on the back-to-school support of KCPS students and families.
- Held the Fall 2018 Partnership Breakfast.

ISSUES AND CHALLENGES

- Creating an easily definable process to assess the quality of partnerships within the current context of their agreement.
- Eliminating redundancy in efforts and resources to create a more effective and efficient service delivery.
- Email, IT and technology challenges at KCPS made ongoing and consistent communication difficult.

LESSONS LEARNED

- We need to maintain multiple sources of direct communication in the event of service interruption.
- Provide more opportunities for networking and socialization for partners and stakeholders to collaborate and engage.

PRIORITIES FOR NEXT REPORTING CYCLE

- Overhaul of the volunteer and partnership management process and procedures.
- Hold partner and volunteer appreciation events.
- Hold SummerFest 2019.

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

- Hosted the KCPS teacher and administrator job fair.
- Hosted Experience KCPS event.

ISSUES AND CHALLENGES

- Ensuring potential candidates receive communication regarding these events via email from our district.
- Ensuring potential candidates are reached through multi-media sources.
- Transportation and communication for the Experience KCPS event.

LESSONS LEARNED

- Continuous communication with candidates is vital.

PRIORITIES FOR NEXT REPORTING CYCLE

- Continue to refine the job fair.
- Add specific university host days for Experience KCPS.
- Develop a strategy for the recruiting calendar to build better relationships with targeted universities.

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

- Created onboarding plan, including an agenda for the first week and ongoing expectations for the first year of employment.

ISSUES AND CHALLENGES

- Having documented SOP's and templates in place.
- Identifying key new hire expectations by role/departments.
- Instituting a culture change for hiring managers.

LESSONS LEARNED

- Online onboarding tools are expensive.
- Employee onboarding is a strategic opportunity for organizations to increase retention and employee engagement. New hires are the most susceptible to become disengaged.
- Hiring managers must play a key role in the onboarding process.

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop an initial onboarding schedule for new hires.
- Prioritize “All-Employee” training checklist.

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

- Implemented PLCs at all schools.
- Identified 2-4 teachers for student-centered coaching in cycles.
- Scheduled and held training for curriculum coordinators on the student-centered coaching model.

ISSUES AND CHALLENGES

- Coordinators were not trained until late November and cycles did not begin until February.

LESSONS LEARNED

- Training needs to be provided as early as possible.

PRIORITIES FOR NEXT REPORTING CYCLE

- Provide student-centered coaching.
- Continue to improve PLCs use of data.

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

- Provided training on the new iPads for kindergarten classrooms.
- Scheduled and planned New Teacher Orientation.
- Developed and implemented the after-school professional development calendar.
- Developed the Aspiring Leaders Academy.
- Actively planned PD for principals relevant to current practice and issues.

ISSUES AND CHALLENGES

- Getting new teachers to be able to attend the Summer Institute.
- Increasing numbers of teachers to attend after-school professional development.

- Adding apps for iPads.

LESSONS LEARNED

- Teachers prefer attending professional development that is targeted to their content area.
- Teachers will attend PD in August and September, while October through January has low attendance. Attendance increases before state assessments in the month of February. We will move after-school PD to the highly attended months and bring in consultants and substitutes for the months in which the attendance is low.

PRIORITIES FOR NEXT REPORTING CYCLE

- Complete K-2 Pathways to Reading in-district teacher and coach program and embed the training into new teacher training.
- Provide professional development for the following:
 - Summer Institute
 - Google for Education and Chromebooks for elementary schools
 - Dyslexia training
 - AVID
 - Counselor PD
 - Deeper content knowledge and effective practices

8.5 INSTRUCTIONAL & CLASSROOM MANAGEMENT SUPPORT:

Improve instructional and classroom management support for teachers.

MAJOR ACCOMPLISHMENTS

- Developed instructional and classroom management support provided by CIPD.
- Hired additional curriculum support staff.
- Recruited principals to plan and implement classroom management for teachers.
- CIPD staff were trained in restorative practices.

ISSUES AND CHALLENGES

- More teachers need to attend after-school professional development.
- There is currently no district-wide management system in place.

LESSONS LEARNED

- The focus needs to be targeted to conscious discipline strategies and restorative practices.

PRIORITIES FOR NEXT REPORTING CYCLE

- Identify schools and teachers for training.

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

- Training for leadership teams was provided at the Principal’s Institute.
- Principal’s Meetings have focused on using data and professional practices to improve student outcomes, reduce learning gaps, and address teacher effectiveness.
- Worked to implement and provide a structure for PLC’s which aid in building a culture of collaboration and collegial accountability.

ISSUES AND CHALLENGES

- All buildings are not implementing PLCs at the same level.

LESSONS LEARNED

- It is going to take multiple years to embed PLCs into the KCPS culture.
- Developing a common understanding, approach, and language is critical for PLC implementation.

PRIORITIES FOR NEXT REPORTING CYCLE

- Go deeper in providing professional learning in PLCs with a focus on RTI.

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

- Placed additional assistant principals from the ranks of the two established leadership pipelines.
- Implemented an Aspiring Principals program with six current assistant principals.
- Assistant principals have received the same professional development as principals.

ISSUES AND CHALLENGES

- Snow days have impacted meeting dates for the Aspiring Principals program.

LESSONS LEARNED

- Need to identify how to grow principals to district administration.
- Since some principals are nearing retirement, KCPS must focus on grow your own leadership.

PRIORITIES FOR NEXT REPORTING CYCLE

- Implemented in the summer Principals in Residence program to understand how assistant principals will implement what they have learned.

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

- Selected and communicated SY19 strategic plan key actions to be implemented across the district.
- Selected and communicated SY19 departmental goals aligned to the strategic plan.
- Developed school improvement plans with pilot schools.
- Trained KCPS staff to use Microsoft Planner and began using this software to track strategic plan progress.

ISSUES AND CHALLENGES

- Selection of SY19 strategic plan key actions was delayed due to scheduling conflicts.
- Completing school improvement plans with pilot schools was challenging as schools were being asked to learn yet another way to
- Delayed assessment data from the State of Missouri made it challenging for schools to adequately plan for SY18-19 and make adjustments.

LESSONS LEARNED

- Selection of key actions for an upcoming school year needs to take place in conjunction with the budgeting process.
- Department goals should be set during the summer months.
- Asking multiple principals to coordinate with consultants via teleconferencing or videoconferencing is not as effective as face to face meetings.

PRIORITIES FOR NEXT REPORTING CYCLE

- Select SY20 strategic plan key actions in conjunction with the budgeting process.
- Complete department annual action plans for all KCPS departments organized by Cabinet member SY19-20.
- Continue refining the process for school improvement plans.
- Develop school-parent contracts.
- Develop a program for self-evaluation.

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

- Created procedure, trained leadership teams, and implemented Problem-Solving Teams (PSTs) in schools.
- Created Eco-Maps for each school to determine internal and external supports available. Shared Eco-Maps with School Leadership to update so that district leadership has accurate information of supports to identify gaps and potential overlap.
- Trained a team of trainers on Youth Mental Health First Aid (YMHFA) and Crisis Prevention Institute – De-escalation (CPI) to create a sustainable training across KCPS.
 - Trained 12 KCPS staff to be certified in YMHFA.
 - Scheduled 2 YMHFA training during July Summer Institute.
 - Trained Knotts and Anderson staff in CPI basics.

ISSUES AND CHALLENGES

- System-wide implementation of Problem Solving Teams (PST) teams.
- In the eco-mapping process, we have identified much overlap on internal and external supports and lack of definition of roles.

LESSONS LEARNED

- Less is more. Do not necessarily need more people or resources, we need to use the resources and staff in a more effective manner.
- Time continues to be a challenge to train staff – need more coordination in this area with the Teacher’s Union.

PRIORITIES FOR NEXT REPORTING CYCLE

- Collaborate with leadership teams at Knotts and Anderson to develop CPI procedures and training plan.
- Develop a system to implement trauma-sensitive school training district-wide.
- Support School Leadership in the implementation of PSTs.
- Support School Leadership in ensuring that eco-maps are updated and shared with school staff and with the KCPS Partnerships team to update MOUs and determine available resources that may fill gaps in services.

10.4 STAKEHOLDER FEEDBACK:

Conduct an annual survey to assess students' perception and satisfaction regarding their academic and socio-emotional experiences. [Additionally: In 2017-2018, conduct feedback survey of all stakeholders regarding their perception of and satisfaction with the outcomes and quality of services provided by Kansas City Public Schools.]

MAJOR ACCOMPLISHMENTS

- Started to develop Title 1 parent/stakeholder surveys.
- Began to develop the SY19 Stakeholder Survey and established a calendar for administering the survey.

ISSUES AND CHALLENGES

- Timing of the distribution of S18 Stakeholder Survey occurred too late.
- Limited access to technology at school sites impeded, in some cases, student responses on the stakeholder survey.
- The SY18 Stakeholder Survey results needed to be analyzed by in-house staff requiring additional time and resources.

LESSONS LEARNED

- Administer the SY19 Stakeholder survey sooner in the school year.
- Force responses on surveys in order to get more robust data sets.

PRIORITIES FOR NEXT REPORTING CYCLE

- Administer Title 1 parent/stakeholder surveys.
- Administer the SY19 Stakeholder Survey.

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

- Developed a process for obtaining meaningful stakeholder feedback regarding the needs of all KCPS federal programs (Title I.A, Title II, Title III, and Title IV.A).
- Successful year two implementation of using the tiered instruction model to guide building staffing decisions.

ISSUES AND CHALLENGES

- It was difficult to support tier III schools with desired class sizes due to high mobility rates throughout the school year.

LESSONS LEARNED

- KCPS will need a diverse cross section of stakeholders from all district schools to participate in our Districtwide Annual Review and Needs Assessment meeting in April. This may result in holding meetings in multiple locations throughout the district.
- KCPS will need to provide more opportunities to include community and school stakeholders in policy discussions on how the flexibility in ESSA (Every Student Succeeds Act 2015) can support equity and achievement.

PRIORITIES FOR NEXT REPORTING CYCLE

- Hold a district-wide federal program needs assessment and review meeting.
- Use the system analysis to guide decision making for long range planning.
- Engage external best practice experts to review and advise KCPS regarding the use of resources for central office staffing, procedures and operations.

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

- Completed the initial draft of the Kansas City education system analysis and presented findings to the Board and charter leaders.
- Posted the Director of Educational Systems position.

ISSUES AND CHALLENGES

- The system analysis took a significant amount of time and resources to complete.
- Although robust, KCPS only has access to student-level data for those enrolled in a KCPS school, the analysis is missing this information for charter school students.
- Delayed assessment data from the State of Missouri resulted in the academic data comparisons being out of date (SY17.)
- Data requests from the State of Missouri were slow and unpredictable. When requests were fulfilled, small sample sizes were suppressed making aggregate data unusable.
- Experienced difficulty in determining a metric for school performance that could be applied to all schools within Kansas City.
- Changes in state assessments from year to year made analyzing school performance trends difficult.

LESSONS LEARNED

- We need to continue to explore data sharing agreements with charter schools to allow for a full and comprehensive analysis of the KC education system.
- We need to have a standard file format and improve data organization.

PRIORITIES FOR NEXT REPORTING CYCLE

- Continue to work with charter leaders and sponsors to achieve the five objectives outlined within the system analysis presentation including establishing a Charter Collaboration Council.
- Work to educate stakeholders within the Kansas City community regarding the state of education and fragmented system.
- Hire the Director of Educational Systems.

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

- Piloted Schoolzilla for principals deemed as Pulse power users in Summer 2018.
- Updated and redesigned the strategic plan scorecard to enhance the user experience.
- Created social and emotional data/outcomes tracking system – Social Solutions.

ISSUES AND CHALLENGES

- Updates to the scorecard were delayed due to the release of SY18 scores in February of 2019.
- Lack of funding for Schoolzilla project
- Updating individual school scorecards is labor intensive.

LESSONS LEARNED

- Research various partnerships (i.e.: Lean Lab) that have the capacity to provide funding for initiatives.

PRIORITIES FOR NEXT REPORTING CYCLE

- Develop a data request protocol.
- Develop and manage dashboards (Pulse, SchoolZilla, Principals' Landing Page).
- Create enrollment dashboards.
- Use Tableau to automate data for individual school scorecards.

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

- Refined process for identifying and executing Standard Operating Procedures determined for each department.
- Administered the customer service survey in November 2018.

ISSUES AND CHALLENGES

- --

LESSONS LEARNED

- --

PRIORITIES FOR NEXT REPORTING CYCLE

- Include customer service survey components into SY19 Stakeholder survey.

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

- NA – This project is due July 2019.

ISSUES AND CHALLENGES

- NA – This project is due July 2019.

LESSONS LEARNED

- NA – This project is due July 2019.

PRIORITIES FOR NEXT REPORTING CYCLE

- Complete Communications Plan including sections for the Superintendent, parents, Cabinet, divisions, and Board of Directors.

GOAL 1: SUCCESS IN THE EARLY YEARS

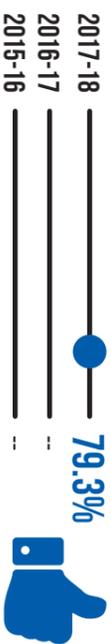
Goal 1A: Percentage of K students with PK experience



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

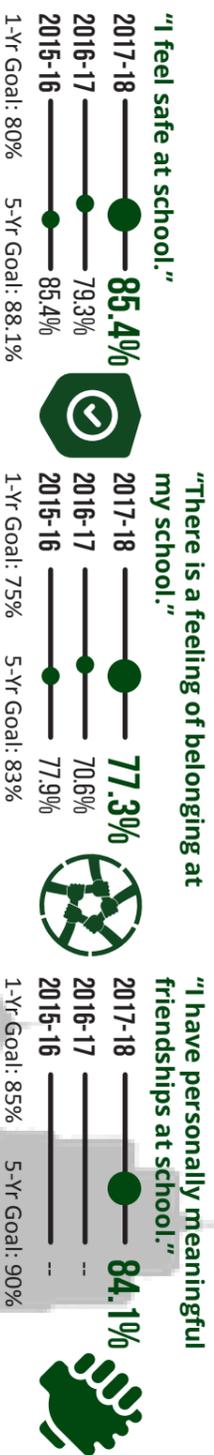


Goal 1C: Percentage of students with persistent & confident in social, emotional, problem solving skills



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



MAP SCI



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

Goal 3B: Percentage of students moved up/out of tiered academic support



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



Math Below Basic/Basic



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

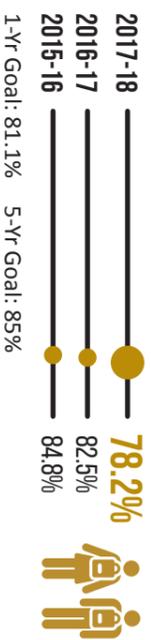


Goal 4C: Percentage of students who met standards on performance based assessments

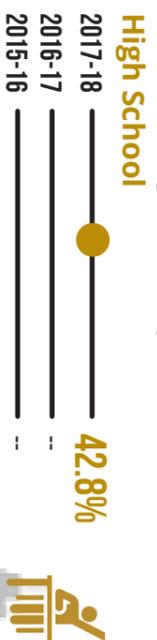


GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

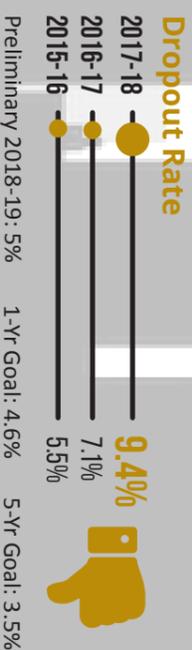
Goal 5A: Percentage of students with attendance ≥ 90%



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

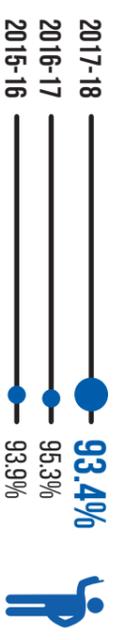


PILLAR A: PERSONALIZED, RIGOROUS, CULTURALLY RESPONSIVE TEACHING & LEARNING

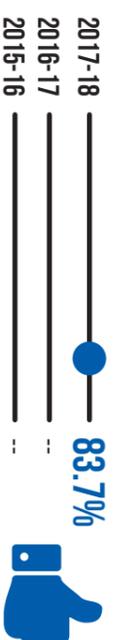
Indicator A1: Percentage of teachers and staff implementing standards based curriculum



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"



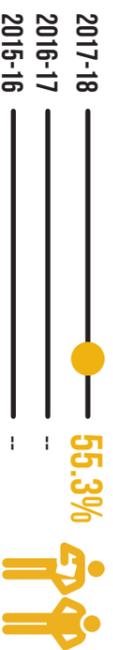
PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

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

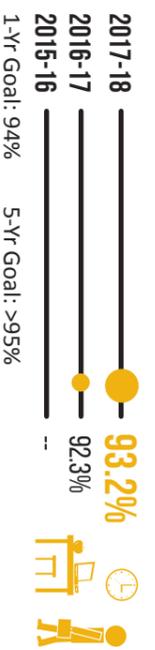
Satisfied



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

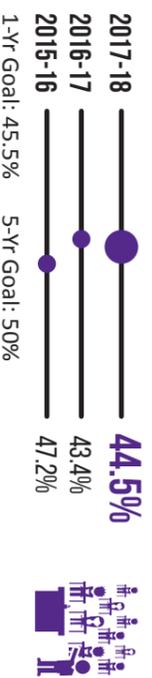


Indicator C3: Effective teacher retention rate

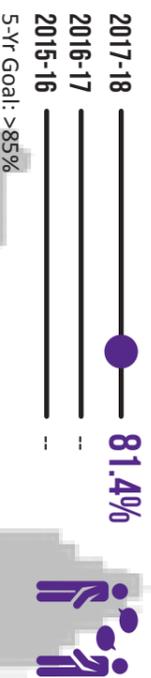


PILLAR D: DATA-INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

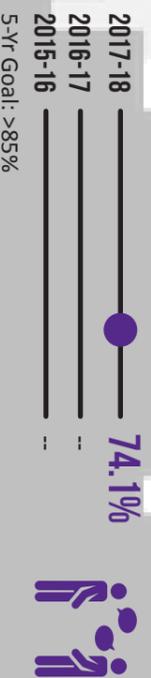
Indicator D1: Percentage of total district budget allocated to K-12 instruction



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 Kindergartners 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 2018 Stakeholder Survey. This measurement will change in SY19 and will not be survey based.

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 2018 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) In SY19, systems are in place 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.
- 3B. Percentage of Identified students moved up/out of tiered academic support -
ACT scores represent the percentage of ACT participants of the graduating class receiving a composite score of 18 or higher. Will be captured in SY19 by 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** - Will be captured in SY19 by 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 will begin 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 \geq 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 will represent 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 2018 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 Strong Agree” that say, “My child is safe and supported at school”** - Based upon Spring 2018 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 2018 Stakeholder Survey.
- C2. **Percentage of teachers “Agree or Strongly Agree” that say, “PD (professional development) is effective and meets my needs”** - Based upon Spring 2018 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 2018 Stakeholder Survey.
- D3. **Percentage of teachers, leaders and staff “Agree or Strongly Agree” that say, “Central Office provides responsive customer service”** - Based upon Spring 2018 Stakeholder Survey.