

# STRATEGIC PLAN END-OF-YEAR PROGRESS REPORT

## **MOVING FORWARD TOGETHER!**

### 2018-19 Key Actions



Dr. Mark Bedell, Superintendent  
September 2019



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*\*The Scorecard contains preliminary data for SY19. The Scorecard will be updated as results become available.*

## INTRODUCTION

This report highlights the progress made on Key Actions for the latter half of the 2018-19 school year (Feb 2019-Aug 2019). 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.

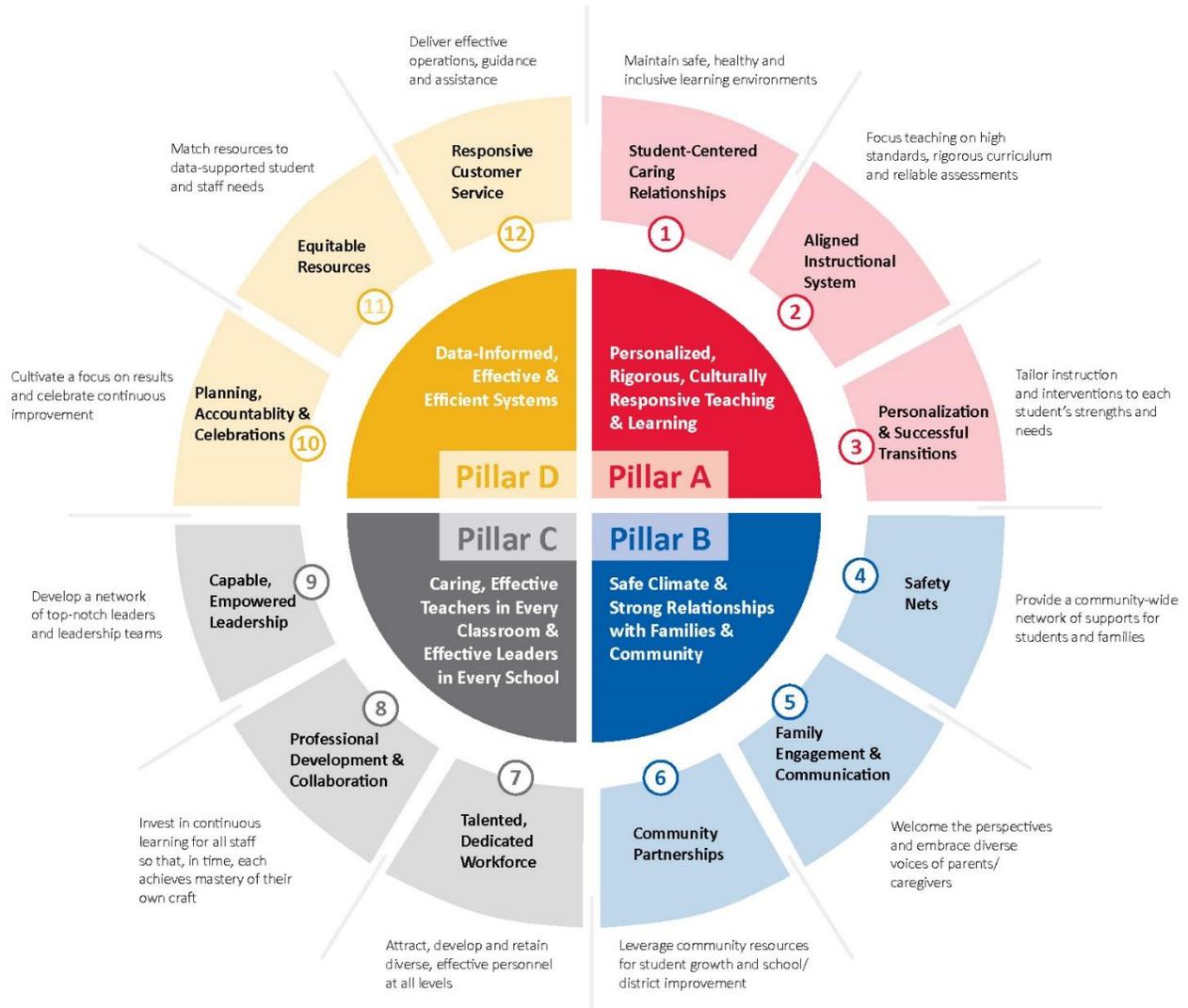
This report will be generated twice a year; once at the end of the summer and once midway through the school year. As Superintendent Bedell stated:

*“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!**

## 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

**END-OF-YEAR PROGRESS REPORTS**

Reports are organized as follows:

**Strategic Priority #: Strategic Priority Title**

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**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**

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### **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**

- Installed new and upgraded video cameras in all schools
- Completed the construction of security entryways in planned sites
- Ensured that most schools have culture and climate goals within their school improvement plans, all eight comprehensive schools have culture and climate goals in their Comprehensive School Improvement (CSI) plan
- Ensured that all schools have a positive behavior management system in place, some examples include Positive Behavior Systems (PBS), Positive Behavior Intervention Systems (PBIS) or Behavior Intervention Support Team (BIST)
- Expanded Center for Conflict Resolution and restorative justice practices within Southeast High, Northeast Middle, Central Middle, and other selected sites

### **ISSUES AND CHALLENGES**

- There are multiple vacancies within the Security Department

### **LESSONS LEARNED**

- Need to develop competitive salary ranges for the Security Department

### **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 (Youth Mental Health First Aide, Crisis Prevention Intervention)

**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**

- Conducted a comprehensive alternative school review, surveyed stakeholders, completed a resource audit, and analyzed results
- Implemented PSTs (Problem Solving Teams) which provide collaborative case conferencing to address the academic and social and emotional needs of students
- Completed eco-mapping, an identification of community-based resources to support schools
- Made adjustments to the student support staffing model based upon an equity lens

**ISSUES AND CHALLENGES**

- Funding to increase the supports required to address the social and emotional needs of students
- Funding to implement conflict resolution practices

**LESSONS LEARNED**

- Need to develop an evaluation tool to determine effectiveness of partnerships outlined in eco-mapping
- District-wide integration requires inter-department communication and coordination and clear definition of roles/ responsibilities

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Complete a comprehensive review/audit of the student support services at all schools using the Elements of a Trauma Sensitive School District template
- Develop a data informed early warning indicator support model to implement early intervention services and focus on deploying wrap around services

**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**

- Implemented elementary field day, basketball camp and flag football
- Increased circulation of the IL (Interscholastic League) Newsletter
- Increased participation by eliminating students from being cut from high school teams
- Held Win for KC, an all-girls sports camp designed to encourage girls to participate in athletics

**ISSUES AND CHALLENGES**

- Additional student participants required additional uniforms and resources
- Low parent support and attendance for high school sports

**LESSONS LEARNED**

- With more students participating, time management is vital when making schedules

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Increase athletic scholarships received by students
- Return softball to the list of sports offered by KCPS athletics
- Implement rSchoolToday, an online scheduling program compatible with other school districts in the state of Missouri
- Implement Privit, an online healthcare system that tracks physicals, injuries, and all health related issues for our student-athletes
- Stadium opening for Lincoln Prep

## Strategic Priority 2: Aligned Instructional System

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### 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

- Held KCPS Science Expo where students were engaged in hands-on science concepts directly aligned to Missouri Learning Standards
- Aligned instructional materials and technology to KCPS curriculum
  - Elementary Math: Aligned the Envision 2.0 resource to the curriculum, linked Pearson Realize in the curriculum map, and provided video tutorials
  - Elementary ELA (English Language Arts): Adopted and provided training on a new writing resource, Being a Writer, embedded more explicit teaching of writing into the K-6 curriculum, provided rubrics and exemplars aligned to a writing resource
  - Digital Learning: Piloted the implementation of Nepris to provide real-world learning experiences for students and added to all curriculum maps
- Embedded instructional tools and resource support in all subjects, Resource Hub embedded in all elementary content curriculum maps
- Provided 1,870 supports (planning, coaching, modeling, data analysis) to classroom teachers from curriculum coordinators
- Purchased and distributed over 3,800 Chromebooks to students in grades 3-6
- Trained all 3-6 grade teachers on how to use their Chromebooks
- Purchased and distributed over 4,200 iPads for all students in grades K-2
- Distributed Wi-Fi Hotspots to over 1,400 high school students allowing them to have internet access at home
- Began replacing all 345 network switches and 1,566 Wi-Fi access points across the district to provide for better internet in classrooms
- Began piloting interactive flat panels in our classrooms to increase student engagement and provide teachers with better technology resources

### ISSUES AND CHALLENGES

- Elementary ELA: Training on Being a Writer was optional. As a result, only 36% of the teachers were trained
- Digital Learning: 36% of teachers are not using technology based upon walkthrough data and 50% of the time students are passive learners in the classroom
- Increased job embedded PD (professional development) needed due to limited time
- Upgrading outdated infrastructure is a very delicate process, especially while rolling out new devices for students, teachers and staff

**LESSONS LEARNED**

- Optional PD results in low attendance
- Based upon attendance, after-school professional development will be scheduled during the months of August, September, October, February and March
- There is a need for a technology integration model to provide guidance to teachers while planning
- New technology must be thoroughly tested before it is implemented district-wide

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Ensure K-6 teachers are using the writing resource, Being a Writer
- Focus on instructional leadership for Algebra 1
- Finish the installation of our new network switches and Wi-Fi access points
- Deploy interactive flat panels to two elementary schools for testing purposes before the full K-3 rollout in January 2020

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**2.3 EARLY LITERACY & MATH:**

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

**MAJOR ACCOMPLISHMENTS**

- Trained 3<sup>rd</sup> grade teachers in phonics
- Trained lead literacy interventionists on the coaching model to support adult learning and ensure effective communication to all stakeholders

**ISSUES AND CHALLENGES**

- Identifying a time for three days needed for PD
- Getting newly assigned teachers the necessary training

**LESSONS LEARNED**

- Need to increase the budget to provide for an additional two days of training for 3<sup>rd</sup> grade teachers in phonics
- Additional interventionists are being trained for high priority schools

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Vertically align kindergarten ELA and Pre K curriculum

**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**

- Master schedules were developed to provide common planning time for grade levels and content areas
- Provided training and professional development for implementing PLCs (Professional Learning Communities) and tiered systems of support

**ISSUES AND CHALLENGES**

- Teachers need additional training in creating common formative assessments
- PD time is limited to teach the curriculum and assessments to new teachers

**LESSONS LEARNED**

- There needs to be more oversight of building PLCs to support teachers and principals

**PRIORITIES FOR NEXT REPORTING CYCLE**

- School Leadership will monitor PLCs in each school
- Curriculum Coordinators will attend PLCs to guide teachers

## **2.7 INTERVENTIONS FOR UNACCREDITED:**

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

### **MAJOR ACCOMPLISHMENTS**

- Recruited and hired reading and math interventionists for all tier 2 and 3 schools
- Conducted monthly PLCs for math and reading interventionists
- Attended Greg Tang K-2 Math training
- Provided Neuhaus training for all reading interventionists
- Planned and scheduled Deb Diller training for all tier 3 schools
- Created a tiered funding model to assist tier 2 and 3 schools

### **ISSUES AND CHALLENGES**

- Scheduling intervention groups so that students are not being pulled out of tier 1 instruction
- Reading and math interventionists are being split between two schools
- The secondary math interventionist positions have been difficult to fill

### **LESSONS LEARNED**

- The hiring process needs to begin earlier

### **PRIORITIES FOR NEXT REPORTING CYCLE**

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

## Strategic Priority 3: Personalization & Successful Transitions

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### 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

- 114 more high school students from the four comprehensive high schools and Paseo participated in the Advance Placement (AP) exam in SY19 than in SY20
- The Lincoln Prep IB (International Baccalaureate) diploma pass rate rose to 53.1%, surpassing the national average IB pass rate – Lincoln’s highest pass rate since 2005
- Lincoln Prep has increased IB program participation and expanded IB courses (Environmental Systems and Societies, Mathematics HL, Philosophy, Heritage Language)
- Achieved 100% compliance on the special education DESE audit
- Completed vision and plan for the K-2 Inclusion Program
- Hired three additional Instructional Special Education Coordinators for SY20
- Helped five fifth year seniors graduate through the EBTT (Employment Based Transition Training) Program through partnerships with KCPS, Goodwill, VA Hospital and DESE (Department of Elementary and Secondary Education) Vocational Rehabilitation Services
- Focused on co-teaching at the middle school and high school levels and introduced co-teaching at the elementary level in one grade
- Began STRONG (Students Transitioning Receiving Opportunities Nurturing Growth) room programming at all three levels: elementary, middle and high school
- Tested nearly 60 seniors at Lincoln College Prep and East High School in a LOTE (language other than English)
- Graduated 34 students with the Seal of Biliteracy in 5 languages:
  - Spanish
  - French
  - Swahili
  - German
  - Arabic

### **ISSUES AND CHALLENGES**

- Elementary co-teachers were not provided with adequate training
- Mainstreaming special education students from the STRONG room into the general education setting was a struggle
- Managing ELL (English Language Learner) students at multiple sites and communicating volunteer opportunities (students must complete a socio-cultural component as part of their Seal application which can include demonstrating their use of two languages in a volunteer capacity)
- Recruiting community members in multiple languages to serve as panelists for student presentations and essays

### **LESSONS LEARNED**

- We are currently working with Goodwill to develop a program similar to EBTT for students who have higher cognitive skills. Additionally, we are developing a DESE approved program at Central High for students with an IEP so they can obtain credit for working a few hours during the school day
- All district co-teachers need to be trained during the first few weeks of September
- It will be easier to recruit students at the beginning of the year and work with counselors to have informational meetings during advisory periods.
- Need to identify building level Seal of Biliteracy sponsor to coordinate testing and student communication
- Need to offer 2 LOTE testing sessions- one in the fall and one in spring, this will allow students who don't pass the opportunity to study and retest

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Increase AP exam participation
- Increase the number of full IB students
- Implement the K-2 Inclusion Program
- Co-teaching with fidelity across the district
- Co-teaching at the elementary level in two grade levels as opposed to one
- Close the achievement gap between students with IEP's and general education students
- Increase the use of the Special Education Behavior Team as a way to focus on behavior management
- Successfully transition students from the STRONG room into the general education classroom and then to their home school
- Develop the school to work co-op program at Central High
- Develop an extension of the EBTT program for students with higher cognitive skills
- Complete fall LOTE test and inform students of results
- Develop a K-8 Seal of Biliteracy Pathway, for young language learners to demonstrate their progression to biliteracy
- Complete district and cross department academic walkthroughs are planned for CSI schools quarterly and TSI schools each semester

### **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**

- PSTs have been implemented at all schools
- PSTs School Site Leadership Teams have received training/professional development in RtI and MTSS (Multi-Tiered Systems of Support)

### **ISSUES AND CHALLENGES**

- The PST forms were very detailed and complex for the teachers to complete. This caused teachers to be a little resistant in requesting support
- Lack of hands-on support to ensure that the process was implemented with fidelity

### **LESSONS LEARNED**

- The process needed to be streamlined, with less paperwork to create a more user-friendly process

### **PRIORITIES FOR NEXT REPORTING CYCLE**

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

## Strategic Priority #4: Safety Nets

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### 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

- Implemented a pilot program at Southeast High School to implement a restorative practice model
- Implemented a pilot program at Phillips received a grant to implement the Trauma Sensitive Schools model
- Provided targeted support through the Center for Conflict Resolution for Central Middle, Northeast Middle, Southeast High, and Garcia Elementary

### ISSUES AND CHALLENGES

- Implementing trauma sensitive practices district-wide with fidelity
- Ensuring that the software selected (Social Solutions) is capable and integrated with the student information system

### LESSONS LEARNED

- Review of needs assessment revealed the need to re-evaluate student support services through an equity lens

### PRIORITIES FOR NEXT REPORTING CYCLE

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

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#### 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

- Created a new mentoring program, Career Mentors, in which mentors work with students in grades 11-12 to focus on college and career readiness (Career Mentors is the fourth program created underneath the KCPS mentoring umbrella)
- Secured 9 new supporters and partnerships for the mentoring programs:
  - 4-H (Career Mentors)
  - Christ Community Church (Lunch Buddies)
  - Elevate-KC (Success Mentors)
  - Farmers Insurance (Success Mentors)
  - Global FC
  - KSHB-TV (Career Mentors)
  - Mattie Rhodes/Soccer for Success
  - The NeighBROhood (Success Mentors)
  - YEP KC (Career Mentors)
- Of the 697 students served by KCPS-led mentoring programs,
  - 50% of students had improved attendance
  - 43% of students showed academic growth
- 75% of mentored students in grades 9-12 were on-track to graduate in 4 years (68% of non-mentored students were on-track)
- 95% of mentees in the MOCHA (Men of Color, Honor, and Ambition) mentoring program are on track to graduate within 4 years
- 74% of homeless mentees matched with a mentor had 90% or higher attendance
- Hired highly qualified Grad Lab coaches for all four comprehensive high schools
- Provided training for Grad Lab coaches according to the model
- Implemented a Middle College Program serves students (ages 17-24) who have dropped out of school. The program enabled 45 students to graduate with a high school diploma and 11 to graduate with a high school equivalency certificate
- Implemented Pre-Missouri Options programming at all comprehensive high schools to support students transitioning into Missouri Options

### **ISSUES AND CHALLENGES**

- Student mobility negatively impacts outcomes for students receiving mentor services and leads to increased turnover among mentors
- Many students need time in the Grad Lab with a limited number of seats available
- The number of students on the waiting list for the Middle College program continues to grow
- Students who have dropped out often struggle to read the testing material required by the state

### **LESSONS LEARNED**

- Each mentor needs to receive the same level of engagement, regardless of which school site they are visiting. Site-based coordinators are mandated to provide thorough onboarding, follow up with concerns in a timely manner, etc. When mentors do not receive the same high level of support across the board, it can impact the way they perceive the program, school and/or district as a whole
- The SOAR (Successful Opportunities to Accelerate and Recover) program was not comprehensive enough to meet the needs of KCPS high schools. The program will be reworked in SY20 and be called Grad Lab
- There is a need to increase flexibility in scheduling Grad Lab times

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Identify evidence-based approaches in which mentors can be engaged to increase the likelihood that they will re-commit for another school year
- Implementation of Grad Lab program and increase the number of courses
- Implement Graduation PLCs to increase graduation rates and support students who are deficient in credits

## **Strategic Priority #5: Family Engagement & Communication**

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### **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**

- Implemented a communications and engagement plan for rising kindergartners that included, Kindergarten Recruitment, Kindergarten Registration, Kindergarten Meet the Teacher, Kindergarten Parent Information Nights, Kindergarten Roundup and Kindergarten Summer Jump Start Program

### **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**

- KCPS should create a series of preplanned meeting times to keep the momentum moving forward towards accomplishing the goals

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Create a new KCPS Pre-K Retention Plan
- Increase the number of schools participating Kindergarten Recruitment outreach
- Implement a Kindergarten Registration process and Kindergarten May Orientation
- Increase the number of schools participating in Kindergarten Meet the Teacher, Parent Information Nights, Roundup, Transition Days, and Parent Curriculum Nights

**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 Bilingual Communications Specialist
- Increased the number of messages distributed in multiple languages

**ISSUES AND CHALLENGES**

- Need a staff person with bilingual experience and qualifications
- KCPS has experienced challenges in communicating effectively to our growing Spanish speaking and ELL population

**LESSONS LEARNED**

- It is imperative to continue striving for better communication methods with non-English speakers

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Create work plan for the Bilingual Communications Specialist to engage with families and provide information regarding student progress

## Strategic Priority #6: Community Partnerships

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### 6.4 COLLEGE & CAREER EXPLORATION:

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

#### MAJOR ACCOMPLISHMENTS

- Implemented AVID (Advancement Via Individual Determination) college and career readiness system at 7 secondary sites
- Held 1<sup>st</sup> Annual AVID Induction Ceremony
- Received a grant from AVID to expand into three elementary sites: JA Rogers, King, and Faxon
- Facilitated AVID PD and learning modules at the Summer Institute
- AVID students achieved an average attendance rate of 91.4% (8% higher than non-AVID students)
- 78.9% of 9<sup>th</sup> grade AVID students are on track to graduate (28% higher than non-AVID 9<sup>th</sup> grade students)
- Held the 2018 KCPS College and Career Explosion in partnership with the KCPS Education Foundation, Junior Achievement, and the Metropolitan Community Colleges
- Facilitated Naviance college and career 6-year plans
- Held Kids2College 2019 events
- Increased the number of KC Scholars in the Kansas City Public Schools

#### 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
- 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 will improve staff buy in
- Engage staff and observe teachers prior to signing them up for AVID teams to ensure the right fit
- 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**

- Provide coaching and feedback for our 12 school sites with AVID
- Complete Naviance planning for the entire district to begin shifting to the college, career, and life readiness framework
- Increase the number of staff trained in AVID methodologies
- Increase the number of KC Scholars per site with a specific focus on 9<sup>th</sup> grade recipients
- Hold college exposure trips for AVID students (i.e. Mizzou Youth Experience Day, etc.)

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### **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**

- Completed a major overhaul of the volunteer and partner management process which included the development and onboarding of a new digital volunteer management system and creation of a bi-monthly partner newsletter to support better ongoing communication with key stakeholder groups.
- Held an open house for the Family Empowerment Center
- Held the First Annual Community Champion of the Year Awards to honor Church of the Resurrection for their almost 20-year commitment to KCPS

### **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 present issues for community partners when attempting to reestablish communication and services

### **LESSONS LEARNED**

- Providing external stakeholders clear communication about District 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**

- Provide clear metrics of successful partnership criteria in order to evaluate and reward excellence in resource and service provision
- Expansion of opportunities for community collaboration in the Family Empowerment Center to offer new pathways of support for students and families

## Strategic Priority #7: Talented Dedicated Workforce

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### 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 an annual recruitment plan
- Created a recruiting calendar with targeted universities
- Strategically encompassed our own employees to recruit in their alma maters
- Created targeted fliers and communications through social media
- Refined job fair interview process

### ISSUES AND CHALLENGES

- Communications being sent to spam and junk files rather than reaching the targeted candidates
- Declining enrollment within the field of education
- Helping candidates make early decisions and having placements (candidates don't like to sign on until they know where they are going)
- Salary schedule competition with other school districts

### LESSONS LEARNED

- Continuous communication with candidates and partners is necessary
- Begin early recruiting at the freshman level rather than senior level
- Hire as early as possible

### PRIORITIES FOR NEXT REPORTING CYCLE

- Expand talent pool to reflect student demographics
- Research trends in recruitment to refine best practices

**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**

- Refined and implemented the schedule for on-boarding that includes orientation, acclimation and cultivation
- Created a SOP (standard operating procedure) for on-boarding

**ISSUES AND CHALLENGES**

- Having consistent and trained presenters for each week
- Budget for providing lunches
- Some positions (coaches, evening custodians, part-time) having the ability to commit to three days of on-boarding
- Inability to start in department/school immediately
- Technology issues (videos, Wi-Fi, issuing of passwords)

**LESSONS LEARNED**

- Organization and flexibility are key

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Implement a new employee checklist and survey to be issued within the first 30 days

## **Strategic Priority #8: Professional Development & Collaboration**

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### **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**

- Conducted district-based assessments at the end of each cycle
- Held data-based principal meetings to disaggregate district-based assessments
- Administered mock MAP (Missouri Assessment Program) / EOC (End of Course Test) to provide principals and teachers with comprehensive data

### **ISSUES AND CHALLENGES**

- Technology enhanced questions were unavailable on Achievement Series so students could not practice using technology

### **LESSONS LEARNED**

- A system is needed to disaggregate data for principals and enhance PLCs
- Principals need more time to disaggregate the data

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Issue RFQ for a new assessment system and reporting structure to replace Achievement Series
- Provide two extra calendar days to disaggregate data and discuss next steps with staff

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### **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**

- Completed K-2 Pathways to Reading in-district teacher/coach program and embedded the information into new teacher training
- Provided PD for the following: Summer Institute, Dyslexia training, AVID, Counselor PD, Deeper content knowledge and effective practices, Conscious Discipline, New teacher follow-ups (one per quarter), and Google training

### **ISSUES AND CHALLENGES**

- Low teacher attendance during after-school, voluntary PD sessions
- Teacher buy-in for FLEX Wednesdays

### **LESSONS LEARNED**

- Need to identify time for teachers to receive required PD without missing presenters during the Summer Institute

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Implement a full catalogue of online digital learning pathways to increase access for teachers
- Identify more content and pedagogy training for secondary teachers

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## **8.5 INSTRUCTIONAL & CLASSROOM MANAGEMENT SUPPORT:**

Improve instructional and classroom management support for teachers

### **MAJOR ACCOMPLISHMENTS**

- All schools have a positive behavior management system
- Completed pilot of student-centered coaching cycles surrounding specific teacher and coordinator-set goals
- Planned and delivered intensive professional development on positive classroom management for approximately 80 teachers
- Embedded classroom management strategies/procedures within our content trainings
- Trained curriculum coordinators on restorative practices

### **ISSUES AND CHALLENGES**

- Teachers struggled with implementing strategies to build classroom community

### **LESSONS LEARNED**

- Need to offer additional opportunities for PD on positive classroom management throughout the school year

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Provide workshops on restorative practices

## **Strategic Priority #9: Capable, Empowered Leadership**

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### **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**

- All schools have functional PLCs and PSTs
- Held monthly PLC for principals to discuss best practices and learn from highest performing leaders

### **ISSUES AND CHALLENGES**

- Ensuring that PLCs are functioning in a manner that leverages collaboration and creates increased student achievement

### **LESSONS LEARNED**

- Need to focus on one expectation at a time and monitor
- Need to conduct thorough master schedule checks to ensure that adequate planning periods are provided for teachers

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Ensure PLCs are implemented with fidelity across all district schools

### **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**

- Implemented KC-Plus partnership (partnership with The New Teacher Project and UMKC)
- Increased the number of residents in the pipeline ready to assume a school leader role from 5 to 16
- Hired one resident as an elementary principal and four as assistant principals

### **ISSUES AND CHALLENGES**

- Budget restrictions for Principals to hire KC-Plus Residents
- Preparing residents for a competitive interview process

### **LESSONS LEARNED**

- KCPS culture is conducive to growing our own
- KCPS residents had stronger data-driven presentations during the end of the year graduation for KC-Plus
- Interview process needs to be tightened

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Promote and communicate to KCPS Teachers about the KC-Plus program and its success into moving into leadership
- Establish budget specifically for KC-Plus Residents
- Re-evaluate interview process/techniques when multiple schools need leadership positions filled

## **Strategic Priority #10: Planning, Accountability & Celebrations**

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### **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**

- All schools have a plan according to achievement levels and categorization of school through state and federal government ESSA (Every Student Succeeds Act) The plans are tiered as a result of data: SIP (School Improvement Plan), TSI (Targeted School Improvement), CSI (Comprehensive School Improvement). TSI includes schools with subgroups in bottom 5% of state. CSI category is applied when the entire school in bottom 5% of state. There are 8 CSI and 8 TSI schools within KCPS
- Selected SY20 district-wide areas of focus, aligned to the Strategic Plan, and used priorities when determining the budget

### **ISSUES AND CHALLENGES**

- Delayed assessment data from the state made it challenging for schools to adequately plan for SY18-19 and make adjustments

### **LESSONS LEARNED**

- Planning needs to start early
- Plans need to be continuously monitored

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Monitor SIP, TSI, and CSI plans to ensure they are being implemented with fidelity

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### **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**

- Collaborated with administrative leadership teams at Knotts and Anderson to develop a procedures and training plan
- Implemented PSTs
- Updated eco-maps and shared with school staff and with the KCPS Partnership

### **ISSUES AND CHALLENGES**

- Training support system for district-wide implementation of PSTs
- Redefining an overlap on internal and external supports and lack of definition of roles

**LESSONS LEARNED**

- Need for Strategic Communications Plan / Implementation using the Elements of Trauma Sensitive School District Model

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Develop a system to implement trauma-sensitive school training district-wide using a three-year tiered implementation model
- Develop and update MOUs (memorandum of understanding) to determine available resources that may fill gaps in services

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**10.4 STAKEHOLDER FEEDBACK:**

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

**MAJOR ACCOMPLISHMENTS**

- Administered Title 1 parent/stakeholder surveys and feedback was incorporated into school improvement plans for SY20
- Administered SY19 Stakeholder Survey

**ISSUES AND CHALLENGES**

- Lack of stakeholder participation
- Survey fatigue

**LESSONS LEARNED**

- Must coordinate with School Leadership to ensure schools complete the survey
- Need to provide incentives for parents and student to take the survey

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Use feedback from the SY19 Stakeholder Survey to create department plans and establish priorities
- Start designing the SY20 Stakeholder Survey and strategize ways to achieve a higher response rate

## Strategic Priority #11: Equitable Resources

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### 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

- Implemented equity staffing ratios for tiered instruction, continuing to use DESE targets as a guide
- Added additional resources in the areas of math and reading intervention, assistant principals, registrars and behavior interventionists
- Reduced overall operational spending to support instruction through elimination of some positions and contract review/negotiation
- Held a district-wide federal program needs assessment and review meeting
- Completed research to inform the system analysis

### ISSUES AND CHALLENGES

- Student mobility results in a constantly changing average class size, particularly in tier 3 schools, making class size target accuracy difficult to achieve
- Smaller schools with lower enrollments made it difficult to achieve class size targets

### LESSONS LEARNED

- Adjustments and flexibility are required
- The district-wide federal program needs assessment was extremely useful as it provided guidance for the allocation of Title funds in SY20

### PRIORITIES FOR NEXT REPORTING CYCLE

- Review, refine and adjust equity staffing ratios for tiered instruction
- Complete a third party assessment of central office and district wide departments to assure aligned responsibility and appropriate allocation of resources (Hanover)
- Review comparative financial and statistical data to peer districts to assure internal assessments continue and are focused on possible areas of opportunity
- Begin the assessment phase of Blueprint 2030
- Issue a bid opportunity for a School Evaluation Consultant

#### **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**

- Hired a Director of Educational Systems
- Shared the System Analysis presentation with charter leaders, elected officials, and media
- Founded the District Charter Collaboration Council
- Completed year one of an agreement with DeLaSalle Schools for full child nutrition services programming, providing daily breakfast and lunch
- Continued and expanded charter school partnerships for student enrollment in Career and Technical Education programs at Manual
- Began working together with charter school leaders relating to funding issues

#### **ISSUES AND CHALLENGES**

- Assuring that services provided to support charters not only promote system efficiencies but also do not impeded the ability to first prioritize KCPS students and KCPS schools
- At times, the district and charters have differing priorities

#### **LESSONS LEARNED**

- Differences of philosophy and need will continue to make the work challenging when working in collaboration with charters
- It takes time to refine complicated, data-heavy analyses but it is imperative to ensure that information is digestible for the target audience

#### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Evaluate impact of the year one partnership with DeLaSalle to assure efficiency and service are improved
- Continue to support the work of the Collaboration Council
- Work on collaborative language relating to public school funding equity
- Expand service offerings to charter schools in the areas of Child Nutrition Services and Custodial Services

## Strategic Priority #12: Responsive Customer Service

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### 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

- Develop a data request protocol
- Created individual school scorecards using Power Business Intelligence (Power BI)
- Implemented a real-time eviction tracking and referral system, SEEDS (Student Early Eviction Detection System)
- Built disaggregated discipline report available weekly
- Compiled and presented first ever comprehensive System Analysis

### ISSUES AND CHALLENGES

- Shifting data metrics and availability complicate longitudinal analysis at a system level

### LESSONS LEARNED

- It is imperative to have all data thoroughly reviewed by multiple team members before publishing and/or presenting information
- Requests for information from DESE need to occur early and be tracked

### PRIORITIES FOR NEXT REPORTING CYCLE

- Develop a public facing dashboard representing Strategic Plan and School Board Key Performance Indicators
- Conduct a holistic, data-driven review of all enrollment systems and processes
- Replace Achievement Series with an updated assessment system that incorporates a more robust assessment reporting platform

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### 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

- Included customer service survey components into SY19 Stakeholder Survey
- Start of school SOP successfully transferred and implemented to a new platform, Microsoft Project

### **ISSUES AND CHALLENGES**

- Low participation in the SY19 Stakeholder Survey
- Transferring SOP data to a new platform was a challenge

### **LESSONS LEARNED**

- Create communications plan that informs the public in a timely fashion of survey availability
- Work with school leadership to ensure building compliance for student and teacher surveys

### **PRIORITIES FOR NEXT REPORTING CYCLE**

- Review of enrollment process including quantifying internal and external customer service ratings

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### **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**

- Held Summerfest 2019, which was attended by 7,200 patrons
- The Scripps Media Group marketing contract has resulted in increased positive exposure on TV and online
- Ongoing cultivation of positive earned media
- Reorganized the district website to become more user-friendly which led to 150,000 more people visiting the website
- Major improvements in internal communications by updating the KCPS Intranet, Teacher's Lounge, Front Office, Weekly Staff Update, Daily Media Briefing, staff emails and the district calendar

### **ISSUES AND CHALLENGES**

- Lack of stable leadership and vision in the Communications and Community Engagement Division
- Stubborn persistence of an outdated narrative about KCPS as a "failed" school system
- Violence in the vicinity of schools and/or involving KCPS students
- Unplanned and/or emergency communications and other support
- Maintaining correct contact information for families who wish to receive communication from KCPS

**LESSONS LEARNED**

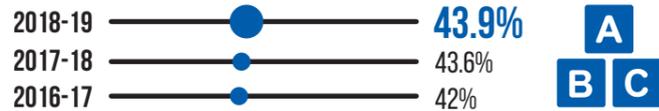
- The creation of a true comprehensive marketing and communications plan requires thoughtful, stable and inspiring leadership
- The creation of a true comprehensive marketing and communications plan requires the valuable resource of time and the authority to implement it across the school system
- Communications saw a spike in viewers and users on during athletic coverage, graduations, major press conferences and student produced content
- Communications saw spikes in social media users during enrollment time, KCPS events and inclement weather day announcements

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Develop and practice a crisis communications plan and procedures
- Expand access and best practices for website and social media outlets to schools
- Train schools on best practices
- Assist with news and video programs within our high schools
- In conjunction with the assessment phase of Blueprint 2030, issue a bid opportunity for market research services

## GOAL 1: SUCCESS IN THE EARLY YEARS

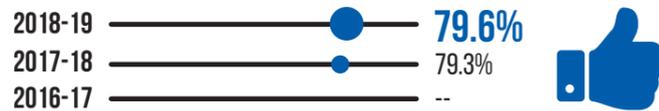
### Goal 1A: Percentage of K students with PK experience



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

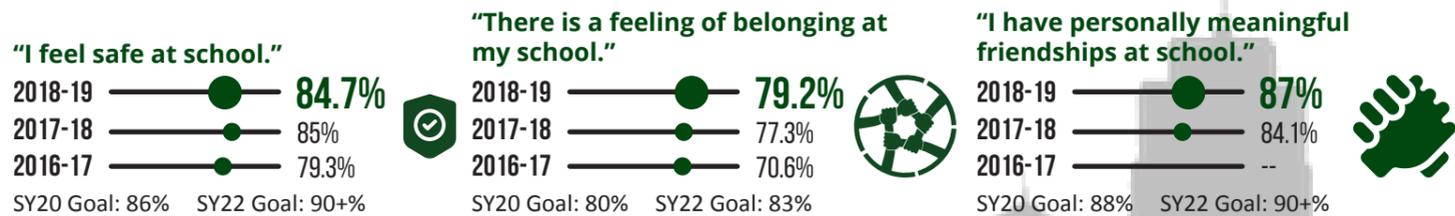


### Goal 1C: Percentage of students with persistent & confident in social, emotional, problem solving skills

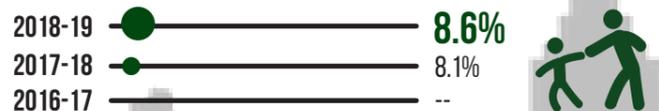


## GOAL 2: WHOLE CHILD: SAFE, CHALLENGE AND SUPPORTED

### 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

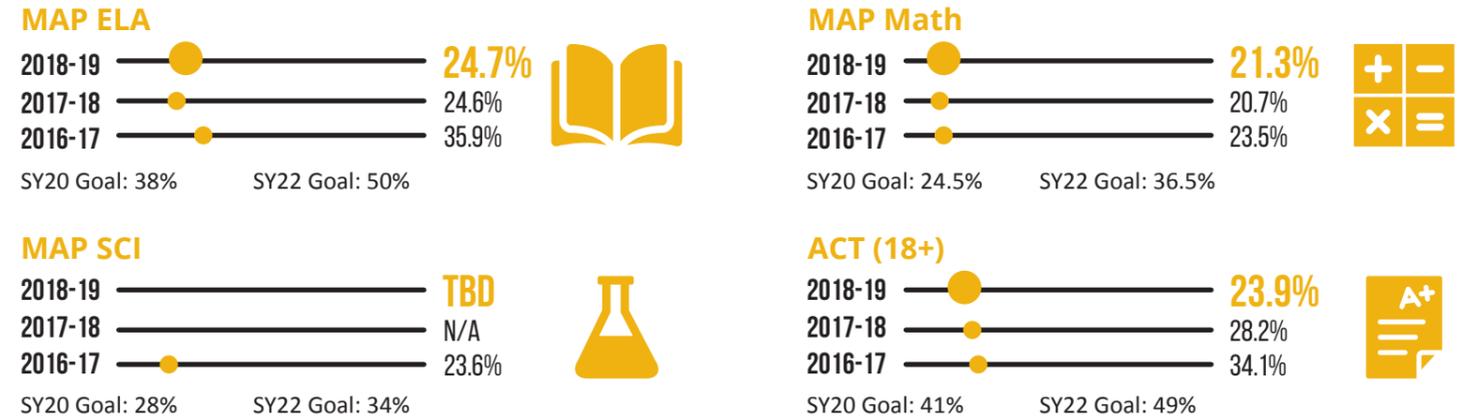


### Goal 2C: Percentage of students participating in athletics or other extra-/co-curricular activities



## GOAL 3: CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS

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

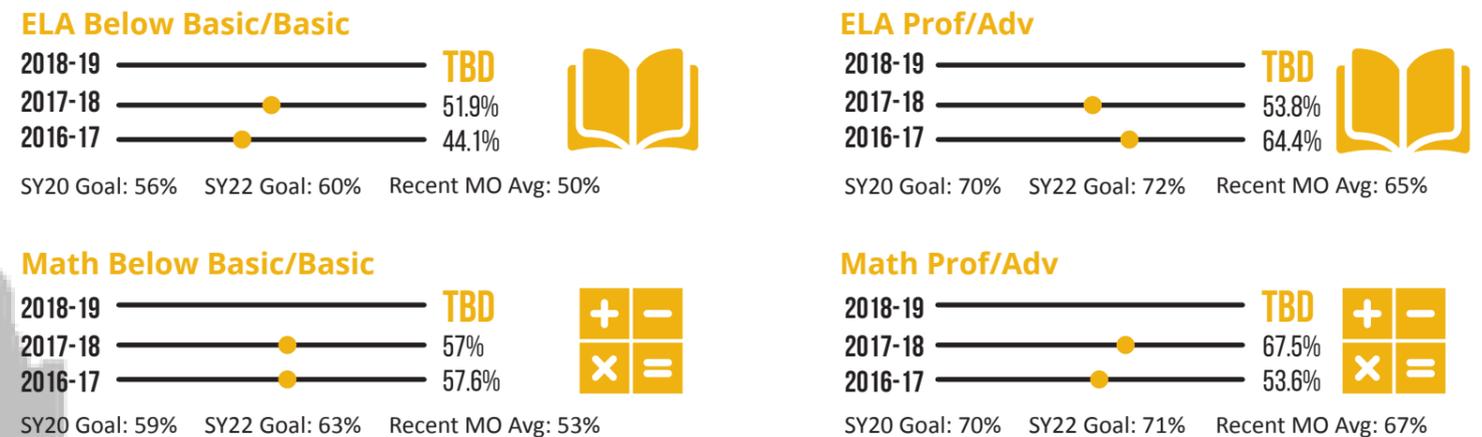


NOTE: Scores are not directly comparable due to changes in State assessments.

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

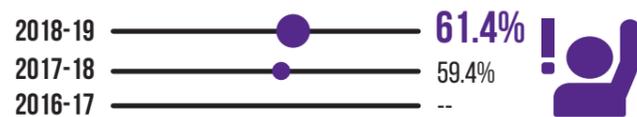


### Goal 3C: Growth rate by min. 1 yr for students ≥ grade level & 1.5 yr for students < grade level

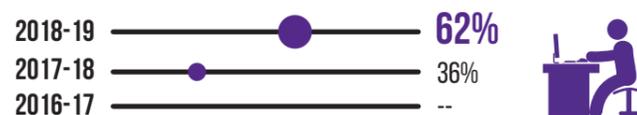


## GOAL 4: 21ST CENTURY CRITICAL THINKERS AND PROBLEM SOLVERS

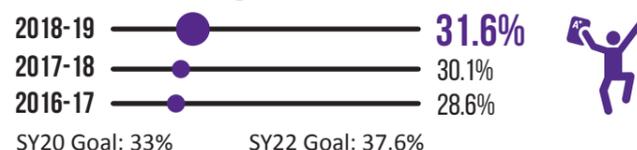
Goal 4A: Percentage of students who can solve real-world, interdisciplinary problems



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

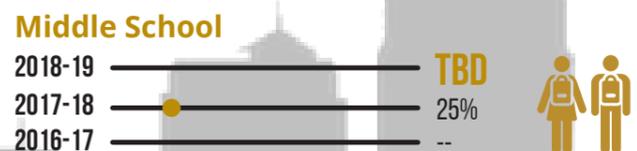
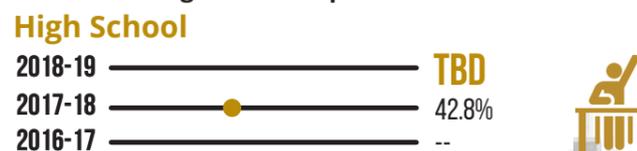


## GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

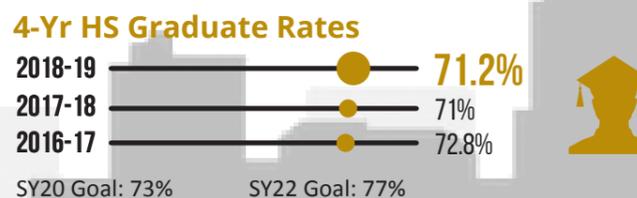
Goal 5A: Percentage of students with attendance ≥ 90%



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

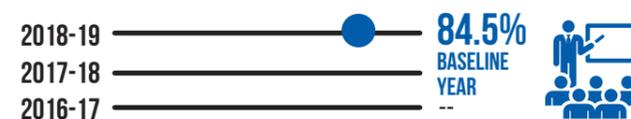


Goal 5C: 4-Yr HS grad rates & 4-Yr HS dropout rates



## 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"

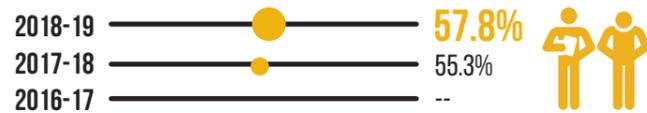


## PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

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



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



Indicator C3: Effective teacher retention rate

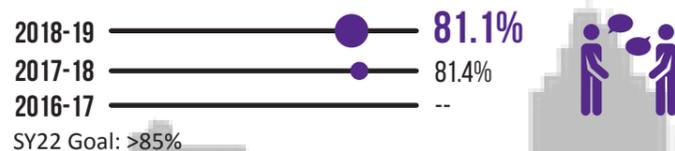


## PILLAR D: DATA- INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

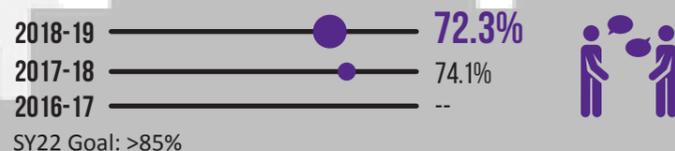
Indicator D1: Percentage of total district budget allocated to K-12 instruction



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 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.