Blueprint 2030
Academic Vision

Dr. Jennifer Collier and Academic Leadership Team
WHAT IS BLUEPRINT 2030?

Blueprint 2030 is a plan to increase academic achievement and enhance the student experience.

It is the vision for education in Kansas City with 2025 and 2030 goals. It will serve as the update to the current KCPS Strategic Plan.

Blueprint 2030 will be continuously monitored and updated after the first 5 years to ensure we are on track to achieve the vision.
BLUEPRINT 2030 timeline

Results of Phase 2:
Where do we want to be?
Proposed New Mission Statement

Upholding the promise of an equitable educational experience so Kansas City students thrive socially, emotionally and academically.
KCPS, Where have we been?

Since 2000...

• Revolving Door of Leadership
• Fluctuating Instructional Focus and Programming
• Incremental Student Performance Progress.
• Unaccredited or Provisionally Accredited Status until 01/11/2022.
KCPS, Where we are today!

**Instructional Program**

**Academic Achievement**

MAP Performance Index (MPI) Scores – Scale 100 to 500

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*2021 data not to be used for accountability purposes

Redline indicates change in assessment
“Education can not be neutral, it is either an instrument of liberation or an instrument of domestication”
- Paulo Freire

Academic Vision Statement:

Connected, Empowered and Liberated:
Every Child, Every Educator, Every Family, Every Day!
Educational Approach
Where we've been vs. Where we are going

Where we've been...

• Teacher-centered delivery of instruction.
• Educators are front and center.
• Educators are the holders and gatekeepers of knowledge.
• Educators lead in the learning and students are passive recipients in the learning process.
• Focus is on students being compliant participants in school and life.

Where we are going...

• Student-centered delivery of instruction.
• Deep culture, creativity and passion of individual students is honored and leveraged for learning.
• Active, hands-on learning via projects, experiments, research and collaboration with peers, exploring real-world learning.
• Learning experiences extend beyond the classroom and school.
• Focus is on students becoming agents of change and champions for social justice and equity.
BP2030 Academic Components

Culturally Responsive Teaching
Critical Pedagogy
Project-based Learning w/ Interdisciplinary focus
STEAM (Science, Technology, Engineering, Arts, Math)
Competency-based Learning
Literacy Focus
Math Focus
• Instrumental Music (to begin at Kindergarten)
• World Language (to begin at Kindergarten)
• Reading, Math and ESOL endorsements for teachers
  • Expansion of Fine Arts programming
  • Lead Teachers (new coaching model)
Glimpse of the Future
Portrait of a Student in 2030

Student

- Voice
- Critical Thinkers
- Collaborative
- Globally Competent
- Innovative
- Problem Solvers
Glimpse of the Future
Portrait of an Educator in 2030

Educator

- Voice
- Collaborative
- Innovative
- Empathetic
- High Expectations
- Equity Focused
Glimpse of the Future
Portrait of a Family in 2030

Family

- Voice
- Informed
- Engaged
- Empowered
- Partners in Education
- Advocates
District-wide Teaching Approach

Culturally Responsive Teaching

Key Thought Leaders:
Gloria Ladson-Billings
Geneva Gay
Zaretta B. Hammond
What is Culturally Responsive Teaching?

Culturally Responsive Teaching is a research-based approach to teaching. It connects students’ cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills.

https://www.understood.org/articles/en/what-is-culturally-responsive-teaching
Why Culturally Responsive Teaching?

• Many KCPS students are members of marginalized groups who have historically underperformed academically.
  ➢ 90% students of color
  ➢ 24% students learning English as a second language
  ➢ 12% students on Individualized Education Plan (IEP)
  ➢ 89% students qualify for Free or Reduced lunch

• Culturally Responsive Teaching can increase student connectedness with school and thus enhance learning opportunities for students. (Hammond, 2015)
• Moves students from dependent to independent learners. (Hammond, 2015).
• Acknowledges and taps into students’ “funds of knowledge” (Moll et al, 1992).
• Has the ability to help students build intellective capacity. (Hammond, 2015).
Engaging Culturally Responsive Teaching

READY for RIGOR
A Framework for Culturally Responsive Teaching

**Awareness**
- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individuals and collectives
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain’s triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students’ learning behaviors

**Learning Partnerships**
- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students’ social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning
- Get students’ language to talk about their learning moves

**Information Processing**
- Provide appropriate challenges in order to stimulate brain growth to increase productive capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students’ community and everyday lives
- Provide students’ authentic opportunities to process content
- Teach students’ cognitive routines using the brain’s natural learning systems
- Use formative assessments and feedback to increase productive capacity

**Community of Learners & Learning Environment**
- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

levels of culture

- **Observable elements:**
  - food, music, dress, holidays
  - low emotional charge

- **Unspoken rules, social norms:**
  - nonverbal communication, eye contact, personal space
  - strong emotional charge

- **Worldview, core beliefs, group values**
- **Cultural archetypes** such as collective vs. individual
- **Mental models, funds of knowledge**
  - INTENSE emotional charge

District-wide Teaching Approach

Critical Pedagogy

Key Thought Leaders:
Paulo Freire
Henry Giroux

GreenBiz photocollage, via Shutterstock
What is Critical Pedagogy?

Coined by Paulo Freire (Brazilian educator/philosopher)

Critical Pedagogy is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression.

https://www.theedadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/

Critical pedagogy is a teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate.

https://www.k12academics.com/educational-philosophy/critical-pedagogy
Why Critical Pedagogy?

Promotes critical thinking in students

**Helps students to develop a social justice identity**

Creates spaces for marginalized youth to identify and critique inequities in society.

**Teaches students to amplify their voices to confront inequities and disrupt injustices.**

**Provides students with the power and opportunity to challenge the status quo.**

Enables young people to develop a social awareness of freedom.

https://ijsv.psu.edu/?article=creating-spaces-for-youth-through-student-voice-and-critical-pedagogy-the-case-of-rundsm

Engaging Critical Pedagogy

- Embedded in **Advisory Curriculum** for secondary students (Social Justice, Restorative Justice, Equity, Implicit Bias, Social-emotional well-being, College and Career Readiness)

- Embedded in Learning Projects for K-12

- Framework for Exercising Voice and Agency

- Student Equity Action Committee

- Student Councils (active in all schools)

Shift from Engaging Students to Empowering Learners Video

Kansas City Public Schools
District-wide Teaching Approach

Project-Based Learning (PBL)
Students learn by doing!

PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

https://www.pblworks.org/what-is-pbl

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.

https://www.edutopia.org/project-based-learning
Why Project-Based Learning?

Project-based learning is linked to "significant" improvements in student test scores, attendance and classroom engagement... PBL has also been linked to improved higher-order thinking and problem-solving skills, and speaks to a broader range of learners.

-Aimee Hosler, 2013

Why PBL vs. Traditional Learning?

- Enhances authentic engagement.
- Allows for increased differentiation.
- Increases student confidence in their own abilities.
- Allows students to apply knowledge and skills in a cross-curricular manner.
- Connects student learning to real-world situations.
- Enhances students’ technological abilities.
- Correlates positively with student achievement, particularly in schools serving high-poverty communities.

https://hellolearningresources.com/5-benefits-of-project-based-learning/

https://www.powerschool.com/resources/blog/project-based-learning-benefits-examples-and-resources/
Essential Elements of Project-Based Learning

The PBL Model:

- Is organized around an open-ended driving question or challenge
- Integrates essential abstract academic content and skills into the project development
- Requires inquiry to learn or create something new
- Requires critical thinking, problem-solving, collaboration, and communication ("21st-century skills")
- Allows student voice and choice
- Incorporates feedback and revision
- Results in a presentation of the problem definition, process, and final project

https://www.noodle.com/articles/what-is-project-based-learning
Project-based learning units that include different disciplines allow students to apply what they learn to new situations, leading to deeper learning.

-Michael McDowell, 2018

https://www.edutopia.org/article/using-pbl-encourage-interdisciplinary-work

PBL-Interdisciplinary learning for elementary students video
District-wide Literacy and Mathematics Focus

Literacy Focus
- Teach reading in all content areas
- District-wide/School-wide literacy strategies.
- Focus on academic vocabulary
- District-wide Reading Campaign (involving family and community)
- Elementary teachers will earn a KCPS reading endorsement
- Teachers will earn a ESOL endorsement
- Culturally responsive classroom libraries
- LETRS training for all K-3rd teachers (by 2025)
- Peer Reading Mentors

Mathematics Focus
- Focus on vocabulary that supports mathematical comprehension
- K-2 District-wide Strategies focused on Numeracy
- Professional Learning on Utilizing the 5 Strands of Mathematical Proficiency
- Practices that emphasize Literacy in Mathematics
- Elementary teachers will earn a mathematics endorsement
- Peer Mathematics Mentors
Increase Arts in Educational Experience

Students that take a combination of arts programs demonstrate improved verbal, reading, and math skills, and also show a greater capacity for higher-ordered thinking skills such as analyzing and problem-solving.

The Arts Education Partnership performed a meta-analysis of 62 studies that revealed that students who study music have increased achievement and proficiency in math. Reading and cognitive development were found to increase, as were verbal SAT scores.

Studies have shown that the best time to begin the study of a foreign language is in elementary school. Because children at this age show better mental flexibility, more creativity, divergent thinking skills, and improved listening and memory skills, kids are able to process language early on.

The study of a foreign language then acts as a new catalyst for innovative thinking in a child’s conceptual development.

As students immerse themselves in the study of foreign language, they are actually creating a scaffold for learning new concepts that extend far beyond the foreign language classroom.

Benefits of Foreign Language Education (publicschoolreview.com)
Elementary School Model
S.T.E.A.M.
(Grades K-5th)
Science, Engineering, Technology, Arts, and Math

“STEAM utilizes the arts along with traditional STEM subjects as “access points for guiding student inquiry, dialogue, and critical thinking, ... The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.”

-EducationCloset (digital learning hub for educators)

“Teachers report that arts integration stimulates deep learning, creates increased student engagement, and cultivates students’ investment in learning.”

Voices from the field: Teachers’ views on the relevance of arts integration (2-year study/ 204 teachers from 19 states) Bellisario, K. & Donovan, L. (2012)

Elementary Offerings
iSpark (Project Lead the Way)
Science Lab
Instrumental Music (to begin at 3rd grade)
World Language (to begin at kindergarten)
Art
PE (dance, yoga, Tai Chi, etc.)
Classroom libraries (culturally responsive literature)

Kansas City Public Schools
Middle School Model
Career Exploration
(Grades 6-8)

- World Languages
- Project Lead the Way
- Instrumental Music (Band & Orchestra)
- Choral Music
- Visual Arts
- Physical Ed (dance, yoga, etc.)
- Family and Consumer Science (FACs)
“Competency-Based Education (CBE) is a method of learning that respects the unique pace and approach each student requires to develop essential skills. CBE is personalized, flexible, and performance-oriented. It emphasizes and encourages the demonstration of essential skills applied not just in the classroom, but in any real-world situation.”

Flexible Scheduling (varied hours: 8am-8pm)
Multiple modes of learning offered (in-person/online/field experience)
Career Pathways
Project-based Learning
Internships/Shadowing (Real World Learning experiences)
College and Career Programming
Elementary/ Middle/ High School
(via Partnership with Prep-KC)

Elementary (3rd-5th)
Focus on EXPOSURE
Connector sessions with a wide variety of industry professionals—often connected to curriculum
- Worksite Visits
- Campus Visits

Middle School (6th-8th)
Focus on EXPLORATION
Interaction with industry professionals focus on career exploration
- Career Jumping
- IGNITE Event
- Introductory version of client projects/community projects
- Worksite Visits
- Campus Visits

High School (9th-10th)
Focus on PREPARATION
- Worksite visits
- Job Shadows
- Industry-design projects
- Interaction with professionals in students’ pathway
- Authentic activities that develop Essential Skills

High School (11th-12th)
Focus on MARKET VALUE ASSET ATTAINMENT and TRANSITION TO COLLEGE/CAREER
- Early College Coursework
- Internship Opportunities & Support
- Industry Experts helping with preparation for Industry-Recognized Certification exams
- Client-Connected Projects
- College Application/Essay Support
- Portfolio Development and Interview Practice
Pre-Kindergarten Expansion

“...sending children to early education programs will give them the necessary developmental guidance and jump-start needed for the rest of their educational career.”

How Do You Make the Benefits of Pre-K Education Last? - The Edvocate (theedadvocate.org)

• Increase access to quality Pre-K programming for young children.
• Focus on quality of educational programming for Pre-K children.
• Efforts to build a pipeline of Pre-K educators so that more children may be served.
Parents/Caregivers Role in Educational Process

Parents/Caregivers are students’ 1st teacher

Develop or adopt a Culturally Responsive Family Support Model
• Establish a Family Engagement & Empowerment Center (housing supports/resources for families ranging from educational/ academic supports, social emotional supports and basic needs supports)
• Parents/Caregivers will be partners in students’ educational experience
  o Create designated space and time for meaningful family engagement.
  o Establish processes that ensure parents/caregivers participation in school/district decisions that impact student learning and success.
  o Articulation of high expectations for student learning and social interactions.
  o Establish and publish district/school code for engaged and empowered parenting. (designed collaboratively with parents/caregivers)
  o Offer clear, continuous, culturally responsive communication processes that are bidirectional and focus on student learning and success.
Implications for School/Classroom Space

• Makerspace for student projects and group work.
• Collaboration spaces (for teachers)
• Dedicated Science labs (elementary schools)
• Distance Learning Classrooms (secondary schools)
Items to Consider for Smooth Implementation

Phased Implementation
Professional Development for Staff/Volunteers (Multi-year PD calendar)
Modified Calendar (Early Release/Trimester)
Modified Curriculum
Assessment/Grading Practices
Facility/Space (students, staff, and families)
## Phases of Implementation

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<th>Phase 2 (SY25-26)</th>
<th>Phase 3 (SY27-28)</th>
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*Evaluation of programming and successful implementation*
Professional Learning Focus 2023

Culturally Responsive Teaching
Zaretta Hammond Book Study
*Culturally Responsive Teaching & The Brain (purchased for all KCPS Staff)*
District Level Cohort Summer ‘22
Building Principals & Leadership Teams Summer ‘22
Keynote Speaker for Leadership Institute Summer ‘22
Culturally Responsive Teaching Sessions for Professional Learning Institute Fall ’22
Ongoing quarterly PD (school staff)
Focus Thursday/Friday Sessions SY23 (Principals and District-level leaders)

Summer Sessions (4 repeating sessions)
Intentional Focus on Math and Literacy Strategies
Presented by Curriculum & Instruction Department
# Key Performance Indicators (KPIs)

## Students
- Student growth and proficiency rates in reading and math.
- Student sub-group growth and proficiency rates in reading and math.
- Student attendance
- Graduation rates
- Graduates with a Market Value Asset
- Student satisfaction survey data

## Educators
- Certification/education levels of teachers
- Retention rate data
- Recruitment data
- Vacancy rates
- Teacher Demographic data (ethnicity/gender)
- Teacher satisfaction survey data

## Families (Parents/Caregivers)
- % of Parents/Caregivers attending family engagement events (district/school level)
- Enrollment in the district
- Parent/Caregiver advisory council in all schools
- Parent/Caregiver satisfaction survey data

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*Kansas City Public Schools*
Challenges/Barriers to Achieving the Vision

Human Capital
Time for Professional Development
Funding to support sustainability of quality programming
Glossary of Terms

**Student Voice** - Authentic student input or leadership in instruction, school structures or educational policies that can promote meaningful change in education systems, practice, and/or policy by empowering students as change agents, often working in partnership with adult educators. [Elevating Student Voice in Education - Center for American Progress](#)

**Student Agency** - Students take on the role of the agents of their own learning while teachers serve as the facilitators. Students have voice and choice in their learning and are primarily self-directed. Student agency focuses on goal setting, reflection, and growth, and promotes engagement, creativity and inquiry. [Student Agency: Promoting Student Engagement - TeachHUB](#)

**Global Competence** - Skills, values, and behaviors that prepare young people to thrive in a more diverse, interconnected world. [What Is Global Competence? - World Savvy](#)

**Teaching Approach** - A set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. [https://www.researchgate.net/publication/315836577_Teaching_Approaches_Methods_and_Techniques-_Enamul_Hoque](#)

**Pedagogy** - The theory and practice of teaching, the strategies employed in order to teach, the specific interaction of teacher and students, the instructive content used, the combined goals of the learner and teacher and the way the content is presented and delivered to the learner. [Pedagogy in Education - Serve Learn](#)

**Interdisciplinary Approach** - Integrated studies combines curriculum from two or more disciplines, allowing students to see how ideas are connected. Teaching in such a contextual manner promotes collaboration, critical thinking, and knowledge retention. [AP-Interdisciplinary-Teaching-and-Learning-Toolkit.pdf (collegeboard.org)](#)

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Kansas City Public Schools
Blueprint 2030
Academic Plan
Questions?
Blueprint 2030 Update: Engagement

Kelly Wachel
Chief Marketing and Communications Officer
Engagement Timeline Reminder

PHASE 1 ASSESSMENT: THRU SPRING ‘21

PHASE 2 GOAL SETTING: SPRING ‘21 – WINTER ‘21/22

PHASE 3 SCENARIO PLANNING: WINTER ‘21/22 – SPRING ‘22

PHASE 4 RECOMMENDATIONS: SPRING – SUMMER ‘22

PHASE 5 IMPLEMENTATION: BEGIN SUMMER ‘22

PHASE 6 EVALUATION: ANNUALLY
BP2030 Engagement to Date

PHASE 1 ASSESSMENT
Advisory Team* 120 members
Signature and Secondary School Reviews 533 focus group attendees, 291 surveyed, 91 classroom observations
Market Research (KCPS parents, non-KCPS parents, community members, partners) 2,837 surveyed, 74 focus group participants  Staff lunch discussions at every school site 800 attendees
ThoughtExchange online engagement 1,398 participants with 28,496 ratings

PHASE 2 GOAL SETTING
Student experience and What’s the Priority? surveys 3,337 responses  Community Conversations (April ‘21) online public meetings 100+ attendees Back to School – School Nights parent conversations Summerfest flyer distribution 4000 attendees  Staff lunch discussions at every school site (Oct ‘21) 745 attendees
Gallery Walk (Oct ‘21) public meetings 119 in person, 91 virtual attendees
Student District Advisory Council 12 attendees
Key Influencer Focus Groups 6 groups, 38 attendees Student Summit 60 students
Legislative Breakfast 60 attendees
Town Halls (Dec ‘21) 60+ attendees
Community Conversations – partners and organizations
BP2030 Engagement to Date

- 18,000+ touchpoints thus far
- 7,200+ parent/guardian exclusive
- 3,337 Fall 2021 Survey Participants – 45% students, 26% parents, 13% staff, 16% unknown mix includes community members and partners

**Feedback Summary**

- **Students want** equity across the system and help for their peers who are behind.
  - Students want the same extracurricular options across KCPS schools and more of the opportunities students in suburban districts have.
  - Students are concerned about their classmates’ mental health and want more social-emotional support at school.
- **Teachers want** more time to collaborate and plan.
  - Teachers want diverse, tier-based professional development.
  - Teachers want more reading and math interventionists.
  - Teachers need mental health supports for themselves and their students.
- **Parents want** strong academics and a safe environment.
  - Parents want access to tutoring in more grades and at all schools.
  - Parents want support for kids who are ahead as well as kids who are behind.
  - Parents want family communication in more languages.
BP2030 Engagement to Date

PHASE 2 GOAL SETTING – Transitioning to PHASE 3 SCENARIOS

Current activities

School Advisory Councils (SAC meetings)

Multi-lingual approach – personal home visits

70+ organizations and partner visits

Online survey is still available at our BP2030 webpage

Prepping for Community Chats (in-person & virtual) – late March/early April
Engagement – Phase III: Scenarios

**PHASE 3: SCENARIOS**  
(December 2021 – March/April 2022)

Community Chats (in-person & virtual)

Online component – Thoughtexchange forum and Balancing Act platform
Engagement – Process and Schedules

Phase II: Goal Setting
October 2021 - January 2022

- Talking Points
  - Draft Goals and Strategies
  - Slideshow and/or other exhibits
  - Handout and commenting tool
  - Key Questions to Ask: What’s missing/needed?

  - Speakers Bureau / Request a Speaker (Nov.-Jan.)
  - 2 Town Halls for parents and community members (Dec.)
  - Online commenting through the Thought Exchange Platform (Dec.-Jan.)

  - Notices and website updates (ongoing)
  - Key Influencers: Board + Admin meet with key influencers at least regularly scheduled or special meetings (ongoing)

Phase III: Scenarios
December 2021 - March/April 2022

- Talking Points
  - Revised Goals and Strategies
  - Building profiles for decision making

  - Draft details on future experience priorities

- Slideshow and/or other exhibits

- Handout and commenting tool

- Key Questions to Ask
  - Key Influencers: Board + Admin meet with key influencers at least regularly scheduled or special meetings (ongoing)
Engagement – Process and Schedules

Phase IV: Recommendations
March - May 2022+

- Final Goals and Strategies
- Final details on future experience priorities
- Funding strategy, e.g.: bond, levy, etc.
- Initial and final draft planning document

Talking Points

- Slideshow and/or other exhibits
- Handout and commenting tool
- Key Questions to Ask

Speakers Bureau / Request a Speaker (TBD)

Communication tools and engagement activities (TBD)

Notices and website updates (ongoing)

Key influencers: Brand + Admin meet with key influencers at their regular (scheduled) or special meetings (ongoing)

Phase V & VI: Implementation & Eval.
XXXXX - 2030

- Info to share and discuss (TBD)
- Info to share and discuss (TBD)
- Info to share and discuss (TBD)

Central office efficiencies

TBD

TBD

TBD

TBD

TBD

Website updates (ongoing)

Key influencers: Brand + Admin meet with key influencers at their regular (scheduled) or special (ongoing)

Communications tools and engagement activities (TBD)

TBD

TBD

TBD

TBD
Engagement Goals Moving Forward

Phase II: Goal Setting
October 2021 - January 2022

- Continue building awareness about Blueprint 2030 so there is a common understanding of its purpose, timeline, and how the community can participate/share feedback
- Build an understanding/awareness of:
  - Gains KCPS has made
  - Challenges we still face
  - Need for community to get involved in BP2030 and help define our wants/expectations/concerns for KCPS going forward and the strategies for getting there
- Begin to identify Blueprint 2030 Champions (individuals/organizations that help advocate for the approval of Blueprint 2030)
- Engage stakeholders to collect feedback that will help define our mission, vision, and goal-setting, e.g., defining “where we want to be” by 2030

Phase III: Scenarios
December 2021 - March/April 2022

- Continue building awareness regarding Blueprint 2030 and outcomes of previous phases
- Continue identifying Blueprint 2030 Champions
- Solicit input and feedback on possible solutions that address identified system-wide challenges and that will help KCPS reach our 2030 goals
- Work with Blueprint 2030 Champions to develop strategies for a successful rollout of recommendations and implementation
Engagement Goals Moving Forward

Phase IV: Recommendations
March - May 2022+

- Work with Blueprint 2030 Champions to finalize recommendations (i.e., community advisory committee endorsement of final recommendations)
- Work with Blueprint 2030 Champions to implement strategies for a successful roll-out of recommendations to the Board of Education and greater community

Phase V & VI: Implementation & Eval.

XXXX - 2030

- Work with Blueprint 2030 Champions to execute strategies for successful implementation of adopted recommendations
- Work with Blueprint 2030 Champions to conduct effective evaluation of Blueprint 2030 efforts
- Communicate evaluation results to KCPS stakeholders

Preparing for a potential Bond conversation
Engagement – Next Steps

Transitioning to PHASE 3 SCENARIOS

School Advisory Councils (SAC meetings)

Multi-lingual approach – personal home visits

70+ organizations and partner visits

Online survey is still available at our BP2030 webpage

Prepping for Community Chats (in-person and virtual) – late March/early April
Blueprint 2030 Engagement Questions?