

Blueprint 2030

**KANSAS CITY PUBLIC SCHOOLS**

Draft Goals and Strategies

DRAFT

## Commitment #1: LEARNING.

### Student Achievement & Effective Teaching

#### STRATEGIC GOALS

- **Goal 1A.1:** By 2025, 50% of KCPS 3rd graders will be reading at or above grade level as measured by iReady or district approved universal screener, increasing to 70% by 2030.
- **Goal 1A.2:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA MAP and EOC assessments by 20%, and by an additional 15% by 2030.
- **Goal 1B:** By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math as established by student performance on iReady or district approved universal screener, increasing to 75% by 2030.
- **Goal 1C:** By 2025, the four-year high school graduation rate will be 80%, increasing to 85% by 2030.
- **Goal 1D:** By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.
- **Goal 1E:** By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030 through an enhanced student experience.
- **Goal 1F:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.
- **Goal 1G:** By 2025, the percentage of students scoring in the top three performance bands on the Math state assessments will increase by 20% from 2022, and by an additional 15% by 2030.

#### Strategies Supporting Goal 1A.1 and Goal 1A.2

**By 2025, 50% of KCPS 3rd graders will be reading at or above grade level as measured by iReady or district approved universal screener, increasing to 70% by 2030.**

**By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA MAP and EOC assessments by 20%, and by an additional 15% by 2030.**

1. Provide Language Essentials for Teachers of Reading and Spelling (LETRS) and Language, Literacy and Learning (3L's) training for all K-3 teachers and elementary school administrators to support the Science of Reading instructional models in primary grades and support culturally and linguistically diverse readers.
2. Establish at least 1 model classroom in all KCPS schools that can serve as demonstration sites of the research-based practices and culturally responsive resources rooted in our literacy instructional plan.
3. Provide explicit instruction of foundational skills for all K-2 students as part of the KCPS curriculum as measured by a district walkthrough tool.
4. Evaluate the implementation of the KCPS curriculum, which is based on the Science of Reading, by utilizing district benchmark assessments.

5. Create personalized intervention plans with progress benchmarks for students not making progress towards their learning and achievement goals.
6. Utilize running records as a progress monitoring tool to measure student growth in reading fluency and comprehension.
7. Implement Project-Based Learning to ensure reading across content areas in all grade levels.

### **Strategies Supporting Goal 1B**

**By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math as established by student performance on iReady or district approved universal screener, increasing to 75% by 2030.**

1. Create personalized intervention plans with progress benchmarks for students not making progress towards their learning and achievement goals.
2. Provide specialists, interventionists, and additional paraprofessionals at each school to support the personalized intervention programs in mathematics and literacy.
3. Provide professional learning opportunities annually centered around the MTSS/RtI procedures for all KCPS instructional staff to ensure fidelity in the implementation of the interventions.
4. Provide professional learning opportunities to all teachers and other support staff around Tier 1 instructional models, high leverage, evidence-based practices (e.g., small group instruction, project-based learning, culturally responsive teaching practices, data analysis, student feedback, close reading, academic language) which impact student growth in mathematics and literacy.
5. Communicate student performance to families/caregivers in the areas of reading and math and recommend strategies to support their growth outside of school.

### **Strategies Supporting Goal 1C**

**By 2025, the four-year high school graduation rate will be 80%, increasing to 85% by 2030.**

1. Continue the district wide graduation PLC process through Naviance, with all high schools and incorporate all middle schools.
2. Conduct school-based monthly audits on graduating cohorts by the counseling team and share audit findings with the grade level PLC advisory team.
3. Dropout Prevention and Recovery Specialists employ strategies to address habitually and long-term absent students and engage parents/guardians as partners in improving student attendance.
4. Increase access to non-traditional school options and credit recovery opportunities, including Grad Labs, Graduation Coaches, Missouri Options, Middle College, Evening Academy, Kansas City Virtual Academy, Summer School, CTE, Early College Academy, and Success Academies.
5. Secondary registrars will work with the Enrollment Department and counselors to accurately enter First Year and 9th grade student data to ensure high school students are in their correct cohort for graduation rate calculation.
6. Secondary registrars will work with counselors, students, and families to ensure accuracy of transcript information, help families understand graduation requirements as well as all

completed credits towards graduation requirements.

7. Develop processes to support and monitor 9th and 10th grade students to keep them on track for graduation. Utilize Graduation Coaches/College Access Specialist to assist students who have failed to recover credits during their 9th and 10th grade years.

### **Strategies Supporting Goal 1D**

**By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.**

1. Develop Career and Technical Education Pathways at every KCPS High School. Every CTE Pathway student will have the opportunity to complete three related CTE courses and earn at least one market value asset.
2. Provide all KCPS students with the opportunity to take CTE courses and complete an Individual Career and Academic Plan (ICAP).
3. Provide opportunities for all Career and Technical Education students to participate in Career and Technical Student Organizations (CTSOs).
4. Create schedules for all CTE programs to host advisory committee meetings twice a year (Spring and Fall) to assist with program development and MVA sourcing.
5. Increase dual credit or concurrent opportunities within CTE programs.
6. Develop and utilize a district MVA data management system for KCPS CTE students.
7. Provide robust professional development for teachers and counselors to ensure maximum IRC (Industry Recognized Credential) and TSA (Technical Skills Assessment) passing rates.
8. Develop an enrollment expansion/student recruitment plan at Manual to maximize program capacity.
9. Expand course offerings to align with student interests and industry needs, including technical courses which match current real-world situations and competency-based instructional models that prepare students for post-graduate careers.
10. Increase instrumental music offerings at the elementary level to expand the pipeline for the performing arts pathway at the secondary level.

### **Strategies for Supporting Goal 1E**

**By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030 through an enhanced student experience.**

1. Expand course offerings at all elementary, middle and high school levels, with an emphasis on fine arts, world language, advanced course work in math, science, technology and engineering electives.
2. Increase extracurricular clubs and activities in all middle and high schools beyond traditional athletic activities.
3. Continue the school level attendance committee work to identify students with low attendance and put strategies in place to increase regular attendance and provide quarterly school-level attendance rate reports that identify students with less than 90% attendance.

4. Dropout Prevention and Recovery Specialists will support school attendance teams by addressing chronic and long-term student absences.
5. Implement monthly recognition program that acknowledges both excellent attendance and students that have made improvement from prior months.
6. Continue use of Graduation Recognition Incentive Program to engage high school seniors and get them focused on attaining excellent attendance during their final year.
7. Improve family wrap-around services to remove barriers that prevent regular on-time attendance.
8. Engage in culturally responsive practices that will aid in student learning and achievement, but also support social-emotional wellness for students and families/caregivers.
9. Develop/expand partnerships with local organizations and the city (i.e., local housing authority) to support families in crisis and discourage mobility.

#### **Strategies for Supporting Goal 1F:**

**By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.**

1. Enhance science instruction by incorporating science labs and science lab support specialists to each elementary school
2. Emphasize state standards around phenomena-based inquiry to support the Project Based Learning throughout K-12 instruction.
3. Provide increased opportunities for science based professional development to allow teachers to practice hands-on activities that will increase student engagement
4. Provide professional learning opportunities to instructional teams at the building level to support staff around Tier 1 instructional models, high leverage, evidence-based practices (e.g., disciplinary core ideas, cross-cutting concepts & skill and engineering practices) which impact student growth in Science, Technology, Engineering, Art and Mathematics (STEAM)
5. Work with DESE to align interim assessments to MAP/EOC performance expectations
6. Collaboration with ELA and Math content areas to enhance the cross-curricular strategies of literacy and mathematics in science.

#### **Strategies for Supporting Goal 1G:**

**By 2025, the percentage of students scoring in the top three performance bands on the Math state assessments will increase by 20% from 2022, and an additional 15% by 2030.**

1. Integrate the 8 Mathematical Practices recommended by the National Association of Teachers of Mathematics (NCTM): (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure and (8) Look for and express regularity in repeated reasoning as measured through math story and algorithm accuracy.
2. Engage writing in mathematics to use robust vocabulary instruction tiering: Tier 1 (basic high frequency word) Tier 2: (across content area) and Tier 3 (content-specific words).

Use these words to engage students in mathematical discourse in the classroom by comparing mathematical processes and building upon ideas to analyze ideas and construct arguments of mathematics as measured through rubrics.

3. Provide math elective offerings that increase student awareness, interest in real-world applications, and project-based learning designed to build a deeper understanding of

STEAM careers, as measured through Naviance, career interstate surveys and increase in more rigorous coursework.

4. Increase support system and professional learning opportunities for teachers on content knowledge and instructional needs through participation in local and national workshops/conferences as well as invitation from renowned math experts, as measured through professional development evaluation surveys.
5. Develop strong MTSS structure for math to include small group instruction creating multiple measures, analysis and reflection on student data to determine students' mastery and readiness for state assessments.
6. Recruit highly qualified math teachers and interventionists to provide strategic and intentional support to struggling students.
7. Develop effective partnerships with post-secondary institutions and industry to prepare students for successful college-career readiness as measured by the following: (1) Increase in graduation rates, (2) Decrease in drop-out rates, (3) Increase in stackable credentials and (4) Decrease in the need for remedial courses as a criterion for college entry.

## Commitment #2: SUPPORT

### Whole Child and Community Partnerships

#### STRATEGIC GOALS

- **Goal 2A:** By 2025, all KCPS schools will attain the "Trauma-Informed School" status (Stage 4) based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma- Informed Schools will have robust systems of support for students and their families.
- **Goal 2B:** By 2025, KCPS will create and implement a partner/volunteer support system to serve students by focusing on academic achievement, accessing resources, and stronger community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.
- **Goal 2C:** By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.
- **Goal 2D:** By 2025, KCPS family engagement activities will build and enhance the capacity of families and educators to support and advocate for student and school needs by 30%, increasing to 50% by 2030.

### **Strategies Supporting Goal 2A**

**By 2025, all KCPS schools will attain the “Trauma-Informed School” status (Stage 4) based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma- Informed Schools will have robust systems of support for students and their families.**

1. Conduct introductory training(s) and provide on-going professional development for all school- based staff, students, and KCPS leadership to build trauma awareness and train staff to model appropriate trauma responsive behaviors.
2. Provide appropriate staffing at all schools (i.e., guidance counselors/ clinicians/restorative justice coordinators) to ensure the support structures/expertise needed to effectively address the trauma needs of each school.
3. Create trauma teams at each school inclusive of educators, support staff, administrators, community members, and students when applicable, to analyze existing practices and policies, including discipline, classroom management, employee well-being, family involvement, and curriculum and instruction, create action plans, and implement change through the lens of trauma.

### **Strategies Supporting Goal 2B**

**By 2025, KCPS will create and implement a partner/volunteer support system to serve students by focusing on academic achievement, accessing resources, and strengthening community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.**

1. Evaluate school, student, and classroom needs on a mid-year and annual basis to ensure continued appropriate allocation of supports from partners.
2. Conduct partner/school evaluations yearly to set expectations, review outcomes and improve student achievement.
3. Create a toolkit to support volunteer-mentors with strategies to enhance the mentor/mentee relationship.
4. Maintain volunteer database system to ensure accurate records of the number of volunteers and contact information, and volunteer opportunities within the school/district.
5. Acknowledge/celebrate community partnerships, volunteers, and mentors to encourage continued involvement (i.e., Partner of the Year, highest number of volunteer hours, etc.).

### **Strategies Supporting Goal 2C**

**By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.**

1. Research, develop, and pilot a period for students to engage in clubs/activities during the school day at one elementary, one middle, and one high school in SY23. If successful, expand the pilot to additional elementary, middle, and high schools.
2. Implement an appropriate rate of pay for after-school club sponsors to attract early career teachers and establish school-based activity budgets at all school levels.
3. Increase coaching stipends to be competitive with surrounding districts per the coaching stipend evaluation.
4. Create a page on school and district websites to communicate the activities and events of all clubs' announcements. Use weekly blasts, and newsletters as additional means of reporting out to students and the community.
5. Expand athletic opportunities to elementary schools, i.e., cross country (fall), basketball (winter) and track (spring), and implement a tackle football (fall) program at the middle school level.
6. Survey students, parents, and staff to collect their input on what sports, clubs and activities they want to see offered.
7. Partner with community groups to create additional STEAM, fine arts, and other enrichment clubs/activities aligned with CTE pathways within schools (FBLA, DECA, etc.).
8. Expand elementary student access to enrichment activities with tournament/event settings (debate, chess, robotics, Lego League and eSports).
9. Provide transportation to facilitate participation in extra-curricular or co-curricular participation.

### **Strategies Supporting Goal 2D**

**By 2025, KCPS will establish a parent/teacher organization at each school as a means to increase advocacy and support. By 2030, KCPS will maintain a parent/teacher organization at each school.**

1. Provide robust professional learning opportunities and coaching for school and district leaders, teachers, school-based staff, and families on best practices and solutions to enhance and expand engagement and improve student success through culturally responsive, effective family-school-community partnerships.
2. Hold at least two learning nights at each school on an annual basis, connecting families to student learning by sharing data, providing strategies to support learning at home and advocating for their children, and providing opportunities for two-way communication.
3. Utilize standard data collection tools at each school and implement a dashboard system to track, measure and evaluate family engagement efforts across the district.
4. Establish a districtwide accountability system that increases the consistency of teacher use of student information system to communicate with students and families, enter timely data, share reflections and provide information about progress toward academic standards.
5. Assign a full-time family engagement staff member to each school.



6. Establish a district Parent Engagement & Empowerment Center that connects all the services and supports that families will need.

### Commitment #3: PEOPLE

#### Talented Workforce and Strong Relationships

#### STRATEGIC GOALS

- **Goal 3A:** KCPS will increase our Teachers of Color to 40% by 2025 and achieve a goal of 45% Teachers of Color by 2030.
- **Goal 3B:** By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning to increase their capacity appropriate to the duties of their job, including cultural competencies, increasing to 100% by 2030.
- **Goal 3C:** By 2025, KCPS will retain 85% of its certified teaching staff through targeted recruitment strategies and delivering high-quality, responsive supports for existing staff members, increasing to 90% by 2030.
- **Goal 3D:** By 2025, 80% of customers and stakeholders through monthly and yearly measurement tools, will report they are “Very Satisfied / Satisfied” with the “Overall guidance and support provided by school staff and central office employees,” increasing to 90% by 2030.
- **Goal 3E:** By 2025, KCPS will create and implement a leadership development program with relevant, measurable training opportunities, establishing a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through that pipeline.

#### Strategies Supporting Goal 3A

##### Goal 3A: KCPS will increase our Teachers of Color to 40% by 2025 and achieve a goal of 45% Teachers of Color by 2030.

1. Develop diverse and robust career pathways for non-certified staff and provide increased guidance and resources for equitable access.
2. Build and strengthen the KCPS student pipeline of future educators through programs and pathways by establishing a “Grow Your Own” student pipeline, providing tutoring and scholarship opportunities for teacher certification programs/assessments.
3. Maintain diversity recruiting partnerships and establish targeted recruiting initiatives with Historically Black Colleges & Universities (HBCUs), Hispanic-servicing Institutions (HSIs) and Historic Association of Colleges & Universities (HACUs).
4. Evaluate and adjust the hiring process with a core focus on improving equitable and diverse hiring practices. Creation of a culturally responsive, equity-based interview tool.
5. Deploy intuitive and adaptable engagement strategies and supports to increase teacher retention on a continuous basis.

#### Strategies Supporting Goal 3B

##### By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning to

**increase their capacity appropriate to the duties of their job, including cultural competencies, increasing to 100% by 2030.**

1. Explore calendar or bell schedule adjustments in order to provide teachers with additional time for professional learning communities and a framework for professional collaboration.
2. Implement a district wide Climate & Culture program and professional development to promote positive classroom environments, setting clear expectations for all students and employing restorative practices.
3. Expand a mentoring program to support the unique needs of all novice teachers (1-5 years of experience) to include synchronous targeted professional learning opportunities and maintain a catalog of targeted asynchronous professional learning modules to increase their access to professional learning opportunities.
4. Provide professional learning opportunities for teachers to facilitate a structured cycle of peer collaboration on lesson planning, executing planned lessons and debriefing the taught lessons. This process will be repeated throughout the school year.
5. As part of the annual performance review process, include needs assessments of professional learning goals and professional learning effectiveness. The process should also include feedback from staff members around personal professional development desires.
6. Create a multi-year professional learning plan designed for the specific roles of employees.

### **Strategies Supporting Goal 3C**

**By 2025, KCPS will retain 82% of its certified teaching staff through targeted retention strategies and delivering high-quality, responsive supports for existing staff, increasing to 85% by 2030.**

1. Conduct a comparative analysis of compensation packages in neighboring districts and develop a competitive salary and compensation package for all KCPS teachers.
2. Develop diverse and robust career pathways for classified staff, with guidance and resources for equitable access for all employees, e.g., KCPS MADE (Making Adults Dynamic Educators).
3. Develop diverse and robust career pathways for certified staff, with guidance and resources for equitable access for all employees, e.g., KC Plus for educators interested in administrative leadership and Missouri Teacher Development System through DESE.
4. Develop, train, and implement measurable retention strategies with clearly identified layers of support and routine check-ins for all KCPS staff.
5. Adopt, implement, and provide training on a Human Resources Information System that will support hiring and retention needs and provide relevant, timely data to project hiring for the future.

### **Strategies Supporting Goal 3D**

**By 2025, 80% of customers and stakeholders through monthly and yearly measurement tools, will report they are “Very Satisfied / Satisfied” with the “Overall guidance and support**

provided by school staff and central office employees,” increasing to 85% by 2030.

1. Establish workable definitions of critical customer satisfaction terms (e.g., customers, customer service, customer satisfaction, stakeholders, services, service provider) and a customer satisfaction measurement tool to help gather real-time insights and gather yearly feedback at critical customer contact points.
2. Ensure necessary systems are in place to allow for immediate adjustments of internal process inefficiencies identified through customer satisfaction feedback.
3. Continue a customer service training program to fill the gaps of desired customer satisfaction outcomes and current employee knowledge.
4. Create training programs for principals to support educators, students, families, and the community to sustain high achievement in a positive, safe school environment.

### Strategies Supporting Goal 3E

By 2025, KCPS will create and implement a leadership development program with relevant training opportunities, establishing a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through that pipeline.

1. Develop and implement a year-round leadership development curriculum for site administrators, managers and district-level leaders focused on strengthening their capabilities and effectiveness relative to professional leadership standards.
2. Provide training and ongoing capacity-building for the leadership team at each school and BOE departmental leadership.
3. Develop an internal leadership pipeline and succession planning process to promote leadership from within (“grow our own”) and to motivate aspiring leaders.
4. Conduct ongoing evaluation of the leadership development program to assess effectiveness and inform decisions about future program development.

Commitment #4: SYSTEM

Sustainable and Accredited

### STRATEGIC GOALS

- **Goal 4A:** By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.
- **Goal 4B:** By 2023, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation Bond plan that addresses deferred maintenance and school modernization needs.
- **Goal 4C:** By 2025, grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.
- **Goal 4D:** By 2025, improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction, social media

engagement trends and communications analytics by 25%, increasing to 40% by 2030.

#### **Strategies to Support Goal 4A**

**By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.**

1. Expand high-quality pre-K programs at elementary schools in each high-need community.
2. Implement an admissions process using a tiered system for student placement beginning with Head Start, then ADA, Title, and finally an option for a family payment model.
3. Identify sustainable local and/or state funding streams for expansion of seats including dedicated funding for a universal pre-K model.
4. Develop a sustainable workforce for early childhood.
5. Ensure high processes and structural quality in pre-K and early learning programming which vertically aligns with kindergarten readiness through regular monitoring of instruction and student academic progress assessments.
6. Explore the creation of a third early childhood center south of Brush Creek.

#### **Strategies to Support Goal 4B**

**By 2024, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation (GO) Bond plan that addresses deferred maintenance and school modernization needs. By 2030, KCPS will continue the 10-year plan.**

1. Utilize third party (architect and engineer) study to prioritize deferred maintenance needs and to provide possibilities for facility and space renovations.
2. Implement a transition plan to future ready learning spaces, as funding allows, to create excitement, increase student engagement, and improve learning for all by preparing them for a global workspace, typically described as teaching the 4Cs of a modern society.
3. Focus on a wider variety of specialized spaces in buildings to elevate teaching and learning such as dedicated modern science labs, Project Lead the Way (PLTW) spaces will enhance performance. Focusing on location (centralized, along main corridors) and visibility of these spaces in a building will increase the effectiveness of the space.
4. Engage staff and students regarding desired types of spaces and use of space.
5. Prioritize by building, based on transition decisions and most efficient and effective buildout planning, and make final determinations of desired modifications and timing.
6. Create and Implement GO Bond Engagement Plan.
7. Develop alternative funding strategies to complement GO Bond funding.
8. Address system inefficiencies to redirect resources from operational expenses to classroom instruction and academic programs through the consolidation of schools.

#### **Strategies to Support Goal 4C**

**By 2025, grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.**

1. Implement retention strategies, especially targeted at transition grades, i.e., Pre-K to Kindergarten, elementary to middle school and middle school to high school.

2. Refine comprehensive district Marketing and Communications Plan.
3. Create neighborhood school, signature school and kindergarten marketing and advertising campaigns that showcase our themed KCPS message.
4. Enhance the existing recruiting plan to continue to showcase positive initiatives throughout the district to improve public perceptions and increase overall enrollment.
5. Cultivate and manage the KCPS brand by promoting positive stories that showcase student performance and communicate accurate information about the district.
6. Ensure equitable access to schools and programs that align with students' needs and interests.
7. Explore system alignment and predictability by means of grade configuration modifications and expansion of feeder patterns for neighborhood and signature schools.

### **Strategies to Support Goal 4D**

**By 2025, improve satisfaction with internal and external two-way communications, as measured by focus group data, district stakeholder survey, social media engagement trends and communications analytics, increasing satisfaction by 25%, increasing to 40% by 2030.**

1. Establish baseline measurements for stakeholder satisfaction with district and school-based communication.
2. Conduct focus groups and listening platforms to gauge family and community sentiment toward KCPS.
3. Clarify and coordinate communication platforms with an emphasis on facilitating communication with families.
4. Develop communication plans for schools based on the specific communities served.
5. Provide communications and customer service training for KCPS personnel.
6. Use effective communication strategies to engage families in multiple languages and streamline the process to translate key documents.
7. Improve communication with families around the enrollment process and provide additional resources to support enrollment.
8. Use student voice to highlight school district achievements, initiatives and programs.