Comprehensive Progress Report

Mission:

Empowering every student to maximize their potential through rigorous, equitable learning within a culture of safety and belonging.

Vision:

Vision:

Creating future-ready graduates through a tradition of innovation and a standard of academic excellence.

Goals:

Accelerate academic growth and achievement for all students through high-quality instruction, bold expectations, and a relentless commitment to excellence. SMART Goal: The district-wide composite proficiency as measured by NC EOG and EOC assessments will increase by 7 percentage points.

Prepare every student for post-graduation enrollment, enlistment, employment, and entrepreneurship by building knowledge, confidence, well-being, and strong habits for success. District SMART Goal: 100% of schools in Kannapolis City will exceed growth expectations as measured by EVAAS.

Cultivate a learning environment where every student feels seen, valued, and supported by promoting belonging, elevating diverse voices, and prioritizing practices that nurture well-being, growth, and equity. District SMART Goal: Students will demonstrate improved social and emotional competence as evidenced by Aperture Impact Report: +5% [students measuring in need range (pre) to typical and/or strength range (post)]

Strengthen trust and collaboration with families and community partners by fostering transparent communication, shared responsibility, and meaningful engagement that supports student success and well-being. District SMART GOAL: Each KCS school will reduce the % of chronically absent students by 10% and chronically absent staff members by 10% as measured by daily attendance.

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 1: Turnaround Leadership**			
Effective Practice:			**Practice 1A: Prioritize improvement and communicate its urgency**			
		A02	**The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(5623)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	The superintendent and central office staff have aligned their expectations and goals for all staff and schools across KCS. Specific goals for student achievement, proficiency, and growth have been established. These goals have been communicated consistently to all stake holders through a variety of opportunities (Convocation, Principal meetings, Teacher Representation Meetings, Parent Representation Meetings, School Board Meetings, etc.). Additionally, the superintendent has provided explicit direction and support to principals and school improvement teams at each school in KCS to align their school goals to the the set district goals of student achievement and growth. The superintendent meets throughout the school year with each principal to calibrate expectations and the implementation of sound practices to meet these expectations. Each principal develops a plan for growth and keeps a portfolio to demonstrate, document, and provide evidence of their efforts and commitment to achieving expectations. Attendance, academic, behavior, social emotional, human resource data and more are tracked across the year for each school and provided to the principal on a regular and ongoing basis. The superintendent meets with principals across the year to review a 'snapshot' of this data to ensure each principal is on track to meeting set goals and expectations.	Limited Development 10/02/2024		

How it will look when fully met:	All schools in Kannapolis City Schools establish and maintain high expectations for student growth and achievement. Principals, teachers, and families work collaboratively to ensure that each student meets or exceeds growth on a yearly basis. The superintendent, school principals, leadership teams, and all school staff maintain a belief system that all students, regardless of race, ethnicity, socioeconomic background, Multi-Lingual (ML) or Exceptional Children (EC) status can meet and/or exceed mastery of standards and grow academically to their full potential. The superintendent and school leaders share and consistently communicate a common message around achievement expectations. All staff members in KCS can articulate these expectations and have efficacy and agency in their ability to achieve these expectations. Additionally, all staff in KCS are knowledgable of and committed to utilizing sound instructional practices to achieve academic growth and proficiency for students. School teams are calibrated on highly effective strategies and utilize these strategies in their classrooms regularly to achieve the goals communicated.		**Erin Anderson**	**06/01/2027**
Actions		**8 of 13 (62%)**		
9/10/25	Develop a new support system for English as a Second Language (ESL) and Academically and Intellectually Gifted (AIG) students by implementing regular coach meetings focused on high-impact strategies within PLCs.	Complete 09/30/2025	Erin Anderson	09/30/2025
Notes:				
9/10/25	Ensuring curriculum updates are communicated through secondary content leads in collaboration with instructional coaches, Multi-Lingual Learners (ML) specialists and the Academically Intellectually Gifted (AIG) coordinator.	Complete 01/30/2026	Erin Anderson	01/30/2026
Notes:				
9/10/25	Launch a K–12 writing initiative by implementing The Writing Revolution as a book study to guide the development of aligned writing resources across all grade levels.	Complete 05/30/2026	Deana Lewis	05/30/2026
Notes:				
9/10/25	Create, review, and align instructional resources to state standards, incorporating Academically and Intellectually Gifted (AIG) strategies, to expand available materials, support teachers, and better meet the needs of gifted learners.	Complete 05/30/2026	Steve Fulton	05/30/2026
Notes:				

9/10/25	Build the capacity of coaches and department leads through coaching cycles, partner walkthroughs, and coach meetings, with a focus on high-impact practices, data-informed planning and reflection, and leadership calibration and support.	Complete 05/30/2026	Erin Anderson	05/30/2026
Notes:				
9/10/25	Implement onboarding practices for new hires to become familiar with district priorities prior to entering the classroom by completing a Canvas course on their first day of employment if hired after the start of the school year.	Complete 06/30/2026	Deana Lewis	01/30/2026
Notes:				
9/10/25	Establish a comprehensive system for professional development that includes two district professional development (PD) days, job-embedded PD through coaching and collaborative planning, school-led PD on early release days, and collaborative opportunities for specialists during early release days.	Complete 01/30/2026	Laura Baker	01/30/2026
Notes:				
9/10/25	Introduce and integrate new instructional tools—Spacial Temporal (ST) Math, Diffit, CommonLit, Department of Public Instruction (DPI) Arts Hub, and The Writing Revolution (TWR) 2.0—to enhance teaching and learning across the district.	Complete 05/30/2026	Allison Teague	05/30/2026
Notes:				
6/1/26	Implement onboarding practices for new hires to become familiar with district priorities prior to entering the classroom.		Erin Anderson	10/10/2026
Notes:				
9/18/26	Participate regularly in school-level PLCs to understand instructional needs, support planning and implementation, and help teams identify next steps aligned with district priorities and student learning targets.		Erin Anderson	12/01/2026
Notes:				
9/18/26	Use regular instructional coach meetings to identify trends, share effective practices, problem-solve challenges, and coordinate targeted support based on the needs of schools and teachers.		Beth Giddings	05/01/2027
Notes:				
9/18/26	Use priorities and instructional decisions identified in PLCs to guide classroom walkthroughs, then bring walkthrough trends back to coaches to determine where additional modeling, feedback, professional learning, or coaching support is needed.		Deana Lewis	11/01/2027

Notes:				
9/18/26	Participate in school and district data meetings to monitor progress toward student achievement targets, identify areas of concern, and ensure that instructional support is adjusted based on evidence of student learning.		Laura Baker	03/01/2027
Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
		C10	**The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	A consistent walkthrough instrument is utilized by every school in KCS. Items on the walkthrough instrument include core behavior and core instructional practices valued in K-12 classrooms across KCS. Some schools make the data collected from these walkthroughs transparent to a variety of teams (leadership, Multi-tiered Systems of Support (MTSS) Leadership, Positive Behavior Intervention and Support (PBIS), School Improvement Team (SIT). Some schools have developed their own data routines for reviewing the classroom walkthrough data. In Kindergarten through 8th grade classrooms teams regularly review beginning, middle, and end of year screening data (mCLASS, FastBridge, Devereux Student Strengths Assessment (DESSA), Office Discipline Referrals (ODRs), Attendance, iReady) to determine students who have grade level skills and students who are at risk. Teams create supplemental intervention plans utilizing a standard treatment protocol. Further, as students need intensive support, teams engage in individual problem solving for personalized intervention. A minimal amount of professional development for school leadership on utilizing Education Value-Added Assessment System (EVAAS) (subject specific, subgroup data, teacher value-added, and student projections) has occurred. This professional development focused on level setting and content knowledge of EVAAS. Some school and district leaders have continued to deepen their understanding and use EVAAS data for targeted conversations with staff. Common Interim Assessments (CIA) are in place across the district. The assessments are aligned to the rigor of the grade level standards. Teachers participate in collaborative unpacking with the assessment in hand prior to the teaching sequence. The professional development sessions are facilitated by content experts. In some schools, content experts and instructional coaches facilitate professional development where teachers collaboratively unpack standards for the next learning sequence and the common assessment for the short cycle of instruction. A calendar of assessment, data analysis, and reteaching dates is established for all elementary, middle, and high schools. These short cycle calendars are used by schools to set calendars of professional learning communities to work collaboratively to analyze student data and inform instructional decision making. From this data, all general-education and some instructional support teachers (EC, AIG, ML) make and modify plans for acceleration, re-teach, service delivery, and	Limited Development 11/16/2022		

	support in an on-going manner throughout the school year			
How it will look when fully met:	District level teams utilize established protocols to analyze data sources then move quickly to problem solving and creating action steps based on this data analysis. This process occurs in cycles of improvement and involves team members from departments across the district. Utilizing an Improvement Cycle process at the district level allows district level coordinators, specialists, and directors to feel confident in supporting school teams through the same improvement cycle process in support of schools reaching established goals. Teaming Structures are thoughtfully established at the district level and each school site to ensure data, data analysis, and action planning flows in a timely and transparent manner through all stakeholders. Teams established review data in all areas of academic, attendance, behaviors, SEL, and more. Time for collaboration and action planning around data is allocated on all district level Principal, AP, Coach meetings as well as MTSS, SSMT, and district EC meetings. Timely data, support, modeling, and tools are provided to school level leaders. School level leaders capitalize on these resources and strategically share data with all stakeholders. Coaches and school level leaders are adept in utilizing coaching cycles with teachers and teams of teachers. Student data is the center and driving force around coaching and teacher support. School level coaches regularly utilize coaching cycles and monitor student data to determine the effectiveness and next steps for coaching cycles. Instructional Technology Specialists (ITS), Multilingual Teachers, District Specialists, and EC Specialists (math/science/literacy/early literacy) also utilize student centered coaching as one path for collaboration with classroom teachers. TFs, ML teachers, and Specialists monitor specific student data and work collaboratively with school and district to advocate for action steps to continuously improve student outcomes. Instructional technology integration, co-teaching, direct student/teacher, and scheduling are monitored and adjusted based upon a variety of student data. ITSs, MLs, and Specialists coach others to extend their reach in each school. Data from a variety of sources are reviewed regularly to inform		**John Basilice**	**06/01/2027**

professional development for staff in KCS. Resource mapping in all departments for purchases are based on a variety of data sources to ensure a balanced and equitable use of funds, materials, and capital.

A culture of data transparency, a focus on locus of control, and an appreciation of failing forward exist in district and school leadership and as such school staff, students, parents, and community thrive, grow, and remain in Kannapolis City Schools.

District and school level leadership teams analyze through data based problem solving classroom walkthrough data to identify strengths, opportunities for further investigation, and opportunities for growth for academic and behavioral practices observed. Based on this analysis decisions for resource allocation and professional learning. Strengths are levered within and across schools and teams to encourage and empower educators to use these strengths to further grow their practice. District level meetings allocate time for school level leaders to reflect upon district and school level data and collaboratively plan strategies for engaging their schools with this data. District leaders provide professional development opportunities for school level leaders to grow their knowledge and confidence as instructional and cultural leaders of their schools.

In Kindergarten through 8th grade classrooms teams regularly review beginning, middle, and end of year screening data (mCLASS, FastBridge, DESSA, ODRs, Attendance, iReady) to not only determine students who have mastered grade level skills but also students who are at risk in key skill areas. Teams create core intervention plans utilizing a prescribed protocol that then allows them to reflect and adjust core instruction to differentiate for all students. Teams then can identify students who are in need of supplemental and/or intensive supports. These plans are well documented and reviewed on a predetermined basis using progress monitoring data to determine instructional decisions.

Professional development for school leadership on utilizing EVAAS (subject specific, subgroup data, teacher value-added, and student projections) occurs at regular intervals. School and district leaders are confident in facilitating discussions around EVAAS data with school staff. Teachers across KCS are adept at utilizing student projection data to ensure projected or accelerated progress is made by each student. School leaders and teachers analyze subgroup data and use this data to inform programing and instructional decisions.

Common Interim Assessments (CIA) are in place across the district for

	all content areas. The assessments are aligned to the rigor of the grade level standards. Teachers participate in collaborative unpacking with the assessment in hand prior to the teaching sequence. The professional development sessions are facilitated by content experts. Content experts and instructional coaches facilitate professional development where teachers collaboratively unpack standards for the next learning sequence and the common assessment for the short cycle of instruction. A calendar of assessment, data analysis, and reteaching dates is established for all elementary, middle, and high schools. These short cycle calendars are used by schools to set calendars of professional learning communities to work collaboratively to analyze student data and inform instructional decision making. From this data, all stakeholders (ML, EC, AIG, and regular education teachers) make and modify plans for acceleration, re-teach, service delivery, and support in an on-going manner throughout the school year. School administrators and district administrators make professional development and budgeting decisions from the analysis of each common interim assessment. Because the principals in Kannapolis City Schools are the instructional leaders in their buildings, they are present, passionate leaders of this work. Administrators at each school know and understand Data Driven Instruction. They are well-trained and confident in their ability to facilitate data discussions in their grade level/department professional learning communities. In collaboration with district office leaders, each school creates a calendar of CIA data analysis dates. These dates are prioritized by district office leaders. District office leaders attend and participate in school-level data analysis post CIA. Data on strengths and opportunities for improvement in facilitation of data discussions is collected and analyzed by district level directors to determine next steps for professional development and support. District data is analyzed from CIAs to determine patterns in student mastery of standards. Data is disaggregated by subgroups and utilized to make instructional, scheduling, professional development, and human resource decisions at the district as well as the school level. From this data, all educators (ML, EC, AIG, and regular education teachers) make and modify plans for acceleration, re-teach, service delivery, and support in an on-going manner throughout the school year.			
Actions		**6 of 9 (67%)**		

9/10/25	District leaders will continue a three year PD plan to implement restorative practices and effective response to school-based mental health needs, including initiation of restorative office hours	Complete 11/30/2025	John Basilice	11/30/2025
Notes:				
9/10/25	District leaders will provide training and ongoing technical assistance in effective data analysis which differentiates problematic student behavior from training needs of staff (for all identified elementary students with 3 office discipline referrals; all high school students with 4 office referrals).	Complete 10/30/2026	John Basilice	10/30/2026
Notes:				
9/10/25	District leaders will provide technical assistance to school staff on revised/ updated data analysis protocols for behavior and adaptive coping strategies.	Complete 11/30/2025	John Basilice	11/30/2025
Notes:				
9/10/25	District leaders will provide a series of activities, processes, and protocols in response to data analysis indicating needs related to behavior and adaptive coping strategies.	Complete 10/30/2025	Carrie Overcash	10/30/2025
Notes:				
9/10/25	District leaders will convene an alternative to suspension stakeholders group to develop a protocol and series of practices to implement safe and viable methods to decrease the number of lost student days due to suspensions.	Complete 12/30/2025	John Basilice	12/30/2025
Notes:				
10/1/25	District leaders will provide content for Specialized Instructional Support Personnel (SISP) teams to train school district personnel in effective behavior management strategies.	Complete 08/29/2025	Basilice and J. Garay	08/30/2025
Notes:				
9/19/26	Verbal de-escalation training at all schools.		Carrie Overcash	10/30/2027
Notes:				
9/19/26	Refresh and reshare districtwide core behavior practice resources.		Kelly Fainter	12/01/2026
Notes:				
9/19/26	Identify trends and patterns in classroom walkthrough indicators #1 - #4 and share with school administrators to determine areas of strengths or needs, support PD as needed.		Kelly Fainter	12/01/2026
Notes:				

Core Function:	**Domain 4: Culture Shift**

Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
		B01	**The LEA has oriented its culture toward shared responsibility and accountability.(5140)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Throughout 2020-21, the KCS Academics Team examined teaching and learning structures at the school and district level. Highlighted were differing practices and resources which did not consistently support common learning experiences for all students. Below are prioritized findings: School and classroom schedules are created and shared; however, expectations for core instructional times and selected resources are not consistent. While many schools are using multiple data sources to support instructional planning, there is a need for common district assessments promoting shared accountability. The diverse practices did not leverage data driven planning district-wide (professional development, resources, etc.). School and district leaders complete observations through NCEES providing quality feedback, but systems are needed to support the purposeful integration of data into post-conferences and professional development plans. While school leaders regularly visit classrooms and provide feedback to teachers, structures to support frequent monitoring of instructional priorities are needed. District and school teaming structures do not consistently include stakeholders from varying roles and responsibilities to support shared learning and accountability. While all schools received a standard allotment of support staff, there are elevated needs for additional personnel to support academics and behaviors at high-need schools.	Limited Development 09/28/2022		
How it will look when fully met:			Kannapolis City Schools maintains a shared culture of responsibility and		**Daryle Adams**	**06/06/2027**

accountability that includes all stakeholders in Kannapolis City Schools. All school staff, teachers, teacher leaders, administrators, district office personnel, school board members, and parents/guardians in the community have clear understanding and ownership of their role in each and every student's academic achievement and growth. School level leaders develop school schedules and calendars that allow school level leaders to participate in instructional planning with teachers. Schedules created allocate time for content and instruction based on research and district guidance.

Teachers share planning data analysis of common assessments. School and district staff participate in data analysis and action planning with a problem-solving mindset. If students are not at mastery of standards, regular ed teachers, EC teachers, ML teachers, administrators, and district office personnel work collaboratively to alter variables within our locus of control to change this outcome.

Because we know the center of our schools are within each and every active classroom, this is where teacher leaders, administrators, and members of the district office academic teams spend their time.

Classroom walkthroughs and analysis of the data collected is completed regularly. Teachers, School Improvement Teams, PBIS teams, and other site-based decision making bodies are empowered to collect and analyze their own data. District meeting agendas for principals, assistant principals, and instructional coaches, are thoughtfully and consecutively planned to develop leaders, build collective efficacy, and create accountability.

School level administrators are well-versed and confident in providing timely feedback through the North Carolina teacher observation instrument. Administrators utilize district created timelines for completing observations with a focus on post-conference feedback for teachers. A review, celebration of, and analysis for improvement of teacher value-added data is incorporated into formal observation conferences, informal meetings, and professional development plans. Administrators, regular education teachers, EC resource, AIG, and ML teachers are adept at analyzing subgroup EVAAS data, creating action plans to address areas of opportunity or scale up successes.

Building level leaders receive timely, data-informed coaching and professional development to empower building leaders in the areas of student culture, staff culture, instruction, interventions, and safety. Buildings are appropriately and strategically staffed to ensure supports

	are in place for a focus on instruction and student culture. District and school teaming structures are inclusive of multidisciplinary roles and have shared responsibilities. Within all K-12 schools, teaming structures are inclusive of an Multi-Tiered Systems of Support (MTSS) Leadership team, Specialized Instructional Support Personnel (SISP) teams, Data/PLC Teams, Core Behavior Teams, and Individual Problem Solving Teams. Through each of these structures, schools are able to plan, evaluate, and determine action steps to deliver a system of support through core, supplemental, and intensive levels. Change over time data including iReady, DESSA, FastBridge, DIBELS-8, Educator's Handbook, NC CheckIns, SchoolNet Common Interim Assessments (CIA), ACCESS, and student attendance as well as NC School Accountability Data points (Participation, Cohort Graduation Rate, End of Grade/End of Course (EOG/EOC) proficiency and growth, Math Course Rigor, America College Testing (ACT), WorkKeys, Career and Technical Education (CTE) Credentials, and ML progress) are analyzed by school level and district level administrators to monitor ongoing progress.			
Actions		**3 of 9 (33%)**		
9/28/25	District leaders will create a crosswalk between DESSA/Second Step and Portrait of a Graduate	Complete 01/30/2026	Daryle Adams	01/30/2026
Notes:				
9/28/25	District leaders will review the district's ACT preparation plans and provide advice.	Complete 06/19/2026	Daryle Adams	11/30/2025
Notes:				
9/28/25	District leaders will work with school counselors to increase the number of students registered in Free Application for Federal Student Aid (FAFSA) (PY 58.7%)		Daryle Adams	11/30/2027
Notes:				
9/28/25	District leaders will review the district's WorkKeys preparation plans and provide advice.		Daryle Adams	11/30/2026
Notes:				
9/28/25	District leaders will work with the CTE department to increase the credentials earned by 5%	Complete 01/30/2026	Johan Freeland	01/30/2026

Notes:				
9/19/26	District leaders will review the district's ACT preparation plans and provide advice.		Steve Fulton	11/01/2026
Notes:				
9/19/26	District leaders will review the CTE concentrator report for a detailed list for qualified students.		Johan Freeland	09/30/2026
Notes:				
9/19/26	Validation of completed CDPs of graduating students.		Johan Freeland	05/01/2027
Notes:				
9/19/26	District leaders will monitor/follow the district thresholds for attendance practices for core and tiered supports		Allison Teague	05/01/2027
Notes:				

Core Function:			**Domain 4: Culture Shift**			
Effective Practice:			**Practice 4B: Solicit and act upon stakeholder input**			
		E03	**The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Kannapolis City Schools (KCS) is committed to fostering a strong and inclusive school community where parents and guardians are actively engaged in their child's education. Effective communication and engagement are vital components of this commitment, ensuring that all parents, including those with English as a Second Language (ESL) needs, have a voice in their child's education. This narrative outlines some of our current comprehensive plan for parent communication and engagement, which includes a range of initiatives and strategies. ESL Survey for Parent/Guardian Input on Services To better understand and meet the needs of our ESL families, KCS conducts an annual ESL survey. This survey will seek parent input on ESL services, the effectiveness of language support programs, and their overall satisfaction with the education their child is receiving. The feedback obtained from this survey will inform our ESL program improvements. Title I Survey to Assess Support Our Title I program aims to provide additional support to economically disadvantaged students and their families. KCS conducts regular surveys to assess the impact of Title I services, gather suggestions for improvements, and ensure that our resources are effectively meeting the needs of eligible families. K - 5 SEL Outreach Social and Emotional Learning (SEL) is crucial for the overall development of our students. KCS implements a K-5 SEL outreach program that involves parents in the SEL curriculum, provides resources for supporting SEL at home, and offers workshops on emotional well-being and communication skills. District Interpreters KCS understands the importance of clear communication with parents who may have language barriers. KCS employs district interpreters proficient in multiple languages to facilitate effective communication between schools and ESL families. Parent Engagement Events Throughout the school year, KCS will organize a variety of parent engagement events, including informational sessions, workshops, and	Limited Development 10/09/2023		

	family-friendly activities. These events cover topics like academic support, parent-teacher collaboration, and career readiness. PBIS Incentives To encourage positive behavior and a supportive school climate, KCS implements a Positive Behavioral Interventions and Supports (PBIS) program that includes incentives for both students and parents who actively participate and contribute to a positive school environment. Parent Advisory Council KCS established a Parent Advisory Council composed of representatives from each school within the district. This council meets regularly to provide feedback and suggestions on district policies, initiatives, and programs. Resource Fairs In collaboration with our community partners, KCS organizes an annual resource fair, bringing together community organizations and district resources to provide parents with information on various services and support available within the community. Kannapolis City Schools is dedicated to building strong partnerships with parents and the community at large. Through these comprehensive strategies and initiatives, we aim to enhance parent communication and engagement while ensuring that all families have equitable access to educational opportunities and support. These efforts reflect our commitment to fostering a collaborative and inclusive educational environment. Weekly Updates The superintendent will provide weekly updates to families and the community.			

How it will look when fully met:	When goal 5 is fully implemented, Kannapolis City Schools will be a dynamic learning environment, which is inclusive of all stakeholders. Parents, students, community members, and staff will work hand in hand to aid academic and social instruction and supports. Student, family, and community voices will be heard and evident in data analysis and decision making at the school and district level. Open communication will flow from school to home and in turn from home to school to support all students and families. All schools will have active parent participation on their School Improvement Teams to support the continual growth of each school. All schools in KCS will have active PTO/A or PTSA that work collaboratively with school administrators and teams. KCS will see an increase in family participation in school events, conferences, and support meetings with all families, including our multi-lingual families. All families will have an increased understanding of academics and student goals. Schools will experience high student participation in all academic supports, including after school and summer programming. Parents will be actively engaged and knowledgeable about the support services available to their child throughout their school experience. With an increase in knowledge and participation, KCS will see an increase in positive messaging surrounding all schools and the district. Positive engagement will work to decrease chronic absenteeism for students and staff with the ultimate goal of high academic achievement and growth for all students.		**Erica Williard**	**06/01/2027**
Actions		**8 of 20 (40%)**		
9/10/25	Schools will communicate through ParentSquare weekly.	Complete 11/30/2025	Jennifer Brinson	11/30/2025
Notes:				
9/10/25	The district will communicate through ParentSquare weekly.	Complete 02/20/2026	Sara Newell	02/20/2026
Notes:				
9/10/25	The district will communicate a safety message monthly.		Sara Newell	02/20/2027
Notes:				
9/10/25	Monitor the number of direct messages per school.	Complete 02/20/2026	Erica Williard	02/20/2026
Notes:				

9/10/25	Generate survey to families about engagement.	Complete 10/01/2025	Sara Newell	09/30/2025
Notes:				
9/10/25	Send survey to families about engagement.	Complete 12/15/2025	Sara Newell	09/30/2025
Notes:				
9/10/25	HR creates reports for attendance every 10 days.	Complete 09/30/2025	Mandi Campbell	09/30/2025
Notes:				
9/10/25	Review staff attendance data and protocols with principals.	Complete 12/15/2025	Jennifer Brinson	09/30/2025
Notes:				
9/10/25	Create consistent systems for attendance documentation and share with principals	Complete 06/01/2026	Sara Newell	09/30/2025
Notes:				
9/20/26	Meet with Parent Square and ESS to determine the appropriate reports for these metrics		Erica Williard	09/15/2026
Notes:				
9/20/26	Work with SIS Coordinator to determine IC report and schedule for data pulls		Wendy Brandon	06/01/2027
Notes:				
9/20/26	Create brief parent survey on engagement with Parent Square		Sara Newell	09/30/2026
Notes:				
9/20/26	Send parent survey		Sara Newell	10/11/2026
Notes:				
9/20/26	Pull Parent Square monthly reports		Erica Williard	07/01/2027
Notes:				
9/20/26	Work with HR to pull 10 staff attendance reports		Nicole Keaton	06/01/2027
Notes:				
9/20/26	Continue incentives for staff attendance		Mandi Campbell	06/01/2027
Notes:				
9/20/26	Disaggregate data by school (all reports)		Erica Williard	06/01/2027
Notes:				
9/20/26	Share reports with principals for school improvement		Erica Williard	06/01/2026

Notes:				
9/20/26	Complete final survey		Sara Newell	06/01/2027
Notes:				
9/20/26	Reduce substitute utilization and related costs.		Sara Newell	06/01/2027
Notes:	Focus on improved attendance, accurate time reporting, vacancy monitoring, and appropriate use of long-term substitutes.			