



2014

KANSAS CITY PUBLIC
SCHOOLS PLAN



The Kansas City Public Schools Plan CONTINUING THE PATH TO EXCELLENCE

Upon being designated as unaccredited in January 2012, the Kansas City Public Schools (KCPS) created a data-driven, evidence-based turnaround plan with the singular goal of full accreditation. The plan, coupled with the 18-month Regional School Improvement Team (RSIT) process, was instrumental in delivering two years of academic improvement under MSIP 4 and MSIP 5 with a well-defined plan to deliver again in 2013-14.

In 2009 the Board of Directors of the Kansas City Public Schools adopted a model of governance developed specifically to address the historical criticisms that have been directed at the Board of Directors. The Board of Directors recently adopted “commitment statements” that underpin its governance model that focuses on policy and not micro-managing in order to move KCPS to full accreditation. Additionally, members of the KCPS educational community, including the District Advisory Committee (DAC) and the Kansas City Federation of Teachers & School-Related Personnel (KCFT & SRP) have been working cooperatively with Dr. R. Stephen Green, Superintendent, to turn KCPS around, and we’ve made dramatic progress in that regard.

Through collaboration, KCPS has made significant progress in providing a quality education to our children. Together, we are:

- Targeting funds and resources to meet the specific needs of students. Equity of funds and resources is determined through the careful monitoring of needs assessments;

- Improving stability in leadership and staff;
- Improving the quality of leadership and staff through a comprehensive evaluation and feedback system that allows for continuous improvement in instruction for all students;
- Utilizing data through a monitoring and measuring system to identify the individual academic needs of students;
- Enhancing the curriculum;
- Providing quality professional development, tailored to the needs of administrators and staff;
- Enhancing early childhood programs and providing “wrap around” services for students and families; and
- Engaging parents and the community in new and meaningful ways.

We believe any plan should be based on the best interests of the students, the actual performance of the schools and not a district’s historical narrative.

Our plan recommendation is based upon the proven success by KCPS and the collaboration between KCPS and the RSIT team. Therefore, we recommend expanding the RSIT model to the individual school in conjunction with the proposed accreditation system outlined below.

Each school will be individually accredited according to the state Annual Progress Report (APR). Each KCPS school will establish a School Improvement Advisory Committee (SIAC) consisting of the following members: principal, teacher, classified employee, parent, LINC representative, two at-large representatives. The SIAC will review the school improvement plan, identify, prioritize and recommend the interventions necessary to address the specific needs of the school.

The four levels of accreditation will be as follows:

Level 1

Schools with an APR score between 70-100% will be designated as Accredited. Interventions and support for schools at this level will be monitored through the current monthly data consults between members of KCPS administration and the SIAC.

Higher Ed and the Regional Professional Development Center (RPDC) will be responsible for monitoring the school improvement plan.

- SIAC will present a monthly progress report to the monitoring team.
- The monitoring team will hold SIAC accountable to the improvement plan by reviewing data, tracking progress, identifying and removing challenges and identifying additional supports.
- An in-depth and comprehensive “needs assessment” will be completed by a team of internal and external professionals to determine the needed interventions and “wrap around” services for students, their families, and the contiguous community surrounding the school.
- Based on available resources and circumstances, KCPS commits to implementing as many of the recommended interventions as possible.

Level 2

Schools with an APR score between 50-69% will be designated as Provisionally Accredited.

- Representatives from KCPS, Cooperating School Districts of Greater Kansas City (CSDGKC) and Regional Professional Development Center (RPDC) will be responsible for monitoring the school improvement plan.
- SIAC will present a quarterly progress report to the monitoring team.
- The monitoring team will hold SIAC accountable to the improvement plan by reviewing data, tracking progress, identifying and removing challenges and recommending additional supports.

Level 3

School buildings with an APR score below 50% will be designated as Academically Stressed. The focus at Level 3 will be creating a community school based upon the comprehensive data-driven needs of the individual students within each school.

- Representatives from KCPS, Cooperating School Districts of Greater Kansas City (CSDGKC),

Level 4

If an Academically Stressed school is unable to demonstrate academic improvement within three years, the KCPS will recommend to the State Board of Education the school be designated as Lapsed. The Lapsed school may be reconstituted or closed. Students from the Lapsed school will be transferred within the district using a fair and equitable transfer policy developed by KCPS to ensure the needs of students and schools are met. Transferred students' scores will not count against the accredited school for one year from the date of transfer.

Level 1 - Accredited

Level 2 - Provisionally Accredited

Level 3 - Academically Stressed

Level 4 - Lapsed



Interventions To Address Areas of Concern

Interventions can be used at all levels, but allocation of resources will be prioritized with the emphasis on supporting Level 3 schools.

Based on the findings of the needs assessment, recommendations will be made to the KCPS Superintendent, Cabinet, KCPS Board of Directors, the school's SIAC, KCFT & SRP, DAC and Department of Elementary and Secondary Education (DESE). The recommended "wrap around" services will be targeted for the school's specific needs, but not limited to the following areas:

School Climate

- Tools/strategies to improve school climate, discipline, and culturally responsive instruction.
 - Work with KCFT & SRP and LINC to expand the community school efforts that are already in place and are having a positive impact on the student, families, and school staff.
 - Establish a Parent and Family Resource Center in each school. Survey and identify parental needs, and establish programs to meet those needs to the extent resources are available.
 - Establish a Building Family Advocate/Parent Liaison in each school.
 - Continue the implementation of the Positive Behavior Intervention Support program, and implement other strategies to improve school climate.
- » Trauma Informed Care.
 - » Students in Transition (homeless) training and supports.
 - » Social/Emotional Behavioral Health Supports and Interventions.
- Provide Professional Development ("Cross Professional Development" days a few times a year) for those community partners that are working with the students before/after school, weekends, and during the summer.
 - Provide executive coaching for Building Administrators
 - » Facilitate two site visits each semester.
 - » Provide weekly conference calls.
 - » Provide virtual and/or site training on best practices, leadership and using data to improve academic achievement.

Professional Development, Curriculum and Instruction

- Teaching the whole child instructional practices that support social-emotional learning.
- Requirement of specific "wrap around" services as necessary to meet the specific social, emotional, physical and academic needs of the students in the building.
- Additional weeks of mandatory professional development for all certified and classified building staff as part of their current contract. In addition to training to improve instruction, training may include:

Additional Student Supports

- Extended school year including summer school with remediation and enrichment opportunities.
- Appoint a Building Attendance officer in every Level 3 school.
- Continue utilizing Behavior Interventionists where there is a need.
- Continue utilizing Reading Specialists in every Level 2 & Level 3 school.

Additional "Wrap Around" Services

Create and/or expand community schools with services housed in the school building:

- LINC, YMCA, Boys & Girls Club, Mattie Rhodes, etc.
- Mentoring Program.
- Intensive Prevention Services.
- Health Services.
- Social Services.

KCPS requests:

1. The immediate designation of provisional accreditation to KCPS.
2. The individual accreditation of each school commencing May 2014.
3. The implementation of the four levels of accreditation and interventions outlined above.

What changes are proposed

MSIP 5

Accredited Districts

Three ratings

Focus on consequences

No help for struggling schools

DESE takes over District

Some students transfer out of district

No intervention at provisional

No review teams

No specific time limits for provisional

No required models for improvement

No community engagement

KCPS Proposal

Focus on individual schools

Four ratings

Proactive - Focus on interventions and support for improvement

Expansion of the RSIT model along with individual support to schools

Each school establishes a School Improvement Advisory Committee

Students stay within the district

Interventions provided at all levels

SIAC monitors school improvement plan

Three-year limit to gain provisional accreditation

Research-based models determined by individual school performance and need

Community engagement is an essential component

Kansas City Public Schools
1211 McGee Street
Kansas City, Missouri
64106

Phone
(816) 418-7000

Email
askthesupt@kcpublicschools.org

Web
www.kcpublicschools.org

