

Strategic Plan Key Actions SY18-19

- 1.1* - Ensure that every school is a safe, orderly, drug-free environment for learning, with uniform standards for ensuring positive learning culture within which students feel valued, cared for, challenged, and supported.
- 1.2 – Nurture students’ sense of belonging and appropriate conduct by validating their social-emotional and cultural identities, and by implementing appropriate, asset-based interventions and discipline practices.
- 1.4 - Expand and support extracurricular and co-curricular athletics and activities (examples: intramural, science and math clubs, forensics, student councils, Lego League) that enrich students’ schooling experiences, develop teamwork, and nurture well-rounded, balanced young adults.
- 2.1* - Align curriculum, assessments, instruction, instructional materials and technology across content areas and implement, with fidelity, a culturally responsive, standards aligned, guaranteed and viable curriculum with embedded supports in all subjects and in every classroom.
- 2.3 - Target specialized programs that support early literacy and math in elementary schools.
- 2.6* - Support teachers to collaborate within grade levels and departments to develop question progression and visual mapping to improve students’ critical thinking skills.
- 2.7 - Targeted interventions for unaccredited schools (i.e., extended-year calendar).
- 3.1* - Personalize instruction for all students, including: an English language acquisition program with ample daily instructional time for English learners; specialized enrichment opportunities for gifted and advanced students; and intervention services for special education students toward meeting grade-level standards or their IEP goals.
- 3.4 - Ensure that Problem-Solving Teams (PST) work collaboratively with the students to develop an individualized success/learning plan for students in need.
- 4.2* - Implement and communicate trauma-sensitive, data-informed behavior models that fit the needs of the students and families at each school, and that address health-related and social-emotional barriers to learning.
- 4.4 - Develop a system of academic safety nets that are easily accessible to students and families, including: (a) expanded educational options (e.g., evening school, Saturday school, intersession); (b) mentoring and tutoring (e.g., by community, peer-to-peer); (c) easing barriers to participation (e.g., proximity to home/school safe meeting place, transportation, Master Schedule constraints).
- 5.1- Increase outreach to parents/caregivers of kindergartners to clarify academic and social-emotional expectations that would ensure successful transitions.
- 5.3* - Provide frequent two-way communication with students and families, in an increasing number of languages, regarding each student’s academic progress toward mastery of all subjects.
- 6.4 - Provide ongoing training and facilitate communication between stakeholders to help students explore college and career opportunities.
- 6.6* - Convene an annual gathering of community partners and providers to reach consensus on priority focus areas for the school year; align efforts and resources to needs for optimum efficiency and impact; conduct mid-year and end-of-year evidence based progress reviews; and to publish an end-of-year community-wide report to highlight accomplishments, challenges and recommendations for next school year.
- 7.4 - Develop a pipeline to recruit a talented and diverse workforce through ongoing relationships with local, state and national colleges and universities.

7.5* - Implement a formal on-boarding process for new school and department leaders, focused on the essential knowledge and skills needed by all leaders (including awareness of Standards of Professional Practice, key board policies, district's equity guidelines and cultural competencies).

8.1* - Implement a cycle of inquiry process as a tool for continuous improvement of practices and processes at every level, including: six to 12 week instructional planning, a data summit at the end of each assessment cycle, and a user-friendly data management system to facilitate evidence-based dialogue.

8.2* - Strengthen the effectiveness of teachers, leaders and staff by institutionalizing professional development systems focused on effective practices, deeper content knowledge, professional learning communities and collaborative inquiry.

8.5 - Improve instructional and classroom management support for teachers.

9.2 - Provide training and ongoing capacity-building for the leadership team at each school, with particular emphasis on strengthening the effectiveness of instruction, using data about student learning and professional practices to improve outcomes, building a culture of collaboration and collegial accountability, and strengthening relationships and outreach with stakeholders. 9.3 Develop an internal leadership pipeline and succession planning process to promote leadership from within ("grow our own") and to motivate aspiring leaders.

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10.1* Ensure each school and department develops a results-driven, equity-focused Annual Action Plan, with clear targets and implementation strategies that are aligned to the strategic plan.

10.2 Ensure all plans for social-emotional initiatives are defined, articulated and implemented across professional levels (i.e., teachers, principals and classified staff), with emphasis on trauma-sensitive schools.

10.4* - Conduct an annual survey to assess students' perception and satisfaction regarding their academic and social-emotional experiences.

11.1* - Allocate resources (i.e., people, time and money) based on data-supported needs of students, staff and schools.

11.4 - Explore coordination, collaboration and partnership opportunities with charter schools and charter sponsors to ensure that the public education systems within KCPS' boundaries are effectively and equitably serving the needs of all students.

12.1* Develop an integrated data infrastructure that facilitates system-wide monitoring, analysis and dissemination of data about student learning and organizational performance, as a means to build trust, transparency and accountability with stakeholders.

12.2 Strengthen the use of technology as a platform to conduct the work of the district and schools in a seamless way, and to provide a technology-rich environment for students and staff.

12.3* Define the standards of practice and key performance metrics for each school and district-level service unit (e.g., payroll, secretarial/administrative support, facilities, human resources, purchasing, special education), with input from each unit's key customers/clients.

12.5 - Develop a comprehensive Marketing and Communication Plan to cultivate a distinct, consistent brand presence for the school system, to communicate proactively with internal and external stakeholders, and to maintain a positive image about the district across a variety of media (broadcast, print, web, social media).

*Key Action from SY17-18, will carry over and continue in SY18-19