



**Kansas City Public Schools  
Core Planning Team Meeting  
Educational Strategies Development  
02/07/17**

**Introduction:**

The Core Planning Team (CPT) met at the District office to identify and develop educational strategies that support the District Goals and the Pillars of Practice. The results of that work are summarized below.

**Educational Strategies**

Goal Number	Goal Description	Pillar 1 Personalized, rigorous, culturally responsive teaching and learning	Pillar 2 Safe climate and strong relationships with families and community	Pillar 3 Caring, effective teacher in every classroom and an effective leader in every school	Pillar 4 Data-informed, effective and efficient systems
1	Success in the Early Years	Implement implicit bias training for all principals and teachers.  Expand specialized programs that support early literacy and math in elementary schools.	Increase capacity of families to be advocates for their child's education and provide targeted services as needed. (Expand programs such as Parents As Teachers, Parent Liaisons.)	Provide ongoing professional development, including program specific training.  . Launch trust building and equity focused	. Create a data dashboard to inform the public of district, department and school performance.  Based on data, explore the most relevant school models for all KCPS

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		<p>Expand specialized programs that support early literacy and math in elementary schools.</p> <p>Increase high quality preschools that focus on early literacy and math.</p>	<p>Increase outreach to parents of rising kindergartners to ensure successful transitions.</p> <p>Improve communication between schools, central office, business and nonprofit community in order to cultivate positive volunteer experiences.</p> <p>Staff every school with a parent/community liaison whose sole focus is on community partnerships.</p>	<p>annual strategic planning for all schools.</p> <p>Build a school staffing succession plan.</p> <p>Attract and retain staff that are reflective of student population.</p>	<p>schools, i.e. year-round schools, weekend school hours.</p> <p>Ensure all elementary schools have two administrators—one operational and the other for instructional leadership.</p>
2	Whole Child: Healthy, safe, challenged, & Supported	3.1.e-Positive Relationships with Effective Discipline-Nurture students' sense of belonging and appropriate conduct by validating their social and cultural identities, and by implementing discipline models based on data. Model decided by school.	3.2.e-Reinforcing Behavioral Expectations-Engage the entire community-students, families, staff, and community-based organizations-in understanding, creating, and reinforcing fair and culturally-responsive behavior expectations.	12.3.a-Highly Qualified, Diverse Staff-attract, develop and retain a highly qualified and diverse workforce.  5.3.c-PD on Cultural Competency-Provide staff with culturally competent professional development to ensure high expectations of all students' intellectual capabilities and create	5.4.a-Monitoring student engagement and empowerment – Conduct family and student surveys/forums to measure student engagement and empowerment (student focus groups, summits, advisories, fishbowls).  5.4.d-Data Collection and reporting systems-Create data collection

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		<p>5.1.g Individualized Success/Learning Plans- Problem solving team and school social worker will collaborative to develop an individualized success plan for designated students.</p> <p>4.1.d High Quality Instruction-Implement specialized research-based practices that support learning targets in all academic subjects with a focus on under-performing students and struggling schools.</p> <p>3.1.f-Culturally Relevant Instruction- Cultivate students' commitment to academic excellence by building upon their culture background as a bridge to mastery of on-standard, high-level coursework and by instituting research-validated instructional and accelerated</p>	<p>3.2.f-Access School &amp; Community Resources-Educate students and parents on how to access school and community resources to support academic, behavioral, and life success (programs include Communities in School with a Social Worker/Mental Health Professional and City Year).</p> <p>7.2.a +7.2. b-Create an adult mentoring program that engages students, mentors, teachers and community stakeholders that support the learning community overall goals. Home visits while serve as the primary tool for engaging and or soliciting parent involvement.</p> <p>5.2.k Block Party-Afford opportunities (formal &amp; responsive) for staff, students, families, and</p>	<p>a culture of inclusivity, equity, and accountability.</p> <p>4.3a – Developing Positive Staff-Student Relationships – Provide all staff training, coaching, and ongoing support on developing positive relationships and addressing “root causes” of students’ behavior.</p> <p>7.3.c-Trauma Sensitive Schools- Articulation of Social-Emotional PD Across all Levels (same language, but include PD on Trauma Sensitive Schools.</p> <p>13.3.b- Practitioners’ Academies-strengthening teachers, leaders and staff by institutionalizing professional development systems focused on effective practices, deeper content knowledge, professional learning</p>	<p>and reporting systems to increase the effective use of data to drive policies decisions at the Board and instructional and professional development decision at the district, classroom, school, and student levels.</p> <p>8.1.Y-Embracing Student Voice-Solicit students’ perspectives regarding ways to motivate student learning and academic tenacity.</p> <p>12.4.a-Data Dashboard and personalized monitoring-crease a data dashboard to inform public of district departments and school performance. (looking at it from an equity lens)</p>

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		<p>intervention for All students.</p> <p>8.1.x-Systems of Supports to Meet Students' Needs.</p> <p>(a) Ensure that every school is safe, secure, orderly, drug-free environment for learning</p> <p>(b) Establish a universal standard for a positive learning climate in every school that makes students feel valued, challenged, and supported;</p> <p>(c) Address health-related and social-emotional barriers to learning;</p> <p>(d)ensure that every student graduates high school with a concrete postsecondary plan;</p> <p>(e) re-engage off-track students;</p>	<p>community to interact, provide input, and promote school pride, and the optimal functioning of the climate of the school</p>	<p>communities, and collaborative inquiry.</p>	

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		(f) target struggling schools for intensive district support.			
3	Continuous growth toward mastery of all subjects	<p>Develop and implement, with fidelity, a culturally responsive, standards-aligned, guaranteed, and viable curriculum with embedded supports in all subjects in every school and every classroom.</p> <p>Provide personalized learning time to ensure the academic progress and growth of all students, including but not limited to:</p> <ul style="list-style-type: none"> <li>a) Implementing an English Language Acquisition program for English learners that provides ample daily instructional time,</li> <li>b) Supporting and enhancing learning opportunities for gifted and advanced students with specialized enrichment programs,</li> </ul>	<p>Create and sustain an equitable and fully-supported feeder system of neighborhood and signature schools to ensure the academic progress toward mastery of all subjects for all students.</p> <p>Create a safe and welcoming environment, with a sincere commitment to all stakeholders' success, which fosters attitudes and behaviors that are culturally inclusive and that affirm an appreciation of cultural differences.</p> <p>Provide frequent two-way communication with students and families in an increasing number of languages regarding each student's academic progress toward content mastery of all</p>	<p>Attract, develop, and retain a highly qualified and diverse workforce by facilitating teachers' and leaders' mastery of instructional practices and concepts.</p> <p>Support all Kindergarten through 2nd Grade teachers in earning a reading certification by SY22 and all intermediate (3rd – 6th Grades) teachers to specialize in their respective content area(s) (ELA, Math, Science, Social Studies) by SY 18.</p> <p>Implement professional development to improve interdisciplinary teaming for all middle and high school teachers, resulting in increased interdisciplinary units of study.</p>	<p>Create and sustain the Problem-Solving Team model to use data-driven instruction to meet students' needs.</p> <p>Create a data dashboard to inform the public of growth and district departments and school performance. Use this data to maximize to allocation of district and community resources.</p> <p>Create and sustain efficient Human Resource Practices, including but not limited to:</p> <ul style="list-style-type: none"> <li>a) Institute uniform hiring practices, including job descriptions, postings, screenings, interview protocols, and hiring in a timely manner,</li> <li>b) Continually evaluate the organizational climate, using feedback from all stakeholders.</li> </ul>

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		<p>c) Providing intervention services to accelerate struggling students to meet grade-level standards.</p> <p>Create and sustain college and career pathways at each high school.</p> <p>Implement and sustain Launch, Project Lead the Way, and inquiry-based instructional models to create interdisciplinary, project-based units of study.</p>	<p>subjects on a quarterly basis.</p> <p>Increase support for building-level parent organizations to ensure a meaningful and authentic two-way partnership between schools and families that promotes school improvement and the academic progress towards mastery of every student.</p>		<p>Increase Central Office supports for schools, including but not limited to,</p> <ul style="list-style-type: none"> <li>a) Organize central roles, timelines, and process to support all schools based upon needs</li> <li>b) Ensure efficient provision of school operations and services in a way that maximizes resources devoted to instruction</li> <li>c) Develop an integrated data infrastructure that facilitates district-wide monitoring, analysis, and problem-solving to improve performance of all stakeholders.</li> </ul> <p>Implement monthly celebration ceremonies to honor students, teachers, staff, leaders, and schools for their progress toward meeting academic objectives and for their contribution to</p>

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					successful implementation of school and district priorities.
4	21 <sup>st</sup> Century – Globally competitive students (21 <sup>st</sup> Century critical thinkers & Problem Solvers)	<p>Develop and implement a clear district-wide understanding of critical thinking, problem solving and cultural responsiveness for 21st Century learning.</p> <p>Expand and support higher level course work in all schools.</p> <p>Utilize and support co-curricular activities to provide students opportunities to practice 21st Century skills.</p> <p>Support teachers to collaborate within grade levels and departments to plan and develop question progression and visual mapping to improve student critical thinking.</p> <p>Provide and support independent learning</p>	<p>Explore the use of real-world problems that are based within the community and that can be supported by local businesses and civic groups (6.2e).</p> <p>Establish a program of community and business mentors who can support student teams in solving real-world community-based problems. (6.2f).</p> <p>Plan and implement a series of Family Nights for parents to learn how to better support their children in achieving academic success in Reading, math and Science by using Critical thinking skills and Technology (11.2d).</p> <p>Engage and collaborate with community</p>	<p>Provide training in effective feedback to develop grit and resilience needed for Problem-based learning.</p> <p>Support cross-department and grade level teams in using and implementing common approaches to critical thinking and problem solving. (6.3d)</p> <p>Provide current and continuous professional development for teachers, leaders and staff to ensure seamless integration CT, PS and 21st Century Skills. (11.a).</p> <p>Plan for alignment of technology and blended learning within the context of the overall equivalent system. (11.3b).</p>	<p>Plan for the evaluation of programs that are implemented to support problem-based learning and critical thinking within schools and the district. (6.4b).</p> <p>Build a repository of experts and community organizations who can and are willing to support critical thinking and problem-based learning within the schools and the district. (6.4c).</p> <p>Align technology integration that supports student outcomes as well as professional practices and strategies described in the district strategic plan. (11.4a).</p> <p>Ensure that all students within the district have equitable access to technology and</p>

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		opportunities that further develop and demonstrate critically thinking and problem solving.	organizations to support students in sharing their achievements in solving real-word problems and their use of technology to advance learning through the public exposition of tech-rich student projects. (11.2f).  Establish school based organizations consisting of communities, families and staff to engage and enable 2-way communication (12.2c).	Transform student engagement and performance in all contents by facilitating teachers' and leaders' mastery of instructional practices and concepts (12.3d).  Attract and develop and retain a highly qualified and diverse workforce. (12.3a)	technology instruction. (11.4d).  Implement and assessment tool to provide feedback on student growth and teaching practices. (12.4c).
5	Ready for Lifelong Success After Graduation Readiness for College, career, and life	1.c <b>Staying on Track for High School Graduation</b> – implement a process for continuous monitoring of the progress of middle school and high school students towards on-time high school completion.  1.i <b>Culturally Relevant &amp; Interest-Driven Personalized Instruction</b> – engage students through interest-driven	2.a <b>Adult Mentors from the Community Keeping Students on Track for Graduation</b> – meet regularly with pre-school providers to ensure that they are equipping students with the knowledge and skills for successful transition into kindergarten.  2.f <b>Equitable Disciplinary Procedures</b> – Provide training and revise policies to support safe and respectful environments and	3.a <b>Effective Strategies &amp; Resources</b> – Connect teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating academic and socio-emotional growth of high school students.  3.c <b>High Qualified, Diverse Staff</b> – attract, develop and retain a highly qualified and diverse workforce.	4.a <b>Clear Master Schedules</b> – ensure a timely, fully-staffed master schedule that provides clear, relevant and current pathways informed by partners for students to stay on track for graduation.  4.b – <b>On-time Graduation and Celebrations</b> – support teams in formally and informally recognized and celebrating improvements in student successful transitions



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		<p>programs, culturally-responsive practices, personalized learning which accommodates English Language Acquisition and special education needs and timely feedback that pushes them to take responsibility for their own learning.</p> <p>1.j <b>College and Career Student Portfolios</b> – build a system of individual student portfolios that include college and career goals, dual credit, work credentials, co-curricular activities and leadership attainment.</p>	<p>equitable enforcement of disciplinary procedures and practice early intervention strategies.</p> <p>2.h <b>Two-way Communication</b> – provide ongoing training and two-way communication to parents, families and community and collaborate with teams to plan, implement and evaluate support to parents and students in helping their children explore college and career opportunities.</p>	<p>3.e <b>New Employee Induction</b> – implement intensive, year-long new employee induction by offering orientation, training for school staffs about effective strategies for creating safe environments for learning and equitable enforcement of disciplinary guide and mentor-teacher support</p>	<p>and on-time graduation.</p> <p>4.c <b>Data Dashboard and Personalized Monitoring</b> – create a data dashboard which include survey metrics to inform the public of district and school performance and demographics</p>