

KANSAS CITY
PUBLIC SCHOOLS



2018-2023 Strategic Plan

A Community-wide Commitment
to Student Learning and Success

MOVING
FORWARD
TOGETHER

Outline of this Plan

Superintendent's Message	3
Chapter 1 - Who We Are	4
Chapter 2 - Executive Summary	6
Chapter 3 - The Recommendations	12
Chapter 4 - A Call to Action for Sustainable Results	29
Appendix	31





Superintendent's Message

Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution. That is why Kansas City Public Schools (KCPS) has created this five-year Strategic Plan.

When I took the reins as superintendent of KCPS in July 2016, one of my top priorities was to implement a community plan for positive change in KCPS. KCPS is on the rise, but we will thrive only as a community, together. Our team and the Board of Directors took the step of launching this strategic planning process as a concerted public effort because we must lift together if we are going to reach our goals. Kansas City has such remarkable resources. Our people are strong and bright and innovative and caring and committed. It would be foolish not to utilize the remarkable resources in our neighborhoods, businesses, and non-profit organizations.

**“KCPS is on the rise,
but we will thrive
only as a community,
together.”**

My team and I are amazed and proud of the response. The community provided invaluable input over many months of hard work.

We have jointly produced a valuable document that will guide us over the coming years toward the destination that is clearly marked in our Board Policy: a world class, equitable school system where the expectation is that we will fully prepare every student to be critical thinkers and problem solvers who are equipped to succeed in the 21st century global economy. This is a plan that will help us grow schools that meet the social, emotional and academic needs of our children.

Our improvement work has only just begun. We have an excellent plan in hand. Now we need to carry it through relentlessly and with fidelity. As superintendent, I expect our Board of Directors and the community to hold us accountable for ensuring that the work gets done. I also welcome the ongoing commitment of our stakeholders to support us as we achieve those ends. One of the best possible outcomes of any strategic plan has already started to happen as a result of this process: the growing awareness that our school system functions as an integral part of our community. With that in mind, I am excited to join with you as we move forward together. We're built for this, and we will achieve greatness.

**“I am excited to join with you as we
move forward together. We're built for
this, and we will achieve greatness.”**

Yours in education,

**- Dr. Mark T. Bedell,
Superintendent of Schools**

Chapter 1 - Who We Are

In Kansas City Public Schools (KCPS), our purpose is to provide a high-quality education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

Like many districts across the country, KCPS has experienced significant shifts in student demographics in recent years, as well as in the expectations of families, community members, higher education institutions, and employers. Our district is responding to these changes by instituting a growing number of programs that offer more options for students and families, and by tailoring educational services to our students' strengths and needs.

Challenging, Engaging Educational Opportunities

The opportunities available today within KCPS include the following:

Innovative, rigorous programs including:

- Montessori schools
- International Baccalaureate
- Fine and performing arts
- Pylons Honors Program
- Lincoln College Preparatory Academy (nationally recognized as the most challenging high school in Missouri)



Well-rounded, supported students via services such as:

- All-day preschool
- Free before/after-school care
- Organized sports and extracurricular activities
- Free breakfast and lunch
- Free transportation for students who live more than a half-mile from school



Local educated, globally prepared students through:

- Mandarin Chinese and Spanish immersion
- 1-to-1 instructional technology program
- The Sprint 1 Million Project, which provides free home internet access for high school students who need it



Successful post-high school transitions, including:

- Early College Academy (students receive both their high school diploma and associates degree in a partnership with Metropolitan Community College)
- Certificates and trade or industry licensing in employment-ready fields such as automotive technology, nursing, emergency medical technician (EMT), fashion and design, culinary arts and broadcast media.



Our aim is clear: to continuously expand access to quality educational opportunities that engage, challenge and support **EVERY STUDENT, EVERY DAY.**










Chapter 1 - Who We Are

The Planning Process

KCPS is the 12th largest school system in Missouri. It is ethnically, culturally, and linguistically diverse, serving approximately 15,000 students in Pre-kindergarten (Pre-K) to grade 12. Our students come from rich and diverse backgrounds that reflect the dynamic world for which our schools are preparing them. More than 50 languages from around the globe are spoken by our students!

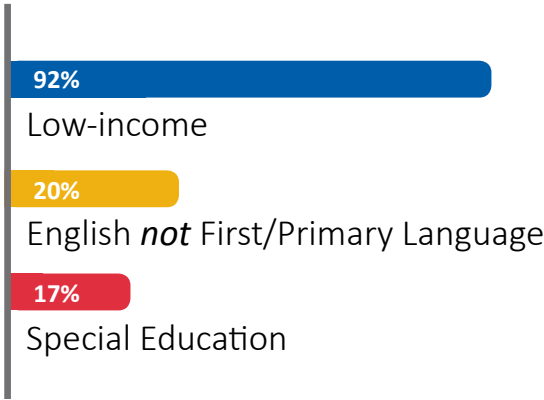
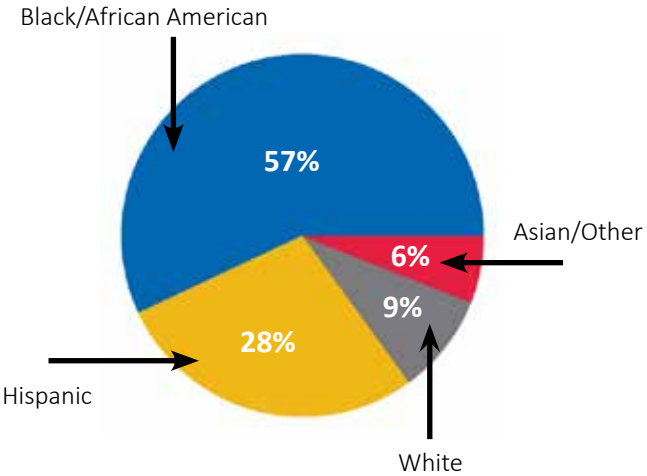


Most Common Languages

		# of students
	English	8,953
	Spanish	3,335
	Somali	383
	Swahili	250
	Burmese	170
	Arabic	166
	Vietnamese	160
	Karen	118
	Kinyarwanda	91



Diverse Students, Diverse Backgrounds



KCPS has 34 academic locations: eighteen elementary schools, two middle schools, four high schools, seven signature schools, two early learning community schools, two alternative schools, one charter school, one alternative graduation center and one Early College Academy. The school system employs more than 2,500 people. More than half of our teachers have a master’s degree.

Our school system is governed by a nine-member* Board of Directors that sets KCPS policy. The Superintendent serves as the Chief Executive Officer, accountable to the Board and responsible for implementing Board policy and overseeing the long-term and day-to-day activities of the school system (*In April 2019, KCPS will transition to a seven-member Board of Directors) .

Chapter 2 - Executive Summary

The Planning Process

Between January and June 2017, KCPS engaged in a community-wide strategic planning process chartered by the Superintendent of Schools, Dr. Mark Bedell, and the Board of Directors.

The goal of the long-term planning exercise was to align the school system and its stakeholders in a unified direction that would lead to more effective schools and expand access to quality educational opportunities that engage, challenge and support every student. Engagement occurred through a series of conversations among Kansas City's diverse stakeholders: more than 600 students, teachers, leaders, staff, parents/caregivers, Community Partners, and Board members participated.

This Strategic Plan builds on and is aligned to prior planning guidelines and efforts within KCPS, most notably:

The Board of Directors' three **"Global Ends"** regarding student learning:

- High-achieving critical thinkers
- Succeeding in a constantly changing world
- Engaged in the improvement of their community



The Academic Plan was created in 2015. It provides a road-map for building KCPS into a quality and vibrant school district that earns confidence of the community with continued increases in academic achievement.

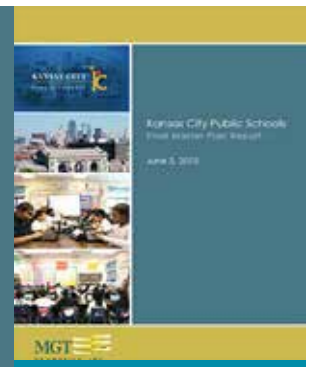
Academic Plan 2016-2018
Academic Division



The Superintendent's Post-Entry Plan, which outlined Dr. Bedell's insights and proposals for improving KCPS schools, following his first 100 days of listening to and from students, staff, parents and community members.

Mark T. Bedell, Ed.D.
Kansas City Public Schools
Superintendent's Post-Entry Plan

The KCPS Master Plan, which was approved by the Board of Directors in February 2016, and focused on strategies "to ensure that KCPS uses its limited resources as effectively and efficiently as possible in order to give our students the best opportunity to succeed in reaching their college and career dreams."



KCPS Senior Planner, Jesse Lange, provided project management and operational oversight for the strategic planning exercise, including coordination of all communication across internal and external stakeholder groups. Performance Fact, Inc., led by President CEO, Mutiu O. Fagbayi and Senior Associate, William H. Conrad, facilitated the planning process and compiled the final reports.

Chapter 2 - Executive Summary

Placing Student Learning at the Center

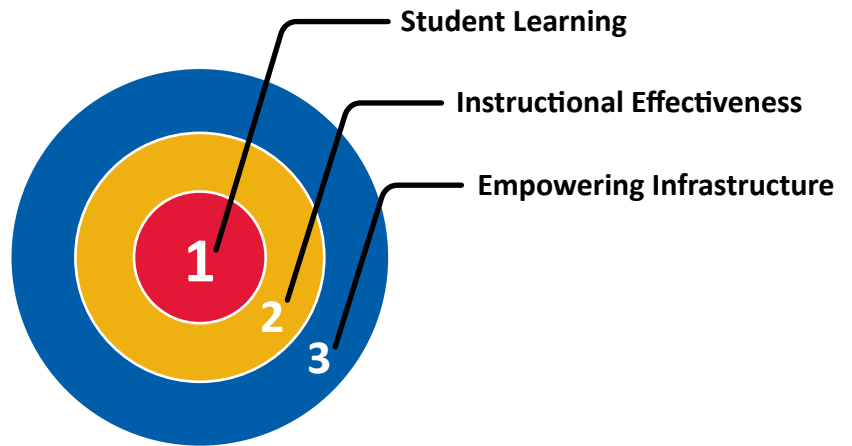
For a strategic plan to live up to its promise, it must be based on a **coherent design**, assembled in the **proper sequence**. The components of such a plan and the order in which they must be put together are as follows.

1. Student Learning is the fundamental purpose of a school system. It is the centerpiece of its mission, the “end” from which its strategies, programs, structures and processes derive their meaning and relevance.

2. Instructional Effectiveness is the strongest predictor of student learning. Learning occurs most powerfully at the intersection of student, teacher and content, supported by effective leadership and organizational practices.

3. Finally, an Empowering Infrastructure must be created and sustained to support mission-focused decision making, strategy formulation, and focused action at every level of the organization. Providing efficient services and operations to support day-to-day functioning of the schools is a critical part of this infrastructure, particularly in areas such as educational services, human resources and talent development, fiscal and business services, facilities, and technology.

Figure 1: Key Components of the Strategic Plan



KCPS' strategic planning process places outcomes for students at the center. Figure 1 shows a schematic representation of the coherent design and its key components. The highlights of each component are summarized in the next section.

Chapter 2 - Executive Summary

Strategic Plan Highlights

Our **Vision, Mission, and Core Beliefs** affirm our hopes and dreams for all students, clarify the fundamental purposes of our school system, and describe the guiding principles that shape our actions and behaviors.



Vision

Every student develops deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community and have the opportunity for a rewarding and fulfilling life.

Mission



The mission of KCPS is to achieve, in a way that is unencumbered by excuses, our vision for education by ensuring that all children benefit from teaching and learning.

Our **Core Beliefs**: Five principles guide our actions and behaviors at all levels.

1. All students can and will learn; we must provide appropriate educational opportunities for each student that are commensurate with his/her individual needs and abilities.
2. Education is a life-long process, only able to be fully achieved through a collaborative learning community that is built on integrity, high expectations, and mutual respect and support.
3. All schools can be successful and efficient when we provide each of our students with access to a rigorous curriculum and high levels of interaction, engagement, and teaming that will serve to prepare them for college, career, and life.
4. We must provide a safe learning environment where students feel protected and learning can flourish.
5. With parental and community support and involvement from all stakeholders, we can build an environment where children have no option but to succeed.

Chapter 2 - Executive Summary

Strategic Plan Highlights

Goals & Measures of Student Success articulate the outcomes we want for our students and the indicators of progress toward those outcomes. Since student achievement is the centerpiece of the Strategic Plan, the Kansas City community defined **Five Aspirational Goals** for our students:

Goal 1: Success in the early years - Every student will receive the social-emotional, cognitive, health and community support necessary to be successful by the end of Grade 3.

Goal 2: Whole Child: Safe, Challenged, and Supported - Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.

Goal 3: Continuous Growth Toward Mastery of All Subjects - Every student will progress at a pace that closes the achievement gap, and will meet or exceed academic standards in academic subjects.

Goal 4: 21st Century Critical Thinkers and Problem-Solvers - Every student will demonstrate global competitiveness, creative thinking, and innovation through effective reasoning, communication, and advocacy for themselves and their community.

Goal 5: Readiness for College, Career, and Life - Every student will graduate from high school with a post-secondary plan and the experiences and preparation to execute that plan successfully after high school.

The Four Pillars are the building blocks of what we must do well to manifest the outcomes for students; they define the capabilities we must develop continuously to strengthen instructional effectiveness and organizational infrastructure. The Four Pillars are:

Pillar A - Personalized, rigorous, culturally responsive teaching & learning

Pillar B - Safe climate and strong relationships with families & community

Pillar C - Caring and effective teacher in every class, and effective leader in every school

Pillar D - Data-informed, effective & efficient systems

Professional Practices define the teaching practices, leadership practices, and organizational practices deemed most necessary for effective instruction.

Programs fade, but practices endure. Therefore, a common set of proven practices offers a consistency of approach, an economy of effort, and more opportunities for evidence-based collaboration across teams, schools, and system-wide.

Chapter 2 - Executive Summary

Strategic Plan Highlights

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate the accomplishment of the Goals. Each priority has a corresponding set of **Key Actions**, or specific strategies and milestones.

PILLAR A

Strategic Priority 1: Maintain safe, healthy, and inclusive learning environments

Strategic Priority 2: Focus teaching on high standards, rigorous curriculum and reliable assessments

Strategic Priority 3: Tailor instruction and interventions to each student's strengths & needs

PILLAR B

Strategic Priority 4: Provide a community-wide network of supports for students and families

Strategic Priority 5: Welcome the perspectives and embrace diverse voices of parents/caregivers

Strategic Priority 6: Leverage community resources for student growth and school/district improvement

PILLAR C

Strategic Priority 7: Attract, develop, and retain diverse, effective personnel at all levels

Strategic Priority 8: Invest in continuous professional development for all staff, so that, in time, each achieves mastery of their own craft

Strategic Priority 9: Develop a network of top-notch leaders and leadership teams

PILLAR D

Strategic Priority 10: Cultivate a focus on results and celebrate continuous improvement

Strategic Priority 11: Match resources to data-supported student and staff needs

Strategic Priority 12: Deliver effective operations, guidance and assistance



Chapter 2 - Executive Summary

Turning Good Intentions into Strong Results

This Strategic Plan is a beginning, not an end. It is an important step towards transforming the effectiveness of our schools, so that we accelerate learning, growth and success for all students, without exception.

Success does not happen by chance. Furthermore, getting things done well demands discipline. Therefore, realizing the promise of this Strategic Plan requires consistent focus on a number of critical success factors, including:

- Aligning school improvement plans to the Strategic Plan
- Evaluating existing and future programs/initiatives based upon alignment with the Strategic Plan
- Empowering parents/caregivers and family members to embrace continuous learning as a priority
- Developing relationships and aligning efforts with community-based service providers and partner-organizations
- Communicating candidly/proactively with voters, taxpayers, residents about challenges, successes and needs
- Enlisting higher education institutions and employers as pivotal partners, particularly regarding capacity-building for employees and extending learning opportunities for students beyond school walls
- Periodic public reporting to demonstrate accountability and to sustain community trust and commitment

With this plan, the Kansas City community reaffirms its collective commitment to success for every student, without exception. By paying consistent attention to the intentions outlined in this plan, KCPS will make steady progress towards its primary intention: **providing a quality education that prepares all of our students, regardless of background or circumstance, for success in college, career and life.**





CHAPTER 3- THE RECOMMENDATIONS



Chapter 3 - The Recommendations

This chapter provides more complete details about the recommendations of the Strategic Plan. The recommendations begin with a reaffirmation of our district's Vision, Mission, and Core Beliefs. Next, we outline our Goals and Measures of Student Success, the centerpiece of our plan. They are followed by the practices, strategies and actions we need and must develop continuously to achieve the student outcomes.

Our **Vision, Mission, and Core Beliefs** provide a compelling image of our fondest wishes for our students, they define why we exist as a school system, and articulate the principles that guide our actions and behaviors.

The five Goals and Measures of Student Success represented the consensus of the Kansas City community. The Goals are the outcomes we desire for our students. The Measures are the indicators of our students' progress toward those Goals.

The **Four Pillars** are the building blocks for what we must do well to achieve the outcomes for students.

Pillar A: Personalized, Rigorous Culturally Relevant Teaching & Learning - focuses on "Teaching & learning, "the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

Pillar B: Safe Climate and Strong Relationships with Families & Community - recognizes that "Schools can't do it alone;" it promotes trust, open communication and healthy partnership with families and community.

Pillar C: Caring, Effective Teacher in Every Class and Effective Leader in Every School - emphasizes "Investing in people," by attracting, developing, and retaining high-caliber, dedicated staff at all levels.

Pillar D: Data-informed, Effective & Efficient Systems - champions "Managing the whole," or the creation of mission-focused structures and processes that will facilitate effective and efficient operations, continuous improvement and innovation.

The **Professional Practices** for Instructional Effectiveness are focused on defining the teaching practices, leadership practices, and organizational practices most essential for responsive instruction across our district. The practices outline the expectations for all KCPS staff and the standards by which we will be held accountable. The practices are organized around the Four Pillars.

Finally, the **Roadmap for Student Learning** articulates the **Strategic Priorities** and **Key Actions** we must implement in order to meet the goals for student success and enable professional practices to thrive. As with the Professional Practices, the Four Pillars provide the framework for the Strategic Priorities and Key Actions.

Chapter 3 - The Recommendations

Goals and Measures of Student Success

1 Success in the Early Years

Every student will receive the social-emotional, cognitive, health and community support necessary to be successful by the end of Grade 3.

a. Increased percentage of Kindergartners who have Pre-kindergarten experiences.

b. Increased percentage of students from each student subgroup meeting or exceeding standards in English Language Arts and Mathematics at the end of Grade 3.

c. Increased percentage of students who demonstrate persistence and confidence in social, emotional and problem solving skills.

2 Whole Child: Safe, Challenged & Supported

Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.

a. Increased percentage of students who feel that their school offers a safe environment for learning and who have a sense of belonging and personally meaningful friendships.

b. Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/counselor.

c. Increased percentage of students participating in athletics or other extracurricular/co-curricular activities.

3 Continuous Growth Toward Mastery of All Academic Subjects

Every student will progress at a pace that closes the achievement gap and will meet or exceed academic standards in academic subjects.

a. Increased percentage of students meeting proficiency standards on local, state and national examinations.

b. Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners [ELL]; Problem-solving Team [PST]; Individualized Education Program [IEP]).

c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.

4 21st Century Critical Thinkers & Problem Solvers

Every student will demonstrate global competitiveness, creative thinking and innovation through effective reasoning, communication and advocacy for themselves and their community.

a. Increased percentage of students who can solve real-world, interdisciplinary problems.

b. Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.

c. Increased percentage of students meeting standards on performance-based assessments (e.g., Career/Technical Education, CTE; industry licensing or certification; Armed Services Vocational Aptitude Battery, ASVAB; apprenticeships).

5 Readiness for College, Career and Life

Every student will graduate from high school with a post-secondary plan and the experiences and preparation to execute that plan successfully after high school.

a. Increased percentage of students with school attendance of at least 90%.

b. Increased percentage of students who complete courses, activities and experiences based on college and career plan.

c. Increased 4-year high school graduation rates and decreased 4-year high school dropout rates.

Chapter 3 - The Recommendations

Professional Practices for Instructional Effectiveness

The Professional Practices for Instructional Effectiveness are focused on defining the teaching practices, leadership practices, and organizational practices most essential for responsive instruction across our district. The practices outline the expectations for all KCPS staff and the standards by which we will be held accountable. The practices are organized around the Four Pillars.

PILLAR A

Personalized Rigorous, Culturally Responsive Teaching & Learning

PILLAR B

Safe Climate and Strong Relationships with Families & Community

PILLAR C

Caring and Effective Teacher in Every Classroom and Effective Leader in Every School

PILLAR D

Data-Informed, Effective and Efficient Systems

TEACHING PRACTICES

T1: Teachers guide students to direct their own learning and to work with other students on culturally and socially relevant research projects and assignments.

T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities and motivational approaches to raise expectations for all students, regardless of current level of performance.

T3: Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.

T4: Teachers routinely communicate with families about each student's progress relative to academic and behavioral expectations, and seek their involvement as equal partners.

T5: Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning.

T6: Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.

T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

T8: Teachers utilize an effective system to maintain accurate data records and artifacts on student/instructor-tracked completion of assignments, academic assessments and assigned discipline.

LEADERSHIP PRACTICES

L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provide culturally relevant ongoing professional development.

L2: Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

L3: Principal supports educators, students, families and the community to sustain high achievement in a positive, safe school environment.

L4: Principal provides information to parents/caregivers regarding how to foster learning at home, give appropriate assistance, support homework and academic resilience, and engage in two-way home-school communication.

L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).

L6: Principal/Instructional Leadership Team implement differentiated professional development, focused on continuous improvement of student learning and professional practice.

L7: Leadership Team uses student work and data to recommend instructional strategies and interventions for all students, and disseminates periodic progress reports to all stakeholders.

L8: Principal/Leadership Team works collaboratively with teachers to use a well-defined system to gather and analyze data about student growth and professional practices.

ORGANIZATIONAL PRACTICES

O1: School staff communicates a consistent message of high expectations, high support, and instructional approaches from a wide range of historical, cultural, and linguistic perspectives.

O2: District/School leadership ensures that standards-aligned, culturally relevant curricular are implemented and supported with curriculum guides, professional development, and a balanced assessment system.

O3: District builds systems to link educators, students, parents, caregivers, and community to the schools, and to foster a safe caring environment.

O4: District enables parents to participate as partners in developing school policies and practices and in analyzing student and school performance data.

O5: District Leadership creates work environments that support teachers and principals in what they need to focus on: quality instruction and well-run schools.

O6: Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.

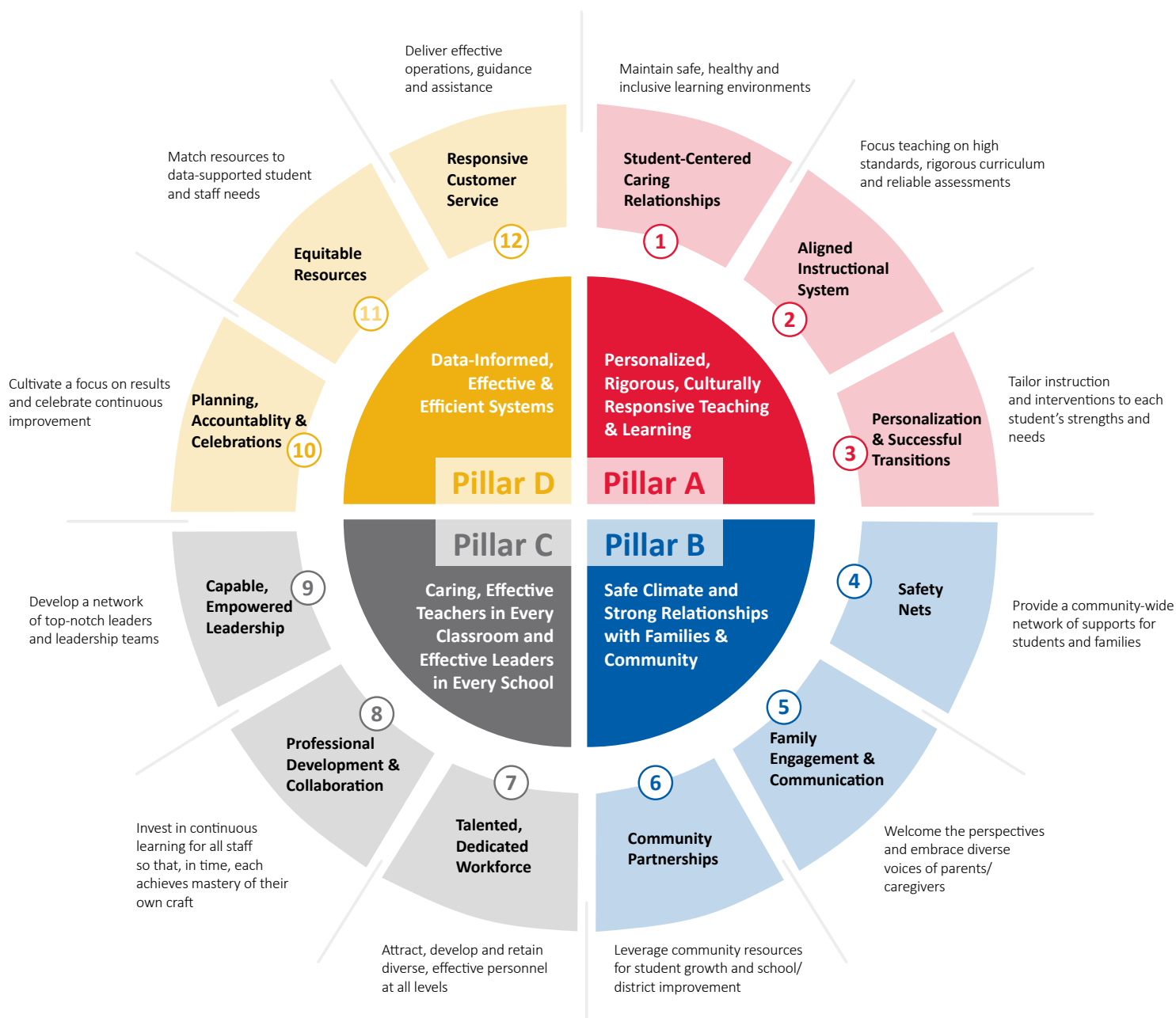
O7: District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.

O8: Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.

Chapter 3 - The Recommendations

A Roadmap for Student Growth and Success

Strategic Priorities are the programs, targeted solutions or continuous improvement initiative which, when fully implemented, will facilitate the accomplishment of the Goals. These Strategic Priorities are framed around the Four Pillars.



The Four Pillars are the building blocks of what we must do well to achieve the outcomes for students; i.e., they are the means to the ends. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Pillar A focuses on **“TEACHING & LEARNING”** the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

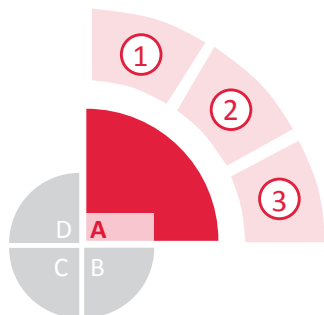
Pillar B recognizes that **“SCHOOLS CAN'T DO IT ALONE”** it promotes trust, open communication and healthy partnership with families and community.

Pillar C emphasizes **“INVESTING IN PEOPLE”** by attracting, developing and retaining high-caliber staff at all levels.

Pillar D champions **“MANAGING THE WHOLE”** by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR A -

Personalized, Rigorous,
Culturally Responsive
Teaching & Learning

Strategic Priority ①

Student-Centered, Caring Relationships

Maintain safe, healthy and inclusive learning environments

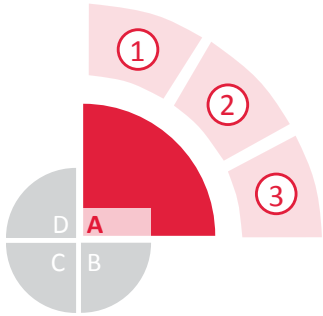
Key Actions

- 1.1** Ensure that every school is a safe, secure, 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.
- 1.3** Create opportunities for student voice and ownership by integrating students' knowledge, culture and experiences into instructional planning, classroom projects and assignments, and setting classroom/school norms.
- 1.4** Expand and support extracurricular and co-curricular athletics and activities (examples: Intramural, Science & Math Clubs, Forensics, Student Councils, Lego League) that enrich students' schooling experiences, develop team work, and nurture well-rounded, balanced young adults.*

* From 2016 Master Plan

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR A -

Personalized, Rigorous,
Culturally Responsive
Teaching & Learning

Strategic Priority ②

Aligned Instructional System

Focus on teaching high standards, rigorous curriculum and reliable assessments

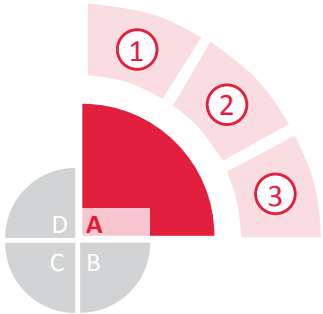
Key Actions

- 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.
- 2.2** Use ongoing assessment results to monitor the progress of each student and to differentiate instruction, acceleration and enrichment.
- 2.3** Target specialized programs that support early literacy and math in elementary schools.
- 2.4** Implement a district-wide framework for critical thinking, problem-solving and cultural responsiveness for 21st Century learning, and expand and support access to higher-level coursework, independent learning opportunities, co-curricular and extracurricular opportunities for students to apply 21st Century skills.
- 2.5** Expand access to elective courses for students, and strengthen the quality of existing courses.*
- 2.6** Support teachers to collaborate within grade levels and departments to develop question progression and visual mapping to improve student critical thinking skills.
- 2.7** Targeted interventions for unaccredited schools (i.e. extended year calendar).*

* From 2016 Master Plan

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR A -

Personalized, Rigorous,
Culturally Responsive
Teaching & Learning

Strategic Priority ③

Personalization and Successful Transitions

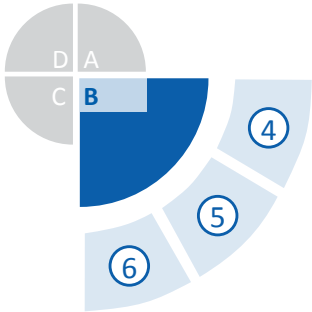
Tailor instruction and interventions to each student's strengths and needs

Key Actions

- 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 towards meeting grade-level standards or their IEP goals.
- 3.2** Implement a student-friendly portfolio process to enhance student responsibility for and monitoring of their own learning, and to offer personalized pathways for meeting graduation requirements.
- 3.3** Implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation.
- 3.4** Ensure that Problem-Solving Teams (PST) work collaboratively with the students to develop an individualized success/learning plan for students in need.
- 3.5** Collaborate with students and parents/caregivers to create an academic, college, and career plan.
- 3.6** Establish college and career pathways for all high schools.*
- 3.7** Reduce class size for grades K-2 to a desired standard of 22 students and phase in reduction of desired standards for grades 3-4 to 25 students and grades 5-6 to 27 students.*

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR B -

Safe Climate and Strong Relationships with Families & Community

Strategic Priority ④ Safety Nets

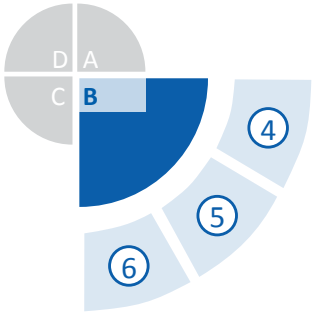
Provide a community-wide network of supports for students and families

Key Actions

- 4.1** Increase capacity of families to be advocates for their child's education and provide targeted services by expanding promising programs (e.g., Parents-as-Teachers, Parent Liaisons).
- 4.2** Implement and communicate trauma-sensitive, data-informed behavior models that fit the needs of the students and families at each school, and to address health-related and social-emotional barriers to learning.
- 4.3** Educate students and parents on how to access school and community resources to support academic, behavioral and life success.
- 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).

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR B -

Safe Climate and Strong Relationships with Families & Community

Strategic Priority ⑤

Family Engagement & Communication

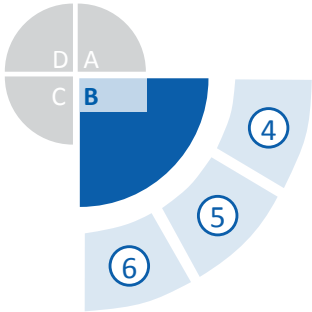
Invite the perspectives and embrace diverse voices of parents/caregivers

Key Actions

- 5.1** Increase outreach to parents/caregivers of Kindergartners to clarify academic and social-emotional expectations that would ensure successful transitions.
- 5.2** Ensure that staff meet with students and families at least twice each year to engage in two-way dialogue about the student's academic and social-emotional progress, using district-wide developmentally appropriate protocol to ensure consistency and coherence.
- 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.
- 5.4** Implement a series of Family Nights for parents to learn how to support their children in achieving academic success in Reading, Math and Science by using critical thinking skills and technology.

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR B -

Safe Climate and Strong Relationships with Families & Community

Strategic Priority ⑥

Community Partnerships

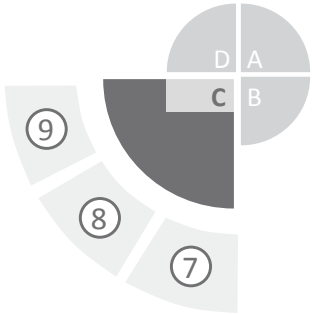
Leverage community resources for student growth and school/district improvement

Key Actions

- 6.1** Meet regularly with preschool providers to ensure that they are equipping students with the knowledge and skills for successful transition into kindergarten.
- 6.2** Explore the use of real-world problems that are based within the community and that can be supported by local businesses and civic groups.
- 6.3** Collaborate with business and community mentors to support students in solving real-world problems, exploring new opportunities and using technology to strengthen applied learning skills.
- 6.4** Provide ongoing training and facilitate communication between stakeholders to help students explore college and career opportunities.
- 6.5** Partner with governmental agencies, community-based organizations, youth development agencies and law-enforcement to motivate and reward positive student behavior.
- 6.6** Convene 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 review; and publish end-of-year community-wide report to highlight accomplishments, challenges and recommendations for next school year.

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR C -

Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority (7)

Talented, Dedicated Workforce

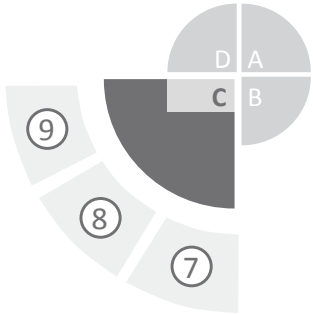
Attract, develop and retain diverse, effective personnel at all levels

Key Actions

- 7.1** Define the Standards of Professional Practice for teachers, school administrators, district-level leaders and managers and support staff outlining professional expectations and explicit criteria for assessing progress toward mastery of the professional standards.
- 7.2** Develop and implement intensive yearlong induction program for new school-based employees to equip and prepare staff to effectively meet the needs of all students.
- 7.3** Design and implement a school staffing succession plan.
- 7.4** Develop a pipeline for recruiting 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, cultural competencies).
- 7.6** Provide focused support and consistent encouragement for accomplished teachers who are interested in becoming school leaders, including formal opportunities to acquire core leadership knowledge and skills (e.g., via membership in a special program for cohorts of aspiring leaders).

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR C -

Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority ⑧

Professional Development & Collaboration

Invest in continuous learning for all staff, so that, in time, each achieves mastery of own craft

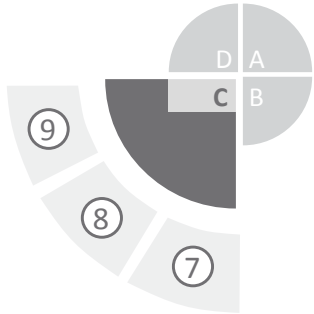
Key Actions

- 8.1** Implement a cycle of inquiry process as a tool for continuous improvement of practices and processes at every level, including: 6-12-week instructional planning, Data Summit at the end of each assessment cycle and user-friendly data management system to facilitate evidence-based dialogue.
- 8.2** Strengthen effectiveness of teachers, leaders and staff by institutionalizing professional development systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry.
- 8.3** Support cross-department and grade level teams in using and implementing common approaches to critical thinking and problem solving.
- 8.4** Link teachers, leaders, and staff with effective trauma sensitive strategies, professional development, and resources for facilitating academic and socio-emotional growth for all students.
- 8.5** Improve instructional and classroom management support for teachers.*
- 8.6** Support all K-2 teachers to earn a Reading certification by SY2022.*

* From 2016 Master Plan

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR C -

Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority ⑨

Capable, Empowered Leadership

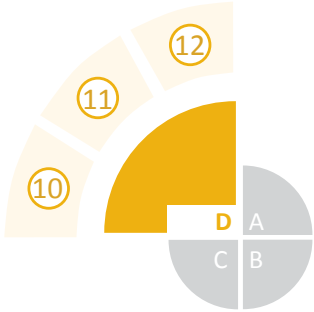
Develop a network of top-notch leaders and leadership teams

Key Actions

- 9.1** 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.
- 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 relationship 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.
- 9.4** Create leadership academies that will build school-level leadership teams and facilitate the acquisition of core leadership knowledge and skills essential for promoting effective practices that will raise student learning, especially in low-performing schools.

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR D -

Data-informed,
Effective & Efficient
Systems

Strategic Priority ⑩

Planning, Accountability & Celebrations

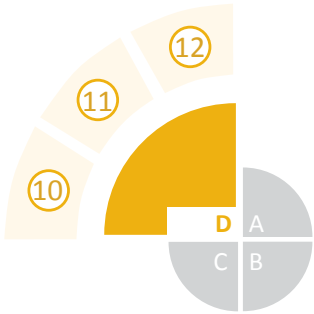
Cultivate a focus on results and celebrate continuous improvement

Key Actions

- 10.1** Ensure that 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 that 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.
- 10.3** Establish the Community Roundtable for Performance and Accountability to build community commitment to the schools, including: setting annual goals for the district and its stakeholders, sharing periodic progress reports, and holding an annual recognition ceremony to celebrate progress and accomplishments.
- 10.4** Conduct an annual survey to assess students' perception and satisfaction regarding their academic and socio-emotional experiences.
- 10.5** Develop and implement a School Performance Framework to provide a comprehensive picture of each school's progress regarding student growth and professional practices; promote greater, evidence-based collaboration across schools and teams; identify schools in need of tiered district-level supports (e.g., School Quality Review – SQR – process); and identify proven/promising practices for further development and dissemination across the school system.

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR D -

Data-informed,
Effective & Efficient
Systems

Strategic Priority (11) Equitable Resources

Match resources to data-supported student and staff needs

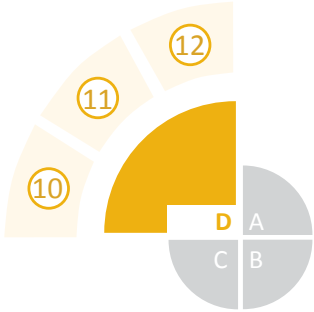
Key Actions

- 11.1** Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff and schools.
- 11.2** Create data collection and reporting systems to increase the effective use of data to drive leadership decisions, particularly regarding matters of access, opportunity and equity.
- 11.3** Create and sustain an equitable and fully-supported feeder system of neighborhood and signature schools to ensure progress toward mastery of all subjects for all students (i.e. explore creation of a 3rd middle school and the expansion of the Lincoln Middle program).*
- 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.
- 11.5** Develop and maintain relationships and a proactive posture relative to governmental, business, philanthropic and other potential channels for financial and material resources to leverage first-rate educational experiences for our students.
- 11.6** Conduct independent school evaluations.*

* From 2016 Master Plan

Chapter 3 - The Recommendations

Strategic Priorities & Key Actions



PILLAR D -
Data-informed,
Effective & Efficient
Systems

Strategic Priority **12** **Responsive Customer Service**

Deliver effective operations, guidance and assistance

Key Actions

- 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 for conducting 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.
- 12.4** Conduct annual feedback surveys of each department's customers/clients to assess the quality of services provided by the unit, identify opportunities for improvement, compile annual service ratings, and recognize departments that meet improvement targets and/or achieved significant year-to-gain growth in their services ratings.
- 12.5** Develop a comprehensive Marketing & 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 (print, web, social media).

Chapter 4 - A Call of Action for Sustainable Results

A results-focused plan is the first step toward accomplishing our goals. However, without disciplined implementation, the plan will flounder and may not live up to its promise.

Getting things done well demands discipline!

Turning our good intentions into stronger results for our students will demand disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.

The responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, district, and school levels. However, the school district can't do it alone. Ultimately, success of the plan depends on each stakeholder within the Kansas City community doing his or her part near-term and for the long haul to support the priorities and key actions outlined in this plan.



There is a role for everyone in making this plan a reality: from the students themselves, to all district employees; from parents/caregivers and community members, to district partners, service providers, and philanthropic organizations; from our local and state government representatives, to our businesses and higher education institutions, to the faith-based communities.

Consistent performance is the result of consistent habit. This four-step framework provides guidelines that could be customized for KCPS, to facilitate mobilization, alignment, disciplined implementation, and accountability for results.

Chapter 4 - A Call to Action for Sustainable Results

Step 1: Clear Performance Objectives and Milestones of Progress -

Set annual performance objectives, outlining what each accountable unit (e.g., schools, units/departments, work teams, external stakeholders) must accomplish. Those objectives include measurable improvement targets, clear strategies for meeting the targets, and capacity-building priorities to sharpen knowledge and skills. Together, these represent the key components of the school improvement plan or department annual operating plan.

Step 2: Detailed Action Plans -

Develop detailed maps of the key tasks to be completed, including specific dates by which each task will be accomplished. For each performance objective or milestone of progress, the task analysis should include the timeline, lead responsibility, resources needed, and measure of effectiveness or successful completion.

Step 3: Continuous Monitoring of Progress -

Track progress of key activities and milestones on a regular schedule to provide timely feedback and to guide decisions about assistance and intervention, as needed. At the school level, a data summit or academic conference (i.e. review and reflection about student learning and professional practices) at the end of grading cycle is effective. At the district level, the Superintendent and key managers may present a progress report to the Board and community in accordance with the Board monitoring plan – to keep the Board informed and involved, and to communicate progress to external stakeholders. When done right, such transparency enhances stakeholder commitment to the district and its priorities.

Step 4: Accountability for Performance -

Accountability and incentives drive a performance-oriented system. Therefore, it is essential to recognize and celebrate accomplishments of the performance objectives; take corrective action to enhance individual and collective performance; and apply sanctions and consequences when appropriate. At the end of the school year, publish an annual report of accomplishments and challenges.

This Strategic Plan is a statement of our collective promise to our students and to the future of the Kansas City community. Now, each stakeholder can contribute to its success by paying consistent attention to the collective intentions outlined in our community-wide Strategic Plan.

Would you like to volunteer and be more involved with KCPS?

If so, please visit our website for opportunities to support the school system at kcpublicschools.org/volunteer or email volunteers@kcpublicschools.org.





APPENDIX



Embracing Diverse Voices



MOVING FORWARD AS ONE! -

Performance Fact's strategic planning process – utilizes a series of stakeholder-teams to guide clients through the development of a strategic alignment plan that embraces each community's diverse voices.

Each school system defines its relevant stakeholders, based on an appreciation of the paramount importance of broad-based, equitable representation within and across groups. If we want all stakeholders to be committed to and be meaningfully engaged in the implementation of the plan, it is wise to involve each stakeholder in the development of the plan itself.

Several teams participated in the five-month strategic planning process for KCPS. Four teams, in particular, met numerous times during this period.

Core Planning Team (CP) consisted of a cross-section of all stakeholders. Since the team included internal and external stakeholders, it took the lead in setting the broad direction for the plan, including the Goals and Measures of Student Success and in defining the "Four Pillars" (or building blocks) of educational practices and programs. The team met on three separate occasions, for a total of 5 days.

Student Voice Team (SV) consisted of two groups of students: a middle school team of about 40 students and a high school team of about 80 students. The students represented the diversity among all students (e.g., demographic, academic, attitudinal, behavioral, etc.) The team served as the direct voice of the entire student body. Each group of students met twice for discussions facilitated by Performance Fact personnel.

Instructional Focus Team (IF) took the lead in identifying the Professional Practices for Instructional Effectiveness. Team members were primarily teachers, school-level administrators and district-level teaching-&-learning personnel. The team met for a total of two full days to articulate the teaching practices, leadership practices and organizational practices essential for effective instruction system-wide.

Alignment Team (AL) consisted of community partners, services providers and opinion-shapers. It included representatives from parent organizations, community-based partners and service providers, employee unions, business/higher education, governmental entities, faith-based groups, etc. The Alignment Team met twice during the planning process.

Because of its proactive embrace of the diverse voices of its diverse stakeholders in the development of the Strategic Plan, KCPS has laid a strong foundation for its stakeholders' commitment to and meaningful engagement in the **implementation** of the plan.

Embracing Diverse Voices

Student Voice Team



Date	Participants	Number of Students	Location	Duration
January 18, 2017	Middle School Students	Approx 60 Students	Southeast High School	3 Hours
January 18, 2017	High School Students	Approx 60 Students	Manual Career Tech	3 Hours
March 28, 2017	Middle School Students	Approx 60 Students	Northeast Middle	1.5 Hours
March 28, 2017	High School Students	Approx 50 Students	Manual Career Tech	2.5 Hours



Embracing Diverse Voices

Core Planning Team Members

Natalie Allen
Communications

Deidre Anderson
*St. Mark Child and
Family Development
Center*

Kara Arnold
Exceptional Ed

Mary Bachkora
Principal

Janiece Barbour
Parent

Jessica Bassett
Principal

Lauren Boaus
Teacher

Douglas Bolden
Principal

Tom Brenneman
IT

Jody Brison
Teacher

Deloris Brown
Principal

Rashawn Caruthers
CTE

Phyllis Chase
*UMKC Charter
School Center*

Cheryl Chavez
Teacher

Erik Cleveland
Student

Kelly Coble
Teacher

Jennifer Collier
HR

Luis Cordoba
Student Support

Trinity Davis
Curriculum

Tyshinae Drew
Student

Antoinette Dudley
Student

Angela Edwards
Parent/Teacher

Doug Elmer
Prep KC

Lili Englebrick
Counseling

Mike English
Turn the Page KC

Andrea Flinders
AFT

Deborah Frazier
Teacher

Sir Friday
Student

Tonia Gilbert
*Admissions/
Enrollment*

Carol Hallquist
*Hallmark
Foundation*

**Joyce Nguyen
Hernandez**
Parent/Teacher

Reginald Hester
Student Support

Allyson Hile
ELL

Sara Hoenshell
Teacher

Julie Holland
Mayor's Office

Rosa James
NAACP

Jamekia Kendrix
Parent

Andy Larson
Title 1

Mike Lawless
Teacher

Natalie Lewis
Board Member

Kim Lowe
Teacher

Laura Loyacono
UMKC

Martha McCabe
KC STEM Alliance

Laura McKenzie
Teacher

Clyde McQueen
*Full Employment
Council*

Celia Merino
Teacher

Darrel Meyer
Operations

Sharon Mitchell
Teacher

Bill Mullins
Community

Vickie Murillo
Academics

Tammy Murphy
Teacher

Sarah Patrick
Parent

Micheal Patterson
Parent

Lynnette Procopio
IT

Joell Ramsdell
Principal

Justin Robinson
Communications

Melissa Robinson
Board Member

Shavon Robinson
Teacher

Karla Rodriguez
Student

**Mian Wabbas
Shahid**
Student

Renne Sumner
Teacher

Brenda Syrus
HR

Jermaine Threat
Student

Erin Thompson
Finance

Mary Tran
Student

Susan Wally
Prep KC

Denita Wilson
Teacher

Jennifer Wolfsie
Board Member

Susan Wright
Early Learning

Embracing Diverse Voices

Instructional Focus Team Members

Javier Alfonso

Curriculum and Instruction

Rashawn Caruthers

CTE

Cheryl Chavez

East High School

Trinity Davis

Curriculum and Instruction

Sherry Eastin

Curriculum and Instruction

Tonya Eddy

J.A. Rogers Elementary

Angela Edwards

Wendell Phillips Elementary

Marlon Edwards

Martin Luther King, Jr. Elementary

Deborah Frazier

Garfield Elementary

John Hatch

George Melcher Elementary

Phillip Jones

Curriculum and Instruction

Marcelina Leros

Curriculum and Instruction

Kymbr Logan

John T. Hartman Elementary

Amanda Leichtman

Whittier Elementary

Laura McKenzie

Border Star Elementary

Celia Merino

Primitivo Garcia Elementary

Sharon Mitchell

Paseo Academy of Fine & Performing Arts

Tammy Murphy

James Elementary

Brandie Newman

Curriculum and Instruction

Providence Rivera

George Washington Carver Dual Language

Monica Thomas

Longfellow Elementary

Demicco Woods

Central Academy of Excellence

Alignment Team Members

Steve Burton

DAC

Katie Boody

Lean Lab

Alissia Canady

KCMO City Council

Stacey Daniels-Young

COMBAT KC

Noah Devine

SchoolSmart KC

Gwen Grant

Urban League

Jon Hile

BBBSKC

Mike Macias

LNESC-KC

Andrea Morales

Mattie Rhodes Center

Aaron North

Kauffman Foundation

Jan Parks

More2

Justin Perry

UMKC

Jessica Piedra

Law Office of Jessica Piedra

Tony Ross

Metropolitan Community College - Penn Valley

Carlos Salazar

United Way

Rodney Smith

UMKC

Awais Sufi

SchoolSmart KC

Anthony Williams

Black Diamond Group

Crystal Williams

Jackson County Legislature

Kansas City Public Schools Board of Directors



Melissa Robinson
Chair, Sub-district 4



Pattie Mansur
Vice Chair, Member-at-large



Matthew Oates
Treasurer, Sub-district 2



Natalie Lewis
Sub-district 1



John Fierro
Sub-district 3



Ajia Morris
Sub-district 5



Carl Evans
Sub-district 6



Amy Hartsfield
Member-at-large



Jennifer Wolfsie
Member-at-large

KCPS Master Plan... in brief

The KCPS Board of Directors approved the KCPS Master Plan on February 24, 2016. The goal of the Master Plan is to ensure that KCPS is using its limited resources as effectively and efficiently as possible in order to give our students the best opportunity to succeed in reaching their college and career dreams.

The Master Plan has allowed KCPS to provide improved academic resources and options such as smaller class size for grades K-2, extended-year school at four elementary schools, more electives and college and career pathways at the high schools, additional extra- and co-curricular activities, facilities improvements, and transportation services for all students who live more than ½ mile from their school.

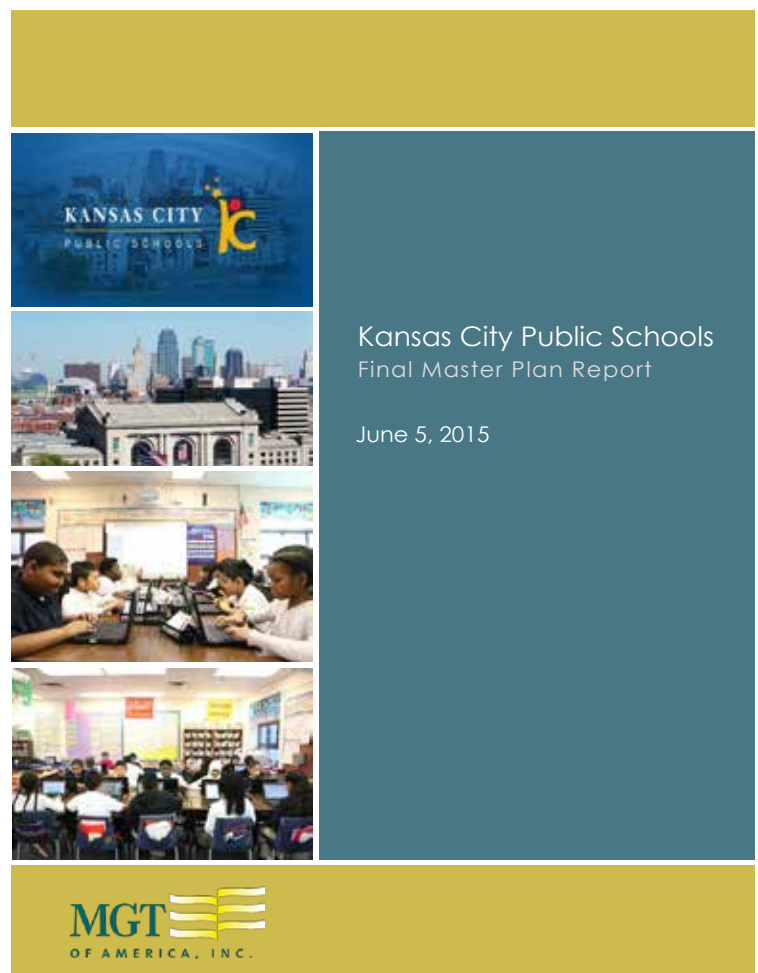
Making this plan a reality required KCPS to make some challenging decisions, including attendance boundary changes for many schools, the closure of Satchel Paige Elementary School and Southwest Early College Campus, the relocation of Wendell Phillips Elementary School to Crispus Attucks Elementary campus, the restructuring of African-Centered Prep Elementary School to accommodate students up through eighth grade, and creation of a school within a school model (African-Centered school within a neighborhood school) at the Southeast High campus.

MASTER PLAN TIMELINE

- **September - December 2013:** KCPS staff conducts technical assessment & community engagement
- **October 2014 - March 2015:** Consultant (MGT) conducts technical assessment & community engagement
- **April 2015:** MGT presents recommendations to School Board/Superintendent
- **May - October 2015:** KCPS staff reviews/assesses MGT recommendations
- **November 2015:** KCPS staff presents recommendations to the School Board
- **November 2015:** Stakeholder engagement meetings
- **February 2016:** Board decision on recommendations
- **February - August 2016 School Year:** Transition plan activities/programs
- **Fall 2016:** Implementation of Master Plan
- **January - May 2017:** Development of the Strategic Plan which incorporates key elements from the Master Plan allowing Stakeholders to reference one plan - the Strategic Plan

You can learn more about the Master Plan online at:

kcpublicschools.org/masterplan



KCPS Superintendent's Post-Entry Plan... in brief

Drafted November 18, 2016

As the new Superintendent of Kansas City Public Schools, I have made it a point to ensure that students are at the center of every decision we make as a school system. The purpose of my post-entry plan is to navigate us through the first year of my superintendency, provide direction and purpose for our staff and community, and ensure that my Board members are able to hold my administration accountable in a meaningful way.

The first 100 days of my tenure have been both rewarding and eye-opening. I have met with community members, legislators, teachers, students and business folks, and have learned so much that will help us move this school system forward. I also have worked internally with my central office staff to figure out what we are already doing well and where we see areas for growth. We are moving in the right direction, but we have much to do if we're going to bring our students to where they need to be academically. I have no magic potions or silver bullets, but I will work tirelessly to put the right people and systems in place in order to ensure the success of our students. When I walk into a classroom, I want to see students at the center. I want to see high-level teaching and learning and I want to see school houses that are inviting resource hubs that showcase student work and welcome families.

In order to promote transparency in the school system, it's essential that we continue to meet and collaborate with Team KCPS members as well as expand business partnerships. I will meet with students twice a month, will host student and teacher town halls, and will create advisory groups that I will meet with on a monthly basis. Community voice is key in decision making, and therefore nourishing this collaboration is necessary.

KCPS students are some of the strongest kids I have ever met. They are funny, inquisitive, precocious and resilient. We owe it to them to be the best school system we can be. They need more opportunities in terms of electives, extracurriculars and higher-level classes. It is vital that we use technology in a more progressive manner, with differentiation and individualization at the forefront of lesson plans. It is our responsibility to prepare them for college, careers and beyond, and to support them in every facet of their lives. In order to do this, we will need to create 21st-century learning environments, build our student supports and better train teachers to be culturally responsive.

"In KCPS, when it comes to kids, all means ALL. We will embrace every student that comes through our doors."

- Dr. Mark Bedell,
Superintendent of Schools

You can learn more about the Superintendent's Post-Entry Plan online at:

kcpublicschools.org/postentry





**WE ARE
KCPS!**





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