**STRATEGIC PLAN** END OF YEAR PROGRESS REPORT

# IT'S OUR TIME!

## 2019-20 School Year Key Actions

Dr. Mark Bedell, Superintendent
**October 2020**

KANSAS CITY
PUBLIC SCHOOLS

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**INTRODUCTION**

This report highlights the progress made on Key Actions during the **second semester of the 2019-2020 school year (February 2020 – July 2020)**.  The Key Actions, prioritized annually by Superintendent Dr. Mark Bedell and his Cabinet, were drafted by Kansas City Public Schools (KCPS) stakeholders and framed around the 12 Strategic Priorities found within the Strategic Plan.

The purpose of this report is three-fold:
- Keep the Board of Directors informed of the district's progress relative to priorities identified within the Strategic Plan;
- Serve as a proactive communication and public accountability mechanism between the district and community stakeholders;
- Motivate and sustain the ongoing support and commitment of district employees, parents, and community partners for the district's goals for student learning and achievement.

This report will be generated twice a year; once at the end of the summer and once midway through the school year.  As Superintendent Bedell stated:

> *"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… 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 and community to hold us accountable for ensuring that the work gets done."*

In the spirit of mutual responsibility and accountability, we will continue moving forward together.  **It's Our Time!**

## 12 STRATEGIC PRIORITIES

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

Deliver effective operations, guidance and assistance

Maintain safe, healthy and inclusive learning environments

Match resources to data-supported student and staff needs

**Responsive Customer Service** 12

**Student-Centered Caring Relationships** 1

Focus teaching on high standards, rigorous curriculum and reliable assessments

**Equitable Resources** 11

**Aligned Instructional System** 2

Cultivate a focus on results and celebrate continuous improvement

**Data-Informed, Effective & Efficient Systems**

**Personalized, Rigorous, Culturally Responsive Teaching & Learning**

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

**Planning, Accountablity & Celebrations** 10

**Personalization & Successful Transitions** 3

**Pillar D**

**Pillar A**

**Pillar C**

**Pillar B**

**Caring, Effective Teachers in Every Classroom & Effective Leaders in Every School**

**Safe Climate & Strong Relationships with Families & Community**

Develop a network of top-notch leaders and leadership teams

**Capable, Empowered Leadership** 9

**Safety Nets** 4

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

**Professional Development & Collaboration** 8

**Family Engagement & Communication** 5

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

**Talented, Dedicated Workforce** 7

**Community Partnerships** 6

Welcome the perspectives and embrace diverse voices of parents/ caregivers

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

Leverage community resources for student growth and school/ district improvement

**SELECTED KEY ACTIONS**

| | |
|---|---|
| 1.1 | Safe Schools |
| 1.2 | Sense of Belonging and Appropriate Conduct |
| 1.4 | Extra and Co-Curricular Activities |
| **2.1** | **K-12 Articulation *** |
| 2.3 | Early Literacy and Math |
| **2.5** | **Expand Electives *** |
| 2.6 | Teacher Collaboration |
| 2.7 | Interventions for Unaccredited |
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| 3.4 | Problem Solving Teams |
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| 9.2 | Leadership Teams |
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| 10.4 | Stakeholder Feedback |
| 11.1 | Needs-Based Resource Allocation |
| 11.4 | Charter Collaboration |
| 12.1 | Assessment and Data System |
| **12.2** | **Strengthen Technology *** |
| 12.3 | Service Standards |
| 12.5 | Marketing and Communications |

**\*Area of Focus for 2019-2020 School Year**

**END OF YEAR PROGRESS REPORT**

The report is organized as follows:

# Strategic Priority #:  Strategic Priority Title
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**X.X KEY ACTION SELECTED AS AN AREA OF FOCUS FOR SY2019-20:**
Description of Key Action as found in the Strategic Plan.

**MAJOR ACCOMPLISHMENTS** (February 2020 – July 2020)

**ISSUES AND CHALLENGES**

**LESSONS LEARNED**

**PRIORITIES FOR NEXT REPORTING CYCLE** (August 2020 – January 2021)

# Strategic Priority 1:  Student-centered Caring Relationships

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**1.1 SAFE SCHOOLS:**
> 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

**MAJOR ACCOMPLISHMENTS**
- Trained and educated staff on restorative practices/justice (Crisis Prevention Intervention)

**ISSUES AND CHALLENGES**
- Multiple vacancies within the Security Department

**LESSONS LEARNED**
- Need to develop a recruitment and retention strategy to attract and retain security officers

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Develop an emergency preparedness plan, work was started but paused due to COVID-19 (Coronavirus Disease 2019)
- Implement and train staff on emergency operations plan


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**1.2 SENSE OF BELONGING AND APPROPRIATE CONDUCT:**
> 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

**MAJOR ACCOMPLISHMENTS**
- Completed a comprehensive review/audit of the student support services at all schools using the Elements of a Trauma Sensitive School District template
- Secured funding to increase the supports to address the social & emotional needs of students
- Implemented a district-wide integration for Collective Impact Model of support
- Recruited Spanish speaking clinicians to support the students
- Implemented a Tele-Health Service Delivery Model

**ISSUES AND CHALLENGES**
- Effectively engaging with families during COVID-19

**LESSONS LEARNED**
- Need to develop an evaluation tool to determine the effectiveness of partnerships

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Develop a data informed early warning indicator support model to implement early intervention services and focus on deploying wrap around services
- Revise School Discipline Code of Conduct
- Complete action research on a suspension ban for early grades

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## 1.4 EXTRA AND CO-CURRICULAR ACTIVITIES:
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

**MAJOR ACCOMPLISHMENTS**
- Lincoln Prep girls basketball qualified for State
- A record number of 64 girls participated in swim programs/teams across the district
- East High had their first wrestler qualify for State
- Acquired five new athletic buses for student transport
- Planned for the creation of boys club volleyball at Lincoln Prep, East, and Northeast
- Planned for an elementary tennis camp

**ISSUES AND CHALLENGES**
- New athletic buses were delayed due to COVID-19
- COVID-19 required the cancelation of spring sports

**LESSONS LEARNED**
- Need to be adaptable and have many options as circumstances change

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Start live-casting sports
- Create video highlights of KCPS teams

# Strategic Priority 2: Aligned Instructional System
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**2.1 K-12 ARTICULATION:**
> Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels, and implement, with fidelity, a culturally responsive, standards-aligned, guaranteed, and viable curriculum with embedded supports in all subjects and in every classroom

**MAJOR ACCOMPLISHMENTS**
- Revised QUEST curriculum
- Completed Elementary Montessori Crosswalks (Math)
- Completed Early Learning Crosswalks; Aligned Pre K to Kindergarten curriculum maps for all of Pre K to Kindergarten in May 2020 with a group of Head Start, Montessori, neighborhood school Pre K and Kindergarten teachers

**ISSUES AND CHALLENGES**
- Due to COVID-19, we were unable to hold the Science Expo
- 7th -12th grade proficiency scale development was put on hold as many were focused on emergency preparedness during COVID-19 and there was a change in leadership within CIPD (Department of Curriculum, Instruction, and Professional Development). Currently, CIPD is revisiting this discussion and preparing to re-write all proficiency scales
- We were unable to complete the targeted walkthrough PD (professional development). With more students learning occurring remotely, or through KCVA (Kansas City Virtual Academy), we are revisiting what are the best practices for performing walkthroughs and how to best support principals and teachers on expectations in this digital environment

**LESSONS LEARNED**
- We need an instructional framework that would allow a pivot between remote, hybrid, and in-person learning, as the shift to remote learning was stressful for students and teachers
- When we start to welcome students back into our schools, we know there will be gaps due to the remote learning since March. We will need to be ready to know the progressions of learning and create assessments that will allow us to identify the gaps for students
- Making a decision early, adhering to the decision, and being transparent allowed KCPS to plan for high quality instruction and professional learning in a remote environment
- There was difficulty providing assessments in a remote environment and a challenge for parents providing support while at home

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Take the proficiency scales from Dr. Bob Marzano, crosswalk with Missouri Learning Standards, and customize the scales for KCPS students
- Prioritize essential standards/skills/concepts
- Complete digital citizenship curriculum
- Targeted walkthroughs for effective use of instructional technology and digital resources

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**2.3 EARLY LITERACY & MATH:**
Target specialized programs that support early literacy and math in elementary schools

**MAJOR ACCOMPLISHMENTS**
- Engaged 908 students in K-3 virtual summer school
- Acquired new curriculum resources to support our early readers, especially in a remote learning environment.
    - RFP (request for proposal) was procured to provide for a robust Pre K- 6th grade literacy resource which provides an identified reading level and daily individualized accessed online by students in an individualized platform
    - Discovery Education Experience - provides digital, audio and printable content, specific to supporting different learning styles, utilizing educational media from the Discovery Library of resources
    - Newsela Plus - scaffolded nonfiction and literary text enhanced with academic vocabulary for direct student instruction
    - Seesaw - new online learning management system to improve digital literacy
    - Nepris - the online resource to provide students with the opportunity to engage with industry professionals. Students were able to see how what they learned in class (Math, Science and CTE) applied in everyday life

**ISSUES AND CHALLENGES**
- Previous reading assessments needed upgrading to current national norms and state mandates
- RFP process for Reading Resource needed to be adjusted to provide remote resources such as online books and science resources
- Difficulty providing assessments in a remote environment, parents providing support while at home

**LESSONS LEARNED**
- New resources need to be in place before the Teacher Institute to allow for professional learning before the start of school
- While the focus has been primarily on early literacy, we also need to have an intentional focus on early numeracy
- All materials moving forward need to have remote learning resources

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Focus on early numeracy. Analyze the scope and sequence, curriculum, and resources for early numeracy. Plan and facilitate professional learning for early numeracy teachers
- Determine next steps after review of literacy data

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**2.5 EXPAND ELECTIVES:**
> Expand access to elective courses for students, and strengthen the quality of existing courses

**MAJOR ACCOMPLISHMENTS**
- Revamped the middle school careers experience
- Awarded the Real World Learning Grant from the Kauffman Foundation
- Hired Real World Learning Coordinator
- Hired iSpark Coordinator to manage iSpark courses at the elementary level
- Implemented College and Career Class at Middle Schools (Central, Northeast, FLA, and AC Prep
- Increase course offerings and student enrollment in science electives across 6 high school sites

**ISSUES AND CHALLENGES**
- Many of the new course offerings required more hands-on, inquiry-based applications that were not possible during COVID-19

**LESSONS LEARNED**
- Need to streamline the enrollment process for students
- Need to market the CTE (Career and Technical Education) program at Manual

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Implement pathways at Southeast, Northeast, and Central
- Alignment of IRC (Industry Recognized Credentials) with each pathway
- Embed MVA (Market Value Assessment) attainment opportunities within CTE pathways
- Increase enrollment at Manual
- Create Black History and Latinx Heritage History elective courses for high schools

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**2.6 TEACHER COLLABORATION:**
> Support teachers to collaborate within grade levels and departments to develop question progression and visual mapping to improve student critical thinking skills

(See Section 9.2 Leadership Teams)

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**2.7 INTERVENTIONS FOR UNACCREDITED:**
> Targeted interventions for unaccredited schools (i.e., extended-year calendar)

**MAJOR ACCOMPLISHMENTS**
- Continued to monitor the effectiveness of the intervention programs for both math and literacy across the district
- Expanded Reading & Math Interventionists targeted in Tier 3 schools to also include Tier 2 schools
- Implemented targeted and intentional preparation for the high-stakes assessments via data-driven analysis and mock MAP (Missouri Assessment Program)/EOC (End of Course) assessments
- Accomplished selection of an assessment platform with MAP/EOC type, technology enhanced items for Mathematics, English Language Arts, Science, and Social Studies
- Provided relevant and job embedded PD for teachers in supporting student academic achievement
- Continued with student-centered coaching support in schools
- Continued ongoing network walkthroughs with principals

**ISSUES AND CHALLENGES**
- DESE (Missouri Department of Elementary and Secondary Education) had a moratorium on MAP/EOC testing for last year, however there doesn't appear to be a moratorium on testing for the current school year, SY2021; therefore, we must be able to remediate and extend knowledge of all students, regardless of individual school status
- Deb Diller PD for Literacy Stations at targeted schools was postponed due to weather challenges and COVID-19

**LESSONS LEARNED**
- Teachers need continued training regarding available resources
- We needed to formalize the PLC (professional learning communities) process

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Create mirrored interim assessments which will allow the district to continue to be data-driven, allowing teachers to answer which student, which standard, which strategy. These assessments will also continue to provide students the opportunity to experience a state assessment prior to the MAP
- Prioritize targeted interventions for a hybrid instructional model to deepen the response and overcome student learning gaps and improve student learning outcomes

# Strategic Priority 3: Personalization & Successful Transitions
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**3.1 DIFFERENTIATION & PERSONALIZED LEARNING:**
> 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 (SPED) students towards meeting grade-level standards or their Individualized Education Plan (IEP) goals

**MAJOR ACCOMPLISHMENTS**
- Attended trainings and implemented FAPE (Free Appropriate Public Education) for SPED
- To ensure the provision of FAPE was documented, SPED staff completed the DESE recommended Continuity of Instruction Forms for all IEP students
- Per DESE's recommendation and guidance, SPED staff documented the progress of 4th quarter IEP goals to further document the provision of FAPE during the required transition to distance learning due to COVID-19
- ESY (extended school year) services were provided to qualified students via a distance learning platform
- SPED committees were developed to prepare details on both a hybrid and distance learning models
- Trainings were held for all teachers and building principals regarding DESE's new IEP Form G. This form is the distance learning plan, which will house all information regarding FAPE during long term or short term distance learning

**ISSUES AND CHALLENGES**
- Providing instruction to SPED students during distance learning
- Provision of FAPE during distance learning
- It was difficult to make contact with some parents during distance learning

**LESSONS LEARNED**
- Virtual instruction is difficult for students with more significant disabilities
- Parents needed additional supports to access technology for students with more significant disabilities

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Provision and documenting of FAPE
- Strong focus on rigorous instruction for students with special needs

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**3.4 PROBLEM SOLVING TEAMS:**
Ensure that Problem-Solving Teams (PST) work collaboratively with the students to develop an individualized success/learning plan for students in need

**MAJOR ACCOMPLISHMENTS**
- Continued to refine the PST process and monitor it to ensure continued effectiveness

**ISSUES AND CHALLENGES**
- PST forms were too nebulous across each of our school sites which decreased continuity of effectiveness across schools
- Referral entry points at schools were varied depending on the preference of our school leaders
- During COVID-19, forms were all hard copy and it was difficult to provide access/continuity of support

**LESSONS LEARNED**
- In order for effectiveness to be seen at all sites using the PST process, we need to have standardized forms and processes across all of our schools
- A common entry point for referrals is needed at all school sites
- Virtual forms are needed so that students can receive the necessary supports
- PST forms need to focus on the use of evidenced-based intervention practices

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Create a virtual PST referral form that can be utilized across all sites
- Create standard operating procedures for the referral process and utilize the new form for tracking referral numbers
- PD to staff on evidenced-based interventions

# Strategic Priority #4:  Safety Nets
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**4.2 TRAUMA-SENSITIVE SERVICES:**
>   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

**MAJOR ACCOMPLISHMENTS**
- Complete a comprehensive review/audit of the student support services at all schools using the Elements of a Trauma Sensitive School District template
- Conduct cultural and climate walkthroughs at each school to determine resource allocation needs
- Create a Student Support PD catalog
- Began Implementation of the Missouri Model for Trauma Informed Schools (Cohort 1: First 13 schools teams attended Trauma Sensitive Schools Conference)

**ISSUES AND CHALLENGES**
- Creation or selection of data software program to track data on the effectiveness of interventions

**LESSONS LEARNED**
- The need to do community asset analysis and expand on the eco-mapping work

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Continue implementation of the Department of Student Support Services 3-year Strategic Plan to roll out the Missouri Model for Trauma Informed Schools district-wide
- Implementation of 100% of instructional staff receiving Discipline that Restores training
- Ensure Cohort 1 (13 schools) have fully operational trauma informed school teams that are implementing strategies to address the school equity audits and tracking data using the Missouri Model for Trauma Informed Schools rubric

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**4.4 SYSTEM OF ACADEMIC SAFETY NETS:**

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)

**MAJOR ACCOMPLISHMENTS**

- Inserted Grad Lab Coaches in all comprehensive high schools to provide supports to students in grades 9-12 to increase on track graduation status
- Developed and implemented Graduation PLCs to increase graduation rates at all high schools
- Streamlined the Missouri Option program to increase support to schools

**ISSUES AND CHALLENGES**

- Inconsistent participation in Graduation PLCs among all schools

**LESSONS LEARNED**

- We had to develop a new communication plan for Missouri Option to share data with principals as the process needed some redefining

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Continue to implement and refine Graduation PLCs at all high schools

# Strategic Priority #5:  Family Engagement & Communication
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**5.1 KINDERGARTEN OUTREACH:**

Increase outreach to parents/caregivers of kindergartners to clarify academic and social-emotional expectations that would ensure successful transitions

**MAJOR ACCOMPLISHMENTS**

- Implemented a Kindergarten registration process and created and supported virtual Kindergarten Round-ups at each school
- Instituted a recruiting software management platform to track students from first contact (or before) to school placement
- Executed formalized an early learning (Pre K/Kindergarten) marketing strategy/campaign using all Pre K sites, community providers, as well as Parents as Teachers
- Oriented student admissions recruiters
- Continued to increase the number of schools participating in Kindergarten Meet the Teacher, Parent Information Nights, Roundup, Transition Days, coaching and training sessions and Parent Curriculum Nights

**ISSUES AND CHALLENGES**

- COVID-19 required planned events to switch to a virtual format and resulted in lower contact
- Focus shifted to pandemic response and supporting our schools instead of instituting new programming

**LESSONS LEARNED**

- We can still engage our families and students, we just have to be more intentional in our virtual planning
- A recruiting pipeline platform will be beneficial to overall tracking and follow-through

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Execute enrollment and application streamline process
- Monitor and evaluate recruiting pipeline platform
- Adjust to virtual or in-person events for promoting and advertising enrollment

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**5.3 HOME-SCHOOL DIALOG:**
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

**MAJOR ACCOMPLISHMENTS**
- Translated all crisis communications regarding COVID-19 into multiple languages
- Launched the new KCPS website, accessible in multiple languages
- Conducted Parent University sessions in multiple languages for families
- Fostered collaboration between Bilingual Communications Specialist, Department of Language Services and student admissions recruiters
- Purchased Talking Points, a two-way text communication platform

**ISSUES AND CHALLENGES**
- COVID-19 restricted access and connections with families who speak English as a second language

**LESSONS LEARNED**
- Electronic communication is a beneficial strategy, but adjustments have to be made when we cannot meet in-person

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Implement Talking Points platform
- Assist the technology team with multi-language customer service strategies

# Strategic Priority #6: Community Partnerships
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**6.1 PRESCHOOL PROVIDERS:**
> Meet regularly with preschool providers to ensure that they are equipping students with the knowledge and skills for successful transition into kindergarten

**MAJOR ACCOMPLISHMENTS**
- Launched two Pre K Cooperative classrooms, partnering KCPS schools with community licensed providers for additional free Pre K options for families
- Head Start Pre K parent leadership group participation tripled
- Three Head Start Pre K Family Advocates began working towards certification as Center for Conflict Resolution mediators
- Head Start added a new Instructional Coach & Maker Space Coordinator to support early science and math readiness projects
- Acquired a two-year Kauffman Quality Enhancement Grant for Early Literacy for $126,000, allowing Pre K teachers to become certified in LETRS (Language Essentials for Teachers of Reading and Spelling) early literacy PD
- Acquired 1 to 1 iPads for all Pre K families, promoting the ability to maintain an equitable instructional contact with families during COVID-19, aligning directly with preparedness for the Kindergarten instructional model
- All Early Learning curriculum, handbooks, crosswalks were created over a month of planning with CIPD teams of Pre K & K teachers
- Provided distance learning PD to multiple area preschool providers in case of possible need for alternative method of instruction quarantines
- Parents as Teachers supported families through Supportive Care, Stewards of Children, Grandfamilies, and MOCSA (Metropolitan Organization to Counter Sexual Assault) 'Out of Darkness' childcare prevention groups
- Parents as Teachers provided learning packs & supports to partner providers
- Collaborated with the Student Services & Pre K Social Emotional Learning Coordinator to include Pre K students in robust problem solving teams at each school

**ISSUES AND CHALLENGES**
- The digital divide prevented access for many Pre K families via distance learning, as Pre K typically does not include technology or devices in the interactive instructional model
- The digital divide prevails among our families of infants and toddlers receiving Parents as Teachers services, many Parent Educators are unable to provide the critical service connect with families of infants and toddlers virtually due to lack of streaming device or Wi-Fi hotspots
- Parents as Teachers visits and some groups were stalled due to COVID-19

**LESSONS LEARNED**
- Front Porch Alliance utilized a neighborhood garden to hold outdoor parent groups and a space for individual safe visitation options

- The Pre-K Distance Learning model combined with at-home-learning packs, has created an unprecedented opportunity to engage hundreds of families with developmentally appropriate practices for their children and connection to district supports

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Communicate Pre K data dashboard to academic leaders, principals and stakeholders
- Formalize Pre K Parent Engagement Forum
- Continue to find ways to increase the number of in-person Pre K available spots
- Growing educators dedicated to positions in early learning
- Continue KCPS trainings for providers that allot their teachers needed free 'clock hours' thus keeping our Supportive Care programs using Parents as Teachers
- Support economic empowerment initiatives linking providers with relevant grants and resources for their centers
- Bring back the CDA (Child Development Associate) as a part of the KCPS Career Readiness program

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**6.3 BUSINESS AND COMMUNITY MENTORS:**
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

**MAJOR ACCOMPLISHMENTS**
- Increased the number of organizations serving as Career Mentors; partner organizations include BlueScope, Evolytics, Jewish Vocational Service, Rotary Club Kansas City/Democracy in a Box, and Young Professionals Group of KC

**ISSUES AND CHALLENGES**
- Pivoting to an E-mentoring format required a level of flexibility and innovation to ensure mentors and mentees remained connected
- Student mobility continues to be a challenge, as the mentoring relationship is impacted when students are withdrawn from the district or transfer school sites unexpectedly

**LESSONS LEARNED**
- Providing Career Mentors with engagement tools to stay connected throughout the school year assists in deepening the mentoring relationship

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Continue to grow the number of Career Mentors and in turn increase the number of 11th and 12th grade mentees who can be supported by a caring adult during their transition beyond high school into a post-secondary institution, career pathway or trade school
- Create opportunities for mentees to explore the careers/professions of their mentors via virtual tours and/or in-person shadowing

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**6.4 COLLEGE & CAREER EXPLORATION:**
Provide ongoing training and facilitate communication between stakeholders to help students explore college and career opportunities

**MAJOR ACCOMPLISHMENTS**
- Coordinated and held the 2nd Annual College and Career Explosion at Paseo Academy of Fine and Performing Arts for all district 9th and 12th grade students
- Held a parent workshop in February for college and career readiness for students enrolled in the AVID program (Advancement Via Individual Determination)
- Formed the College and Career Task Force to help move forward the efforts of KCPS to establish benchmarks and key performance indicators
- Facilitated Kids2College at the Metropolitan Community Colleges for all 6th grade students
- Conducted a Mid-Year Evaluation of AVID
- Hired a College Access Coordinator to help support students at our neighborhood high schools
- Utilized Naviance for virtual tours during COVID-19

**ISSUES AND CHALLENGES**
- Working with our parents that are resistant to providing needed financial information for KC Scholars

**LESSONS LEARNED**
- We need to be prepared to adapt at any point to engage our parents and students, utilizing technology and the virtual environment as a strengths based practice to connect with families
- Continuous calibration of activities around CCR (College and Career Readiness) are being facilitated to ensure efficiency and synergy of various team members working on initiatives

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Hold a virtual Fall AVID Induction in November 2020
- Host virtual parent workshops for KCPS families
- Increase KC Scholars applicants and utilize the Naviance scholarship tracking tool and college application benchmarks at all high schools

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## 6.6 MUTUAL RESPONSIBILITY & ACCOUNTABILITY:

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

**MAJOR ACCOMPLISHMENTS**
- As a result of the impact of COVID-19, the focus of partnership efforts shifted from providing supports to individual buildings to providing centralized supports to our families through meal distribution and supplemental resources. Community partners have continued to support KCPS through donations of books, hygiene items, and funds
- Planned Student District Advisory Council (SDAC) school improvement project

**ISSUES AND CHALLENGES**
- The scheduled trainings and partnership work at the Family Empowerment Center were canceled due to COVID-19
- The scheduled SDAC project was cancelled. This was a student led resource fair that aimed to provide students at East High (pilot location) with an interactive day of learning about internal and external resources to better their educational experience
- The scheduled Partners in Education Luncheon, our semiannual convening of community partners, was also cancelled

**LESSONS LEARNED**
- We must continue to determine ways to meaningfully engage our stakeholders via technology

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Virtually engage and convene community partners to reach consensus on priority focus areas for the next school year, align efforts and resources to needs for optimum efficiency and impact
- Continue to create opportunities for student feedback on different district initiatives through SDAC (Student District Advisory Council)

# Strategic Priority #7:  Talented Dedicated Workforce

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**7.4 WORKFORCE PIPELINE:**
Develop a pipeline to recruit a talented and diverse workforce through ongoing relationships with local, state and national colleges and universities

**MAJOR ACCOMPLISHMENTS**
- Decreased beginning of school year teacher vacancies from 7 in SY20 to 3 in SY21
- Increased diversity of teacher talent pool from SY20 to SY21, and outpaced state and national averages; KCPS teacher diversity (38%), State of Missouri (7%) and U.S. Average (20%)
- Improved the teacher salary and increased starting teacher pay
- Partnered with Teachers Like Me and Kansas City Teacher Residency (KCTR) to increase our teachers of color pipeline
- Maintained and strengthened partnerships with historically black colleges and universities (HBCUs) to help increase our teachers of color pipeline
- Initiated New Teacher Boot Camp and critical courses in Equity in Education, Implicit Bias and Social Emotional Learning were provided to all new teaching staff

**ISSUES AND CHALLENGES**
- Declining pool of teacher candidates nationwide (also impacts number of candidates of color)
- Shifting to a virtual environment for recruitment and interviewing teacher candidates made it more challenging to make authentic personal connections

**LESSONS LEARNED**
- Retention and recruitment of quality staff needs to be a greater focus
- Great need for KCPS-specific PD for new teachers

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Hire a recruitment and retention coach
- Ensure all substitute teachers receive the same training as all certified teaching staff so that they are prepared to address student learning and social-emotional needs
- Enhance relationships with student teachers so that we retain them as the teacher of record in the subsequent year

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**7.5 LEADERSHIP INDUCTION:**

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)

**MAJOR ACCOMPLISHMENTS**
- Successfully transitioned to virtual onboarding process for leaders and all staff
- Addressed technology issues and streamlined the distribution and training process
- Completed video recording for all pieces of NEO (new employee orientation) as a back-up measure in case of absence or for future employee reference and viewing
- Created online presentation packets for new hires
- Expanded Focus Thursday/Friday leaders training to include building leads (custodial) and first line supervisors (security) and others; Increased leadership roster, attendance and level of engagement

**ISSUES AND CHALLENGES**
- Tracking attendance at both onboarding events and Focus Thursday/Friday training in the virtual environment

**LESSONS LEARNED**
- Essential for all KCPS employees to receive the priority training regardless of mode or platform use
- Must secure the right platform for trainings to ensure that relevant videos are able to be viewed by participants

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Create a library of all HR trainings for future use and reference

# Strategic Priority #8:  Professional Development & Collaboration

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**8.1 CYCLES OF INQUIRY:**
> Develop (not implement until 2018-2019 SY) 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 dialogs

**MAJOR ACCOMPLISHMENTS**
- Finalized selection of assessment system and reporting structure to rollout in SY21
- Worked in collaboration with CIPD to set an assessment calendar for SY21
- Purchased Raz Plus, a K-5 literacy program, to systematize reading diagnostic data across buildings in order to accelerate student learning

**ISSUES AND CHALLENGES**
- Providing PD for school testing teams was a challenge
- Providing the digital resources training to teachers in order to monitor assessments in a virtual environment

**LESSONS LEARNED**
- Need to streamline assessments in order to a highly effective data driven district
- Collaboration between all teachers and stakeholders becomes more effective when there is a common interpretation of the data

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Create and implement mirrored interim assessments, which will allow teachers to determine which student, which standard, which strategy
- Create data deep dive protocol and have teachers complete a data deep dive of interim assessment data
- Create and implement PD for the new assessment platform for teachers and tech mentors
- Collaborate to implement a protocol for iReady data deep dives

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**8.2 PROFSSIONAL MASTERY:**

> Strengthen effectiveness of teachers, leaders, and staff by institutionalizing professional development (PD) systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry

**MAJOR ACCOMPLISHMENTS**
- Created Academic Hub
- Developed an instructional design template for synchronous and asynchronous instruction
- Planned PD for all staff at a virtual Teacher's Institute 2020
- Planned PD for school leaderships teams at the virtual Leadership Institute 2020
- Interviewed and hired Digital Tech Mentors for each building
- Created ongoing PD for tech mentors to support teachers in understanding and the effective use of the digital resources
- Created over 60 on demand PD modules for teachers and staff
- Vetted and purchased digital resources to support teaching and learning in a distanced setting
- Provided bi-weekly support to first year teachers

**ISSUES AND CHALLENGES**
- COVID-19 has challenged us to rethink how we deliver professional learning
- Holding teachers accountable for completing professional learning modules

**LESSONS LEARNED**
- Collaboration between departments is crucial for supporting teachers
- Professional learning needs to be a mix of on demand and live sessions to meet the needs of teachers
- Teachers prefer choice sessions and differentiated learning to better meet their needs
- Need to hold tight to deadlines for due dates
- Limiting number of modules for completion by each teacher

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Collaborate with IT to create a digital resources newsletter for teachers
- Continued planning and implementation of PD to support teachers

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**8.5 INSTRUCTIONAL & CLASSROOM MANAGEMENT SUPPORT:**

Improve instructional and classroom management support for teachers

**MAJOR ACCOMPLISHMENTS**
- Provided workshops on restorative practices
- Completed classroom observations of Positive Classroom Environment graduates
- Supported Light Speed Relay roll out
- Provided professional learning opportunities for improving student engagement
- Provided professional learning opportunities for maintaining high expectations and rigorous instructional practices
- Created Positive Classroom Environment modules with over 160 teachers enrolled in this on demand professional learning
- Provided weekly Conscious Discipline PD & Trauma Informed PD for Pre K

**ISSUES AND CHALLENGES**
- Supporting teachers with effective management practices in a virtual world
- Lack of a consistent district-wide behavior management structure

**LESSONS LEARNED**
- Buildings need a school-wide classroom/behavior management structure so that there is consistency among classrooms and adults

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Create PD using the flipped classroom model
- Continued planning and implementation of PD to support teachers
- Create lessons of COVID-19 procedures in the school/classroom

# Strategic Priority #9:  Capable, Empowered Leadership

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**9.2 LEADERSHIP TEAMS:**

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

**MAJOR ACCOMPLISHMENTS**

- Convened a task force to assess implementation and process for sustaining PLCs from year to year on campuses across the district
- Compiled and refined resources and timelines for the work of the PLC to ensure that the work is consistent
- Continued to provide targeted PD around the PLC, RtI (Response to Intervention), and formative assessments

**ISSUES AND CHALLENGES**

- The transition to distance learning meant Professional Learning Communities moved to a virtual environment

**LESSONS LEARNED**

- Established PLCs were effective both in-person and virtually
- There are many resources available related to the PLC process and streamlining this information is critical to sustained success

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Complete the work around providing resources and a handbook around building and sustaining effective PLCs
- Identify and begin to work with PLC Process Champions on each campus to ensure sustainability of effective practices

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**9.3 LEADERSHIP PIPELINE:**
> Develop an internal leadership pipeline and succession planning process to promote leadership from within ("grow our own") and to motivate aspiring leaders

**MAJOR ACCOMPLISHMENTS**
- 100% of the executive leadership team has a clearly identified successor for short or long-term needs
- Hired 1 PLUS resident as a principal and 2 as assistant principals
- Organized and held monthly tier II leadership meetings for directors and managers

**ISSUES AND CHALLENGES**
- Perception that qualified internal candidates are overlooked for leadership roles, impacting trust and culture
- Need for a purposeful mentoring program to prepare internal staff for leadership roles

**LESSONS LEARNED**
- To improve retention of staff, we must be intentional about mentoring and providing opportunities for leadership development

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Initiate two critical group leadership development tracks:  Women Who Aspire to Lead and Males of Color Leadership Development

# Strategic Priority #10:  Planning, Accountability & Celebrations
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**10.1 RESULTS-FOCUSED ANNUAL PLANS:**
> 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

**MAJOR ACCOMPLISHMENTS**
- Created a committee and framework for the KCPS Digital Transformation Plan
- Began the assessment phase of the Blueprint 2030 planning process
- Conducted a Federal Programs Needs Assessment and held a planning meeting on April 16, 2020
- Matched resource allocations to the unique needs of each school/program
- KCPS applied for and received 5th Year School Improvement Grant (SIG) for East High School
- KCPS and non-public schools collaborated, applied for, and received 2020 Coronavirus Aid, Relief, and Economic Security (CARES) Act funds
- All KCPS school-wide federal program plans have been reviewed and approved by DESE for SY 2020-2021

**ISSUES AND CHALLENGES**
- Limited stakeholder (non-public administration, parents, community members) attendance at some districtwide Zoom planning meetings
- Lack of stakeholder home internet access attributes to lower participation in our meetings

**LESSONS LEARNED**
- Need to understand how to best utilize different internet communication systems effectively
- Access to internet varies among stakeholders

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Complete the Strategic Enrollment Management Plan
- Begin the implementation of the KCPS Digital Transformation Plan
- Complete the assessment phase of Blueprint 2030 and move into goalsetting
- Complete Title IV.A Needs Assessment and develop plan updates for SY 2020-2021
- Federal programs technology integration with current district software programs

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**10.2 PLANS FOR SOCIAL-EMOTIONAL INITIATIVES:**

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

**MAJOR ACCOMPLISHMENTS**
- Began training with Alive and Well to implement a train the Trainer Model to implement the Missouri Model for Trauma Informed Schools
- All District Level and school -based administrator received training on implementation of the Missouri Model for Trauma Informed Schools.
- All School Secretaries received training on the Missouri Model for Trauma Informed Schools
- All new staff members receive Training on Understanding Trauma

**ISSUES AND CHALLENGES**
- Changing trainings from in-person to virtual delivery

**LESSONS LEARNED**
- Need to conduct a Kansas City landscape analysis to implement grassroots efforts to facilitate community support for trauma awareness

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Creating an evaluation cycle for the implementation of PST
- Implementing Community Conversations on Trauma to all stakeholders
- Tracking staff participation in trauma trainings to reach the goal of 100% participation

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**10.4 STAKEHOLDER FEEDBACK:**
Conduct an annual survey to assess students' perception and satisfaction regarding their academic and socio-emotional experiences

**MAJOR ACCOMPLISHMENTS**
- Used feedback from the Hanover and middle school surveys to inform the Blueprint 2030 planning process and the admissions/enrollment process
- Administered a variety of surveys to get feedback from stakeholders regarding the return to in-person learning

**ISSUES AND CHALLENGES**
- Not able to administer full suite of annual stakeholder surveys in SY2019-2020 due to COVID-19
- In previous years, response rates were low and not representative of the entire district

**LESSONS LEARNED**
- There are a variety of surveys sent out by different groups that may be duplicating efforts and/or causing survey fatigue among stakeholders
- KCPS needs to be more intentional and strategic in obtaining feedback from families of neighborhood schools

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Obtain comprehensive, meaningful feedback from neighborhood school families
- Administer annual surveys earlier in the school year and actively solicit participation
- Use feedback to further inform district planning efforts, such as Blueprint 2030 and the Strategic Enrollment Management Plan

# Strategic Priority #11:  Equitable Resources

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

**MAJOR ACCOMPLISHMENTS**
- Planned work related to Blueprint 2030 financial efficiency and capital project needs
- Expanded the data driven budget for SY20-21 and budget document to provide additional context and information for the reader
- Completed year three of tiered staffing and budgeting model with more refined implementation and success

**ISSUES AND CHALLENGES**
- Changing populations in schools causes frequent adjustments which become more difficult as the year progresses
- The time and resources needed to complete the Blueprint 2030 work will be a challenge as we navigate COVID-19

**LESSONS LEARNED**
- Change occurs quickly at KCPS and we have to pivot frequently

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Complete internal efficiency review and planning
- Update facility plan to support long range capital funding planning
- Review of tiered staffing system for ROI (return on investment) data
- Continue to expand the budget document to provide the reader more context and understanding

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**11.4 CHARTER COLLABORATION:**
> 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

**MAJOR ACCOMPLISHMENTS**
- Expanded transportation collaborations and partnerships to include Genesis Charter School and AFIA (Academy for Integrated Arts), reducing cost for KCPS and these schools as well as improving services for them
- Established a pilot program with charter schools to streamline student records requests to create more cohesive and accurate student records production across the system

- Completed and funded the FY2019-20 (fiscal year) funding agreements in full including increased amounts due to DESE withholdings
- Created and executed funding agreements for the FY2020-21 shortfall/funding cliff issue
- Continued contracting with DeLaSalle Charter High School for full child nutrition services, providing daily breakfast and lunch, with extreme improvements in their previous fiscal and operational compliance issues

**ISSUES AND CHALLENGES**
- COVID-19 caused KCPS and charter schools to focus on crisis management and student access to devices and the internet
- Due to historical distrust, rebuilding trust between KCPS and charter schools is still an ongoing challenge but it is progressing
- Assuring that services provided to support charters not only promote system efficiencies but also do not impeded the ability to first prioritize KCPS students and KCPS schools
- At times, KCPS and charters have differing priorities around the areas of operations, governance, legislative priorities, and student services
- The funding MOUs (memorandum of understanding) created additional unexpected costs for KCPS based on DESE withholdings; however, the 2020-21 agreements allow for correction of this issues

**LESSONS LEARNED**
- Building relationships will be key to developing trust
- Differences of philosophy and need will continue to make the work challenging when collaborating with charters
- Continued charter school sponsorship is an investment from KCPS that includes training, participation with other sponsors, and building a supportive relationship with the schools

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Collaborate with Allen Village School to complete and submit their charter renewal
- Continue to support the work of the Collaboration Council
- Expand service offerings to charter schools in the areas of child nutrition, custodial, and transportation
- Determine future areas of service collaboration with charter schools to build partnerships and system efficiency

# Strategic Priority #12:  Responsive Customer Service
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**12.1 ASSESSMENT & DATA SYSTEM:**

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

**MAJOR ACCOMPLISHMENTS**

- Began integration the new assessment system, Illuminate, with current student information system
- Received PD from the selected vendor
- Began planning work for a SY2019-21 launch of the new platform

**ISSUES AND CHALLENGES**

- RFPs had to be issued multiple times, as the initial vendor selected did not have capacity to deliver required needs
- COVID-19 presents challenges in rolling out the new assessment system

**LESSONS LEARNED**

- Collaboration and communication between CIPD and the Department of Research and Assessment is essential
- Teachers need training, support and time to collaborate with grade-level teams in creating formative assessments

**PRIORITIES FOR NEXT REPORTING CYCLE**

- Rollout of Illuminate for administering interim assessments
- Consistent use of district protocol for analysis of assessment results
- Rollout of Illuminate for teachers to build short-cycle assessments

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**12.2 STRENGTHEN TECHNOLOGY:**

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

**MAJOR ACCOMPLISHMENTS**
- Finished the installation of our new network switches and Wi-Fi access points
- Deployed interactive flat panels at all elementary schools for the full K-3 rollout and purchased/received panels for all 4-8 classrooms
- Created a committee and framework for the KCPS Digital Transformation Plan
- Conducted 16 focus groups and 1 on 1 interviews
- Implemented the KCPS Adult Learning Management System
- Shifted the district to a Pre K-12 1-to-1 take home model
- Implemented KCPS Student Device voluntary device insurance
- Implemented a new technology ticketing system
- Shifted the district's staff and students to a work/learn from home and hybrid model within a two-week period in response to COVID-19
- Provided over 6,000 KCPS students with Wi-Fi hotspots
- Consolidated all staff and students to using a single email address for each user
- Purchased and installed 150 temperature scanners throughout the district
- Created the PITAC Team (Technology Planning, Implementation, Training, Adoption, and Continuous Improvement)

**ISSUES AND CHALLENGES**
- Delays in receiving ordered items such as Chromebooks and Wi-Fi hotspots
- IT staffing level is not adequate for the new COVID-19 workload

**LESSONS LEARNED**
- Need more robust staff technology training as part of technology implementation

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Implement new Student Information System (SIS)
- Select and implement new Learning Management System (LMS)
- Switch to a new KCPS Domain
- Deploy interactive flat panels for all 4-8 classrooms
- Begin the Implementation of the KCPS Digital Transformation Plan

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**12.3 SERVICE STANDARDS:**

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 [In 2017-2018, conduct pilot with selected units only]

**MAJOR ACCOMPLISHMENTS**
- Made contact with all families to determine their preferred learning option – distance or virtual
- Provided socially distanced and safe in-person enrollment at BOE (Board of Education)
- Utilized the Start of School Standard Operating Procedures for re-entry planning

**ISSUES AND CHALLENGES**
- Survey efforts were concentrated on re-opening plans and safety
- Majority of survey respondents are college educated families from signature schools
- Not able to administer full suite of SY19-20 stakeholder surveys

**LESSONS LEARNED**
- Opportunity exists for improvement in the area of customer service
- Customer service in the enrollment process is especially important
- We lose families to other educational entities because of inconsistent or lack of quality customer service

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Conduct the SY20-21 Stakeholder Survey with targeted questions regarding customer service and customer experiences
- Share the results of the SY20-21 Stakeholder Survey with departments to ensure changes are made and progress is celebrated

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**12.5 MARKETING & COMMUNICATIONS:**

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)

**MAJOR ACCOMPLISHMENTS**
- Created a comprehensive Marketing and Communications Plan
- Developed Legislative eNewsletter for internal and external audiences
- Launched and expanded access to best practices to schools for website, social media and eNewsletters
- Used media analytics to guide decision-making around content and messaging
- Met with principals regarding customer service and our school experience

**ISSUES AND CHALLENGES**
- COVID-19 required crisis communications take precedence over scheduled strategies and tactics of the Marketing and Communications Plan
- Lack of access to students in our schools has made it difficult to utilize the student voice in our projects
- Communication fatigue among families, students and staff

**LESSONS LEARNED**
- Adjusting and navigating through COVID-19 is mentally, emotionally and physically exhausting for KCPS and the community
- We have to continue to lead through decisions and communication even when it's difficult

**PRIORITIES FOR NEXT REPORTING CYCLE**
- Implement and evaluate the comprehensive Marketing and Communications Plan

## GOAL 1: SUCCESS IN THE EARLY YEARS

**GOAL 1A:** Percentage of K students with PK experience

| | |
|---|---|
| 2019-2020 | 42.3%* |
| 2018-2019 | 43.9% |
| 2017-2018 | 43.6% |

**GOAL 1B:** Percentage of students from each subgroup who meet/exceed ELA & Math standards at end of grade 3

**ELA**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 24.7% |
| 2017-2018 | 21.2% |

Recent MO Avg: 48.7%   SY21 Goal: 25% Gap   SY26 Goal: 15% Gap

**MATH**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 21.3% |
| 2017-2018 | 21.2% |

Recent MO Avg: 46%   SY21 Goal: 23% Gap   SY26 Goal: 15% Gap
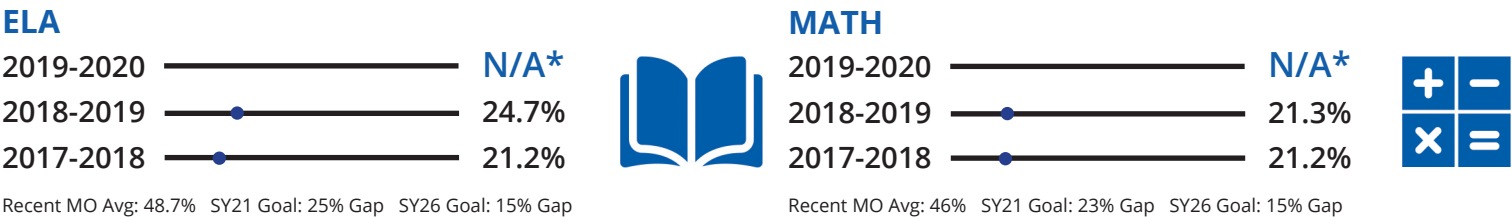
**GOAL 1C:** Percentage of students with persistent & confident in social, emotional, problem solving skills

| | |
|---|---|
| 2019-2020 | 79.4% |
| 2018-2019 | 79.6% |
| 2017-2018 | 79.3% |
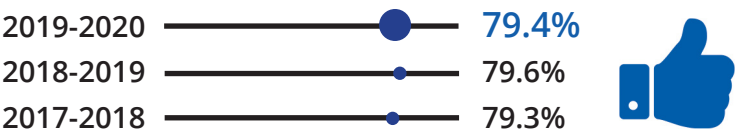
## GOAL 2: WHOLE CHILD: SAFE, CHALLENGE AND SUPPORTED

**GOAL 2A:** Percentage of students who feel school environment is safe for learning & have sense of belonging and personally meaningful friendships

"I feel safe at school."

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 84.7% |
| 2017-2018 | 85.0% |

SY21 Goal: 80%   SY26 Goal: 88.1%

"There is a feeling of belonging at my school."

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 79.2% |
| 2017-2018 | 77.3% |

SY21 Goal: 75%   SY26 Goal: 83%

"I have personally meaningful friendships at school."

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 87.0% |
| 2017-2018 | 84.1% |

SY21 Goal: 85%   SY26 Goal: 90%
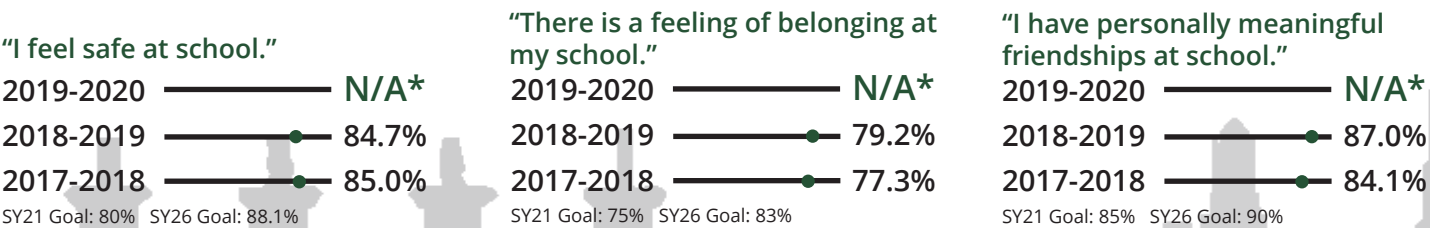
**GOAL 2B:** Percentage of students receiving effective social and emotional behavior interventions & continuous access to advocate, mentor, counselor
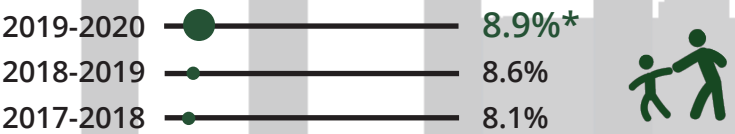
| | |
|---|---|
| 2019-2020 | 8.9%* |
| 2018-2019 | 8.6% |
| 2017-2018 | 8.1% |

**GOAL 2C:** Percentage of students participating in athletics or other extra-/co-curricular activities

**Extra-curricular**

| | |
|---|---|
| 2019-2020 | 33.6% |
| 2018-2019 | 32.5% |
| 2017-2018 | 31.5% |

SY21 Goal: 30%   SY26 Goal: 36%

**Co-curricular**

| | |
|---|---|
| 2019-2020 | 88.8% |
| 2018-2019 | 88.9% |
| 2017-2018 | 88.8% |

## GOAL 3: CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS

**GOAL 3A:** Percentage of students meeting proficiency standards on state, local, national exams

**MAP ELA**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 24.9% |
| 2017-2018 | 24.6% |

SY21 Goal: 38%   SY26 Goal: 50%

**MAP MATH**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 20.7% |
| 2017-2018 | 21.4% |

SY21 Goal: 24.5%   SY26 Goal: 36.5%

**MAP SCI**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 20.8% |
| 2017-2018 | -- |

SY21 Goal: 22%   SY26 Goal: 34%

**ACT (18+)**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 23.9% |
| 2017-2018 | 28.2% |

SY21 Goal: 24.5%   SY26 Goal: 36.5%
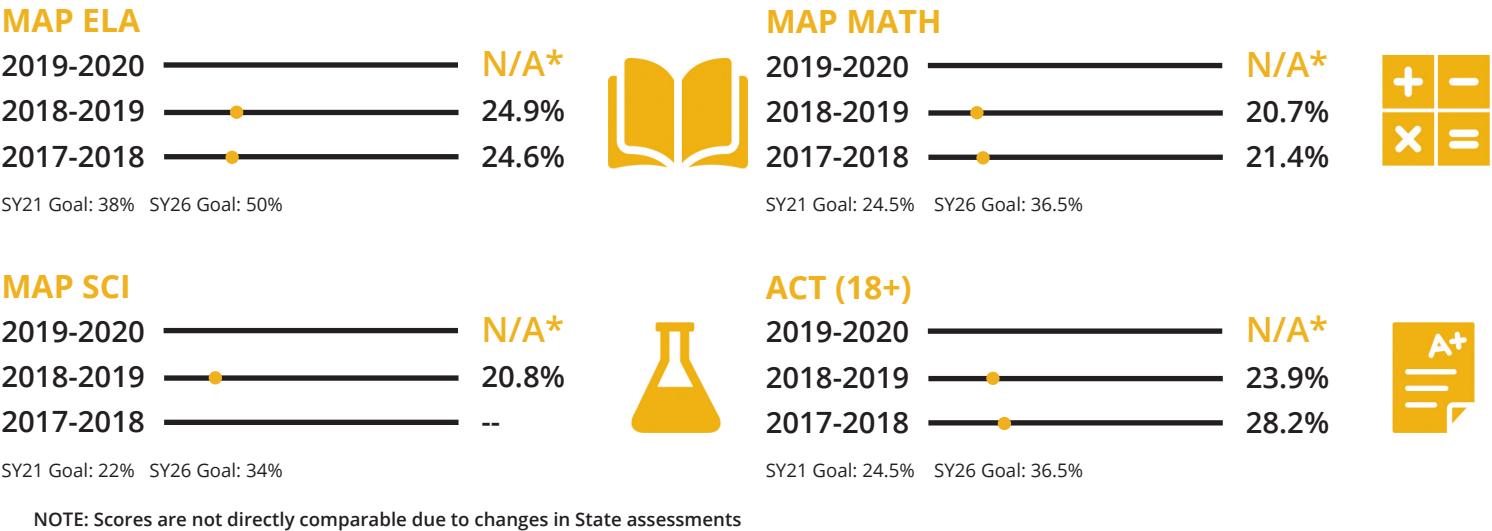
NOTE: Scores are not directly comparable due to changes in State assessments

**GOAL 3B:** Percentage of students moved up/out of tiered academic support

**ELA**

| | |
|---|---|
| 2019-2020 | 35.6% |
| 2018-2019 | 37.4% |
| 2017-2018 | 43.5% |

**MATH**

| | |
|---|---|
| 2019-2020 | 41.3% |
| 2018-2019 | 47.6% |
| 2017-2018 | 46.7% |

**GOAL 3C:** Growth rate by min. 1 yr for students ≥ grade level & 1.5 yr for students < grade level

**ELA Below Basic/Basic**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 42.8% |
| 2017-2018 | 51.9% |

Recent MO Avg: 50%   SY21 Goal: 56%   SY26 Goal: 60%

**MAP ELA Prof/Adv**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 77.5% |
| 2017-2018 | 53.8% |

Recent MO Avg: 65%   SY21 Goal: 70%   SY26 Goal: 72%

**Math Below Basic/Basic**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 55.6% |
| 2017-2018 | 57.0% |

Recent MO Avg: 53%   SY21 Goal: 59%   SY26 Goal: 63%

**Math Prof/Adv**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 79.6% |
| 2017-2018 | 67.5% |

Recent MO Avg: 67%   SY21 Goal: 70%   SY26 Goal: 71%
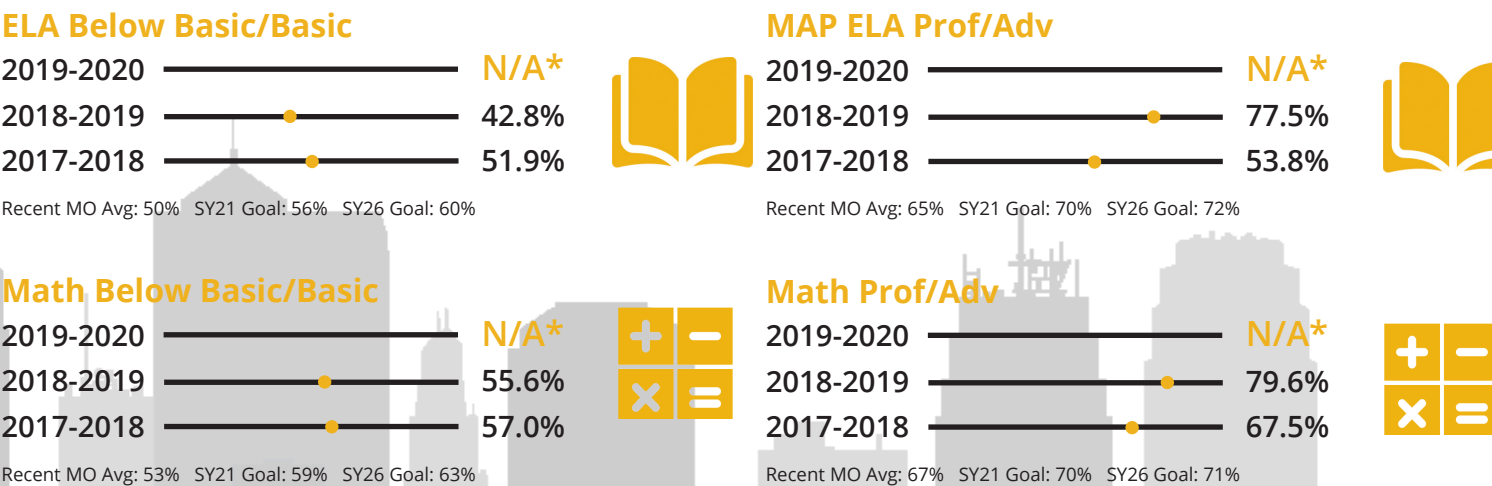
## GOAL 4: 21ST CENTURY CRITICAL THINKERS AND PROBLEM SOLVERS

GOAL 4A: **Percentage of students who can solve real-world, interdisciplinary problems**
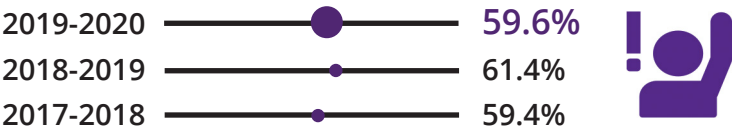
| | |
|---|---|
| 2019-2020 | 59.6% |
| 2018-2019 | 61.4% |
| 2017-2018 | 59.4% |

GOAL 4B: **Percentage of students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed decisions**

| | |
|---|---|
| 2019-2020 | 65.4% |
| 2018-2019 | 62% |
| 2017-2018 | 36% |

GOAL 4C: **Percentage of students who met standards on performance-based assessments**

| | |
|---|---|
| 2019-2020 | 32.4% |
| 2018-2019 | 31.6% |
| 2017-2018 | 30.1% |

SY21 Goal: 31.6%   SY26 Goal: 37.6%
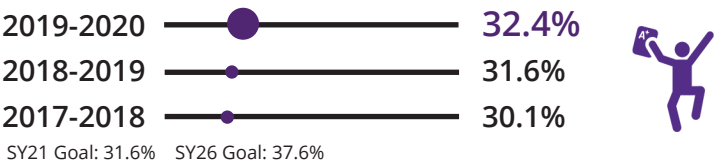
## GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

GOAL 5A: **Percentage of students with attendance ≥ 90%**

| | |
|---|---|
| 2019-2020 | 77.9% |
| 2018-2019 | 77.2% |
| 2017-2018 | 78.2% |

Recent MO Avg: 87.3%   SY21 Goal: 81.1%   SY26 Goal: 85%

GOAL 5B: **Percentage of students who completed courses, activities, & experiences based on college & career plan**

**High School**

| | |
|---|---|
| 2019-2020 | 55.6% |
| 2018-2019 | 58.7% |
| 2017-2018 | 42.8% |

**Middle School**

| | |
|---|---|
| 2019-2020 | 30.5% |
| 2018-2019 | 32.0% |
| 2017-2018 | 25.0% |

GOAL 5B: **Percentage of students meeting proficiency standards on state, local, national exams**

**4-Yr HS Graduation Rates**

| | |
|---|---|
| 2019-2020 | 71.9% |
| 2018-2019 | 71.6% |
| 2017-2018 | 71.0% |

Recent MO Avg: 89.6%   SY21 Goal: 73%   SY26 Goal: 77%

**Dropout Rate**

| | |
|---|---|
| 2019-2020 | 10.6% |
| 2018-2019 | 11.9% |
| 2017-2018 | 8.5% |

Recent MO Avg:1.9%   SY21 Goal: 4.6%   SY26 Goal: 3.5%

## PILLAR A: PERSONALIZED, RIGOROUS, CULTURALLY RESPONSIVE TEACHING & LEARNING

Indicator A1: **Percentage of teachers and staff implementing standards based curriculum**

| | |
|---|---|
| 2019-2020 | 86.3% |
| 2018-2019 | 84.5% |
| 2017-2018 | Baseline Year |
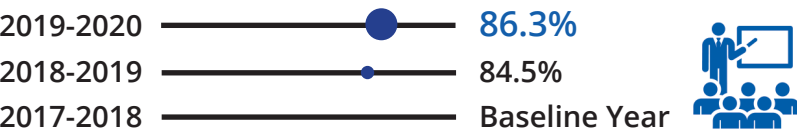
Indicator A2: **Percentage of teachers and staff attendance**

| | |
|---|---|
| 2019-2020 | 94.5% |
| 2018-2019 | 93.4% |
| 2017-2018 | 93.4% |

SY21 Goal: >95%   SY26 Goal: >95%
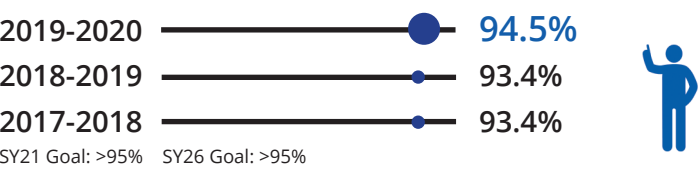
Indicator A3: **Percentage of parents "Agree/Strongly Agree" that "My child is receiving a good education at this school"**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 87.9% |
| 2017-2018 | 83.7% |
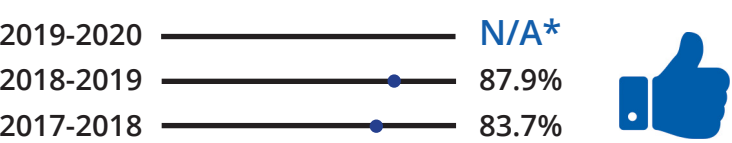
## PILLAR B: SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

Indicator B1: **Number of mentors assisting students**

| | |
|---|---|
| 2019-2020 | 986 |
| 2018-2019 | 1037 |
| 2017-2018 | 714 |

SY21 Goal: 500   SY26 Goal: 2000

Indicator B2: **Number of partners and organizations offering students internships, mentorships, or apprentice-ships**

| | |
|---|---|
| 2019-2020 | 8 |
| 2018-2019 | 4 |
| 2017-2018 | 11 |

SY21 Goal: 15   SY26 Goal: 35

Indicator B3: **Percentage parents "Agree/Strong Agree" that "My child is safe and supported at school"**

**Safe**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 87.9% |
| 2017-2018 | 88.3% |

SY21 Goal: >90%   SY26 Goal: >90%

**Supported**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 88.1% |
| 2017-2018 | 84.6% |

SY21 Goal: >85%   SY26 Goal: >90%

## PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

Indicator C1: **Percentage of teachers "Agree/Strongly Agree" that "I am satisfied with being a teacher in this district and feel that I'm engaged in meaningful work"**

**Satisified**
| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 71.7% |
| 2017-2018 | 70.7% |

SY21 Goal: 83%   SY26 Goal: 87%

**Meaningful Work**
| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 90.7% |
| 2017-2018 | 92.6% |

SY21 Goal: >92%   SY26 Goal: >92%

Indicator C2: **Percentage of teachers teachers "Agree/Strongly Agree" that "PD is effective and meets my needs"**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 57.8% |
| 2017-2018 | 55.3% |

Indicator C3: **Effective teacher retention rate**

| | |
|---|---|
| 2019-2020 | 93.8% |
| 2018-2019 | 93.6% |
| 2017-2018 | 93.2% |

SY21 Goal: 94%   SY26 Goal: >95%

## PILLAR D:  DATA-INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

Indicator D1: **Percentage of total district budget allocated to K-12 instruction**

| | |
|---|---|
| 2019-2020 | 46.3% |
| 2018-2019 | 45.5% |
| 2017-2018 | 44.5% |

SY21 Goal: 45.5%   SY26 Goal: 50%

Indicator D2: **Percentage of parents "Agree/Strongly Agree" that "My school provides responsive customer service"**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 81.1% |
| 2017-2018 | 81.4% |

Indicator D3: **Percentage of teachers, leaders & staff "Agree/Strongly Agree" that "Central Office provides responsive customer service"**

| | |
|---|---|
| 2019-2020 | N/A* |
| 2018-2019 | 72.3% |
| 2017-2018 | 74.1% |

## GOAL 1: SUCCESS IN THE EARLY YEARS

**1A. Percentage of K students with PK experience -**
Percentage of KCPS Kindergartens who have PK experience (Note: these data only include KCPS Kindergarteners who have district PK experience.)

**1B. Percentage of students from each subgroup who meet/exceed ELA & Math standards at end of Third Grade -**
Percentage of students scoring at proficient and advanced levels by end of 3rd grade.  Goals based upon gap between KCPS and MO State Avg to account for upcoming changes to state assessments

**1C. Percentage of persistent & confident in social, emotional, problem solving skills -**
Based upon student responses from 2018 and 2019 Stakeholder Survey.  This measurement will change in SY20 and will not be survey based.

## GOAL 2: WHOLE CHILD: SAFE, CHALLENGE AND SUPPORTED

**2A. Percentage of students who feel school environment is safe for learning & have sense of belonging plus personally meaningful friendships -**
Based upon Spring Stakeholder Survey

**2B. Percentage of students receiving effective social or emotional behavior interventions & continuous access to advocate, mentor or counselor -**
(NOTE: Current count only includes students who had access to mentor) KCPS is exploring ways to track social or emotional behavior interventions and counseling.

**2C. Percentage of students participating in athletics or other extra-/co-curricular activities -**
Percentage of students (9-12) participating in all athletics & extra/co-curricular activities.

## GOAL 3: CONTINUOUS GROWTH TOWARD MASTERY OF ALL ACADEMIC SUBJECTS

**3A. Percentage of students meeting proficiency standards on state, local, national exams -**
Map scores represent students scoring prof/adv.  ACT scores represent the percentage of ACT participants of the graduating class receiving a composite score of 18 or higher.

**3B. Percentage of Identified students moved up/out of tiered academic support -**
Will be captured in SY19 by iReady assessment.

**3C. Growth rate by minimum 1 year for students ≥ grade level & 1.5 year for students < grade level -**
The percent of students who achieved or exceeded their expected growth on the grade level map assessment (grade 3-8). Data calculated from the value added model file from DESE.

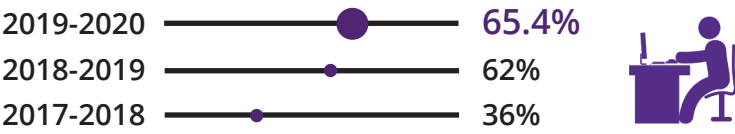## GOAL 4: 21ST CENTURY CRITICAL THINKERS AND PROBLEM SOLVERS

**4A. Percentage of students who can solve real-world, interdisciplinary problems -**
Will be captured in SY19 by iReady assessment (K-6 only).

**4B. Percentage of students who can use digital tools & resources to plan/conduct research, manage projects, solve problems, make informed decisions -**
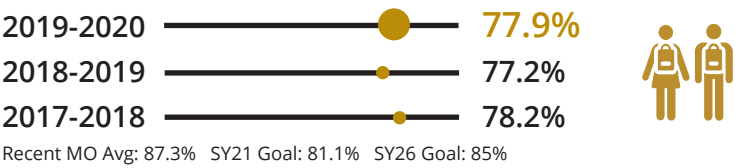In SY18-19, KCPS will begin correlating student website usage to usage of science digital resource. In SY19-20 KCPS will have the best measurement for the percentage of students using technology to research and create projects. Student website usage will be correlated to curriculum and students will create projects using a variety of digital tools

**4C. Percentage of students who met standards on performance- based assessments -**
The percentage of students who met standards on WorkKeys, ASVAB, IRC and/or Project Lead the Way (PLTW) divided by total graduates.

## GOAL 5: READINESS FOR COLLEGE, CAREER AND LIFE

**5A. Percentage of students with attendance ≥ 90% -**
Percentage of students who are at or above the 90/90 attendance threshold.

**5B. Percentage of students who completed courses, activities, & experiences based on college and career plan -**
Percentage of students (grades 7-12) who are "on track" with their individualized Success Plans. For SY17-18, the percentage represents the % of students who completed the Gameplan course. In SY18-19, the percentage will represent students that completed the Graduation Course Plan and are on track.

**5C. 4yr HS grad rates & 4yr HS dropout rates -**
4 Year cohort graduation rate.  Drop out rate represents the September enrollment plus transfers in minus transfer outs and dropouts.

## PILLAR A: PERSONALIZED, RIGOROUS, CULTURALLY RESPONSIVE TEACHING & LEARNING

**A1. Percentage of teachers and staff implementing standards based curriculum -**
Determined by indicators found within CIPD classroom walkthrough tool.

**A2. Percentage of teacher and staff attendance -**
All classroom teachers (includes librarians & paras). Attendance defined as present in classroom or attending PD or district/school authorized responsibilities.

**A3. Percentage of parents "Agree or Strongly Agree" that say, "My child is receiving a good education at this school" -**
Based upon 2018 Spring Stakeholder Survey.

## PILLAR B: SAFE CLIMATE AND STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY

**B1. Number of mentors assisting students -**
Number of adult mentors assisting KCPS students through the Success Mentors program.

**B2. Number of partners and organizations offering students internships, mentorships or apprenticeship -**
Number of partners and organizations offering these student opportunities.

**B3. Percentage of parents "Agree or Strong Agree" that say, "My child is safe and supported at school"-**
Based upon 2018 Spring Stakeholder Survey.

## PILLAR C: CARING, EFFECTIVE TEACHER IN EVERY CLASSROOM AND EFFECTIVE LEADER IN EVERY SCHOOL

**C1. Percentage of teachers "Agree or Strongly Agree" that say, "I am satisfied with being a teacher in this district and feel that I'm engaged in meaningful work" -**
Based upon 2018 Spring Stakeholder Survey.

**C2. Percentage of teachers "Agree or Strongly Agree" that say, "PD (professional development) is effective and meets my needs" -**
Based upon 2018 Spring Stakeholder Survey.

**C3. Effective teacher retention rate -**
Percentage of teachers evaluated identified as prof or proficient plus by KCPS teacher evaluation system and retained the following school year.

## PILLAR D:  DATA-INFORMED, EFFECTIVE AND EFFICIENT SYSTEMS

**D1. Percentage of total district budget allocated to K-12 instruction -**
Based upon DESE defined K-12 instructional budget.

**D2. Percentage of parents "Agree or Strongly Agree" that say, "My school provides responsive customer service" -**
Based upon 2018 Spring Stakeholder Survey.

**D3. Percentage of teachers, leaders and staff "Agree or Strongly Agree" that say, "Central Office provides responsive customer service" -**
Based upon 2018 Spring Stakeholder Survey.