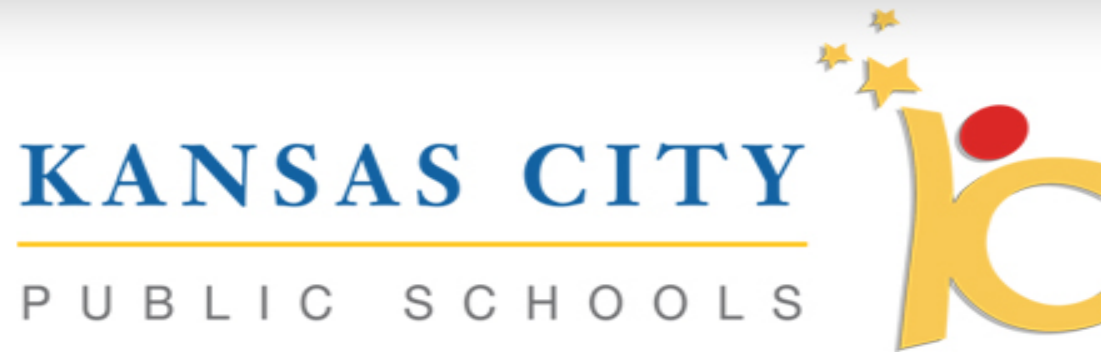# Kansas City Public Schools and Department of Elementary and Secondary Education

January 23, 2018

Strategic Plan Update

Michael Reynolds

Plan Updates

- Are there any backward design adjustments being made in your strategic plan based upon the results of 2017 state testing?

     The Goals and Measures of Student Success and Strategic Priorities and Key Actions will not be revised. However, areas of focus for School Year 2018-19 will be selected based upon data including 2017 assessments.

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Plan Updates

- How are you using this data to develop your improvement plan?

  Student assessment data will be an invaluable tool to inform the school improvement planning process across KCPS. School Improvement Plans for the 2018-19 school year will be completed by Summer 2018.

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Questions?

KCPS SY18 Academic Goals & APR Report 2017

Mr. Mike Reynolds & Dr. Marla Sheppard

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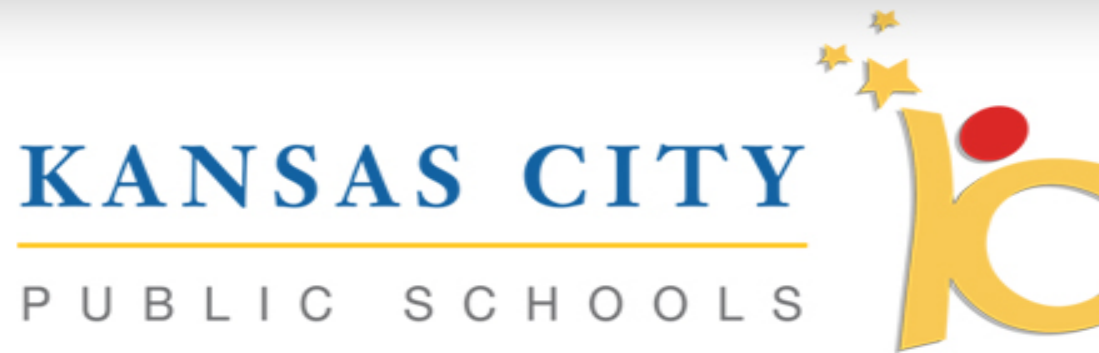
SY18 KCPS Academic Goals

SY18 KCPS APR Goals

		SY15	SY16	SY17	SY18	Status	Progress	Growth	Total Pts.	Pts. Poss	SY17 Total
1.1	ELA	263.8	265.9	270.1		0	6	12	12	16	12
1.2	MA	230.9	245.0	246.1		0	0	6	6	16	12
1.3	SCI	263.3	256.2	260.1		0	0	0	0	16	0
1.4	SS	304.7	318.8	296.1	328.0	5	3		8	8	5
2.1	ELA	263.8	265.9	270.1		0	0	3	3	4	2
2.2	MA	231.0	245.0	246.1		0	0	2	2	4	2
2.3	SCI	263.3	256.2	260.1		0				4	0
2.4	SS	304.7	318.8	296.1	328.0	1	1		2	2	1

- KCPS anticipates academic APR goals to be at a minimum of earning 12 growth/progress points in ELA and at least 6 growth/progress points in Mathematics

- KCPS Social Studies/American Government SY18 goal is aggressive, but deemed to be within reach

- LCP has already assessed in AG, providing a solid foundation of scores for the SY18 APR

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American Government

KCPS American Government SY2014- SY2018

	MPI				
	2014	2015	2016	2017	2018
ACE Collegium At S.E. 7-12	270.3	301.7	300.0	N/A	N/A
Central Academy of Excellence	211.2	240.7	240.6	244.5	
East High School	303.8	314.9	336.0	320.7	
Lincoln College Prep.	**407.4**	**402.2**	**408.5**	**400.0**	**413.6**
Northeast High	196.3	231.7	230.8	227.1	
Paseo Acad. Of Performing Arts	326.9	340.0	352.4	318.0	
Southwest Early College Campus	223.2	280.3	262.0	N/A	N/A
Southeast	N/A	N/A	N/A	265.9	
District Total	283.6	299.5	314.9	295.0	

- First Semester American Government MPI scores for LCP increased (+13.6 points) from SY17 to SY18

- LCP traditionally accounts for between 14% and 19% of total assessments taken for AG

- KCPS is in a position to challenge the targeted goal of 328 MPI points

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College and Career/ Attendance

SY18 KCPS APR Goals

		SY15	SY16	SY17	SY18	Status	Progress	Growth	Total Pts.	Pts. Poss	SY17 Total
3.1-3	Assessments	47.9	50.4	50.1	56.5	6	2		8	10	6
3.4	Adv. Courses	41.0	49.4	44.5	49.8	10	0		10	10	9.5
3.5-6	Placement	89.9	91.5	93.3	91.0	10	0		10	10	10
4	Attendance	79.5	83.0	79.1	85.0	6	2		8	10	6
		79.5	83.0	79.1	80.0	6	0		6		6

- KCPS anticipates to maintain between 6 status points and 10 status points for the three CCR standards.

- KCPS anticipates meeting the DESE 2020 targets in the Advanced Courses and Post Graduate Placement Standards.

- KCPS attendance goal will maintain the three year average above 80%, maintaining the 6 status points earned on previous APR's.

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Graduation Rate/APR Total

SY18 KCPS APR Goals

	Grad. Rate	SY15	SY16	SY17	SY18	Status	Progress	Growth	Total Pts.	Pts. Poss	SY17 Total
5	4 year	65.4	68.6	71.9	75.8	18	6		24	30	24
	5 year	73.5	71.8	76.9	79.8	18	12		30		
	6 year	74.4	75.1	73.7	79.0	18	6		24		
	7 year	71.4	74.9	75.9	74.5	18	0		18		

	SY15	SY16	SY17
APR Point Total	89.5	98.0	89.5
APR Percent Earned	63.90%	70%	63.90%

	SY18	
Total W Science	97	69.3%
Total No Science	97	80.8%

- KCPS anticipates an increase in graduation rates for the 4, 5, and 7 year cohorts

- KCPS goals have KCPS earning between 24 and 30 points on the SY18 APR

- Depending on how Science is factored in the official calculation, KCPS SY18 APR score should range between 69.3% of points possible (Provisional) and 80.8% (Accredited)

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KCPS School-Based APR's

School	Percent of Points Earned 2013	Percent of Points Earned 2014	Percent of Points Earned 2015	Percent of Points Earned 2016	Percent of Points Earned 2017
LINCOLN COLLEGE PREP.	100.0%	100.0%	100.0%	100.0%	NA
PASEO ACAD. OF PERFORMING ARTS	59.3%	83.2%	93.2%	73.6%	NA
AFRICAN CENT COLLEGE PREP ACAD	45.4%	71.4%	77.1%	66.4%	NA
NORTHEAST HIGH	20.0%	24.3%	44.6%	61.4%	NA
CENTRAL ACADEMY OF EXCELLENCE	39.3%	25.4%	43.9%	55.4%	NA
EAST HIGH SCHOOL	57.1%	65.0%	61.1%	51.8%	NA
HALE COOK ELEM.	N/A	N/A	N/A	N/A	100.0%
PITCHER ELEM.	82.1%	92.9%	92.9%	100.0%	99.3%
JOHN T. HARTMAN ELEM.	84.3%	90.0%	84.3%	71.4%	92.9%
WHITTIER ELEM.	82.1%	80.0%	58.6%	63.6%	92.9%
JAMES ELEM.	100.0%	90.0%	100.0%	100.0%	88.6%
BORDER STAR MONTESSORI	95.7%	100.0%	92.9%	87.1%	87.1%
FOREIGN LANGUAGE ACADEMY	57.1%	82.9%	92.9%	87.1%	87.1%
ROGERS ELEMENTARY	82.1%	77.1%	64.3%	58.6%	80.0%
AC PREP ELEMENTARY	14.3%	19.3%	75.7%	78.6%	78.6%
GEORGE MELCHER ELEM.	33.6%	64.3%	42.9%	54.3%	78.6%
GARFIELD ELEM.	53.6%	40.7%	57.1%	77.9%	77.9%
CENTRAL MIDDLE SCHOOL	N/A	N/A	N/A	N/A	75.0%
WENDELL PHILLIPS ELEM.	96.4%	100.0%	88.6%	88.6%	71.4%
TRAILWOODS ELEM.	100.0%	97.9%	88.6%	87.1%	71.4%
GLADSTONE ELEM.	75.7%	62.9%	59.3%	84.3%	64.3%
CARVER DUAL LANGUAGE SCHOOL	91.4%	64.3%	64.3%	64.3%	64.3%
TROOST ELEM.	17.1%	41.4%	44.3%	52.9%	64.3%
NORTHEAST MIDDLE SCHOOL	N/A	N/A	N/A	N/A	60.0%
PRIMITIVO GARCIA ELEM.	47.1%	47.1%	62.9%	62.9%	59.3%
PHILLIS WHEATLEY ELEM.	65.0%	57.1%	59.3%	60.0%	58.6%
HOLLIDAY MONTESSORI	58.6%	67.1%	54.3%	54.3%	55.7%
LONGFELLOW ELEM.	41.4%	33.6%	58.6%	37.1%	47.1%
FAXON ELEMENTARY	72.1%	75.0%	53.6%	51.4%	42.9%
B. BANNEKER ELEM.	36.4%	47.1%	31.4%	37.1%	42.9%
M. L. KING ELEMENTARY	22.9%	37.1%	37.1%	52.9%	41.4%

KCPS building level APR results:
- 8 schools increased their APR from SY16 to SY17
- 7 schools had a drop in their APR for SY16 to SY17
- 5 schools had their APR remain flat
- 3 schools moved to a fully accredited status in SY17
- 6 High Schools did not receive an APR
- 14 schools (56%) received above the 70% threshold for full accreditation
- 7 schools (28%) scored in the provisional range
- 4 schools (16%) scored below the 50% threshold

11

Questions?

Curriculum, Instruction, and Leadership Winter NWEA Testing Results

Dr. Marla Sheppard

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Winter Testing Results- Elementary

- Since NWEA is unaligned to Missouri standards, we have not used our Spring NWEA scores to monitor progress.

AS ELA 2nd Qtr Post test by Grade by School Pct Correct

School	3rd	4th	5th	6th
African Centered Elementary	32.89%	63.38%	59.52%	49.39%
Banneker Elementary	8.33%	48.85%		
Carver Dual Language	32.71%	61.00%		
Faxon Elementary	45.33%	38.37%	64.95%	40.63%
Foreign Language Academy	50.00%	52.10%	51.09%	
Garfield Elementary	39.84%	48.98%	54.43%	44.11%
George Melcher Elementary	33.64%	16.79%		34.62%
Gladstone Elementary	69.84%	39.70%	72.97%	38.60%
Hale Cook Elementary	56.11%		58.50%	
Harold Holliday	49.17%	38.70%	52.81%	37.61%
J A Rogers Elementary	47.86%	41.90%	55.63%	34.15%
John T Hartman Elementary	30.93%	71.90%	61.54%	39.89%
Longfellow Elementary	35.98%		76.92%	45.95%
Martin Luther King Jr Elem	30.56%	12.07%	44.16%	26.92%
Phyllis Wheatley Elementary	27.02%		47.87%	43.13%
Pitcher Elementary	33.11%			38.24%
Primitivo Garcia Elementary	70.24%	45.95%	53.87%	38.46%
Success Academy at Knotts	25.00%	21.84%		31.41%
Trailwoods Elementary	91.48%		54.50%	41.42%
Troost Elementary	16.67%	10.34%	43.71%	40.90%
Wendell Phillips Elementary	36.70%	61.74%	54.24%	49.88%

AS MA 2nd Qtr Post test by Grade by School Pct Correct

School	3rd	4th	5th	6th
African Centered Elementary	29.2%	57.0%	34.0%	38.1%
Banneker Elementary	40.8%	45.3%	36.8%	36.8%
Border Star Elementary		38.8%	47.4%	53.0%
Carver Dual Language	49.9%	58.1%	31.3%	30.5%
Faxon Elementary	39.3%	66.4%	45.8%	46.9%
Foreign Language Academy	42.4%	55.1%	55.4%	56.1%
Garfield Elementary	50.0%	59.2%	66.3%	53.5%
George Melcher Elementary	46.3%	40.9%	32.8%	70.6%
Gladstone Elementary	81.3%	65.7%	63.5%	45.8%
Hale Cook Elementary	48.6%	66.5%	57.5%	
Harold Holliday	67.1%	44.7%	35.3%	45.2%
J A Rogers Elementary	57.2%	56.9%	51.2%	37.0%
James Elementary	61.8%	71.3%	49.4%	48.6%
John T Hartman Elementary	59.2%	67.1%	50.1%	41.7%
Lincoln College Prep				86.9%
Longfellow Elementary	41.9%	43.3%	33.4%	61.5%
Martin Luther King Jr Elem	40.6%	33.7%	53.8%	33.2%
Phyllis Wheatley Elementary	54.0%	48.1%	35.9%	63.4%
Pitcher Elementary	51.0%	53.9%	37.0%	50.5%
Primitivo Garcia Elementary	39.7%	49.7%	35.4%	45.8%
Success Academy at Knotts	33.3%	38.3%	61.4%	76.6%
Trailwoods Elementary		41.8%	45.5%	47.0%
Troost Elementary	54.1%	39.9%	54.3%	51.2%
Wendell Phillips Elementary	48.6%	65.0%	64.2%	70.8%
Whittier Elementary				26.5%

Winter Testing Results- Secondary

AS ELA 2nd Qtr Post test by Grade by School Pct Correct

School	7th	8th	9th	10th	11th	12th
African Centered Elementary	72.52%	54.12%				
Central Academy of Excellence			44.52%	53.05%	46.61%	57.93%
Central Middle	56.26%	63.16%				
East High School			50.91%	44.13%	49.04%	50.78%
Foreign Language Academy	77.50%	78.13%				
Lincoln College Prep	80.94%	91.09%	68.29%	77.68%	90.00%	
Northeast High School			43.30%	68.46%	56.46%	61.60%
Northeast Middle School	56.13%	55.47%				
Paseo Academy	71.64%	71.11%	51.80%	59.13%	64.59%	63.89%
Southeast High School			39.75%	53.61%	42.87%	48.45%
Success Academy at Anderson	27.50%	58.57%				

AS MA 2nd Qtr Post test by Grade by School Pct Correct

School	7th	8th	9th	10th	11th	12th
African Centered Elementary	38.8%	34.0%				
Central Academy of Excellence			50.3%	33.0%	30.4%	39.0%
Central Middle	31.4%	50.4%				
East High School			64.3%	61.6%	52.4%	50.0%
Foreign Language Academy	57.3%	68.9%				
Lincoln College Prep	70.2%	88.8%	76.5%	75.1%	84.1%	80.6%
Northeast High School			42.6%	51.4%	53.4%	46.3%
Northeast Middle School	32.3%	45.2%				
Paseo Academy	38.4%	41.6%	50.8%	40.1%	42.7%	50.0%
Southeast High School			45.3%	46.1%	50.4%	45.2%
Success Academy at Anderson	39.1%	36.6%	32.6%	50.0%		

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Questions?

Plans for MAP & EOC Improvement

Dr. Marla Sheppard

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30-Day Plan for MAP and EOC Improvement

- Quarterly testing and principal data meetings
- Mock MAP/ EOC testing in March, 2018
- Use of March results to create a 30-Day curriculum plan per grade level and content
- A closer look at Special Education accommodations and modifications
- A closer look at ELL testing and accommodations
- Standardized testing per grade level/subject in May
- Spring Break Intersession for EOC/MAP preparation
- A closer look at testing procedures on each campus

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Diving in to Individual Students

Questions?

Central Middle Plan Presentation

Dr. Marla Sheppard

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Academy 180

KCPS

Academy 180 Overview

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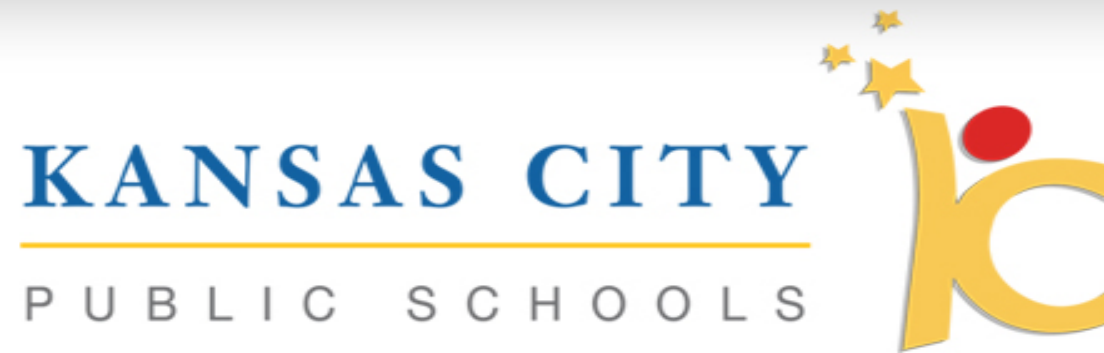
Purpose

- Student behavior at Central Middle School
- The impact of the student behavior on the learning environment
- To provide a more structured environment for students without disrupting their academic career
- To provide an alternative to referring students to a District Alternative Education Placement (DAEP)

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What is Academy 180?

KCPS

- An alternative to disciplinary alternative school (Success Academy)
- A Restorative program to assist students transition back into the regular program at Central Middle School
- Students receive the (4) core classes plus physical education daily
- Tier Two district-level behavior intervention
- All students are eligible except students who have infractions requiring a mandatory student DAEP placement

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Program Details

Daily School Schedule:

Time	Activity
9:10 am	School Starts
9:15-9:35	Restorative Circle
9:35-10:55	English Language Arts
10:55-12:15	Math
12:15-1:15	Physical Education
1:20-1:50	LUNCH
1:50-3:00	Science
3:00-4:00	Social Studies and Restorative Circle
4:00-4:10	Wrap-Up and Dismissal

*Students will be given (2) shirts to wear daily

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Additional Information

- Cell phones will be collected at the beginning of each day and returned at the end of each day

- There will be guidelines for students to transition into the regular program early based on meeting behavior expectations

- Transportation will be provided for ALL students

- There will be daily parent intake meetings at Central Middle School from 8:25-8:55 am

#WE ARE BUILT FOR THIS

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Questions?

Top Priorities for Achievement

Dr. Mark Bedell, Ms. Natalie Allen, Ms. Linda Quinley

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Top two priorities that will make the difference in student progress

- 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)

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

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11.1 Allocate Resources

	2018-19 Requests		Strategic Plan Priority
2	Deputy - PD for Teachers	AP/Pre-AP Training for middle & high school (Human Geography)	4.4
3	Deputy - PD for Teachers	AVID Training for secondary teams for 7th and 9th grade	4.4
4	Deputy - PD for Teachers	AVID Tutors	4.4
12	Deputy - Intervention Model for Elementary Schools	Reading Interventionist across elementary schools	4.4
13	Deputy - Intervention Model for Elementary Schools	Lead Interventionist - may be funded by grant	4.4

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Zero Based Budgeting for 2018-19

Zero Based Budgeting Guidelines For 2018-19

By January 22, the Budget Team member responsible for your department or building will forward your budget worksheet. The worksheet will be in excel format and paper and will include the following information. (An example is attached.)

- Actual expenditure information for 2015-16 and 2016-17
- Current staffing information (PAD report) including FTE, cost of salaries and benefits
- Projected enrollment for your building or program by grade level
- Any known adjustments for the 2018-19 budget based on one time additions made for 2017-18 that should be eliminated for next year.

You will be asked to dig into the specifics of how your budget has been used in the past and list those if you desire for them to continue. This will include detailing contracts and their cost and purpose, travel/training, materials and staffing. Please ask your bookkeeper for any assistance in acquiring and understanding the detailed information for historical data purposes.

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Mentoring

- We are already seeing positive outcomes from our mentoring program.
  - Increased school attendance and academic performance
  - Increased hopefulness for the future
  - Growth in social and emotional development
  - Adding one more adult to a youth's support network

- We have 102 students matched to a mentor.

- We currently have 104 students on a waiting list (28 of them should be matched soon and moved over to the matched list).

- Our numbers on the waiting list will triple within the next month due to the launching of the Lunch Buddies mentoring program at the elementary level.

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Teaching Practices for Effective Instruction

SY17-18 Progress

- 75 Minute Weds. Professional Development (PD)
- Focused Math PD grades 3-6
- Content Coordinators with Tiered Support
- Balanced Literacy Training
- Trauma Sensitive School (TSS) Training - Practices/Strategies for Classrooms
- TSS/Cultural Responsive/Equity in Practice Session for New Hires

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.

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

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

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

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.

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

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

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

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Leadership Practices for Effective Instruction

SY17-18 Progress

- Instructionally Focused PD
- Instructional Core
- Focus on Task/Rigor Alignment
- Trauma Sensitive School (TSS) Education, Coaching & Consultation for Building Principals

LEADERSHIP PRACTICES

Pillar A
Personalized, Rigorous, Culturally Responsive Teaching & Learning

L1: Principal/Leadership encourages teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations and provides 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.

Pillar B
Safe Climate and Strong Relationships with Families & Community

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.

Pillar C
Caring and Effective Teacher in Every Classroom, and Effective Leader In Every School

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.

Pillar D
Data-Informed, Effective, and Efficient Systems

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.

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Organizational Practices for Effective Instruction

SY17-18 Progress

- Instructional Council Meetings
- Development of a 3-prong Walkthrough Targeting Task
- Visits to Other Urban Districts to Collaborate on Curriculum
- Larry Ainsworth Training
- Internal & External Mental Health Referral Process/System
- Creating Tier Level Behavioral/Socio-emotional Support Universal Framework

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

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.

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

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

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

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.

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

O6: Administrative Team clearly communicates the district's vision, mission, teacher-quality, and performance data and seek community input for continuous improvement.
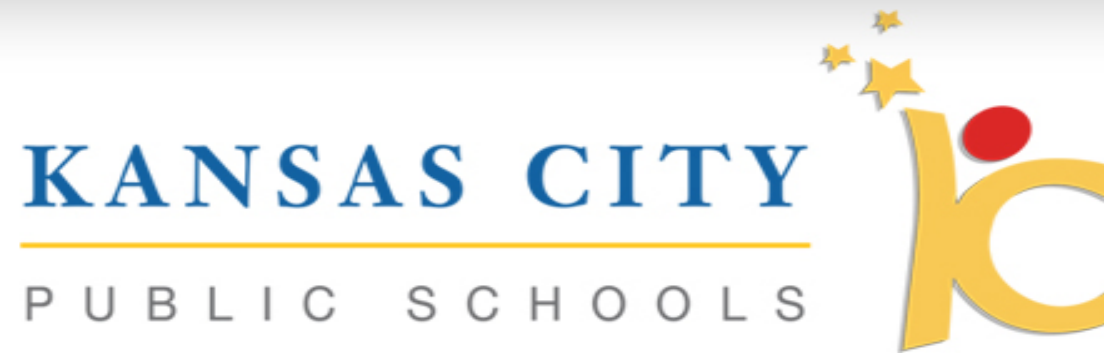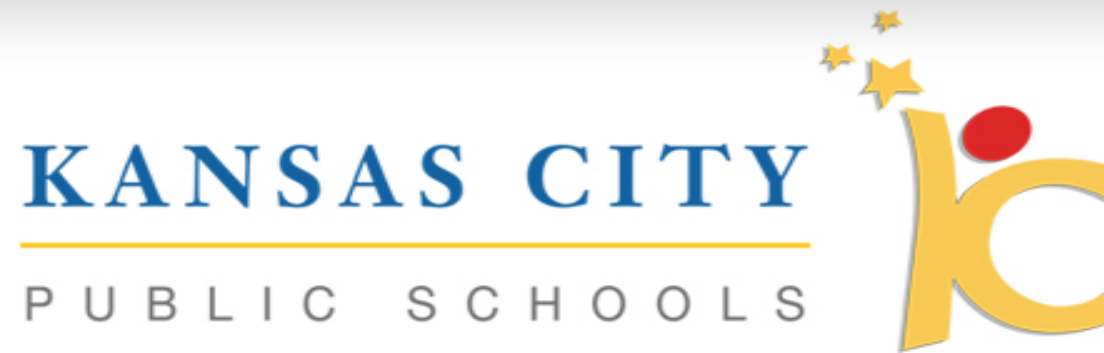
O8: Central Office partners with all schools to provide professional development to all educators regarding analysis and interpretation of a variety of data about student learning and professional practices.

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Questions?

RSIT Breakout Discussion

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Feedback/Requests

Monthly Meeting Date

February 20, 2018