



WE NEED YOUR FEEDBACK!! Please review the draft mission statement, Blueprint 2030 goals and strategies and share your feedback & recommendations. Tell us what you really like, and what you'd recommend we add, drop or revise. This file allows for KCPS' stakeholders to suggest edits/provide comments.

Blueprint 2030 is the community's vision for KCPS and a plan to get us there. Blueprint 2030 will serve as an update to the existing strategic plan. As part of this work, we are:

- updating our mission statement;
- establishing new short and long-term goals; and
- identifying strategies that we need to undertake in order to accomplish each goal.

Draft Mission Statement:

***Upholding the promise of an equitable educational experience
so Kansas City students thrive socially, emotionally and academically.***

In order to attain our mission, we have identified four Commitments to our students, their families and the KCPS community. Each of the goals/strategies found on the next pages are aligned with one of these Commitments:

Commitment #1: LEARNING. Student Achievement and Effective Teaching

KCPS will...provide a personalized, rigorous, and culturally responsive instructional system that enables every student to make continuous progress and meet or exceed academic standards.

Commitment #2: SUPPORT. Whole Child and Community Partnerships

KCPS will...focus on the student experience, ensuring that every student is challenged, supported and has access to the educational opportunities and supports that best meet their academic and social/emotional needs.

Commitment #3: PEOPLE. Talented Workforce and Strong Relationships

KCPS will...attract, develop, and retain a diverse, high-caliber workforce across all departments and schools who are committed to developing positive relationships with our students and their families, our colleagues and the KCPS community, while ensuring KCPS has a caring, effective teacher in every classroom and effective leaders in every school.

Commitment #4: SYSTEM. Sustainable and Accredited

KCPS will...be a desirable, sustainable and fully accredited system that practices sound local fiscal stewardship, protects district resources and invests them wisely to best serve the needs of students.

Draft BP2030 SMART Goals & Strategies

Updated October 06, 2021

Commitment #1: LEARNING. Student Achievement & Effective Teaching

KCPS will...provide a personalized, rigorous, and culturally responsive instructional system that enables every student to make continuous progress and meet or exceed academic standards.

Goal 1A: By 2025, 60% of KCPS 1st graders will be reading at or above grade level, increasing to 75% by 2030.

Baseline Data

2021: 28.7% 2019: 44.8%

Strategies

1. By school year 2023, 100% of K, 1, and 2 teachers will use the district's systematic foundational skills curriculum.
2. By May 2024, 100% of K, 1, and 2 teachers and building administrators will complete professional learning in the Science of Reading.
3. By May 2024, succession systems will be in place to ensure 100% of K, 1, and 2 teachers and building administrators continue to be trained in the Science of Reading.
4. By school year 2025, each campus will identify one or more model classrooms to demonstrate the use of research-based practices and resources rooted in the Science of Reading.
5. In order to build teacher capacity, the district will provide professional learning opportunities for teachers and building leadership highlighting instructional practices and resources aligned with the Science of Reading.
6. An evaluation system with several checkpoints will measure the effectiveness of our foundational skills curriculum and professional learning.

Research

https://drive.google.com/file/d/1JHqXg15ler2Ylr065LVaPMIPL6D5wf_K/view?usp=sharing

<https://www.ascd.org/el/articles/drawing-on-reading-science-without-starting-a-war>

Goal 1B: By 2025, 50% of students below grade level will attain their annual growth goals needed to be on a **path to proficiency** (defined as stretch goals by iReady)

Baseline Data

ELA	Math
SY21: 21%	SY21: 13.5%
SY19: 24.3%	SY19: 26.3%

Strategies

1. Create personalized intervention plans for all students below grade level based on iReady assessment data. Intervention plans will be assessed continually, at least quarterly to ensure optimal student learning occurs.
2. The District Response to Intervention (RtI) process will be reviewed and revised annually to ensure alignment with high leverage, evidence-based practices. This process will be utilized to monitor individual intervention plans for each student performing below grade level.
3. Each campus will have dedicated staff in the form of specialists, interventionists and additional paraprofessionals, to support the intervention program in mathematics and literacy.
4. Annual professional learning will be centered around the RtI procedures and will be attended by all district instructional staff to ensure intervention implementation as intended.
5. Professional development will be provided to all teachers and other support staff around Tier 1 instructional practices, high leverage, evidence-based practices which impact student growth in mathematics and literacy. Areas of focus will be small group instruction, data analysis, student feedback, teaching to the standard, and test taking strategies and skills.

Research

<https://www.nwea.org/blog/2020/7-things-educators-support-student-growth-achievement/>

<https://www.wallacefoundation.org/knowledge-center/Documents/Three-Essentials-to-Improving-Schools.pdf>

Goal 1C: By 2025, the four year high school **graduation rate** will be 80%, increasing to 85% by 2030.

Baseline Data

*In SY2021, KCPS four year graduation rate was 73 percent. *tentative

Strategies

1. Continue the district wide graduation PLC process with all high schools and incorporate middle schools.
2. School-based monthly audits on graduating cohort conducted by the counseling team and shared with the 12th grade PLC team. Audit includes ensuring seniors are placed in correct classes and identifying students who are failing classes or not attending school. 12th grade PLC team “adopts” students at risk of not graduating and utilizes interventions. Information is then shared monthly with the district data team.
3. Dropout Prevention and Recovery Specialists will support school attendance teams by addressing the habitually and long-term absent students. Specialists will engage parents/guardians and take parents to truancy court when necessary.
4. Increase awareness and access to credit recovery opportunities across all high schools. Include processes such as Grad Labs, Graduation Coach, Missouri Options, Middle College, Evening Academy, KCVA, Class Pace, Summer School, etc.
5. Expand course offerings to align with student interests. Increase the type of classes offered to include technical courses which match current world situations and include classes which could lead students to post-graduate careers.
6. Secondary registrars will work with the Enrollment Department and counselors to accurately enter First Year Freshman data so that high school students are in their correct cohort for graduation rate calculation. Registrars will also work with counselors to ensure accurate transcription of courses so that students have all completed credits counting towards graduation requirements.
7. Develop processes to support and monitor freshmen to keep them on track for graduation. Utilize Graduation Coach to assist freshmen who have failed to recover credits during their freshman year. Include freshman orientation and processes to help them understand the pathway to graduation during the first few weeks of their freshman year.
8. Utilize Graduation Coach to identify and support students in need of credit recovery and to support efforts around maintaining the graduation cohort.

Research

- University of Chicago Urban Education Institute, UChicago Consortium on School Research, The On-Track Indicator as a Predictor of High School Graduation, 2005
- National Dropout Prevention Center/Network

- What Works Clearinghouse
 - o www2.ed.gov/about/offices/list/ies/ncee/wwc.html
 - o www.apa.org/pi/families/resources/school-dropout-prevention.aspx

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Goal 1D: By 2025, 75% of graduates will attain at least one **Market Value Asset (MVA)** in their plan of study, increasing to 100% of graduates by 2030. MVA's include: 9 college credit hours, industry-recognized credentials, work experiences (internships & client connected projects) or entrepreneurial experiences.

Baseline Data

SY21: 30%

SY20: 30%

Strategies

1. Develop Career and Technical Education Pathways at every KCPS High School. Every CTE Pathway student will have the opportunity to complete three related CTE courses, and earn at least one market value asset.
2. Every KCPS student will be exposed to career and technical education and complete an Individual Career and Academic Plan (ICAP).
 - K-7 – ISPAK/PLTW Curriculum
 - 8th Grade – Career Exploration Course
 - High School – Minimum of 1st course in the sequence of one of the 20 Pathways offered
3. All Career and Technical Education students will participate in (CTSOs) Career and Technical Student Organizations.
4. Develop a sequence of courses which support a robust district-wide (POS) Program of Study for all KCPS High Schools.
5. All CTE programs will host advisory committee meetings twice a year (Spring and Fall) to assist with program development and MVA sourcing.
7. Increase the number of advance articulation agreements with KCPS partners.
8. Increase dual credit or concurrent opportunities within CTE programs.
9. Develop a district MVA data management system for KCPS CTE students.
10. Grow enrollment at Manual to maximize program capacity.
11. Develop a robust professional development program for teachers and counselors to ensure maximum IRC and TSA passing rates.

Research

- Cardon, P. (2000). At-Risk students and technology education: A qualitative study. *Journal of Technology Studies*, 26(1), 49-57. <https://doi.org/10.21061/jots.v26i1.a.8>
- Castellano, M., Stone III, J., & Stringfield, S. (2005). Earning industry-recognized credentials in high school: Exploring research and policy issues. *Journal of Career and Technical Education*, 21(2), 7-9.t
- Deeds, D., 2021. [online] Kauffman.org. Available at: <https://www.kauffman.org/wp-content/uploads/2020/06/State-of-Career-and-Technical-Education_noappendix_FINAL.pdf> [Accessed 23 September 2021].
- Lent, R., & Brown, S. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology*, 60(4), 557-568. <https://doi.org/10.1037/a0033446>

Goal 1E: By 2025, KCPS will offer an enhanced student experience, such that the proportional **attendance rate** will be 90%, increasing to 95% by 2030.

Baseline Data

In SY 2020 KCPS' proportional daily attendance rate was 85.3%

Strategies

1. Expand course offerings at elementary school, middle school and high school levels, including the expansion of fine arts, foreign language, pre-advanced course work, and electives.
2. Increase extracurricular activities in middle and high schools, especially beyond the traditional athletic activities.
3. Continue the school level attendance committee work to identify students with low attendance and put strategies in place to increase regular attendance.
4. Implement quarterly school-level reports to leadership that focus on attendance rate and that identify students with less than 90% attendance, including strategies that are being implemented with each student.
5. Dropout Prevention and Recovery Specialists will support school attendance teams by addressing the habitually and long-term absent students. Specialists will engage parents/guardians and take parents to truancy court when necessary.
6. Implement monthly recognition program that acknowledges both excellent attendance and students that have made improvement from prior months.
7. Continue use of Graduation Recognition Incentive Program to engage high school seniors and get them focused on excellent attendance during their final year.
8. Foster improved collaboration between secondary school registrars and attendance monitors to ensure accurate attendance marking that aligns with enrollment dates.
9. Improve family wrap-around services to remove barriers that prevent regular on-time attendance.

Research

<https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>

<https://www.attendanceworks.org/chronic-absence/the-problem/>

<https://www.attendanceworks.org/chronic-absence/success-stories/>

Commitment #2: SUPPORT

Whole Child and Community Partnerships

KCPS will...focus on the student experience, ensuring that every student is challenged, supported and has access to the educational opportunities and supports that best meet their academic and social/emotional needs.

Goal 2A: By 2025, all KCPS schools will attain the “Trauma-Informed School” status (Stage 4) based on the [Missouri Model Principles of Trauma Informed Care](#).

Baseline Data

All KCPS schools will be evaluated against the Missouri Model Principles in Fall SY21 to establish baseline status.

Strategies

1. Conduct introductory training(s) and provide on-going professional development for all school-based staff and KCPS leadership to build trauma awareness and train staff to model appropriate trauma sensitive behaviors.
2. Continue implementation of the staffing recommendations at all schools (i.e., guidance counselors/clinicians/restorative justice coordinators) to ensure all schools have the support structures/expertise needed to effectively address the trauma needs of each school.
3. Create trauma teams at each school to analyze existing practices and policies, create action plans and implement change.
4. Examine all practices and policies (including discipline, classroom management, employee well-being, family involvement, and curriculum and instruction) within each school building through the lens of trauma.
5. Engage community partners, families and caring adults that can provide needed supports and services to students, and strengthen decision-making processes.
6. Conduct trainings for students to build trauma awareness and train students to model appropriate trauma sensitive behaviors.
7. Develop, implement and monitor accountability systems at each school by engaging school stakeholders to develop a vision and expectation for what it will mean for the school to be trauma informed, and identify specific and measurable accountability metrics.

Research

Creating Cultures of Trauma-Informed Care: A Self-Assessment and Planning Protocol Roger Fallot, PhD and Maxine Harris, PhD. www.theannainstitute.org/CCTICSELFASSPP.pdf

Harris, M. and Fallot, R. (Eds.) (2001). Using Trauma Theory to Design Service Systems. New Directions for Mental Health Services. San Francisco: Jossey-Bass.

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Goal 2B: By 2025, KCPS will create and implement a **partner/volunteer support system to serve students by focusing on academic achievement, accessing resources, and stronger community responsibility.**

Baseline Data

During the 2021-22 school year, KCPS will systematically collect data to determine the baseline date by compiling and assessing our current established partnerships, vendors, volunteer groups and mentors.

Strategies

1. Evaluate school-based, student-based, and classroom needs on a mid-year and annual basis to ensure continued appropriate support.
2. Convene community partners to provide strategic goals, need and additional opportunities for engagement.
3. Conduct partner/school evaluations yearly to set expectations, review outcomes and improve working relationships.
4. Create volunteer/mentor/partnership training for incoming entities (i.e., learn cultural norms, ensure two-way communications, etc) and KCPS schools/employees (i.e., learn volunteer management system, strategies for effectively working with partners and volunteers).
5. Revisit partnership system (how organizations become partners with KCPS) to increase community participation.
6. Maintain volunteer database system (I.E. update opportunities, edit programs).
7. Find ways to acknowledge/celebrate community partnerships, volunteers and mentors and encourage continued involvement (i.e., partner of the year).
8. Utilize site-based coordinators to monitor and support our external relationships.
9. Create a toolkit to support volunteer-mentors with strategies to enhance the mentor/mentee relationship.

Research

https://resources.finalsite.net/images/v1591107436/kcpublicschoolsorg/qrraoea4zsru9faxphrz/KCPSStrategicPlan_11_01_18.pdf

<https://www.philasd.org/strategicpartnerships/>

<https://www.pcsb.org/Page/418>

<https://www.a2schools.org/Page/14236>

Goal 2C: By 2025, KCPS will expand access to and enhance **extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity.**

Baseline Data

Baseline data will consist of a full list of extracurricular and co-curricular clubs/activities/athletics, costs of implementation, and the number of students that are participating in each activity at each school (data to be collected in SY22).

Strategies

1. Research, develop, and pilot a period for students to engage in clubs/activities during the school day at one elementary, one middle, and one high school in SY23.
2. Implement an hourly rate of pay for after-school club sponsors to attract early career teachers and establish school-based activity budgets at all school levels.
3. Increase coaching stipends to be competitive with surrounding districts per the coaching stipend evaluation.
4. Communicate the activities and events of all clubs so that they can be recognized and reported out via announcements, weekly blasts, and newsletters.
5. Expand athletic opportunities for participation to elementary schools; i.e. cross country (fall), basketball (winter) and track (spring).
6. Implement a tackle football (fall) program at the middle school level.
7. Survey students, parents, and staff to collect their input on what sports, clubs and activities they want to see offered.
8. Partner with community groups to create additional STEM, fine arts, and other enrichment clubs/activities aligned with CTE pathways within schools (FBLA, DECA, etc).
9. Expand elementary student access to enrichment activities with tournament/event settings (debate, chess, robotics, etc).

Research

Evidence for piloting time during school day for clubs:

<https://www.nais.org/magazine/independent-school/spring-2016/giving-students-their-school-day/>

Teacher Participation in Extracurricular Activities: The Effect on School Culture:

https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=5498&context=hse_all#:~:text=When%20teachers%20involve%20themselves%20in,own%20perceptions%20of%20their%20abilities.

Paying Teachers for What They Know and Do: New and Smarter Compensation:

<https://books.google.com/books?hl=en&lr=&id=bhntDmjKQMgC&oi=fnd&pg=PR7&dq=Teacher+involvement+in+extracurricular+activities+teacher+pay&ots=LCyT-w4md-&sig=OetVF4FFgzFFjSG77tz3Hirhivs#v=onepage&q=Teacher%20involvement%20in%20extracurricular%20activities%20teacher%20pay&f=false>

Local Study on Independence School District use of extracurriculars to support academic

growth: http://sites.isdschools.org/before_and_after_school/useruploads/index/Independence_Report_2015_FINAL.pdf

Effects of Extracurricular Participation During Middle School on Academic Motivation and Achievement at Grade 9: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6205243/>

Associations Between Extracurricular Activity and Self-Regulation: A Longitudinal Study From 5 to 10 Years of Age: <https://pubmed.ncbi.nlm.nih.gov/25372230/>

Middle School Athletic Expansion Springfield: <https://www.sps.org/Page/2829>

Goal 2D: By 2025, KCPS will expand **non-traditional school options** and access to these programs (including Success Academies, Virtual Academy, Early College, CTE, Evening Academy, etc), increasing enrollment to each program's desired capacity.

Baseline Data

During the 2021-22 school year, KCPS will establish 2025 enrollment targets/desired capacity for each non-traditional school option.

Strategies

1. Conduct evaluative assessment of each non-traditional school option to determine program effectiveness, barriers that impact student access, and ability to meet the needs of our students not effectively served by traditional school options. Assessment could also determine what changes need to be made to existing programs and/or what new programs/options need to be explored.
2. Implement systems, structures, and processes to dismantle barriers to accessing non-traditional school options.
3. Provide sufficient staffing/resources to ensure that each non-traditional school option can effectively provide academic and socio-emotional learning supports.
4. Develop an Early Warning Tracking System (RTI system) to identify and communicate with students that would benefit from non-traditional school options.
5. Develop a communication plan specifically focused on informing staff, students, and community members on all non-traditional school options.
6. Re-define role and purpose of non-traditional school programs to make appropriate changes to the District policy for non-traditional school options/education programs.

Research

Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014

[https://azsbe.az.gov/sites/default/files/media/NAEA-Exemplary-Practices-2.0-2014%20-%20November%2019,%202014%20-%20RKT%20\(2\)_1.pdf](https://azsbe.az.gov/sites/default/files/media/NAEA-Exemplary-Practices-2.0-2014%20-%20November%2019,%202014%20-%20RKT%20(2)_1.pdf)

NAEA Alternative Education Program Model/Rubric
<https://www.the-naea.org/exemplary-practices.html>

Feldman, D., Smith, A.T., & Waxman, B.L. (2017). [Why we drop out: Understanding and disrupting student pathways to leaving school.](#) Teachers College Press.

Hynes, M. (2014). Don't call them dropouts: Understanding the experiences of young people who leave high school before graduation. Center for Promise: America Promise Alliance.

Goal 2E: By 2025, all KCPS school communities' family engagement activities will build and enhance the capacity of families and educators to support and advocate for student and school needs.

Baseline Data

During the 2021-22 school year, KCPS will establish metrics and collect baseline data to evaluate the effectiveness of family engagement activities.

Strategies

1. Provide robust professional learning opportunities and coaching for school and district leaders, administrators, teacher and school-based staff to learn best practices and solutions that enhance and expand engagement and improve student success through effective family-school-community partnerships.
2. Hold at least four learning nights at each school on an annual basis, connecting families to student learning by sharing data, providing strategies to support learning at home and providing opportunities for two-way communication.
3. Increase capacity of families to be advocates for their child's education by supporting them (to include assisting and coaching) in navigating the school system, policies and procedures.
 - a. Ensure procedures for families to advocate for their children are explained and accessible.
 - b. Ensure school policies and procedures are clear and transparent, and are also easy for families to understand.
 - c. Ensure there is a climate of acceptance for families and community advocacy for children.
4. Educate staff, students and families on how to access school and community resources to support academic, behavioral and life success.
5. Ensure schools develop and provide family training and support programs that address families' priority concerns, questions and topics.
6. Utilize standard data collection tools at each school and implement a dashboard system to track, measure and evaluate family engagement efforts across the district.
7. Ensure that staff meet with students and families at least twice each year to engage in two-way dialogue about the student's academic and social-emotional progress, using districtwide, developmentally appropriate protocol to ensure consistency and coherence.
 - a. Evaluate current parent teacher conference format and schedule to ensure that it provides desired outcomes.

8. Establish districtwide expectations for frequent two-way communication with students and families in variety of formats, in languages they understand regarding each student's academic progress and development.
9. Work with teacher's union, teacher representatives, administrators and family engagement staff to develop and adopt a sustainable home visit program that can be implemented at each school.
 - a. Provide teachers with professional learning opportunities regarding the benefits of home visit, safety precautions and best practices.
10. Establish districtwide accountability system that increases the consistency of teacher use of student information system to communicate with students and families, enter timely data, share reflections and provide information about progress toward academic standards.
11. Implement a centralized Title I family engagement reporting structure through which each school is assigned a full-time family engagement staff member that also reports to the Federal Programs Office or the Office of Family and Community Engagement.
12. Establish a model for warm, welcoming environments and annually assess each school site and the Board of Education.

Research

A Dual Capacity-Building Framework for Family–School Partnerships:

<https://www2.ed.gov/documents/family-community/partners-education.pdf>

Families as Partners Toolkits – A Guide to Family School Partnerships:

<https://familiesaspartners.org/wp-content/uploads/FAP-Manual-2017-w-toc.pdf>

Measuring the Effectiveness of Parent Engagement:

<https://www.in.gov/sboe/files/DataCollectionInstrumentsForEvaluatingFamilyInvolvement.pdf>

What Kinds of Family Engagement Are Most Effective:

<https://s28742.pcdn.co/wp-content/uploads/2018/08/2021-What-Kinds-of-Family-Engagement.pdf>

Best Practices in Measuring Parent Engagement:

<https://www.sanjuan.edu/cms/lib/CA01902727/Centricity/Domain/2397/Best%20Practices%20in%20Measuring%20Parent%20Engagement.pdf>

Commitment #3: PEOPLE

Talented Workforce and Strong Relationships

KCPS will...attract, develop, and retain a diverse, high-caliber workforce across all departments and schools who are committed to developing positive relationships with our students and their families, our colleagues and the KCPS community while ensuring KCPS has a caring, effective teacher in every classroom and effective leaders in every school.

Goal 3A: KCPS will increase our Teachers of Color to 40% by 2025 and achieve a goal of 50% Teachers of Color by 2030.

Baseline Data

Teachers of color represent 38% of total teaching staff, however, KCPS serves a 90% students of color population. It is our intent to have an increased representation of diverse teachers.

Strategies

1. Develop diverse and robust career pathways for staff and provide increased guidance and resources for equitable access.
 - a. Bachelors pathway to certification
 - b. Associate & college pathway to Bachelors
2. Build and strengthen the KCPS student pipeline of future educators through programs and pathways.
 - a. Grow Your Own – Student pipeline.
 - b. Teacher Certification tutoring and scholarships.
3. Increase our diversity recruiting partnerships by 10%.
 - a. Teachers Like Me (continue to increase our TLM hires as the program expands)
 - b. Kansas City Teacher Residents (increase our Resident numbers to 10 annually)
4. Evaluate and adjust hiring process with a core focus on improving equitable and diverse hiring practices.
5. Deploy intuitive and adaptable engagement strategies and supports to increase Teacher retention on a continuous (year-round) basis.

Research

Teacher Pathway Project: <https://cepa.stanford.edu/tpr/teacher-pathway-project-old>

Grow Your Own Teachers Initiatives: <https://files.eric.ed.gov/fulltext/ED594981.pdf>

An Evaluation of Teachers Trained Through Different Routes to Certification:

<https://files.eric.ed.gov/fulltext/ED504313.pdf>

The Future Depends on Teachers: <https://kansascity.teach.org/>

Grow Your Own Teachers Initiatives: <https://files.eric.ed.gov/fulltext/ED594981.pdf>

Missouri's Grow Your Own Resource Guide: <https://dese.mo.gov/media/pdf/oeq-rr-growyourownresourceguide2021>

How Does Tutoring Help Students?: <https://www.oxfordlearning.com/benefits-of-tutoring/>

Grow Your Own Teachers Initiatives: <https://files.eric.ed.gov/fulltext/ED594981.pdf>

Why Teachers of Color Leave and How to Disrupt Teacher Turnover:

<https://edtrustmain.s3.us-east-2.amazonaws.com/wp-content/uploads/2014/09/15140833/If-You-Listen-We-Will-Stay-Why-Teachers-of-Color-Leave-and-How-to-Disrupt-Teacher-Turnover-2019-September.pdf>

Landscape Analysis Teachers of Color Report:

<https://latinxedco.org/wp-content/uploads/2021/02/LEC-2021-Landscape-Analysis-Teachers-of-Color-Report-1.pdf>

Teacher Residencies as a Vehicle to Recruit Teachers of Color:

<https://nctresidencies.org/wp-content/uploads/2021/02/Teacher-Residencies-as-a-Vehicle-to-Recruit-Teachers-of-Color-NOVEMBER-2020.pdf>

Teacher Residency Annual Report: <https://nctresidencies.org/about-nctr/annual-report/>

Residencies are a Key Tool to Diversifying the Nations Teacher Force:

<https://www.google.com/amp/s/thehill.com/opinion/education/547185-residencies-are-a-key-tool-to-diversifying-the-nations-teacher-force%3famp>

How to Actually Hire for Diversity

<https://www.forbes.com/sites/alineholzwarth/2021/02/18/how-to-actually-hire-for-diversity/?sh=16fdb84146f9>

Look for Intangibles: <https://blog.edmentum.com/administrator%E2%80%99s-guide-interviewing-intangibles>

Managing for Employee Retention <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingforemployeeeretention.aspx>

7 Quick Strategies for Retaining Teachers:

<https://gsehd.gwu.edu/articles/7-quick-strategies-retaining-teachers>

Teacher Recruitment Strategies: <https://www.frontlineeducation.com/blog/teacher-recruitment-strategies/>

Goal 3B: By 2025, 100% of KCPS staff will participate in effective and meaningful **professional learning** to increase their capacity appropriate to the duties of their job, including cultural competencies.

Baseline Data

SY22 evaluation data will be used to develop metrics for feedback and job improvement.

Strategies

Focus Area: Access

1. Provide time and a framework for professional collaboration.
2. Explore options for early release of students to provide additional time for teachers/staff to participate in professional learning communities.
3. Maintain a catalog of asynchronous professional learning modules to increase access to professional learning.
4. Explore options for a district wide Climate & Culture program to include building a positive classroom environment, clear expectations for all students and restorative practices.

Focus Area: New Teachers

1. Expand a mentoring program to support the unique needs of all first-and second-year teachers to include targeted professional learning.

Focus Area: Curriculum Resources, Equity

1. Ensure all staff members attend Equity & Implicit Bias trainings.
2. Ensure all staff members attend Trauma Informed trainings.
3. Provide professional learning opportunities to allow staff to implement with fidelity new resources and updated curriculum

Focus Area: Classified Staff

1. Establish a departmental plan to include professional learning opportunities for classified staff to increase practices aligned to Board Policy 0.0

Focus Area: Monitoring & Feedback

1. Require that all staff members and their supervisors incorporate and monitor professional learning needs and goals as part of the annual performance review process.
2. Monitor professional learning effectiveness as part of the classroom walkthroughs.
3. Use teacher survey data to help determine professional learning needs.

Research

Building and Maintaining Professional Learning Communities

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective Teacher Professional Development BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

https://www.allthingsplc.info/files/uploads/AllTogetherNow_TEPSA_TMany_JSchmidt.pdf

<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=9190>

Adult Learning Theory

<https://research.com/education/the-andragogy-approach>

Teachers Plan Time

<https://kappanonline.org/time-teacher-learning-planning-critical-school-reform/>

New Teachers need Professional Learning

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters>

Equity in Education

<https://online.emporia.edu/articles/education/foster-racial-equity-in-schools.aspx>

Goal 3C: By 2025, KCPS will retain 85% of its certified teaching staff through targeted recruitment strategies and delivering high-quality, responsive supports for existing staff members.

Baseline Data

SY 21: 84% SY 18: 81%
SY 20: 81% SY 17: 89%
SY 19: 81%

Strategies

1. Develop a competitive salary and compensation package for new teachers.
2. Develop diverse and robust career pathways for Classified staff and provide increased guidance and resources for equitable access for all employees.
 - a. KCPS MADE (Making Adults Dynamic Educators)
3. Develop diverse and robust career pathways for Certified staff and provide increased guidance and resources for equitable access for all employees.
 - a. KC Plus for educators interested in administrative leadership
 - b. Missouri Teacher Development System through DESE
4. Develop, train and implement measurable retention strategies with clearly identified layers of support and routine check-ins for all KCPS staff.
5. Adopt, implement and train with fidelity a Human Resources Information System that will support hiring and retention needs and provide relevant, timely data to project hiring for the future.
6. Eliminate/minimize split staffing assignments for encore teachers at elementary level.

Research

Teacher Compensation: <https://www.ed.gov/oji-news/teacher-compensation>

Solving the Teacher Shortage: How to Attract and Retain Excellent Educators:
<https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief>

Teacher Pathway Project: <https://cepa.stanford.edu/tpr/teacher-pathway-project-old>

Grow Your Own Teachers Initiatives Resources: <https://files.eric.ed.gov/fulltext/ED594981.pdf>

The Importance of Employee Development at Work:
<https://www.recruitingbrief.com/edition/weekly-retention-diversity-2021-09-25?open-article-id=202638>

[09&article-title=why-is-employee-development-important---clearcompany&blog-domain=clearcompany.com&blog-title=clearcompany-recruiting](https://www.clearcompany.com/blog/why-is-employee-development-important---clearcompany&blog-domain=clearcompany.com&blog-title=clearcompany-recruiting)

Leadership Pathways: <https://www.nea.org/professional-excellence/leadership-development/competencies/pathways>

Teacher Retention for District and School Districts: <https://www.edelements.com/teacher-retention-guide>

Managing for Employee Retention: <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingforemployeeeretention.aspx>

Six reasons why HR software is essential for the education sector:
<https://www.zoho.com/people/hrknowledgehive/6-reasons-why-hr-software-is-essential-for-the-education-sector.html>

Transforming HR Through Technology:
<https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/documents/hr-technology.pdf>

Goal 3D: By 2025, 82% of **customers and stakeholders** through monthly and yearly measurement tools, will report they are “Very Satisfied / Satisfied” with the “Overall guidance and support provided by school staff and central office employees.”

Baseline Data

Baseline data will be gathered in SY22.

Strategies

1. Establish workable definitions of critical Customer Satisfaction terms (e.g., Customers, Customer Service, Customer Satisfaction, Stakeholders, Services, Service Provider)
2. Create a Customer Satisfaction measurement tool to help gather real-time insights and gather yearly feedback at critical customer contact points.
3. Ensure necessary systems are in place to allow for immediate adjustments on internal process inefficiencies identified through customer satisfaction feedback.
4. Create Customer Service training program to fill the gaps of desired customer satisfaction outcomes and current employee knowledge.
5. Create Culturally Responsive training program to fill the gaps of desired customer satisfaction outcomes and current employee knowledge.
6. Create training for principals to support educators, students, families, and the community to sustain high achievement in a positive, safe school environment.
7. District Leadership will ensure systems, strategies and work environments are in place that allow school staff and central office employees to improve guidance and support to customers and stakeholders.
8. Identify/implement meaningful processes to involve teacher feedback.

Research

<https://www.salesforce.com/products/service-cloud/what-is-customer-service/>

<https://www.ascd.org/el>

<https://www.k12insight.com/trusted/pd-customer-service-training/>

<https://www.kcpublicschools.org/about/district-plans-initiatives>

Goal 3E: By 2025, KCPS will create and implement a **leadership development program** with relevant, measurable and outcome-driven training opportunities, establishing a leadership pipeline to grow and support all levels of leadership within the District.

Baseline Data

Baseline data will be collected during SY22 to develop metrics for tracking and evaluation.

Strategies

1. Develop and implement a year-round leadership development curriculum for site administrators, managers and district-level leaders focused on strengthening their capabilities and effectiveness relative to professional leadership standards.
2. Provide training and ongoing capacity-building for the Leadership Team at each school, with particular emphasis on strengthening the effectiveness of instruction, using data about student learning and professional practices to improve outcomes, building a culture of collaboration and collegial accountability, and strengthening relationships and outreach with stakeholders.
3. Provide training and ongoing capacity-building to BOE leadership per department with particular emphasis on strengthening BOE climate and culture, using data for employee surveys and focus groups data to improve outcomes, building a culture of collaboration and collegial accountability, and strengthening relationships and outreach with stakeholders (school staff and community).
4. Develop an internal leadership pipeline and succession planning process to promote leadership from within (“grow our own”) and to motivate aspiring leaders.
5. Create leadership academies that will build school-level leadership teams and facilitate the acquisition of core leadership knowledge and skills essential for promoting effective practices that will raise student learning, especially in low-performing schools.
6. Conduct ongoing evaluation of the leadership development program to assess effectiveness and inform decisions about future program development.

Research

- [The Four-Quadrant Leadership Team](#). Donald A. Phillips and Robyn S. Phillips (The School Superintendents Association)
- [Ready to Lead, But How? Teachers' Experiences in High-poverty Urban Schools](#). Susan Moore Johnson, Stefanie K. Reinhorn, Megin Charner-Laird, Matthew A. Kraft, Monica Ng, and John P. Papay
- [Best Practices in Teacher Leadership Training and Principal Development](#). Hanover Research, 2012
- [Investigating the Links to Improved Student Learning: Final report of Research Findings](#). Learning from Leadership Project. Karen Seashore, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson
- [Central Office Leadership Framework \(Supporting the Professional Growth of Central Office Leaders\)](#). Washington Association of School Administrators

Commitment #4: SYSTEM Sustainable and Accredited

KCPS will...be a desirable, sustainable and fully accredited system that practices sound local fiscal stewardship, protects district resources and invests them wisely to best serve the needs of students.

Goal 4A: By 2025, KCPS will offer a total of 1880 Pre-K seats throughout the district, increasing to 2300 seats or more by 2030 with the passage of Universal Pre-K.

Baseline Data

SY21 – 779	SY19 – 1103	SY17 - 1101
SY20 – 1074	SY18 – 1162	

Strategies

1. Expand high-quality preschool programs in each high need community.
2. Develop a marketing and recruitment strategy to increase enrollment in Pre-K and retention in K, which creates reciprocal relationships for parent engagement in early learning.
3. Implement an admissions process that uses a tiered system for student placement beginning with Head Start, ADA, Title & funnels down to parent pay.
4. Identify sustainable funding streams for expansion of seats including dedicated funding for Universal Pre-K.
5. Develop a sustainable Kansas City early childhood workforce.
6. Ensure high process and structural quality in Pre-K programming for kindergarten preparation.

Research

1. Mid America Regional Council. (2021, January 1). *Welcome*. [Greater Kansas City Early Learning Landscape \(GKC-ELL\) - a regional data tool](https://gis2.marc2.org/gkc-ell/). Retrieved September 24, 2021, from <https://gis2.marc2.org/gkc-ell/>.
2. *City of Kansas City, MO*. Programs and Initiatives | KCMO.gov - City of Kansas City, MO. (2021). Retrieved September 24, 2021, from <https://www.kcmo.gov/programs-initiatives>.
3. Authority, K. C. A. T. (2021). *Transit initiatives*. KCATA, from <https://www.kcata.org/transit-initiatives>.
4. *The Housing Authority of Kansas City, Missouri*. The Housing Authority of Kansas City, Missouri |. (2021), from <http://www.hakc.org/>.

5. Zan, B. (2005). NAEYC accreditation and high Quality Preschool curriculum. *Early Education & Development*, 16 (1), 85–104. https://doi.org/10.1207/s15566935eed1601_6
6. The United States Government. (2021, September 22). *FACT sheet: The American families plan*, from <https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/>.
7. *Happy, healthy, educated children*. The Family Conservancy. (2021, June 30), from <https://www.thefamilyconservancy.org/>.
8. *State of Preschool Yearbook*. NIEER: National Institute for Early Education Research. (2020, November 6), from <https://nieer.org/state-preschool-yearbooks>.
9. Barnett, W.S., & Jung, K. (2021). [Seven Impacts of the Pandemic on Young Children and their Parents: Initial Findings](#) from NIEER's December 2020 Preschool Learning Activities Survey. New Brunswick, NJ: National Institute for Early Education Research.
10. *Kindergarten readiness*. What We Do: Big 5 Initiatives: Kindergarten Readiness | Greater Kansas City Chamber of Commerce. (2021), from <https://www.kcchamber.com/what-we-do/big-5-initiatives/kindergarten-readiness>.
11. Courtney Ricciardi, Louis Manfra, Suzanne Hartman, Charles Bleiker, Laura Dineheart, Adam Winsler, [School readiness skills at age four predict academic achievement through 5th grade](#), *Early Childhood Research Quarterly*, Volume 57, 2021, Pages 110-120, ISSN 0885-2006, <https://doi.org/10.1016/j.ecresq.2021.05.006>.
12. *Choice neighborhood: Kansas City, MO*. Paseo Gateway. (2021, May 5), from <https://paseogateway.com/>.
13. *Birth Rates Missouri Information for Community Assessment*. MOPHIMS - BIRTH MICA. (n.d.) , from <https://healthapps.dhss.mo.gov/MoPhims/QueryBuilder?qbc=BM&q=1&m=1>.

Goal 4B: By 2025, 60% of the KCPS budget will be allocated for PreK-12 instruction and student support.

Baseline Data

53.11% of the KCPS budget was spent for PreK-12 instruction and student support in fiscal year 2020-21. The Missouri average, per the Department of Elementary and Secondary Education, was 55.70%. The national average in 2006-07 was 61% according to the American Association of School Administrators report (attached below in research).

Strategies

1. Address system inefficiencies to make the following financial re-allocation of resources and focus more resources on improving teaching and learning.
 - a. Reduce spending on non-instructional items and areas such as:
 - i. Central Office staffing, contracts and services
 - ii. Operational staffing, contracts and services
 - b. Close and/or consolidate facilities in accordance with capacity and utilization recommendations, in order to maximize programs and resources offered at each school site.
2. Expand instructional offerings such as:
 - a. Instrumentation classes in all schools at grades at the earliest possible level, but no later than 4th grade
 - c. World Languages at the earliest possible level, but no later than 4th grade
 - d. Expansion of course offerings at all secondary schools, including, CTE pathways, student-requested electives (i.e., FACS, financial literacy, entrepreneurship, etc.)
3. Expand student supports such as:
 - a. Expanded extra-curricular and co-curricular offerings
 - b. Additional staffing to support the social-emotional needs of students (i.e., clinicians and Restorative justice coordinators)
 - c. Additional staffing to support students below grade level (i.e., reading and math interventionists)

Research

1. American Association of School (2010). School Budgets 101
https://www.aasa.org/uploadedfiles/policy_and_advocacy/files/schoolbudgetbrieffinal.pdf
2. EdWeek Market Brief (2017). K-12 Spending: Where the Money Goes
<https://marketbrief.edweek.org/marketplace-k-12/k-12-spending-where-the-money-goes/>

Goal 4C: By 2023, KCPS will secure dedicated funding for the first phase of the **10-year General Obligation Bond plan** that addresses deferred maintenance and school modernization needs.

Baseline Data

KCPS has not passed a voter-approved bond fund since the 1960s. Currently, capital expenses for deferred maintenance and school modernization are funded through the operating budget, which dramatically reduces our ability to address needs and impact learning positively. State regulations cap the annual amount of operating funds that can be used for capital expenses at 7% of the State Adequacy Target multiplied by our Weighted Average Daily Attendance. For KCPS, the allowable transfer for 2020-21 was calculated as follows.

State Adequacy Target	\$6,375
X 7%	x .07
Equals	\$446.25 allowable transfer per WADA
<u>X Weighted Average Daily Attendance</u>	<u>x 17,391</u>
Final allowable transfer	\$7,760,734

Strategies

1. Utilize third party (architect and engineer) study to prioritize deferred maintenance needs.
 - a. Prioritize work by type and location based on highest priority for improving teaching/learning environment.
 - b. Utilize \$40 million of ESSER II and III funds in area of improving space and air quality in buildings and \$1.5 million for furnishing needs, causing a total reduction of \$41.5 million in needed GO Bond debt/property tax collections.
 - c. Engage community regarding needs and timing
2. Implement transition to future ready learning spaces, as funding allows, to create excitement and increase student engagement and improve learning for all by preparing them for a global workspace, typically described as teaching the 4 Cs of a modern society.
 - a. The four Cs we will focus on are:
Collaboration – these skills are supported directly by spaces specifically designed to foster collaboration.
Communication, Critical Thinking, and Creativity can all be indirectly supported with active learning spaces, allowing teachers more flexibility in how they incorporate these into their curriculums and lesson planning.
These lessons can also be indirectly reinforced by incorporating a change of venue from standard classroom to other types of learning settings, emphasizing the importance/fun of these activities.

- b. Providing a wider variety of learning settings in a facility, to give teachers better tools to individualize instruction where possible. The mix of semi-private to public and mix of size from small group/individual to moderate size group to large group spaces gives teachers a much wider range of settings. Everyone has a different level of success in a single setting and providing a range allows individuals a wider range of settings in which to work and succeed.
 - c. Focusing on specialized spaces in building to elevate teaching and learning such as dedicated modern science labs, Project Lead the Way (PLTW) spaces will enhance performance. Focusing on location (centralized, along main corridors) and visibility of these spaces in a building will increase the effectiveness of the space.
 - c. Utilize third party architect recommendations to provide possibilities for facility and space renovations.
 - d. Engage community regarding desired space/use of space
 - e. Prioritize by building, based on transition decisions and most efficient and effective buildout planning.
 - f. Make final determinations of desired modifications and timing.
- 3. Create and Implement Bond Engagement Plan.
 - 4. Develop alternative funding strategies to complement GO Bond funding.

Research

- 1. Learning Policy Institute. Design Principles for Schools: Putting the Science of Learning and Development into Action. (September 2021)
https://learningpolicyinstitute.org/sites/default/files/product-files/SoLD_Design_Principles_REPORT.pdf
- 2. International Education Studies: Vol 9, No 1; 2016. The Effect of School Design on Student Performance. <https://files.eric.ed.gov/fulltext/EJ1092365.pdf>
- 3. SpringerLink 24, 71-85 (2021). [From physical spaces to learning environments: processes in which physical spaces are transformed into learning environments.](https://link.springer.com/article/10.1007/s10984-020-09315-0)
<https://link.springer.com/article/10.1007/s10984-020-09315-0>
- 4. Infrastructurereportcard.Org. How your State Funds School Construction.
<https://infrastructurereportcard.org/how-your-state-funds-school-construction/>

Goal 4D: By 2025, grow **K-12 enrollment** to 15,000 students.

Baseline Data

Growing enrollment to over 15,000 students by 2025 will keep KCPS student enrollment with over 50% of KCPS system enrollment.

Strategies

1. Expand offerings at elementary school, middle school and high school levels. This includes expansion of fine arts, foreign language, pre-advanced course work, electives, and expanded access to non-traditional school options.
2. Expand access to and enhance extra-curricular and co-curricular opportunities.
3. Implement retention strategies, especially targeted at transition grades, i.e., Pre-K to Kindergarten, elementary to middle school and middle school to high school – transition grades.
4. Partner with marketing firm to continue implementation of marketing strategy.
5. Refine comprehensive district Marketing and Communications Plan.
 - a. Create neighborhood school, signature school and kindergarten marketing and advertising campaigns that showcase our themed KCPS message
 - b. Enhance the existing recruiting plan to continue to showcase positive initiatives throughout the district to improve public perceptions and increase overall enrollment.
 - c. Cultivate and manage the KCPS brand by promoting positive stories that showcase student performance and communicate accurate information about the district.
6. Ensure equitable access to schools and programs that align with students' needs and interests.
7. Explore charter school collaboration opportunities to grow enrollment pipeline.

Research

https://resources.finalsite.net/images/v1612284580/kcpublicschoolsorg/aoqbr2klvtijy10yftza/System_Analysis_5_9_19.pdfhttps://resources.finalsite.net/images/v1612284626/kcpublicschoolsorg/ofiy76grkj3wstvhbk/System_Analysis.pdf

https://resources.finalsite.net/images/v1612206524/kcpublicschoolsorg/jk0id15gmd4tprrgwzgf/Hanover4_3_2020.pdf

https://resources.finalsite.net/images/f_auto,q_auto/v1612206594/kcpublicschoolsorg/vpceulj_kf8hn0s9lxmpe/MassInsightSecondar.jpg

<https://resources.finalsite.net/images/v1612206594/kcpublicschoolsorg/yfhkz5i3demrbhwdwnw8/MassInsight.pdf>

<https://resources.finalsite.net/images/v1612206524/kcpublicschoolsorg/chsbsfyblrknwatnveyj/HanoverBOEPresentationEnrollmentandPerceptionsResearchStudy-KCPS48201.pdf>

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Goal 4E: By 2025, improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction, social media engagement trends and communications analytics.

Baseline Data

During the 2021-22 school year, KCPS will establish metrics to evaluate satisfaction with internal and external two-way communications and collect baseline data through focus group data, district satisfaction, social media engagement trends and communications analytics.

Strategies

1. Conduct focus groups and listening platforms to gauge family and community sentiment toward KCPS.
2. Clarify and tighten up communication platforms – Infinite Campus, SchoolMessenger, Talking Points, etc. — with an emphasis on facilitating two-way communication with families.
3. Engage internal staff to understand communication needs and develop communication plans for schools based on the specific communities served.
4. Consolidate internal communication responsibilities to improve the flow of information between administration, leadership and schools.
5. Provide communications and customer service training for KCPS personnel.
6. Engage English learner families through Talking Points and streamline the process to translate key documents into other languages.
7. Improve communication with families around the enrollment process and provide additional resources in the summer to support enrollment.
8. Use student voice to highlight school district achievements, initiatives and programs.
9. Own our successes — and failures — when communicating with the community.

Research

https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

<https://www.nspra.org/sites/default/files/docs/inclusive-practices-tips.pdf>

<https://www.equitybydesign.org/covid-19-communications-toolkit>

https://www.welcomingrefugees.org/sites/default/files/Welcoming_Refugees_Community_Engagement_Full%20Toolkit.pdf

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

<http://nmengaged.com/effective-school-family-communication-2/>

<https://eab.com/insights/expert-insight/district-leadership/schools-and-districts-connect-with-families-during-covid-19/>

<https://www.uwinnipeg.ca/remote-hub/docs/effect-online-learning-on-communication-instructor-student.pdf>

Women in PR podcast -- [this episode](#) is particularly good

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