DIPLOMA+

KANSAS CITY, KANSAS PUBLIC SCHOOLS

DISTRICT CONTINUOUS IMPROVEMENT PLAN

KEY INDICATORS

Inspiring **EXCELLENCE**

EARLY CHILDHOOD & ELEMENTARY
- STRONG LITERACY (READ, WRITE, REASON, DISCUSS AND SPEAK)
- SOLID ACADEMIC SKILLS
- MIDDLE SCHOOL READY

MIDDLE SCHOOL
- STRONG LITERACY IN ALL CONTENT AREAS
- SOLID ACADEMIC SKILLS
- HIGH SCHOOL READY
  - CAREER EXPLORATION
  - COLLEGE/ INDUSTRY VISITS
  - INDIVIDUAL PLAN OF STUDY

HIGH SCHOOL
- **DIPLOMA+:** STUDENTS WILL GRADUATE HIGH SCHOOL WITH A DIPLOMA, AND AT LEAST ONE OF THE FOLLOWING:
  - AT LEAST ONE YEAR OF COLLEGE CREDIT
  - A TECHNICAL CERTIFICATE/ CREDENTIAL
  - AT LEAST A 21 ON THE ACT

COLLEGE & CAREER READINESS

Kansas City, Kansas Public Schools Board of Education established in 2010 a rigorous plan for improving student achievement known as the **"District Continuous Improvement Plan"** (DCIP).

The DCIP establishes clear <u>non-negotiable targets for achievement and instruction</u>. The non-negotiable targets were established based on the educational needs of our students after careful study of education research of best practices to advance student achievement. The targets are designed to promote attainment of the district's goal of college and career preparation for all students.

The DCIP is a plan for continuous growth and improvement. The plan guides the day-to-day work of district and school administrators, while serving as a critical tool used by the superintendent and board to closely monitor progress. The DCIP is adjusted annually based on the performance of schools, the system's learning and capacity for change.

Systemic and strategic actions include:
1. Non-negotiable Achievement Targets and Instructional Expectations
2. KCKPS 5-Step Process Theory of Action
3. District Values and Expectations
4. Recognition of Excellence

Success is defined by the district's singular goal that "each student will exit high school prepared for college and careers in a global society." To be prepared today is more than having achieved a high school diploma. Prepared means graduating **"Diploma+©"** by earning a high school diploma, along with at least one of the following:

❖ One full year of college (30 credit hours) completed
❖ An Industry-Recognized Certificate or Credential
❖ At least a 21 on the ACT

http://kckps.org/index.php/diploma

October 7, 2015

KCKPS GOAL

Each student will exit high school prepared for college and careers in a global society, and at every level, performance is on-track and on-time for success.

Reaching our goal, it will be evident that:

Our students have a solid academic foundation anchored by strong literacy skills (read, write, discuss, reason, speak), and are prepared for professions of the future.

To reach our goal,

Each student will have access to a fully implemented, Standards-Based Guaranteed and *Viable Curriculum*, effective and responsive *literacy* instruction, taught by *highly* effective *responsive* teachers, led by *highly* effective and *responsive administrators* and staff.

KANSAS CITY
KANSAS

October 7, 2015

DISTRICT VALUES AND EXPECTATIONS

BE A LEARNER

We are all learners. We make our work public, we study, we explore, and we expect to evolve and grow in what we know and do.

BRING OUT THE BEST IN PEOPLE

"Choose Excellence"

We believe in the potential of every child, every grownup, and ourselves, and our actions demonstrate our belief.

BE RESPONSIBLE

"It's up to us"

We are all responsible for the success of each student, each staff member, each school, and each department.

DO THE RIGHT THING

"Five-Star Service"

Treat others with respect, act with integrity, and commit to teamwork and open communication.

ACHIEVE RESULTS THAT MATTER

"Aim High"

We choose actions that focus on meaningful outcomes for our students.

NON-NEGOTIABLE TARGETS FOR ACHIEVEMENT
Early Childhood through Grade 5

Preschool students <u>enter</u> school **Kindergarten-ready**
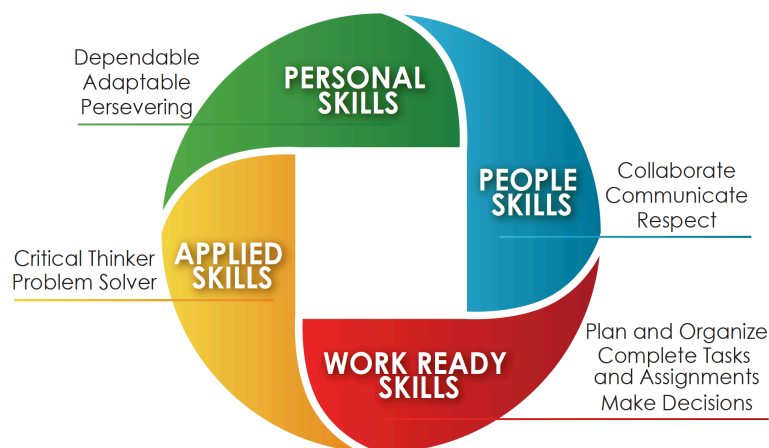
1. *STRONG LITERACY*

- Achieve targets in **Reading**

    - ✓ "Expected growth"
    - ✓ "Grade Level"
    - ✓ "College Readiness"

- **Write** at standard across the disciplines on District Common Assessments

2. *SOLID ACADEMIC SKILLS*

- Achieve targets for **Mathematics**

    - ✓ "Expected growth"
    - ✓ "Grade Level"
    - ✓ "College Readiness"

3. *MIDDLE SCHOOL READY*

- Exit elementary with a resume of work ready experiences (Capstone) including:

Dependable
Adaptable
Persevering

PERSONAL SKILLS

PEOPLE SKILLS

Collaborate
Communicate
Respect

Critical Thinker
Problem Solver

APPLIED SKILLS

WORK READY SKILLS

Plan and Organize
Complete Tasks
and Assignments
Make Decisions

October 7, 2015

NON-NEGOTIABLE TARGETS FOR ACHIEVEMENT
## Middle School

1. *STRONG LITERACY*

- Achieve targets in **Reading**
  - ✓ "Expected Growth"
  - ✓ "Grade Level"
  - ✓ "College Readiness

- **Write** at standard across the disciplines on District Common Assessments

2. *SOLID ACADEMIC SKILLS*

- **Pass** all classes with a grade of "C" or better

- Achieve targets in **Mathematics**
  - ✓ "Expected growth"
  - ✓ "Grade Level"
  - ✓ "College Readiness"

- Achieve the college readiness benchmarks in English, Math, Reading, and Science on ASPIRE (Grade 8)

- Complete **"Algebra/Geometry-1"** as reflected by course grade

3. *HIGH SCHOOL READY*

Exit middle school with a resume of work ready experiences including:

October 7, 2015
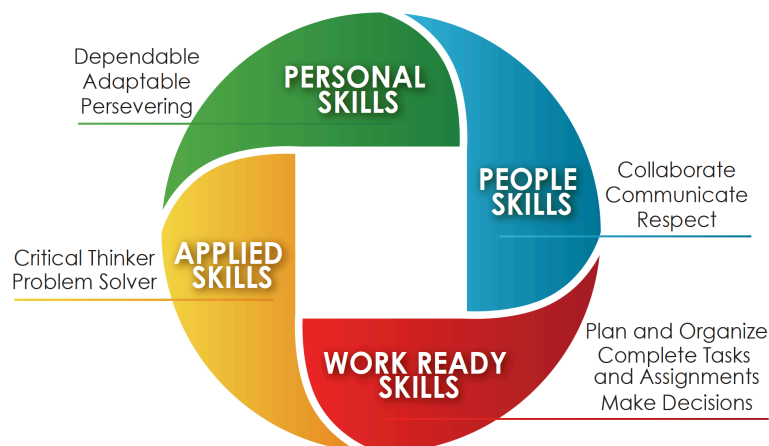
NON-NEGOTIABLE TARGETS FOR ACHIEVEMENT
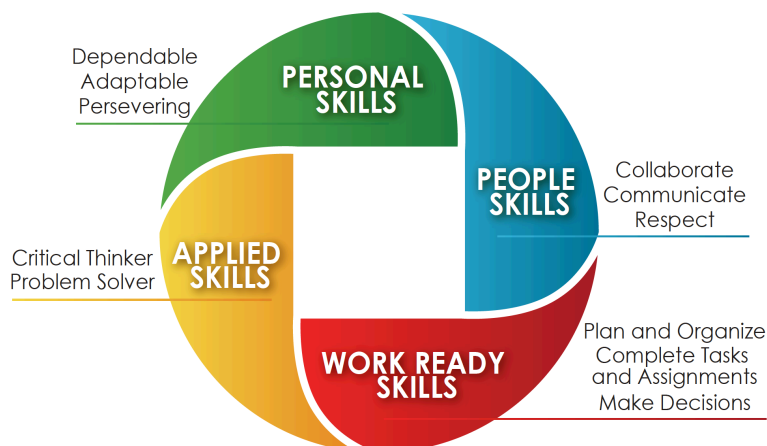## High School

1. *GRADUATE ON TIME*

- **Pass all classes** with a letter grade of "C" or higher

- **Graduate** within 4 years of entering high school

- *Graduate Diploma*+: high school diploma and at least one of the following:
  - ✓ *One year of college completed (30 credit hours)*
  - ✓ *Technical Certification or Credential or*
  - ✓ *At least a composite score of 21 on the ACT*

2. *COLLEGE AND CAREER READY*

- **Write** at standard across the disciplines on District Common Assessments

- Achieve the **college readiness benchmarks** in English, Math, Reading, and Science as measured by the ASPIRE (grades 9 and 10), and ACT (grade 11)
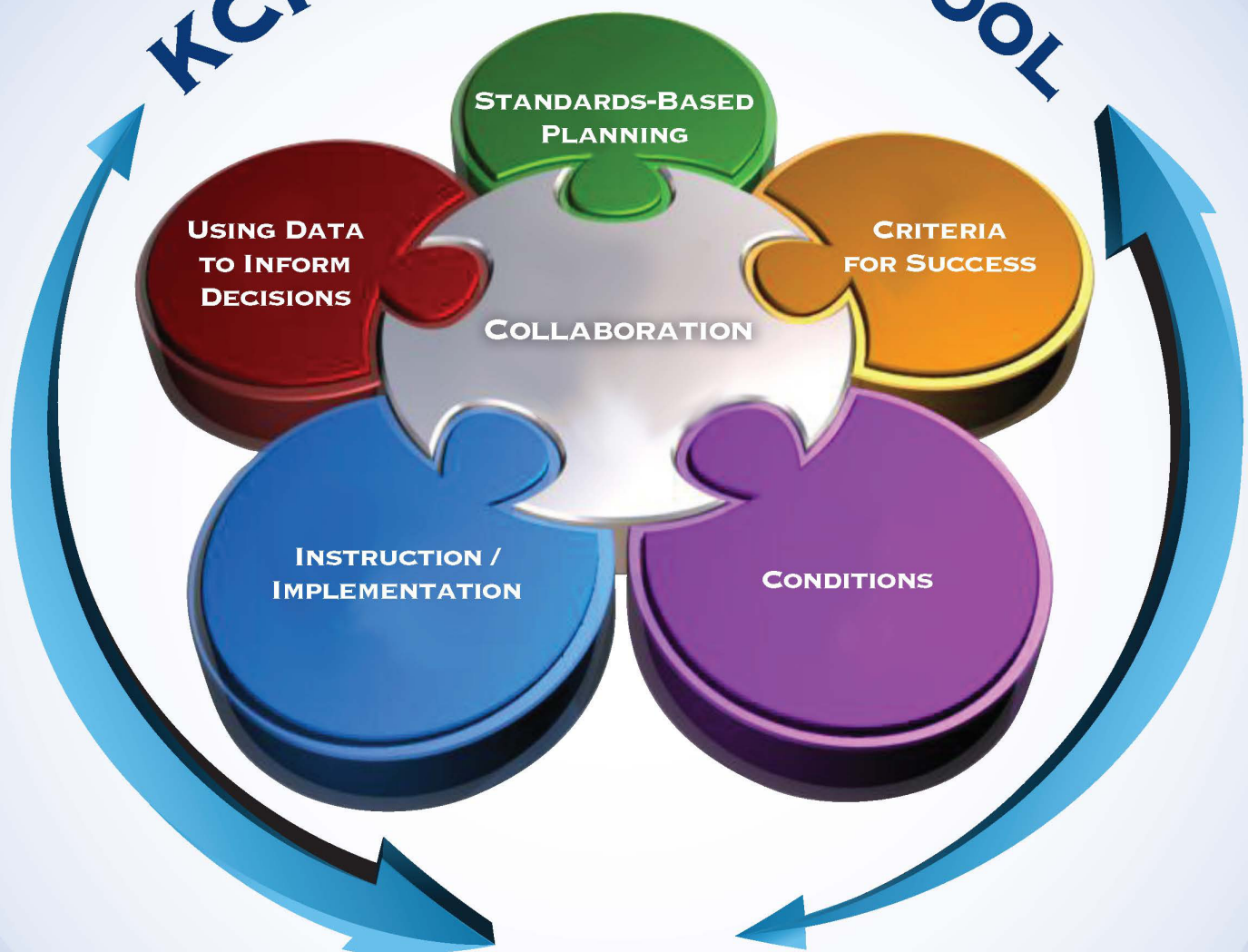
- Evidence of **Work Ready**

Exit high school with a resume of work ready experiences including:

October 7, 2015

NON-NEGOTIABLE EXPECTATIONS

FOR INSTRUCTION AND LEADERSHIP

KCKPS GROWTH TOOL

STANDARDS-BASED PLANNING

USING DATA TO INFORM DECISIONS

CRITERIA FOR SUCCESS

COLLABORATION

INSTRUCTION / IMPLEMENTATION

CONDITIONS

October 7, 2015

LITERACY IS OUR FOCUS

"Literacy is not an option. It is a civil right" (KCKPS Literacy Council 2012).

All Classrooms Fully Implement the District/ School Literacy Plan

Literacy Plan

Students actively engaged in reading, writing, speaking, and reasoning in all content areas

Explicit Reading, Writing, Language and Vocabulary Instruction

Support for Struggling Readers and Writers

Strategic Professional Learning for Leaders and Teachers

SPECIFIC DISTRICT-WIDE LITERACY PRACTICES

Early Childhood/Elementary - Comprehensive Language and Literacy Day:

- Dialogic reading
- Oracy and language development
- Interactive word walls
- Running Records
- Interactive Read A-louds
- Monitored Independent Reading with Conferring
- Small Group/ Guided Reading
- Writing Workshop

Secondary – Monitored Independent Reading:

- Purposeful standards-based writing
- Writing as Evidence of Content Knowledge
- Reasoning skills (thinking) embedded across the content
- Monitored Independent Reading with Conferring

Recognition of Excellence and Improvement

KANSAS CITY KANSAS PUBLIC SCHOOLS

Five-Star Service Award

Employees who consistently demonstrate through actions the District Values and Expectations are recognized with the "Five-Star Service Award"

GOLD, SILVER, and BRONZE ACHIEVEMENT AWARDS

- **GOLD**   Meet or exceed College Readiness targets (MAP, Aspire, ACT) (Grow 10% in Cc``Y̊[Y˙FYUX]bYgg Area)

- **SILVER**   Meet or exceed Nonnegotiable Targets for Achievement

- **BRONZE**   Employability Skills Measure (Future)

October 7, 2015

EC-5 Non-Negotiable Targets

TARGET AREA	ASSESSMENT	REQUIRED LEVEL OF PERFORMANCE PERCENTAGE POINT INCREASE
KINDERGARTEN READY Readiness	K Ready	10%
STRONG LITERACY Reading	MAP Expected Growth Grade Level College and Career Ready	85% of all students 10% 10%
Write	District Common Assessment	10% increase
SOLID ACADEMICS Math	MAP Expected Growth Grade Level College and Career Ready	85% of all students 10% 10%
MIDDLE SCHOOL READY Work Ready Experiences	Capstone	PILOT YEAR

MIDDLE SCHOOL NON-NEGOTIABLE TARGETS

TARGET AREA	ASSESSMENT	REQUIRED LEVEL OF PERFORMANCE PERCENTAGE POINT INCREASE
STRONG LITERACY Reading	MAP Expected Growth Grade Level College and Career Ready	 85% of all students 10% 10%
Write	District Common Assessment	10%
SOLID ACADEMICS Math	MAP Expected Growth Grade Level College and Career Ready	 85% of all students 10% 10%
ACT Aspire	Composite of 423 English Reading Math Science	10% 10% 10% 10% 10%
Pass all Classes	GRADES	10%
Algebra/Geometry I	GRADES	5%

MIDDLE SCHOOL NON-NEGOTIABLE TARGETS

TARGET AREA	ASSESSMENT	REQUIRED LEVEL OF PERFORMANCE PERCENTAGE POINT INCREASE
HIGH SCHOOL READY Resume of Work Ready Experiences	DASHBOARD/ Individual Plan of Study (IPS) Personal Skills People Skills Applied Skills Work-Habits	ALL 6TH AND 7TH GRADERS
Career Experiences	College Visits Industry Visits Career Jumping	Series of experiences campus visits Series of experiences industry visits Minimum one (1) experience

HIGH SCHOOL NON-NEGOTIABLE TARGETS

TARGET AREA		REQUIRED LEVEL OF PERFORMANCE PERCENTAGE POINT INCREASE
GRADUATE ON TIME Pass all Classes Credits Earned are On-Track (9-10 Cohort) Graduate within 4 years of entering		10% 10% 10%
COLLEGE AND CAREER READY Write	District Common Assessment (summative)	10%
ACT Aspire	Composite (418 – 9th; 419 – 10th) English Reading Math Science	10%
ACT	Composite (21) English Reading Math Science	10%
Resume of Work Ready Experiences	Personal Skills People Skills Applied Skills Work-Habits	ALL 9TH, 10TH, 11TH, AND 12TH GRADES
GRADUATE DIPLOMA+	Graduate Diploma+ College Credits Earned Industry Certificate or Credential Earned	10% 10%

Sumner Non-Negotiable Targets

TARGET AREA		REQUIRED LEVEL OF PERFORMANCE PERCENTAGE POINT INCREASE
GRADUATE ON TIME Pass all Classes Credits Earned are On-Track (9-10 Cohort) Graduate within 4 years of entering		 10% 10% 10%
COLLEGE AND CAREER READY Write	Building Common Assessment (summative)	baseline
ACT Aspire	Composite (418 – 9th; 419 – 10th) English Reading Math Science	10%
ACT	Composite (21) English Reading Math Science	10%
Resume of Work Ready Experiences	 Personal Skills People Skills Applied Skills Work-Habits	ALL 9TH, 10TH, 11TH, AND 12TH GRADES
GRADUATE DIPLOMA+	Percent of Diploma Candidates who earn the International Baccalaureate (IB) Diploma Percent of Juniors who are Diploma Candidates Percent of IB students who earn a certificate at 4 or above Industry Certificate or Credential Percent of Graduating Seniors who have earned IBCC	10% 10% 10% 10% baseline in 16-17

EC-5 Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	PROGRESS MONITORING	START & END TIME
CULTURE & CLIMATE *High Performing Workforce* *Positive Community Relationships and Partnerships*	1. Check in meetings with the Director of Student Services on parent concerns/complaints and discipline data. This will also include discussion on supports that the department is providing for schools or that the schools need.	Director/ Assistant Superintendent	Applying on Element 2, 3, 7,15, and 16 for District Leader.	School visits with the Director with debriefing sessions that include next action steps.	Sept – May
	2. Check in meetings with Executive Directors and Human Resource Department on staff concerns/complaints regarding school leadership. Discussion will also include what supports the building administration might need to address the concerns/complaints.	Assistant Superintendent/ Executive Directors	Applying level on Element 3, 5, 12 for District Leaders	Quarterly check ins to review the data and determine supports and next action steps.	Sept – June
	3. Professional learning communities (PLCs) are high functioning and student focused.	Executive Directors/ Lead Teacher Leaders	Applying level for Element 1, 7, and 14 for District Leaders, Applying level for Element 2 and 31 for Lead Teacher Leaders.	School check ins which occur twice a year. A PLC self-assessment – pre and post.	Sept – May

EC-5 Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	PROGRESS MONITORING	START & END TIME
TEACHING AND LEARNING *High expectations for student achievement*	1. Professional development for principals, Teacher Leaders, and Lead Teacher Leaders on the Marzano Instructional Model / Big 3+ Crosswalk	Executive Directors/ Lead Teacher Leaders/ ESL Director	Applying level of Element 4, 5 for District Leaders Lead Teacher Leaders – applying level of Element 4 and developing for element 5	Professional development feedback Executive Directors and Lead Teacher logs	Sept. – May
	2. School visits with Executive Directors and/or Lead Teacher Leaders to check in on the progress of each school's literacy plan. These visits will include observations and discussions with the principal and/or Teacher Leader. Also school visits with the ESL and Student Services Director.	Executive Directors/ Lead Teacher Leaders/ Directors/ Assistant Superintendent	Applying level on Element 1, 2, 4, and 5 for District Leaders. Lead Teacher Leaders at applying level for element 2, 3, and 31.	Debriefing sessions with the Executive Directors, Lead Teacher Leaders, or Directors on school visits.	Sept – May
	3. Principal and Teacher Leader check in on school literacy plan. These check ins will occur twice during the school year.	Executive Directors/ Lead Teacher Leaders/ Assistant Superintendent		Two check ins during the school year. Debriefings with EC5 team will determine next steps for support.	Dec. & late spring
	4. Monitoring of buildings' professional learning communities to ensure that the structure is focused on instruction and student achievement.	Executive Directors	Applying level for Element 1,2,and 3 for Executive Directors Lead Teacher Leaders – applying level for Element 31, 33	Schools check ins that occur twice a year. One on one conversation with Executive Directors.	Sept. – May

EC-5 Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	PROGRESS MONITORING	START & END TIME
LEADERSHIP *High Performing Workforce*	1. Specific Domains and elements will be selected from the KCKPS Growth Model that focuses on leadership development.	Executive Directors/ Assistant Superintendent/ Directors (3)	District Leaders will be at the applying level on the Growth Model on Element 5. Lead Teacher Leaders will be at applying on Element 24 and/or 25 and 31.	One to one checks ins Targeted leadership coaching Schools check ins in December and in late spring with feedback to schools.	Aug. – May
	2. Professional Learning Communities for principals, TLs, and departments will be established and implemented. This structure will provide for opportunities for leadership and instructional development as well as networking.	Executive Directors/ Lead Teacher Leaders/ Assistant Superintendent	District Leaders will be at the applying level on Element 7. Lead Teacher Leaders will be at the applying level of Element 28, Element 16	PLC logs Check in with EC5 Leadership Team One on one check ins with EC5 staff	Sept. – May
	3. Principal and TL check in on school literacy plan. These check ins will occur twice during the school year.	Executive Directors/ Lead Teacher Leaders/ Assistant Superintendent	Applying level for Element 1,2, and 3 for Executive Directors Lead Teacher Leaders – applying level for Element 31, 33	Two check ins during the school year	Dec. & late spring
	4. To implement "on the spot" coaching with EDs, LTLs, and Directors when conducting school visits	Assistant Superintendent		Ongoing school visits with Executive Directors, Lead Teacher Leaders, and Directors	

SECONDARY ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
LEADERSHIP *BOE Priority =* **High expectations for student achievement*	Ensure clusters and schools have clear measurable goals related to all priorities • Non-negotiable achievement targets are established by cluster/school and consistently monitored and tracked • Non-negotiable instructional expectations are established and consistently monitored/tracked	Assistant Superintendent Executive Directors	District Leaders provide a clear vision of how instruction should be addressed in the district and has the trust of building leaders District Leadership Element "Evidences" Walk through Data	District Leadership Element "Evidences" Walkthrough Data	DCIP Targets	Quarterly Check-ins	August – May
PLCs *BOE Priority =* **High expectations for student achievement* **Safe and respectful learning environments* **High performing workplace*	Evaluate EDs based on these expectations. Monitor and track evidences related to and relevant to priorities and targets Establish a weekly scorecard check – in process Ensure all schools have dedicated weekly PLC time for all content teacher	Assistant Superintendent/ Executive Directors/ Principals	Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. ("Applying" on the implementation scale)	District and tSchool Leader Element "Evidences"	DCIP Targets Unit Plans Created Common Assessments	End of 1st Quarter 3rd Quarter 4th Quarter	August – May

SECONDARY ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
RIGOROUS UNIT PLANNING *BOE Priority =* **High expectations for student achievement* **High performing workplace*	Establish the expectation that all secondary teachers will be engaged in RUP • Structure District PL and building PL to train teachers in RUP • Monitor/track PLC work and outputs with growth model tool elements	Assistant Superintendent/ Executive Directors/ Curriculum Director/ Lead Teacher Leaders/ Curriculum Teacher Leaders/ Building Teacher Leaders	Participants will be able to design instructional units, scales, assessments, and lesson clusters using a progression of learning necessary to achieve the academic rigor called for by College and Career Readiness Standards. ("Developing" on the implementation scale)	District Leader, School Leader, and Instructional Staff Element "Evidences" Walkthrough data	DCIP Targets Unit Plans Common Assessments	End of 2nd Semester 3rd Quarter 4th Quarter	August – May
LITERACY *BOE Priority =* **High expectations for student achievement*	Monitor implementation of current literacy plans Provide Professional Learning over the Jane Schaffer Writing Model Revise Literacy Plans to incorporate the Jane Schaffer Writing Model	Assistant Superintendent/ EDs/ Lead TL/ Curriculum TLs/ Principals/ Building TLs/ School Literacy Teams	Continue to build a culture	District Leader, School Leader, and Instructional Staff Element "Evidences" Level Walkthrough Data	DCIP Targets	Quarterly	August – May

OPERATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD (SHORT-TERM)	LAG (LONG-TERM)	PROGRESS MONITORING	START & END TIME
Safety of Students to and from School *(High Performing Workforce)*	Train all bus drivers on bus safety Monthly driver meetings – mandated Review School Boundaries and make necessary recommendations Monthly check-in meetings with Director Evaluate Staff	CFO, Director, Assistant Director	To compare the percent of preventable verses non-preventable accidents to the number of students transported monthly, quarterly and annually. To provide safer walking routes or bus stops for students	Focused Staff Training on Identified Techniques Establish new routes and/or stops to support boundary changes Support Strengths and Oppor-tunities for Growth	Be a Learner. Make work public, study, explore and expect to evolve and grow in what we know and do. Reduction in preventable accidents Increase num-ber of stops or riders by 5% to ensure safety and support new boundaries Domain 5 Element 4	Start of School Monthly Report	Quarterly Reviews Annual Report

Operations Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD (SHORT-TERM)	LAG (LONG-TERM)	PROGRESS MONITORING	START & END TIME
Track customer satisfaction *(High Expectations for Student Learning and Safe and Respectful Learning Environments and High Performing Workforce)*	Distribute work orders to appropriate lead. Establish priority predicated on emergency, safety and related factors. Complete a list of all work orders older than 60 days and verify priority Review facility study Evaluate Staff	CFO, Directors,	Close out or complete work orders within 60 days Prioritize all work orders Compile list of work orders over 60 days and review with foreman/lead staff Determine plan of action for facility needs, including cameras for security	Acknowledge infrastructure supporting facilities and technology Improve response time and support positive interactions Support Strengths and Opportunities for Growth	Be Responsible – It is Up To Us. We are responsible for the success of each student, staff member, school and each department. Complete an action plan from the facility study that outlines needs for 1 year, 5 years and 10 years Domain 5 Element 3	Monthly updates and check ins	Ongoing throughout school year Annual reviews of facility plans and security cameras

OPERATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD (SHORT-TERM)	LAG (LONG-TERM)	PROGRESS MONITORING	START & END TIME
Improve the overall quality of the food offered to students *(High Performing Workforce, Good Stewards of Resources and Financial Accountability)*	Enhance presentation of food Improve service to students Begin scratch meals in the schools Increase exposure and serving of fresh fruits and vegetables Implement CEP in PK and Elementary schools Evaluate Staff	CFO, Director	Increase participation in meals Increase customer satisfaction of meals Reduce waste	Cleanliness of kitchen and display areas Courtesy of the staff that are serving the students Support Strengths and Opportunities for Growth	Achieve Results that Matter – Aim High, choose actions that focus on meaningful outcomes Increase Participation rates in meal consumption by 6%. Maintain a non-subsidized budget that supports increased quality Domain 5 Element 1 and 2	Regular check ins throughout the month with schools Monthly Kitchen Manager meetings Monthly meetings with CFO	Beginning of School Ongoing

OPERATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD (SHORT-TERM)	LAG (LONG-TERM)	PROGRESS MONITORING	START & END TIME
Monitor all of the district cash balances *(Good Stewards of Resources and Financial Accountability)*	Implement the new ERP system, Business Plus Implement the OpenGov.com program, customize reporting Requisitions and Purchase Orders open for only 90 days Year-end close PO's to better manage cash flow Allocate resources to support goals Evaluate Staff	CFO, Directors, Assistant Directors	Monitor cash flow and balances throughout the year Drill down by fund, function, location or object code expenditures Capacity to runs reports quickly and effectively Ensure that the data is accurate and coded correctly by fund, function, location.	Determine reporting needs Align all budget codes with the KS School Finance Handbook End of each 90 day period, all purchase orders closed At A Glance Budget Analysis, daily and monthly review of cash balances verses expenditures Support Strengths and Opportunities for Growth	<u>Be A Learner.</u> Make our work public, study, explore and expect to evolve and grow in what we know and do. Go live with ERP system – all components by Jan. 1, 2016 By the end of the fiscal year, 97% of the budget will be expended Implement OpenGov by end of 2015-16 school year Domain 5 Element5	Monthly meetings Dashboard Review Report Balances monthly	Ongoing

OPERATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	LEAD (SHORT-TERM)	LAG (LONG-TERM)	PROGRESS MONITORING	START & END TIME
Monitor risk management and mitigate risk *(Good Stewards of Resources and Financial Accountability)*	Implement inventory control protocols and track all inventory Provide additional support to all school treasurers All fundraising activities will be signed off by building administrator and Director of Risk Management Daily review of Workers Compensation claims Evaluate Staff	CFO Director	Report all inventory, ensure accuracy and track and dispose of property per board policy Handle activity funds appropriately Standardized fundraising protocols Differentiate types of injury by employee groups	All inventory will be recorded including disposal, adds, estimated value, original cost, date of purchase, serial numbers and location Monthly review and reconciliation of treasurer reports, activity funds Daily and monthly review of all WC claims Support Strengths and Opportunities for Growth	Achieve Results that Matter – Aim High and choose actions that focus on meaningful outcomes Accurate annual report and updates of inventory by building and by district Advance cash handling processes Keep WC claims to under 200 for the year and under $1.3 m annually Domain 5 Element 3, 4, 5	Monthly Check ins Monthly Treasurer Reports	Beginning of School Ongoing

Communications Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
Comprehensive Professional Communication Program: Positive Community Relations and Partnerships	On-going professional development for communications staff, district and school leaders in media interviews	Chief of Comm. Communications Team	**Effectively manage Communications Through the News Media**		Improvement in survey data	Annual Survey	On-going
	Foster availability of leadership and content experts for media interviews fostered	Chief of Comm Communications Team	Effectively manage Communications Through the News Media		Improvement in survey data	Annual Survey	On-going
	Full compliance with restrictions and allowances of FERPA and FOIA	Chief of Comm.	Effectively manage Communications Through the News Media	No FERPA or FOIA complaints		Quarterly	On-going
	Media coverage monitored; inaccuracies followed up to prevent repeats; appreciation extended for well-handled coverage	Comm. Manager Communications Team	Effectively manage Communications Through the News Media	Accurate media coverage	Improvement in survey data	Annual Survey	On-going
	Reciprocal relationships with neighboring districts includes ongoing sharing of resources and information as well as for supplemental communications staffing support in times of crisis/large stories	Chief of Comm. Communications Team	Effectively manage Communications Through the News Media		Effective communications response during major crisis	December and June	September – May

COMMUNICATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
Effectively Engaging Target Audiences Through Social Media: Positive Community Relations and Partnerships	Media relations regularly evaluated to identify opportunities to improve coverage	Comm. Manager	Effectively manage Communications Through the News Media	Continuous improvement		Annually	July – June
	Selection and use of social media based on researched audience preferences and profiles, in accordance with Research, Analysis, Communication and Evaluation (RACE)	Comm. Manager Communications Team	**Effectively Engaging Target Audiences Through Social Media**	Continued growth in Social Media usage	Improvement in survey data	Monthly monitoring of metrics Annual Survey	On-going
	Social media use spans full range of district communications; audiences encouraged to interact with the district in social media	Communications Team	Effectively Engaging Target Audiences Through Social Media	Increased interaction on social media platforms	Improvement in survey data	On-going	On-going
	Board policies regarding social media shared with students, parents, staff and public via multiple mechanisms (website, social media channel, students handbooks, employee manuals)	Communications Team	Effectively Engaging Target Audiences Through Social Media	Adherence to Board policy on social media		On-going	On-going
	Goals established for attaining views or interaction aligned with district communications plan; communications team tracks results and adjusts strategies accordingly	Communications Team	Effectively Engaging Target Audiences Through Social Media	Improvements in monthly metrics		Monthly	September – May

Communications Action Plan

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
Comprehensive Professional Communication Program: Positive Community Relations and Partnerships	Research into stakeholder perceptions and expectations about the district and schools supports brand/identity development	Chief of Comm. Communications Team	Advance Identity/Brand of District		Improvement in survey data	On-going	On-going
	Communications plan incorporates use of brand/identity across all relevant strategies and tactics	Chief of Comm Communications Team	Advance Identity/Brand of District		Improvement in survey data	On-going	On-going
	Messaging consistently supports the district's brand/identity across all operational areas	Chief of Comm. Communications Team	Advance Identity/Brand of District		Improvement in survey data	On-going	On-going
	Brand/identity regularly evaluated for relevancy and currency	Chief of Comm. Communications Team	Advance Identity/Brand of District		Improvement in survey data	Annually	June

COMMUNICATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
Internal Communications: High Performing Workplace	Series of communications approaches to foster employee engagement, including: •Employee intranet page established with key employee content •Frequent, thorough and accurate employee communications through newsletters and e-mail messages •Rationale for decisions made by district leaders is shared with employees	Comm. Manager Communications Team	Strengthen Employee Engagement		Improvement in internal survey data	Quarterly Communications Advisory Group Meetings	On-going
	Regular and ongoing input from employees on preferred opportunities to be engaged with the district and schools in support of student learning	Comm. Manager Communications Team	Strengthen Employee Engagement	Quarterly Communications Advisory Group	Survey data	Quarterly	Fall, 2015 – Spring, 2016
	Employee recognition programs and/or award programs support employee contributions to the organization's success	Superintendent's Office	Strengthen Employee Engagement	Receipt of nominations for 5-Star Service Awards	Survey data	On-going	
	Ongoing feedback from employees and regular evaluation of employee engagement to foster student success	Chief of Comm. Communications Team	Strengthen Employee Engagement		Survey data	Quarterly	Fall , 2015 – Spring, 2016

COMMUNICATIONS ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE LEAD	LAG	PROGRESS MONITORING	START & END TIME
Parent/Family Communications: Positive Community Relations and Partnerships	District/school policy and clearly articulated crisis communications plan updated regularly with in-volvement from police and safety officials and supported by adequate technology and resources	Cheif of Comm. Communications Team (Police Department)	Communicating with Parents/Families During a Crisis	Policy Review		Annual	Fall, 2015
	Plan for provision of emergency back-up and official support for district communications office (personnel, equipment and other resources) in the event of a large-scale crisis or catastrophe	Chief of Comm. Comm. Manager	Communicating with Parents/Families During a Crisis		Plan develop-ment	Annual	Fall, 2015
	Ongoing feedback and evaluation of communications to improve parent/family engagement and ensure student safety	Chief of Comm. Communications Team	Communicating with Parents/Families During a Crisis		Survey data	Annual	Fall, 2015 – Spring, 2016

POLICE DEPARTMENT ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE		PROGRESS MONITORING	START & END TIME
1. Provide a Safe and Respectful Learning Environment	Standard Response Protocol Training (SRP)	Officer(s) assigned to each school/ building in District	Standardize safety protocol for all buildings, faculty and students	Initial SRP training @ each building	Monthly drills – Critique/ Assessment and recorded	Initiate training August; monthly drills	August – May
	Implement Crime Prevention through Environmental Design @ each building (CPTED)	Officer(s) assigned to each school/ building in District; Chief, Facilities Director of Physical Properties	Continuous safety improvement to environment of campus/ building	Initial site evaluation – CPTED inspection performed – all schools and district buildings	Identify priority site improvement plans for each building – review quarterly for improvements	Initial site evaluation – August Priority list reviewed quarterly	August – initial survey May – Evaluate progress
	Critical Response Training (ALICE)	Chief; Deputy Chief, Sergeants – Campus Officers	Ensure students and staff receive safety training for critical incidents – Lockdown/ Intruder situations	Provide training to all High Schools' Students and staff – all schools completing training	Monthly drills – Critique/ Assessment and recorded	Initiate September 2015 Monthly Drills	September 2015 Complete December

POLICE DEPARTMENT ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE		PROGRESS MONITORING	START & END TIME
2. Build Positive Community Relations and Partnerships	Implement KCKPSPD Campus Officer Mentorship Program; Officer Response System	Chief, Deputy Chief, Sergeants, Dr. Will; Campus Officers	Reduce disruptive behavior, bullying and truancy; build positive relationships; help connect student to services; retain student in school; Develop Individual safety Program	Risk Instrument Design; Students identified; Meeting frequency established	Meetings set; weekly, monthly, quarterly Critique/ Assessed Recorded Annual Report	Weekly Review	September 2015 Continuous Action and Engagement
	Crisis Intervention Team Training (CIT) Youth Focused Mental Health First Aide	Campus Officers at each school	Campus Officers trained to communicate more effectively with students experiencing mental health crisis	Officers document incidents	Daily Monitor Annual Report	Daily review	July 2015; Engage students August – May
	Community Engagement Initiatives – Clergy; Liveable Neighborhoods; Family Advocacy	Chief; Deputy Chief; Sergeants; Campus Officers	Build supportive Relationship with Community	Attend monthly meetings with Clergy; Liveable Neighborhoods; Attend Family Advocacy @ school	Document monthly attendance and feedback	Track Attendance and feedback	August 2015 Continuous

POLICE DEPARTMENT ACTION PLAN

PRIORITIES	ACTIONS	PERSON RESPONSIBLE	DESIRED EFFECT	MEASURABLE		PROGRESS MONITORING	START & END TIME
3. Create High Performance Workforce of Officers	Become Accredited Police Agency (CALEA)	Chief, Deputy Chief, Sergeants	Achieve Police Industry Standards Accreditation; Meet or exceed best practices	Initial Application; On-site Mock Assessment; On-site Assessment	CALEA consultant review of General Orders; policies and practices to ensure compliance	Timeline target dates; Monthly review	Apply: August 2016
	Professional Training and Certifications	Trainers and Instructors	Achieve professional training and certifications to develop best practices for school safety and student and staff support	Record of training; certification	Record maintenance	Training records maintained; certification documented	Start: 2014 On-going training and certification
	General Order/Protocol	Chief, Deputy Chief, Legal Counsel, Superintendent, BOE	Achieve best practices for police procedures and protocols that meet or exceed police industry standards	General Orders presented to Board for Review and Approval	Record maintenance	Timeline target dates; completion August 2016	Start: 2014 On-going creation, review and implementation