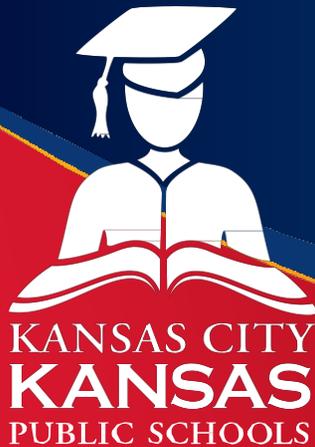


*Kansas City, Kansas Public Schools*

**District Continuous Improvement Plan**

**Annual Report**

2015/16



*Inspiring*  
**EXCELLENCE**

Every Grownup,  
Every Child, Every Day.

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**LEARN STUDY EXPLORE EVOLVE GROW**

## **District Continuous Improvement Plan**

### **Annual Report: 2015-2016**

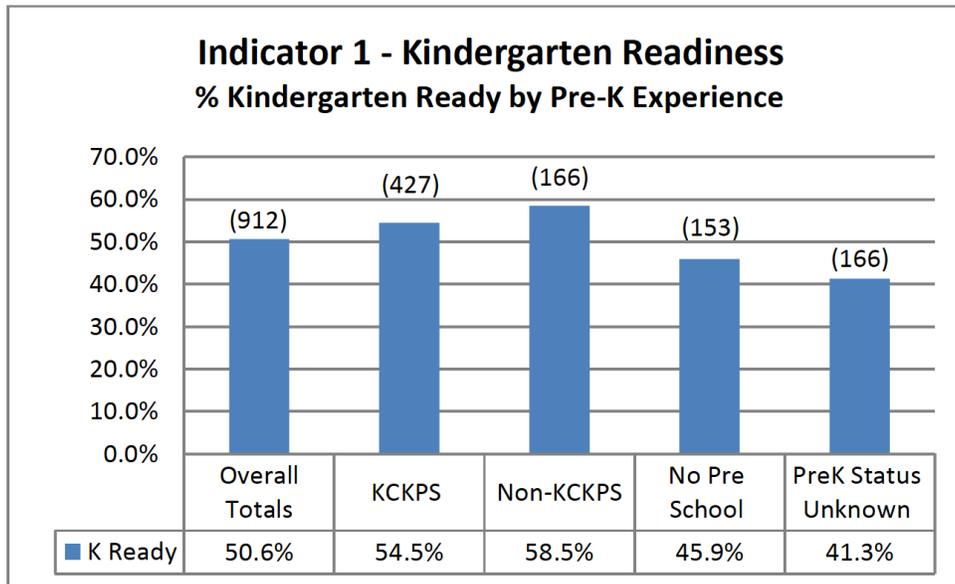
The goal of the Kansas City, Kansas Public Schools is that each student will exit high school prepared for college and careers in a global society, and at every level, performance is on-track and on-time for success. To reach this goal, the district has developed rigorous targets for improvement at each grade level. Staff work to support students in reaching their individual goals, and to help each school to meet its specific targets.

The specific targets for school and district performance are contained in the District Continuous Improvement Plan (DCIP). The DCIP contains targets at each grade level for reading, math and science; targets for completing classes that are important for college and career readiness; targets for important benchmark tests for college readiness (ACT Aspire); and targets reaching milestones on the path to college readiness, including completing internships, college-level classes and graduation.

The work of the district is built on a foundation of continuous improvement, and rests on the belief that when meaningful targets are set, on-going training is provided and progress is monitored, continuous improvement will result. The district will report out on data on a quarterly basis, and use that information to make adjustments to the work.

## ENTER KINDERGARTEN READY

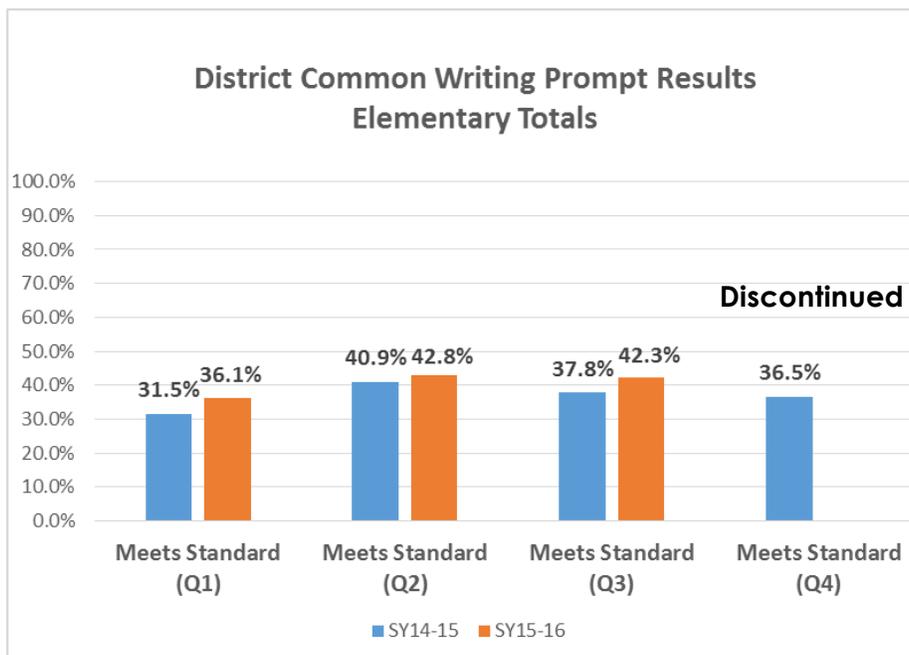
- Preschool students enter school **Kindergarten-ready**



## STRONG LITERACY

### ELEMENTARY

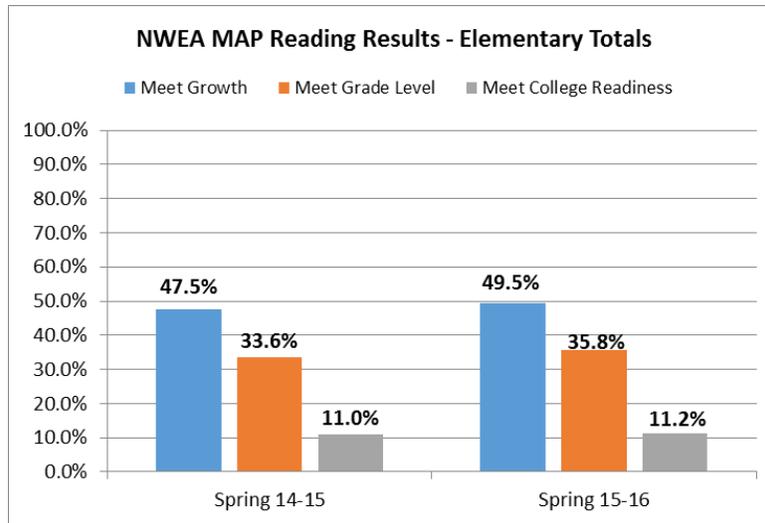
- All students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades “**achieve standard**” in **writing**, across the disciplines, on the “Summative Assessments” cross-content writing rubric.



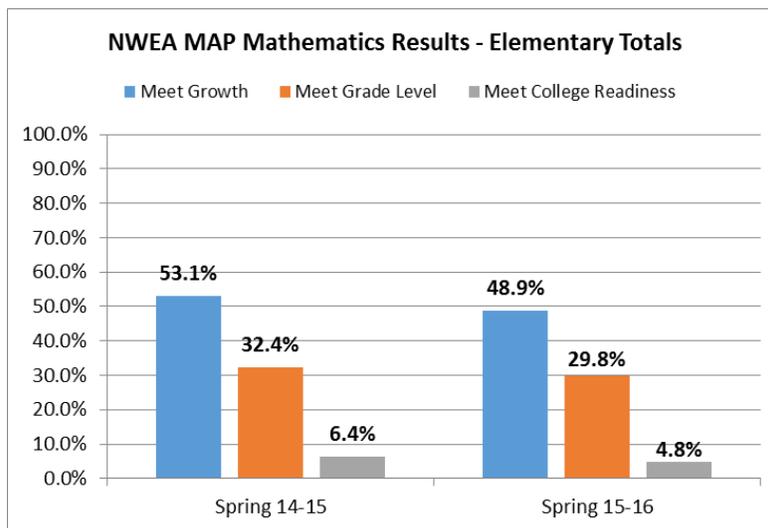
## SOLID ACADEMIC SKILLS

### ELEMENTARY

Target: 65% of all students in grades K thru 5 achieve “grade level” targets established in Reading, Mathematics, and Science as demonstrated by performance on the “Measures of Academic Progress”



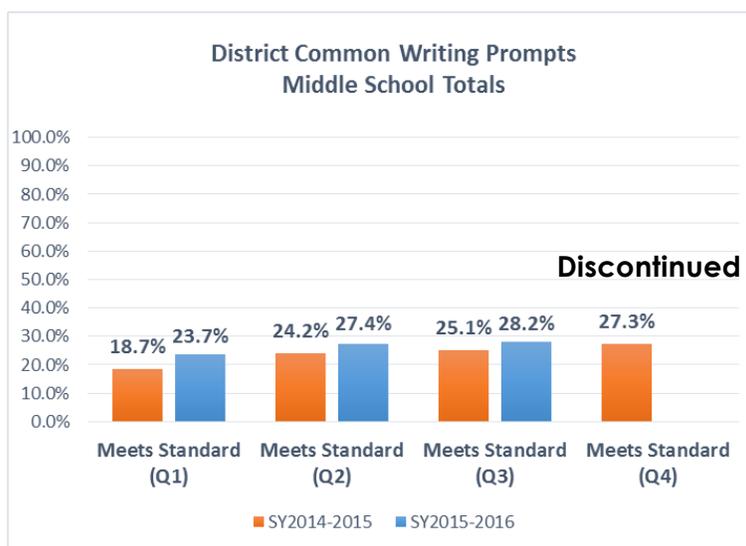
Target: 22.5% of students in grades K – 5 will meet the benchmark on the spring NWEA MAP Reading, Mathematics, and Science (4<sup>th</sup> grade) test to be considered “on-track and on-time” for college readiness



## MIDDLE SCHOOL

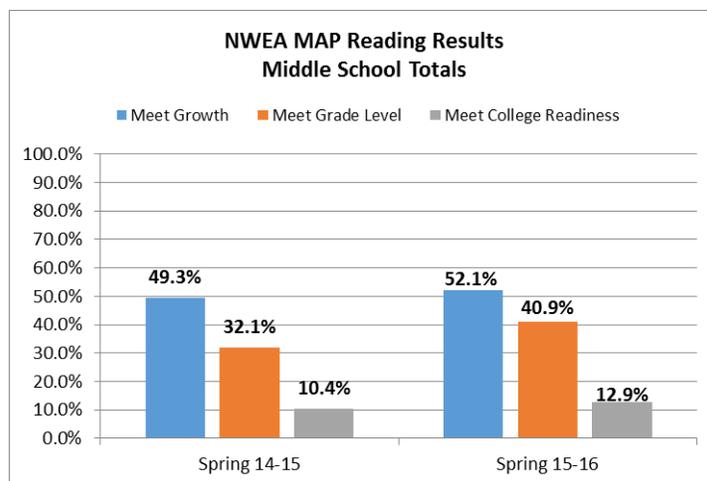
### STRONG LITERACY

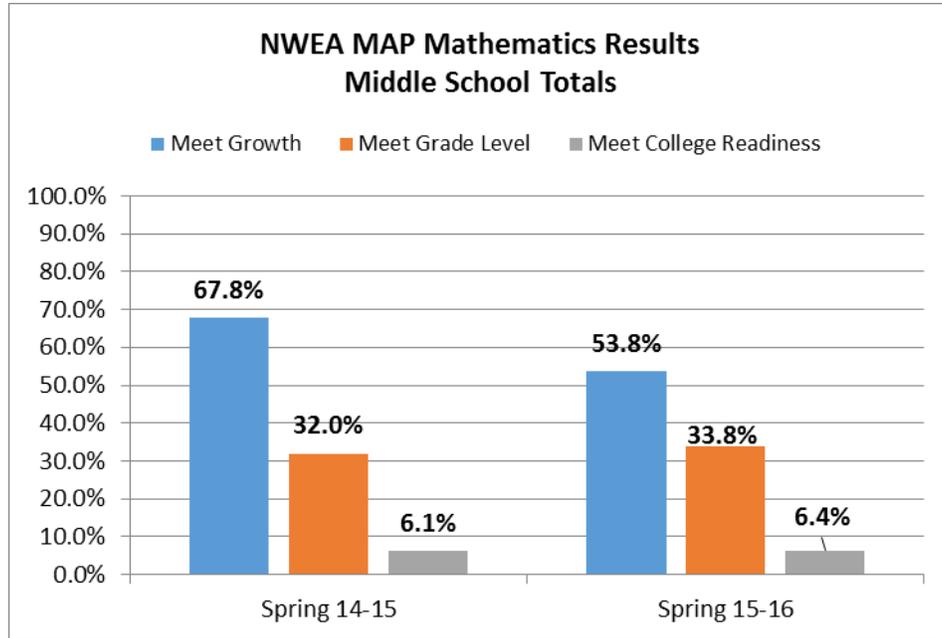
- All students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades “**achieve standard**” in writing, across the disciplines, on the “Summative Assessments” cross-content writing rubric.



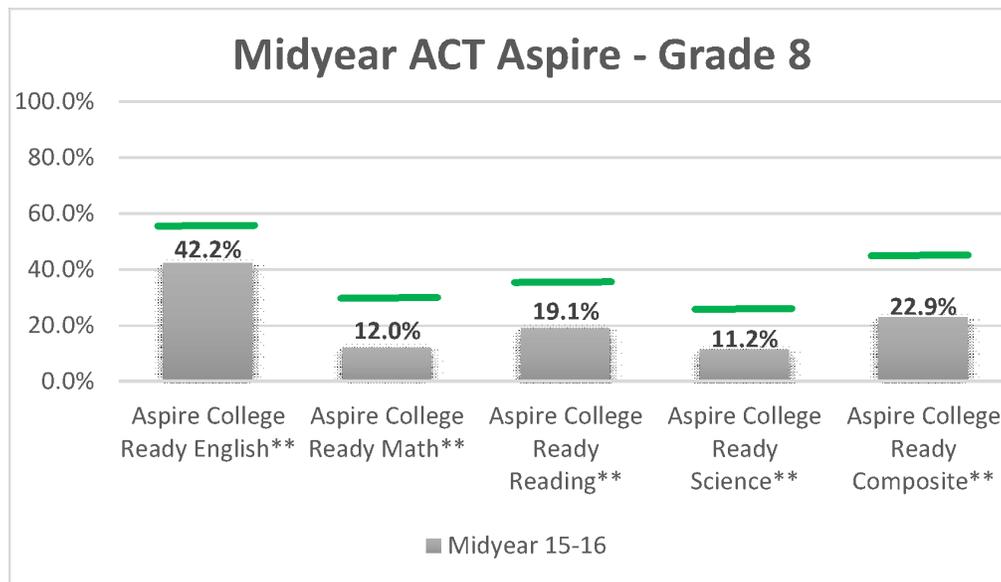
### SOLID ACADEMIC SKILLS

Target: 65% of all students in grades 6 and 7 achieve “grade level” targets established in Reading and Mathematics, and Science as demonstrated by performance on the “Measures of Academic Progress” (NWEA MAP) Fall and Spring\_

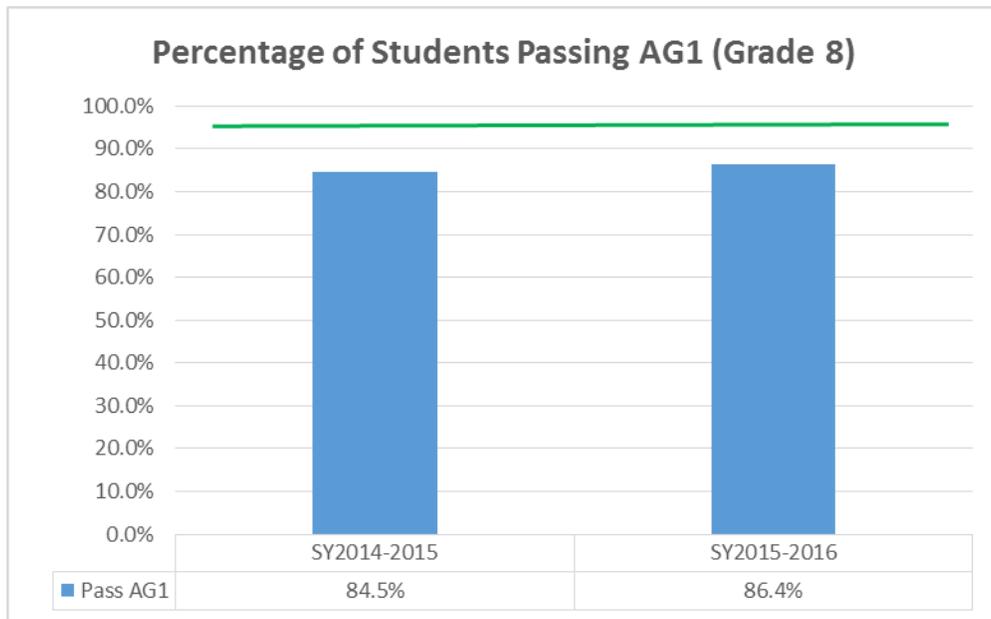




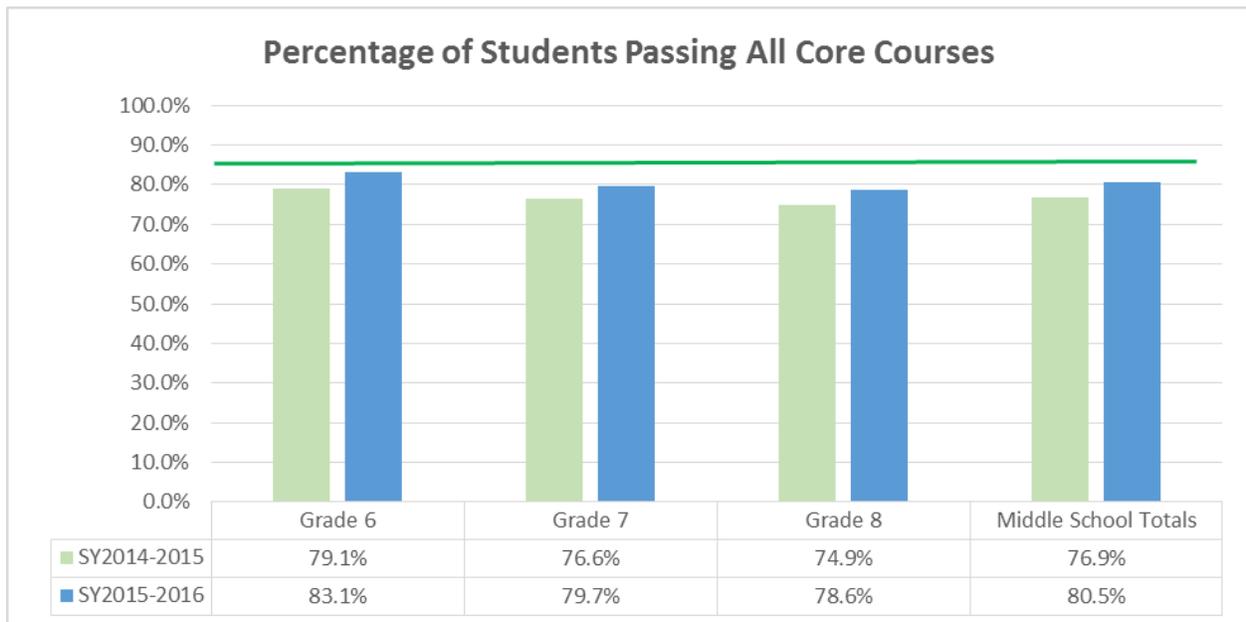
Target: 8<sup>th</sup> grade students attain a Composite score on the **ACT Aspire** of 418 and meet the college readiness benchmarks in English, Math, Reading and Science



Target: 90% of all 8<sup>th</sup> grade students successfully complete **Algebra/Geometry-1**



Target: 80% of middle school students are **passing** with a letter grade of "C" all classes (core and elective courses)



Target: 90% of 6<sup>th</sup> grade students engage in deep **career exploration** (beginning with 6<sup>th</sup> grade)

- Participate in at least two college and industry visits
- Complete an Individual Plan of Study (IPS)
- Participate in the ACT Talent
- Participate in the ACT Engage
- Participate in “Career Jumping”
- Participate in the ACT WorkKeys Assessment (8<sup>th</sup> Grade)

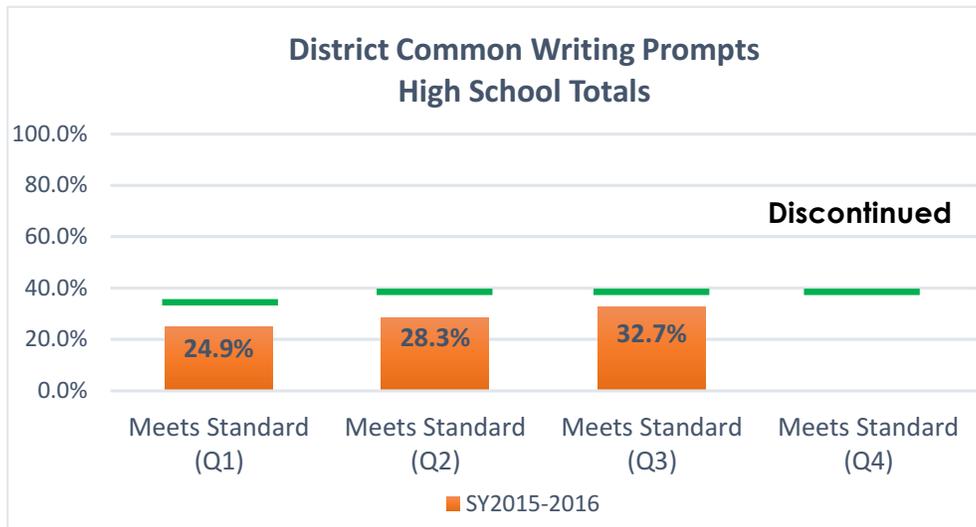
Outcome: 88% of 6<sup>th</sup> grade students completed an Individual Plan of Study (IPS)

Middle School	Completion of <del>Indiv.</del> Plan of Study (IPS)	College Visit	Career Explore
Argentine	100%	University of Kansas	Career Research throughout year focusing on education, skills and salaries of respective careers.
Arrowhead	95%	University of Kansas	On-Site Career Fair
Central	85%	KCKCC-TEC.	Career Jumping on March 6.
Coronado	100%	KCKCC & KCKCC TEC. CTR	8th grade team provided speakers for the 6th grade class.
Eisenhower	75%	University of Kansas.	Career Fair on March 27 at school.
Northwest	86%	University of Kansas KCKCC	Career Fair on May 22 at school.
Rosedale	70%		Career Fair on April 14 at school.
West	96%	UMKC	Career information provided by UMKC students to middle school on Sept. 24, Oct. 22 and Nov. 19.

## HIGH SCHOOL

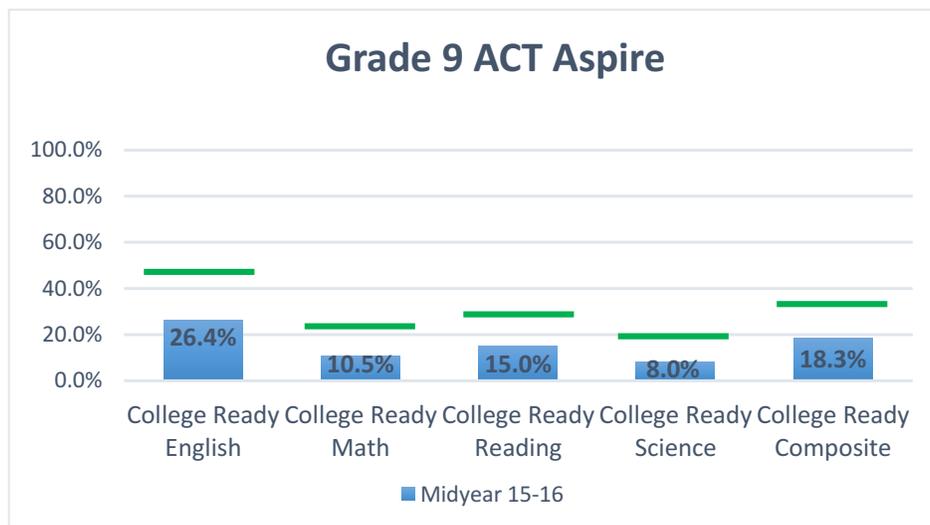
### STRONG LITERACY

- All students in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades “**achieve standard**” in writing, across the disciplines, on the “Summative Assessments” cross-content writing rubric.

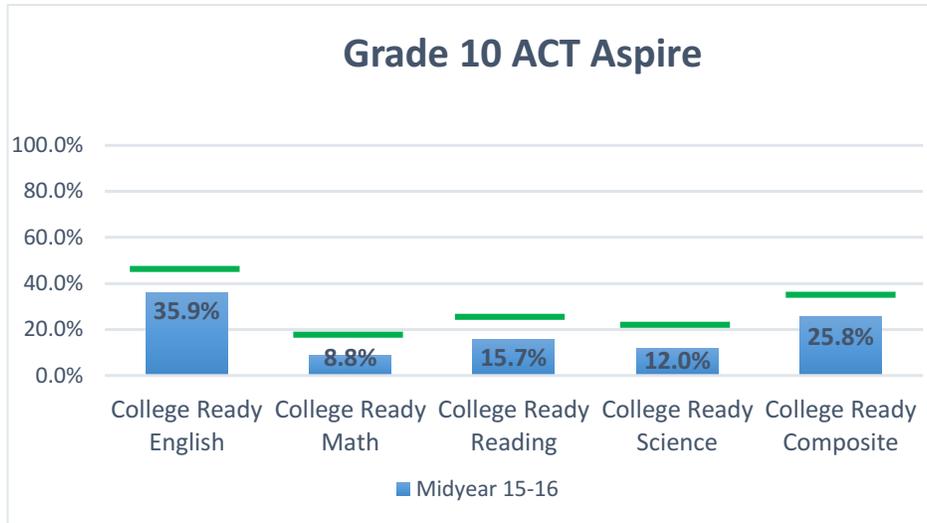


### SOLID ACADEMIC SKILLS

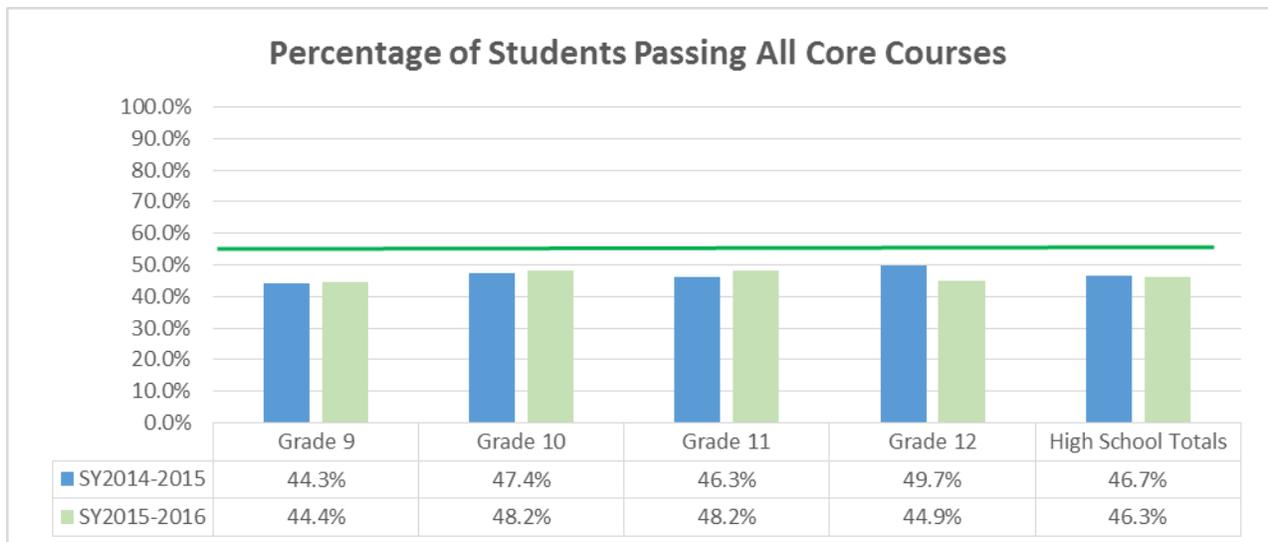
Target: 65% of 9<sup>th</sup> grade students attain a **composite** score of at least 418 on the **Aspire**, and meet or exceed **college readiness benchmarks**



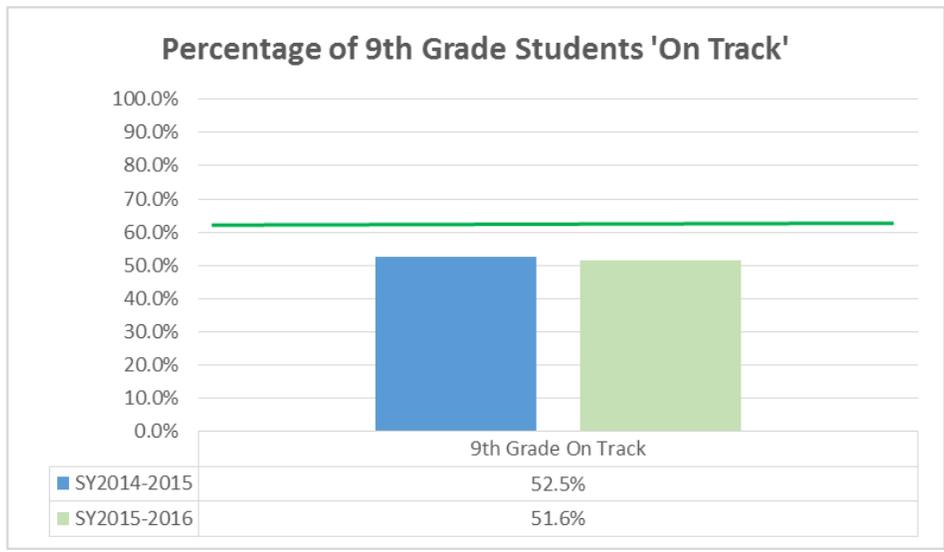
Target: 30% of 10<sup>th</sup> grade students attain a **composite** score on the **Aspire** of at least 419, and meet or exceed **college readiness benchmarks**



Target: Students are passing with a letter grade of "C" all classes (core and elective courses)



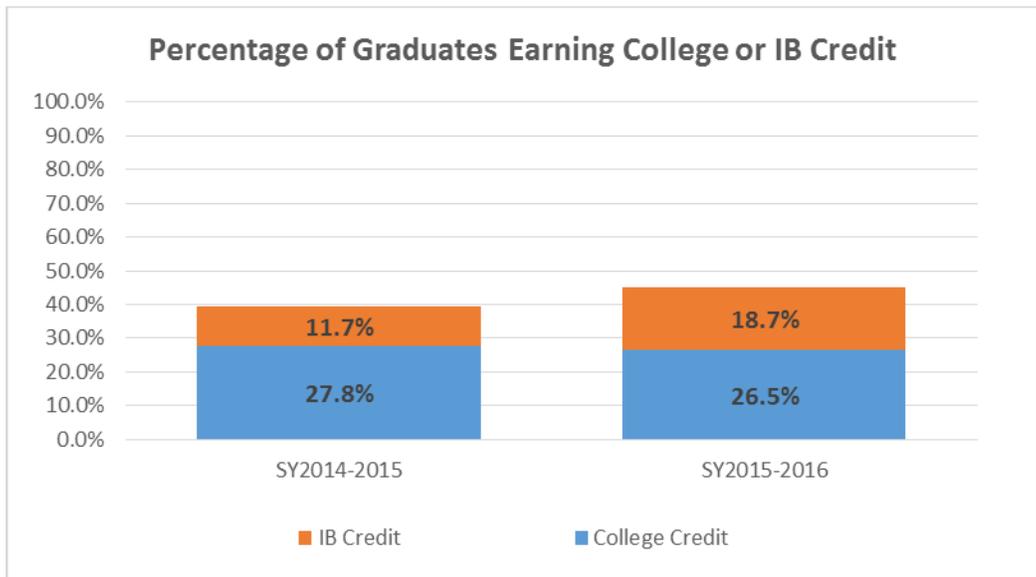
Target: Students in 9<sup>th</sup> grade “on track” for graduation (earn all core credits and no “F’s”)



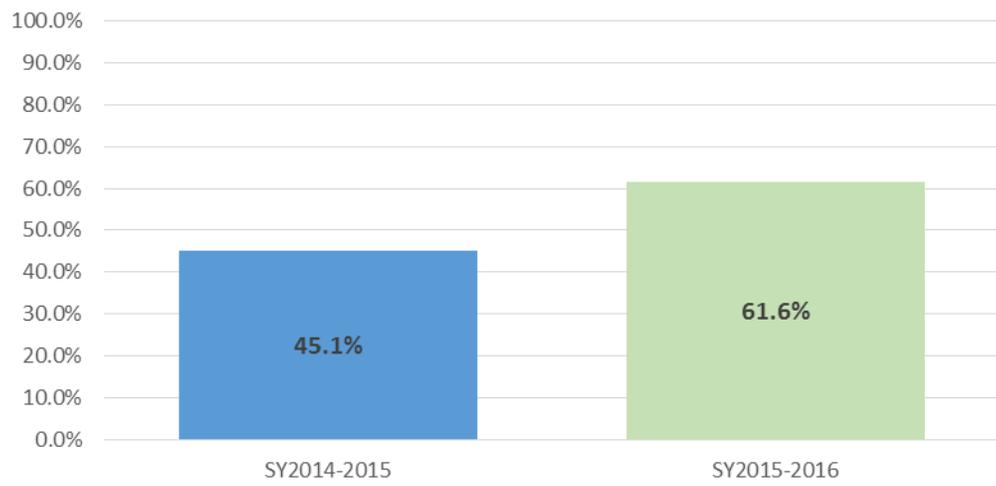
### **COLLEGE AND CAREER READINESS**

Target: **80% of all students graduate obtaining at least one of the following:**

- a. College Course(s), (Advanced Placement, dual or concurrent)
- b. Complete an Industry (Technical) Certificate or Credential including “WorkKeys”  
National Employment Certificate
- c. Successfully complete an Internship



### Percentage of Graduates Earning Certificate or Credential





## EARLY CHILDHOOD/ELEMENTARY ACTION PLAN

<b>ACTION</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING</b>
<p><b>Culture &amp; Climate</b></p> <p><b>Check in meetings</b></p>	<p>Applying on Element 2, 3, 7,15, and 16 for District Leader.</p> <p>Applying level on Element 3, 5, 12 for District Leaders</p>	<p>One to one check ins has occurred with all three Directors to focus on what's going well and what is a challenge. Opportunities for on the spot coaching have been taken place with the AS and the Directors.</p> <p>Also weekly meetings are conducted with the Executive Directors and the three Directors. The most recent meeting focused on determining where building leaders are placed on a Leading for Learning framework. Placement of the leaders had to be supported by rationale and evidence. <b>(action steps for the Leadership component also)</b></p> <p>Check in with EDs and LTLs regarding a Will &amp; Skill matrix for TLs.</p> <p>Check in meetings have occurred to review first semester with all three</p>

		<p>directors. The discussion centered on celebrations, challenges, how challenges were addressed, and how each department was connecting to Diploma Plus and the DCIP.</p> <p>Growth Check ins were conducted with the Executive Directors, Lead Teacher Leaders, and three Directors. Each person was asked to reflect on the progress of their goals, what might need to happen for more progress to occur, and what might the person and I need to focus on that would be most helpful for their progress.</p> <p>Executive Directors and Lead TLs submit logs twice a month. The logs are reviewed with feedback from the Assistant Superintendent written on the logs for their reflection and at times implementation.</p> <p>An outside consultant was utilized to develop, conduct, and gather the results of a survey given to principals and instructional coaches. One was an Executive Director survey and the other was a Lead Instructional Coach survey. The ED survey was conducted to</p>
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		<p>provide feedback around the leadership practices of the Executive Director(s) and to also help learn what principals and instructional coaches thought was helpful from EDs and what additional supports might be needed for moving forward. For Lead Instructional Coaches the survey was to identify effective behaviors that Lead Teacher Leaders demonstrate as they support teacher leaders in improving instructional effectiveness.</p> <p>A final school check in was conducted with each EC5 school. The check ins focused on those push points that had been indicated from the last check ins which occurred during third quarter.</p> <p>I continued to check in with the Directors of Student Services, ESL, and Head Start/Early Childhood. We focused on what was going well and discussed any dilemmas they were facing.</p>
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<p><b>School Visits</b></p>		<p>EDs and LTLs continue to conduct on site visits to discuss with principals and TLs data and its impact on instructional planning and delivery.</p> <p>Professional development on Writer's Workshop continued during second semester. These sessions were provided for teacher leaders (ICs), teachers, and principals. During April and May both consultants modeled lessons with our students while teachers observed and then debriefed with the consultants.</p> <p>Executive Directors and Lead Instructional Coaches began initial Rigor Walks with principals and instructional coaches. These walks are based upon our growth model tool and focus on what rigor looks and sounds like in classrooms. The walks will continue during next year.</p> <p>A school visit was conducted in mid-September with each ED and the assigned LTLs. This visit provided the AS the opportunity to see the collaborative relationship between the ED and the LTL. It also allowed the AS to observe</p>
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<p><b>School check ins</b></p>	<p>District Leaders will be at the applying level on Element 7.</p> <p>Lead Teacher Leaders will be at the applying level of Element 28, Element 16</p> <p>Applying level for Element 1,2, and 3 for Executive Directors</p> <p>Lead Teacher Leaders – applying level for Element 31, 33</p>	<p>the interaction between the building administrator, TL, LTL, and ED.</p> <p>I was able to join several Rigor Walks conducted at school sites and participate in the learning with Executive Directors, Lead Instructional Coaches, principals, and site based instructional coaches.</p> <p>These will begin in December. Information has already been shared with the schools about the check ins and what evidence is being requested of the principal and TL.</p> <p>School check ins were held in December with a specific format to the process. EDs, LTLs, and the Assistant Superintendent recorded information heard from the school team on a template. After each check in the EC5 Leadership team then debriefed on strengths of the check in and push points for the principal and TL. This was</p>
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<p><b>Leadership</b></p> <p><b>Professional Learning Communities for principals, TLs, and departments</b></p>          <p><b>On the spot coaching</b></p>		<p>then put in a letter that was sent to the principal and TL.</p> <p>A final school check in was conducted with each EC5 school. The check ins focused on those push points that had been indicated from the last check ins which occurred during third quarter.</p> <p>The PLCs have been established and meeting. PLCs continue to meet with EDs and LTLs attending some of the meetings in order to provide coaching if needed.</p> <p>The AS has conducted on the spot coaching during school visits, one to one meetings with EDs, LTLs, and Directors, and during weekly meetings.</p> <p>On the spot coaching continues to occur</p>
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		<p>during one to one meetings and weekly EC5 Leadership meetings. Also ED and LTLs coaching logs are reviewed and feedback is provided directly on the log.</p> <p>Professional development by two outside coaching experts on the skill of coaching was provided for the EC5 Leadership Team in January. The purpose was to strengthen their coaching skills when working with principals and TLs. The expectation is that the EC5 Leadership team is utilizing these skills in their work with staff that they support and/or support.</p> <p>Surveys that focus on the work of EDs and LTLs will be conducted this spring. The purpose will be to give feedback for reflective thinking and conversation and to provide information that will drive professional development decisions for the team and individuals.</p> <p>In April and May an outside consultant was utilized to develop, conduct, and gather the results of a survey given to principals and instructional coaches. One was an Executive Director survey and the other was a Lead Instructional</p>
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		<p>Coach survey. The ED survey was conducted to provide feedback around the leadership practices of the Executive Director(s) and to also help learn what principals and instructional coaches thought was helpful from EDs and what additional supports might be needed for moving forward. For Lead Instructional Coaches the survey was to identify effective behaviors that Lead Teacher Leaders demonstrate as they support teacher leaders in improving instructional effectiveness.</p>
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## 4<sup>TH</sup> QUARTER SECONDARY ACTION PLAN

<b>ACTION</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING</b>
<p><b>Leadership:</b></p> <ul style="list-style-type: none"><li>● Established clear measurable targets</li><li>● Established clear model of instruction/leadership actions</li><li>● Progress monitor implementation and achievement</li><li>● Established evaluation goals related to this priority</li></ul> <p><b>Professional Learning Communities:</b></p> <ul style="list-style-type: none"><li>● Established content PLCs in all secondary schools.</li><li>● Established meeting a minimum of 60 minutes week</li><li>● Walkthrough tool and questions have been developed to track PLC work</li></ul> <p><b>Rigorous Unit Planning:</b></p> <ul style="list-style-type: none"><li>● Central Office Leadership has studied the components of RUP</li><li>● Central Office staff has provided RUP</li></ul>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"><li>● School leader provides a clear vision of how instruction should be addressed in the school and has the trust of the faculty and staff.</li><li>● Teacher Leaders plan, implement, coach and monitor work that aligns with district and building goals.</li></ul> <p><b>Professional Learning Communities:</b></p> <ul style="list-style-type: none"><li>● Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</li></ul> <p><b>Rigorous Unit Planning:</b></p> <ul style="list-style-type: none"><li>● Participants will be able to design instructional units, scales, assessments, and lesson clusters using a progression of learning necessary to achieve the academic</li></ul>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"><li>● Executive Directors and the Assistant Superintendent of Secondary Schools are identifying the aligned elements from the District Leader, Principal, and Teacher Growth Plans. We will generate reports to analyze our baseline assessments.</li><li>● <b>Central Office Administrators are monitoring this priority with our iObservation tool. 80% of the observations conducted in this Domain indicated school leaders implemented at the “Beginning” or “Developing” level. (2<sup>nd</sup> Quarter)</b></li><li>● <b>As of the 3<sup>rd</sup> quarter 75% of the school leaders performed at the “Developing” and “Applying” levels. 55% were “Developing” and 20%</b></li></ul>

<p>professional development to building staff</p> <ul style="list-style-type: none"> <li>Walkthrough tool and questions have been developed track RUP implementation</li> <li>Building staff has provided PLC time and professional development time to support the district level professional learning</li> <li>Established evaluation goals connected to this priority</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Provided Jane Schaffer professional development to all building literacy leadership teams</li> <li>Administered a survey to literacy teams to determine next steps with the implementation of the Schaffer writing model</li> </ul> <p><b>Cultural Proficiency</b></p> <ul style="list-style-type: none"> <li>Established clear achievement targets that includes high expectations for every student</li> <li>Established data analysis process with in the context of PLCs that identify the needs of each students</li> <li>Established differentiated instructional practices (interventions) for students in need</li> </ul>	<p>rigor called for by College and Career Readiness Standards.</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Continue to build a culture of literacy (reading, writing, listening, speaking, reasoning) through the literacy teams</li> </ul> <p><b>Cultural Proficiency:</b></p> <ul style="list-style-type: none"> <li>Staff members exhibit behaviors that demonstrate value and respect for all students, parents, staff and patrons.</li> </ul>	<p>were “Applying”</p> <ul style="list-style-type: none"> <li>All the teachers observed performed at the “Beginning” and “Developing” levels. 95% were “Beginning” and 5% were “Developing” (2<sup>nd</sup> Quarter)</li> <li>As of the 3<sup>rd</sup> quarter 46% of the teachers observed performed at the “Developing” and “Applying” levels. This data is trending in a positive way.</li> <li>As of the 4<sup>th</sup> quarter 66% of the administrators observed by secondary EDs performed at the “Developing” and “Applying” levels</li> </ul> <p><b>Professional Learning Communities:</b></p> <ul style="list-style-type: none"> <li>School PLCs time has been verified by Executive Directors.</li> <li>School PLCs are being observed to verify the time is focused on appropriate topics. 785 ICOR observations were conducted to monitor and support PLC work at the Middle and High School Levels (2<sup>nd</sup> Quarter)</li> <li>As of the 3<sup>rd</sup> quarter 98% of the PLC time observed had an instructional focus.</li> <li>As of the 4<sup>th</sup> quarter 98% of the PLC timed observed had an instructional focus.</li> </ul>
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		<p><b>Rigorous Unit Planning:</b></p> <ul style="list-style-type: none"> <li>● Feedback has been collected from teachers after each district professional learning session.</li> <li>● Debriefing sessions are held with all professional development presenters.</li> <li>● Teacher reports are being generated and analyzed from the growth tool.</li> <li>● 20% of the PLC observations conducted with the ICOR tool indicated a focus on Rigorous Unit Planning. (2<sup>nd</sup> Quarter)</li> <li>● As of the 3<sup>rd</sup> Quarter 51% of the PLC observations with the ICOR tool documented a focus on Rigorous Unit Planning</li> <li>● As of the 4<sup>th</sup> Quarter 52% of the PLC observations with ICOR tool documented a focus on Rigorous Unit Planning.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>● Survey has been completed by building literacy teams to identify where schools are related to the Schaffer writing model</li> <li>● Schaffer Writing Model training was provided for at least 2 literacy team representatives at each school. Training feedback was collected to</li> </ul>
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		<p>assess implementation readiness and actions. (2<sup>nd</sup> Quarter)</p> <ul style="list-style-type: none"> <li>● As of the 3<sup>rd</sup> quarter 245 leaders and teachers have been trained in the Schaffer Writing Model. There are 90 teachers left to be trained.</li> <li>● At the end of the 4<sup>th</sup> quarter (May) 40 additional people received the Shaffer Writing Model Training. The remaining ELA teachers will be trained the beginning of September 2016</li> </ul> <p><b>Cultural Proficiency</b></p> <ul style="list-style-type: none"> <li>● All school targets are being collected and approved by Executive Directors. EDs will make sure goals/targets address all students</li> <li>● PLCs are set to start analyzing data at the student level and implement support strategies</li> <li>● All schools have submitted plans for underachieving students.</li> <li>● PLC meetings were monitored and supported by administrators to insure underperforming students identified and connected to additional support. The ICOR data indicated 17% of PLC meetings observed concentrated on this topic. (2<sup>nd</sup> Quarter)</li> </ul>
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		<ul style="list-style-type: none"><li>● As of the 3<sup>rd</sup> quarter 28% of the PLCs meetings observed focused on supporting underperforming students. The PLCs connect these students to additional resources.</li><li>● As of the 3<sup>rd</sup> quarter 28% of the PLCs meetings observed focused on supporting underperforming students. The PLCs connect these students to additional resources.</li></ul>



## OPERATIONS ACTION PLAN REPORT 4<sup>TH</sup>

<b>ACTION (Transportation)</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING (4th Quarter)</b>
<ol style="list-style-type: none"> <li>1. Ensure that all bus drivers meet State and Federal Guidelines</li> <li>2. Comply with federal and Department of Transportation (DOT) alcohol and drug testing rules</li> <li>3. Monthly student review of emergency practices and procedures</li> <li>4. Maintain maintenance and repair records of all school bus passenger vehicles</li> <li>5. Ensure that all drivers attend monthly safety meetings</li> <li>6. Maintain and update demographic school attendance areas</li> <li>7. Evaluate Staff</li> <li>8. Monthly check in with Directors</li> </ol>	<p>Safety</p> <p>Striving to become one of the top 10 School Districts in the Nation</p> <p>To compare the percent of preventable verses non-preventable accidents to the number of students transported monthly, quarterly and annually.</p> <p>To provide safer walking routes or bus stops for students</p>	<ol style="list-style-type: none"> <li>1. All drivers currently meet all state and federal guidelines</li> <li>2. Random Alcohol and Drug Testing: Mar – May, all drivers passed DOT alcohol/drug testing from Corporate Health</li> <li>3. Continued collaboration “Safe Routes to School” to improve student safety – Spring Evacuation Drills to begin after Spring Break for all schools – to involve Stephanie Dixon as a partner.</li> <li>4. Maintenance, repairs, and records continue... along with evaluation of vehicle equipment - depreciation / age</li> <li>5. Monthly Safety Meetings Completed: Mar 2, Apr 6, May 4, for this quarter</li> <li>6. Review year end accident accumulation records</li> <li>7. Evaluation of staff continues as needed early in year and stronger emphasis toward end of the year</li> <li>8. Establishing new structure and transitions</li> <li>9. Continued Renovation / organization of garage facility space</li> </ol> <p>Baseline data, miles travelled, Preventable – non-Preventable ACC            (Mar 2016) Miles 219,507,768 1 P Accidents, 0 Student Injury            (Apr 2016) Miles TBA 1 P Accidents, 0 Student Injury            (May 2016) Miles TBA 1 P Accidents, 0 Student Injury</p>

<b>ACTION (TIS)</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING (4th Quarter)</b>
<ol style="list-style-type: none"> <li>1. Distribute work orders to appropriate lead</li> <li>2. Support Business + Conversion for H.R. / Payroll</li> <li>3. Complete a list of all work orders older than 60 days and verify priority</li> <li>4. Laptop Roll-ins</li> <li>5. Evaluate staff</li> </ol>	<p>Close out or complete work orders within 60 days</p> <p>Replace aging GEMS software with Business +</p> <p>Compile list of work orders over 60 days and review with manager</p> <p>Check in all high school laptops</p> <p>Evaluate assistant director, supervisors, and staff as prescribed by H.R.</p>	<ul style="list-style-type: none"> <li>● Work orders are distributed to managers or directly to techs in TIS</li> <li>● In TIS the following work orders were submitted by month: <ul style="list-style-type: none"> <li>Mar - 668 - all areas</li> <li>Apr - 797 - all areas</li> <li>May to date - 387 all areas</li> <li>Total - 1852 - all areas</li> </ul> </li> <li>● Average age of open work orders for 4<sup>th</sup> Quarter - 8.3 days</li> <li>● Continue tracking open TIS work orders over 60 days old = 50. <ul style="list-style-type: none"> <li>○ Most are long term A/V and MAC projects</li> </ul> </li> </ul> <p>All high school laptop roll-ins have been completed</p> <p>I have submitted evaluations for all of my managers/ supervisors, except Penny Atchley. H.R. is working on some issues with her setup in TalentEd. Most of the managers / supervisors have completed evaluations for their teams, except where H.R. is working on system configuration issues for some of the staff.</p>

<p><b>ACTION (Nutritional Services)</b></p> <ol style="list-style-type: none"> <li>1. Enhance presentation of food</li> <li>2. Improve service to students</li> <li>3. Begin scratch meals in the schools and increase exposure and serving of fresh fruits and vegetables</li> <li>4. Implement CEP in PK and elementary schools</li> <li>5. Evaluate Staff</li> </ol>	<p><b>DESIRED EFFECT</b></p> <p>Increase meal participation</p> <p>Increase customer satisfaction of meals</p> <p>Reduce waste</p>	<p><b>PROGRESS MONITORING (4<sup>th</sup> Quarter)</b></p> <p>4th Quarter</p> <ul style="list-style-type: none"> <li>• Successfully close down and clean out schools.</li> <li>• Participation is up from last year in all programs.</li> </ul> <table border="1" data-bbox="1052 391 1604 695"> <thead> <tr> <th><b>14-15 Breakfast/Lunch</b></th> <th><b>15-16 Breakfast/Lunch</b></th> </tr> </thead> <tbody> <tr> <td>February 56.3%/69.6%</td> <td>February 61.3%/75.8%</td> </tr> <tr> <td>March 55.5%/69.2%</td> <td>March 59.9%/74.5%</td> </tr> <tr> <td>April 55.7%/69.3%</td> <td>April 60.7%/74.6%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Implemented grab and go breakfast to reduce waste and increase participation.</li> <li>• Fresh Fruit and Vegetable Program implemented at 16 elementary schools.</li> <li>• Implemented CEP, there is an increase in lunch by 7% and 10% in breakfast as well.</li> <li>• All evaluations were completed on time for all employees.</li> <li>• One scratch made hot entrée weekly.</li> <li>• Menu planning for 16-17 includes additional scratch options and increased fresh Fruits/Vegetables.</li> </ul>	<b>14-15 Breakfast/Lunch</b>	<b>15-16 Breakfast/Lunch</b>	February 56.3%/69.6%	February 61.3%/75.8%	March 55.5%/69.2%	March 59.9%/74.5%	April 55.7%/69.3%	April 60.7%/74.6%
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<b>ACTION (Shop)</b> <b>ACTION (Shop)</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING 3<sup>rd</sup> Quarter</b>
<ol style="list-style-type: none"> <li>1. Distribute work orders to appropriate lead</li> <li>2. Establish priority predicated on emergency, safety and related factors</li> <li>3. Complete a list of all work orders older than 60 days and verify priority</li> <li>4. Work with Exec team to implement facility study plan</li> <li>5. Evaluate staff</li> <li>6. Develop plan for appropriate fire system testing and repairs</li> <li>7. Begin training of Assistant Director</li> <li>8. Begin development of Shop Operations Safety Standards</li> <li>9. Analyze and make staff recommendations, including potential RIF recommendations</li> </ol> <p>Continue discussion with shop personnel regarding pending bond issue and develop list of high priority maintenance issues</p>	<p>Close out or complete work orders within 60 days</p> <p>Prioritize all work orders</p> <p>Compile list of work orders over 60 days and review with foreman/lead staff</p> <p>Determine plan of action for facility needs.</p> <p>Improve safety of students, staff and District resources</p> <p>Improve safety and reporting at school level</p> <p>Assist with operations function</p> <p>Improve safety and tracking of safety measures</p> <p>Improve efficiency in operation and positive impact on budget</p> <p>Improve effectiveness of facility assessment and provide input on how to extend the function and useful life of systems for positive impact on budget and learning environment</p>	<ul style="list-style-type: none"> <li>• Work orders are distributed to specific crafts.</li> <li>• In the Shop the following work orders were submitted by month: Mar: 883 – all crafts April: 915 – all crafts May: 703 – all crafts</li> <li>• Average age of a work order by month: Mar: 23, April: 16, May: 6</li> <li>• Continuing to evaluate and prioritize all work orders, weekly meeting with foremen.</li> <li>• Evals completed</li> <li>• Mark has worked diligently to develop a plan of action and has delivered info to vendors to receive proposals. Anticipate completion of inspections by end of summer, to be followed by bid to make corrections of deficiencies.</li> <li>• Training on-going and going well</li> <li>• Still in progress</li> <li>• Critical vacant positions posted, some hires and revisions made. RIF recommendation pending</li> <li>• Positive meeting with Dr. Mather, follow-up with trades pending.</li> </ul>

<b>ACTION (Purchasing/Finance)</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING</b>
<ol style="list-style-type: none"> <li>1. Implement the new ERP system, Business Plus</li> <li>2. Implement the OpenGov.com program, customize reporting</li> <li>3. Requisitions and purchase orders open for only 90 days</li> <li>4. Year-end close on PO's to better manage cash flow</li> <li>5. Allocate resources to support goals</li> <li>6. Evaluate staff</li> </ol>	<p>Monitor cash flow and balances through the year</p> <p>Drill down by fund, function, location or object code expenditures</p> <p>Capacity to run reports quickly and effectively</p> <p>Ensure that the data is accurate and coded correctly by fund, function and location.</p>	<ul style="list-style-type: none"> <li>• Conversion of new ERP system continues with payroll coming up live on May 31, 2016. Work continues but all major modules are operational at this time.</li> <li>• OpenGov program data continues to be loaded and reviewed. Evaluation of this software continues relating to the capacity of the software to handle the volume of budget data required. This software is seen as a supplement and/or compliment to the Business Plus (ERP) system.</li> <li>• The process continues to close out the requisitions that are 90 days old in order to better monitor cash balances. This is an ongoing process each month; monthly cash balance reports are completed and provided to the BOE and KSDE by the 12<sup>th</sup> of each month.</li> <li>• The allocation of resources to support goals has been the focus during budget development and</li> </ul>

		<p>throughout the year if new needs arise. Interviews with Principals &amp; Directors examining needs for next year's budget was completed in April, 2016. Efforts continue to monitor and address needs as identified.</p>
<p><b>ACTION (Risk Management)</b></p> <ol style="list-style-type: none"> <li>1. Implement inventory control protocols and track all inventory</li> <li>2. Provide additional support to all school treasurers</li> <li>3. All fundraising activities will be signed off by building administrators and the Director of Risk Management</li> <li>4. Daily review of Workers Compensation claims</li> <li>5. Evaluate staff</li> </ol>	<p><b>DESIRED EFFECT</b></p> <p>Report all inventory, ensure accuracy and track and dispose of property per board policy</p> <p>Handle activity funds appropriately</p> <p>Standardize fundraising protocols</p> <p>Differentiate types of injury by employee groups</p>	<p><b>PROGRESS MONITORING</b></p> <ul style="list-style-type: none"> <li>• Asset tagging services at all District location is currently underway in order to provide information for asset control to the new ERP system. The process of daily management (tagging), disposal and reallocation of asset and inventory counts is ongoing.</li> <li>• Use of My Payments Plus as an online fee payment option for parents continues to be piloted at the secondary level: conversion at other levels continues to be evaluated; training ongoing with treasurers.</li> <li>• Forms that buildings and departments must use prior to fundraiser is in place and being used to better account for fundraising and grants.</li> </ul>

		<ul style="list-style-type: none"><li>• Departments have been identified for representation in the establishment of a committee for implementing best practices to lower the risk of employee/student injury.</li></ul>



## COMMUNICATIONS ACTION PLAN REPORT

<b>ACTION</b>	<b>DESIRED EFFECT</b>	<b>PROGRESS MONITORING</b>
<p>Goals established for attaining views or interaction aligned with district communications plan; communications team tracks results and adjusts strategies accordingly</p>	<p>Effectively Engaging Target Audiences Through Social Media</p>	<p>Facebook – 12,973 page likes (↑473 in 4th Quarter) Twitter – 1145 Followers (↑61 in 4th Quarter)</p>
<p>Research into stakeholder perceptions and expectations about the district and schools supports brand/identity development</p>	<p>Advance Identity/Brand of District</p>	<p>Plan to target results of the Community Survey - Summer, 2016, with implementation to begin 2016/17 school year</p>
<p>Ongoing feedback from employees and regular evaluation of employee engagement to foster student success (Staff Survey</p>	<p>Strengthen Employee Engagement</p>	<p>Communications Department responses to survey results:</p> <ul style="list-style-type: none"> <li>• Implement regular updates to staff about communications resources, including how to find important and/or frequently used information</li> <li>• Strengthen the organizational</li> </ul>

<p>Regular and ongoing input from employees on preferred opportunities to be engaged with the district and schools in support of student learning (Staff Communications Advisory Group)</p> <p>On-going professional development for communications staff</p>	<p>Strengthen Employee Engagement</p> <p>Effectively manage communications</p>	<p>structure of the Intranet, in order to create a clear “Communications Hub” where all communications vehicles are easy to find</p> <ul style="list-style-type: none"> <li>• Improve consistency of when various communications vehicles are distributed, so that staff can know what to expect, and when</li> <li>• Planning to provide access to KCKPS-TV in every building</li> <li>• Support regular opportunities for superintendent to meet with district staff</li> </ul> <p>Continue regular schedule of meetings with employee advisory group</p> <ul style="list-style-type: none"> <li>• Continue to use staff feedback to further evaluate survey results and plan additional actions</li> </ul> <p>Staff attend monthly Kansas School Public Relations Association (KanSPRA) Meetings</p> <p>Staff to attend NSPRA Annual Conference</p>
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