

Kansas City Missouri School District

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

December 2003 to 2008

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The Board of Education and Superintendent

2003-2004

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Dr. Bernard Taylor, Jr.	Superintendent of Schools

I. The Process

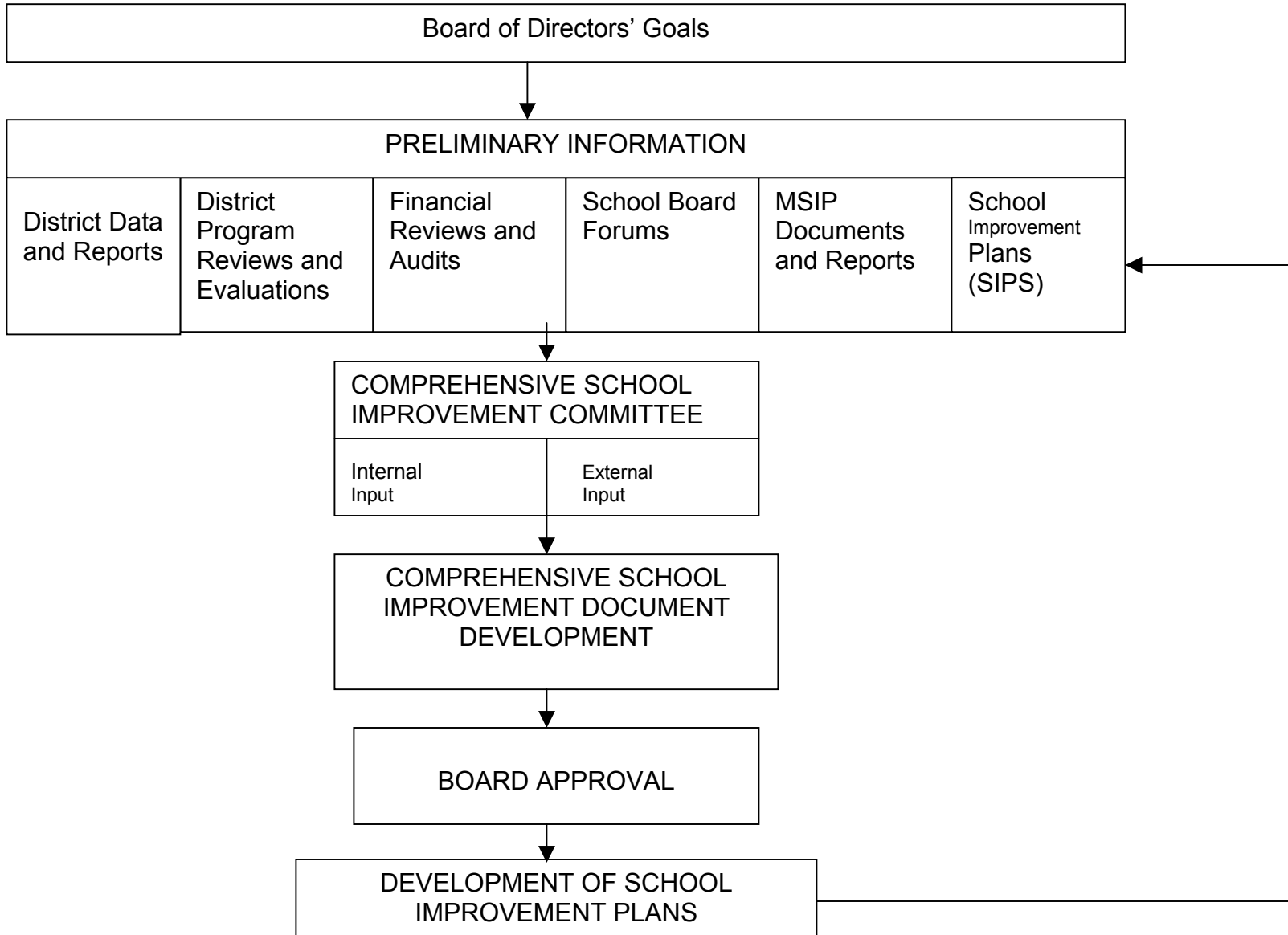
Outline of the Planning Process

Method of Organization:

- I. Background and Assessment of strengths and concerns
 - A. District Reports
 - a. District school report cards
 - b. Decision Making Data
 - c. MSIP Profiles
 - d. Snapshots
 - e. School Improvement Plans
 - B. Program Self-Reviews and Evaluations
 - a. Curriculum and Instruction
 - b. Professional Development
 - c. Vocational Education Programs
 - d. Vocational Delivery System Review
 - e. ESOL
 - f. Special Education
 - g. Drop-out Recovery
 - h. School Based/School Linked Services(includes Health)
 - i. Guidance and Counseling
 - j. Technology
 - k. Instructional Technology
 - l. Migrant
 - m. Library Media Services
 - n. Food Services
 - o. Safety and Facilities
 - C. Reform Initiative
 - a. Preliminary work with principals – assessing the “needs”
 - b. Work with Talent and IRRE

- D. Financial Audits
- E. External Evaluations
- F. Board of Directors Public Forums
- G. MSIP Documents
 - a. Response to the Standards
 - b. MSIP Re-review
- II. CSIP Committee
 - A. Input from teachers and staff
 - B. Input from community and parents
- III. CSIP Development
- IV. Board Approval

Planning Process Flowchart



NARRATIVE-THE PLANNING PROCESS

The Kansas City Missouri School District's (KCMSD) Comprehensive School Improvement Plan (CSIP) represents continuous work toward developing long-term goals and objectives to guide the district over the next five years. The Improvement planning process provides the district with direction to implement the mission of the Kansas City Missouri School District Board of Directors.

The process began in 2002 with the Board of Directors redefining the vision, mission and goals of the KCMSD. Using the vision, mission and goals as foundation for planning, the KCMSD staff began the process of data-driven planning. Data-driven planning means that all involved in the process utilize and analyze data and generate conclusions based on that data. The data utilized in this planning process included achievement results, graduation analysis, attendance, college/vocational course and placement data and several perceptual measures obtained through surveys and focus groups.

In the summer of 2002, each division began preparing a Program/Services Improvement Plan (P/SIP) that included a review of current goals (if available), a review and analysis of the data related to the program or service, determination of priorities and challenges and adjustment of goals to reflect data and input.

In the spring of 2003, several work groups were formed to review the Program/Service Improvement Plans, the current Comprehensive School Improvement Plan (CSIP) and any other desired additional data. Following the review of this data, the teams were charged with drafting recommended goals and strategies for the 2003-2008 CSIP. Each working group included district personnel, parents and community members. A multitude of district reports and previous school improvement plans (SIP) were reviewed. The district reports included, but were not limited to school report cards, data decision making reports, snapshots and SAT9 and MAP analysis reports.

Goals were formulated and forwarded to the superintendent and his executive staff for review and input on the goal recommendations.

The CSIP was compiled to reflect a "virtuous circle". A virtuous circle implies that actions trigger effects in a cycle that returns to and reinforces the original action. It is a condition in which a favorable circumstance or result gives rise to another that subsequently supports the first. In the CSIP, good curriculum and professional development lead to good teaching and learning resulting in high performance which in turn reinforces the benefits of improved curriculum and professional develop. This renewed curriculum and professional development results in high competence and the circle continues, repeating and reinforcing the desired outcomes. This plan is an expansion of the efforts currently in place and evolving in the KCMSD.

Goal areas are student-centered and include: increased knowledge and skills, productive, responsible students involved in life-long learning and recipients of education and services from highly trained teachers.

The following is a quick-reference by program:

- Guidance and Counseling pages - 18,20,21,22,23,25,26,27,29,32,33*
- Library Media Services pages - 17
- Vocational (Career/Technical Ed.) pages - 17,33,34,37
- Professional Development pages - 32,33
- Health pages - 34, 35
- LEP/ESL pages - 19,30
- Spec Ed pages - 19, 20
- Title pages - 19,20, 25,26,27
- Migrant pages - 19,25,30
- Homeless pages - 25,30
- Technology Integration pages - 20,36,37
- PAT pages - 22
- Drop-out prevention pages - 29, 30, 31, 32,33
- Facilities page - 38
- Safety page - 38

*It should be noted that many of the areas where Guidance and Counseling is listed “as responsible” are areas that they support. This listing should not be interpreted to mean that they have the key responsibility for all areas that are listed.

Participants

The Board of Directors
Bernard Taylor, Superintendent of Schools

Faculty and Staff

CSIP Goals Coordinator: Stacia Brown
Susan Bizorik
Grace Bridgeford
Edwin Birch
Phyllis Budesheim
Dianne Cleaver
Ralph Corse
John Coleman
Cathy Dennis
Bruce Evans
George Huke
Evelyn Hunt
Lorene James
Deborah Kelly
Brenda Leach
Sugar Lee Lewis
Bianca Love
Charlene Luster
Bonnie McElvey
Susan McMahan
Lisa Machicao
Ed Marquez
Cheri Medina
Alicia Miguel
Glenn Mitchell
Larry Mudd
Sally Newell
Elonia Norwood
Dawn Patterson
Curt Roberts
Patricia Rowles
Felicia Safir

Margaret Seever
Norman Sowell
Martha Thompson
Kathy Walter-Mack

COMMUNITY AND PARENT LIST IS BEING COMPILED

II. Kansas City Missouri School District Vision

Kansas City Missouri School District: The premier school district, recognized as the most valuable asset of the community, delivering quality education and thriving on diversity.

III. Mission Statement

It is the mission of the Kansas City Missouri School District to produce students with knowledge, skills, abilities and attitudes to become life-long learners, with the capacity for leadership and service. They will be productive and responsible citizens capable of successfully competing in a changing global society.

IV. BOARD GOAL

To foster and promote academic achievement through positive teacher-student relationships, professional competency and performance based accountability at every level

To offer broad curriculum including basic skills, language and cultural arts and athletics and interscholastic activities

To serve as an advocate for student welfare and safety

To respond effectively to children with special needs

To serve as a community resource and partner, supporting parents, teachers, educators, patrons, and community leaders

V. Analysis of Internal and External Factors

Located in the heart of America in Jackson County Missouri, the Kansas City Missouri School District (KCMSD) has been in operation since 1867. KCMSD currently serves 28,027 students in forty six (46) elementary schools, ten (10) middle schools, two of which are alternative schools, two (2) K-8 schools, one (1) K-7 school, seven (7) high schools, one of which is a charter school, two alternative schools, two special needs schools and one vocational school.

The Community

The 2000 census shows 239,525 residents within the Kansas City Missouri School District boundaries. 116,620 of those residents are male and 122,905 are female. This number represents a decrease of 18,405 since 1990.

Of that number, 23,255 people (9.7%) describe themselves as Hispanic or Latino, 118,811 as white either alone or in combination with another race and 103,808 as black or African American either alone or with another race. There are 5,500 individuals that describe themselves as Asian in combination with one or more races and 3,374 Native American and/or Alaska Natives and a small number of individuals from other ethnic and racial backgrounds.

11,576 households are made up of a married couple with their own children under the age of 18. An almost equal number of households (11,263) are made up of female householders with children under 18 years of age. The average household size in the KCMSD boundaries is 2.3 and the average family size is 3.1.

Financial Support of the District

The current assessed valuation of the district is \$2,515,693,295. The KCMSD tax rate remains above the State's average tax rate, with a difference of \$2.00 between the KCMSD tax rate of \$5.45 above the state average tax rate of \$3.45.

Since 1999, the percent of revenue provided locally has increased from 42.17% to 53.06% and the percent from the State has decreased from 49.16 to 31.61%. There has been an increase in Federal funding from 8.67 to 14.75%.

District Expenditures

The expenditures per Average Daily Attendance (ADA) have increased from \$8,870 in 1997 to \$9,558 in 2001. The KCMSD expenditure per ADA is above the State's average expenditure per ADA of \$6,792.

Student Demographics

Eighty three and one tenth percent of the students attending the Kansas City Missouri School District are minority with the following breakdown: 68.2% being Black, 12% being Hispanic, 2.2% Asian/Pacific Islander and .3% American Indian. Sixteen and nine tenths percent of the students are white.

In FY99, 71.65 percent of the students qualified for free or reduced lunch. That percent has shown a steady increase and in FY 03, 78.98 percent of the students qualified for free or reduced lunch. This is more than double the FY 03 state average of 38.28 percent.

Performance Indicators

MAP Data

According to the 2003 MAP results, the KCMSD is meeting the elementary grade span and the elementary reading. Absent the implementation of a floor, the district is also meeting the middle level reading standard. Although several scores at the middle level are improving, the improvement is not great enough to warrant a “met” of the state’s scoring.

ACT Scores

In FY 2000, 12.3 percent of the 1053 graduates scored at or above the national average on the ACT. In FY 2001 the percent dropped to 10.7 percent of 1102 graduates, in FY 2002 10.6 percent of the 1215 graduates and in FY 2003, 13.4 percent scored at or above the national average.

Advanced Courses

In 1999, the percent of courses earned in advanced courses was 61.2, in 2000, the percent was 58.8, in 2001 it was 63.1, in 2002 it dropped to 54.1 and in 2003, it increased to 69.4.

Vocational Courses

In 1999, the percent of courses earned in vocational courses was 9.1 percent, in 2000 it was 8.1 percent, in 2001 it was 20.2%, in 2002 it was 18.6 and in 2003, 19.2 percent.

A combination percent of Advanced and Vocational Coursework in 2003 is 88.6%.

College Placement

College Placement in 1998 was 29 percent. In 1999, the percent attending college was 24.3 percent, in 2000, the percent was 29.2, in 2001 the percent was 34.6 and in 2002, the percent was-----.

Vocational Placement

The percent of vocational completers that are placed in related positions in 1998 was 63.6 percent, in 1999 the percent was 68.7, in 2000 the percent was 64.8 percent, in 2001 it was 69.1 percent and in 2002 the percent was 74.9 percent.

Dropout Rate

The annual drop-out rate in 1999 was 8.8 percent. In 2000, it was 10.8 percent, in 2001 it was 7, in 2002, it was 8.3 and in 2003 it was 4.9 percent.

Attendance Rate

The K-12 attendance rate has increased from 86 percent in 1999 to 92.5% in 2003. The Elementary attendance rate has increased from 89.7 percent to 95.7 percent. At the high school level, the attendance rate has increased from 75.1 percent to 81.5 percent from 1999 to 2003.

VI. Strengths and Concerns

Strengths

- > Achievement is improving
- > Curriculum Guides have been developed and aligned

- > District Focus on Teaching and Learning (Common programs, job-embedded district-wide professional development, District-developed assessment, data driven decision making)
- > Improving Teacher Quality Grant – HEP/District/DHE
- > Reduced annual drop-out rate (nearing State average)
- > Guidance and Counseling Reviewed and clear goals and action steps have been developed and implemented
- > Evidence of reduction of the achievement Gap (Unitary Status)

- > Additional approved vocational courses in the district
- > Parents as Teachers – three years of continual increase in percent served – (within 9 percentage points of State average)
- > Implemented a Major high school reform initiative
- > Have several outstanding programs focusing on the urban core
 - *homeless
 - *truancy / drop-out recovery
 - *school clinics
 - *English as a Second Language
- > Support of the Higher Education Partnership in assessing needs of the district
- > Reorganization of district top-level administration

Concerns

- > Achievement needs to continue to improve
- > ACT Scores low and showing no improvement

- > Increase graduation rate (long-term)

- > Continue with a focused Guidance Program
- > Continue focus on reducing the achievement gap
- > Increase number of students in CTE courses
- > Continue adding families to PAT

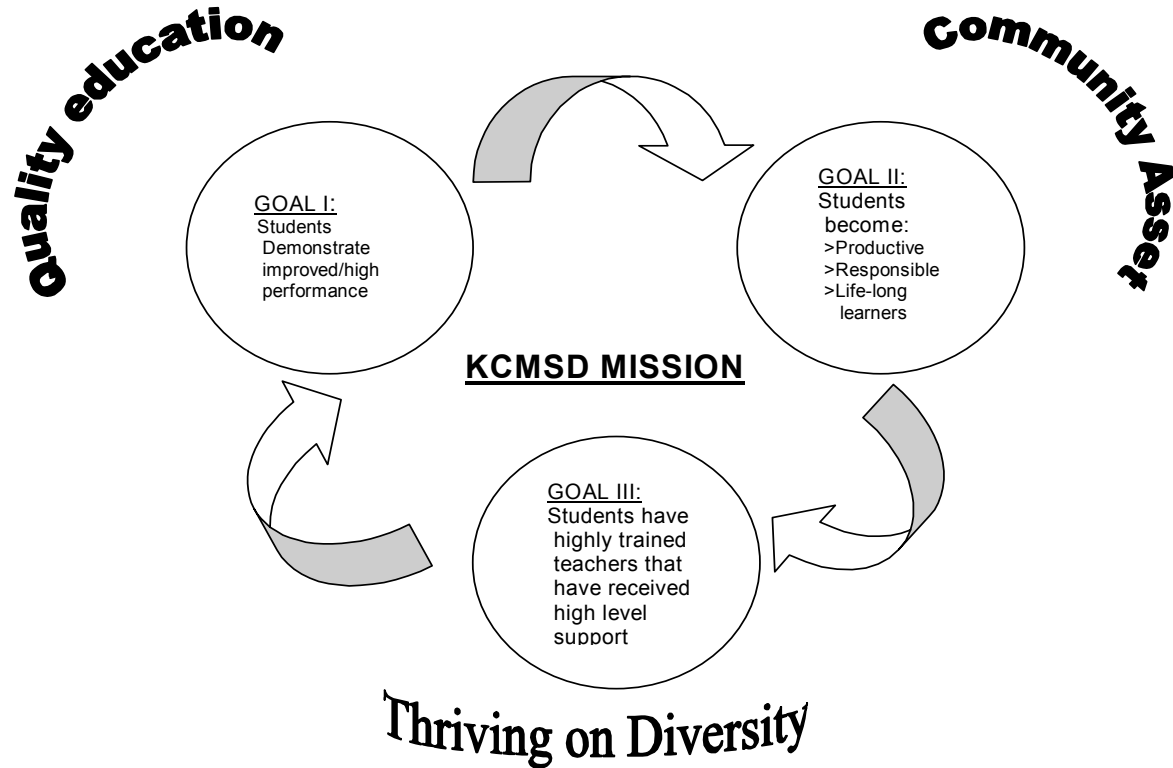
- > Complete the staff reorganization for most efficient functioning

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

VISION: Kansas City Missouri School District: The premier school district, recognized as the most valuable asset of the community, delivering quality education and thriving on diversity

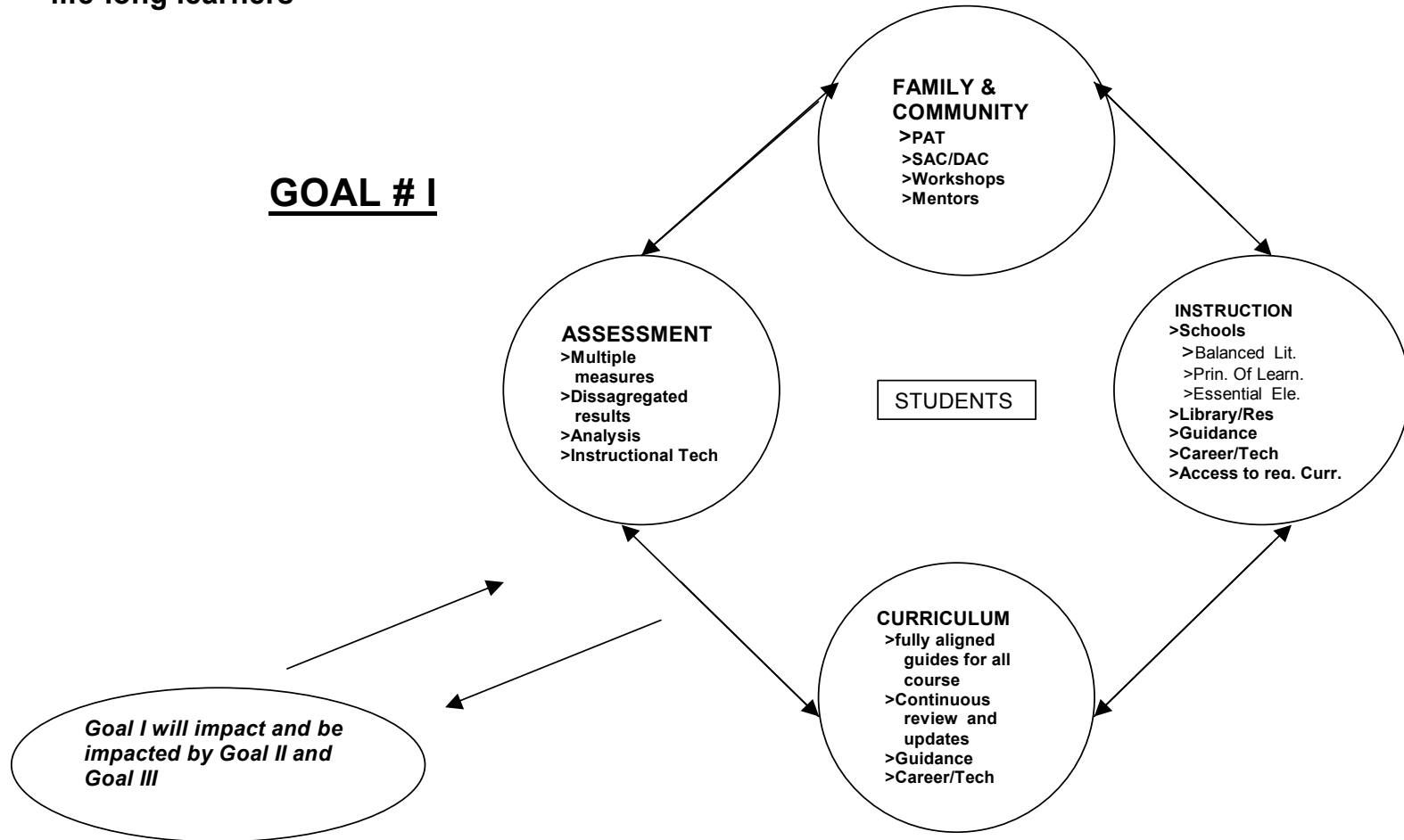
THE KANSAS CITY SCHOOL DISTRICT BOARD OF EDUCATION MISSION STATEMENT

It is the Mission of the Kansas City Missouri School District to produce students with knowledge, skills, abilities and attitudes to become life-long learners, with the capacity for leadership and service. They will be productive and responsible citizens capable of successfully competing in a changing global society.



CROSS-DEPARTMENTAL RESPONSIBILITIES

Goal #I: Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners



GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners.

Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES

<p>Target:A A. All students are proficient readers and writers, are proficient at calculating mathematical problems & understand science and social studies concepts</p>	<p>Indicator: Annually, an increased number of students will score in the advanced & proficient range of the MAP in all subjects including reading.</p>
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MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p style="text-align: center;">PROCESS</p> <p>6.1 The district implements written curriculum</p> <p>6.8 LMC Staff collaborate w/instructional staff to integrate LMS into curr.</p> <p>6.9 Guidance is an integral part of the instructional program.</p> <p>7.3 Voc. Ed is an integral component of the educational program.</p>	1	Develop and use curriculum guides for <u>all</u> coursework including EI, MS, HS, classes in practical arts, vocational courses, advanced/elective courses LMC and Guidance & Counseling.	C & I, G & C, EI., MS, HS Principals, Exec. Dir, Teachers, LMC	summer 03	summer 03	
	2	As new courses are added, develop & prepare curriculum guides for them. (regular, practical arts, vocational advanced and electives, LMC, G&C.)	C & I, Vocational Schools	fall 03	summer 08	
	3	Review and update the curriculum to include units of study, lesson plans, activities, assessments, student portfolio requirements and resources aligned with the learner objectives	C & I, teachers vocational, guidance	summer 03	Summer08	
<p style="text-align: center;">PERFORMANCE</p> <p>9.1 The district's students achieve at a high level or performance or demonstrate improvement...</p> <p>9.2 The percent of 3rd and 7th grade students whose reading achievement is proficient...is high or increasing.</p> <p>9.3 School Preparedness</p>		<p>Evidence of Implementation</p> <p>>Updated curri. Is used in 100% of courses</p> <p>>5% increase in students in prof/adv</p> <p>>5% dec. of students in step 1 & prog.</p>				

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners. Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES THRIVING ON DIVERSITY						
Target:B All students will perform at high and improving levels with no discrepancy between different groups of students.			Indicator: Test results, persistence to graduation, college and employment placement will show no difference in the performance level of all groups of students.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS</p> <p>6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students, as well as the practices and procedures needed to support these programs</p> <p>PERFORMANCE</p> <p>9.1 The district's students achieve at a high level or performance or demonstrate improvement...</p> <p>9.2 The percent of 3rd and 7th grade students whose reading achievement is proficient...is high or increasing.</p> <p>9.3 School Preparedness</p>	1	<p>The following will be used as an instructional framework for the teaching and learning process</p> <ul style="list-style-type: none"> Balanced literacy Principles of Learning Essential Elements of Instruction <p>Evidence of implementation: Documentation of 90% attendance at trainings & 100% of students show improving achievement equal to or greater than district as a whole</p>	Executive Directors, Principals, teachers, district instructional coaches	Summer 03	Summer 08	
	2	Continue to implement district-wide IMS designed to create quarterly assessments	Instructional Tech. Dept C&I, I.S., school admin. teachers			
	3	<p>Implement Achieve First</p> <ul style="list-style-type: none"> >small learning communities >instructional strategies >family advocate system 	Technology, C&I, I.S., school administrators, teachers			

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target:B All students will perform at high and improving levels with no discrepancy based on disability, race, native language. gender or poverty.				Indicator: Test results, persistence to graduation, college and employment placement will show no difference in the performance level of all groups of students.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students, as well as the practices and procedures needed to support these programs</p> <p>PERFORMANCE</p> <p>9.1 The district's students achieve at a high level or performance or demonstrate improvement...</p> <p>9.2 The percent of 3rd and 7th grade students whose reading achievement is proficient...is high or increasing.</p> <p>9.3 School Preparedness</p>	4	Monitor the academic achievement of LEP, disabled, minority, gender poor and educationally disadvantaged students & provide instructional support to meets their needs	Dept of ESL, Special Ed., Principals, teachers Exec.Directors, Research Title I, Guidance	Summer 03	Summer 08	
			<p>Evidence of Implementation:</p> <p>100% of grade level/content teachers in all schools implementing IMS will administer the District Assessment</p> <p>There will be an average of 50% growth in mastery of all tested obj. In addition, discrepancy in perf. Of different groups of students will be reduced or eliminated</p>			

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners. Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target:B All students will perform at high and improving levels with no discrepancy based on disability, race, native language, gender or poverty.				Indicator: Test results, persistence to graduation, college and employment placement will show no difference in the performance level of all groups of students.		
MSIP Standard	Strategy #	Stragety	Responsibility	Start Date	Target Date	Status
6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students, as well as the practices and procedures needed to support these programs PERFORMANCE 9.1 The district's students achieve at a high level or performance or demonstrate improvement... 9.2 The percent of 3rd and 7th grade students whose reading achievement is proficient...is high or increasing. 9.3 School Preparedness	5	Implement a preK-12 technology integration curriculum.	Instructional Tech Dept of ESL, Special Ed., Principals, teachers Exec.Directors, Research Title I, Guidance	Summer 03	Summer 08	
	6	Review Special Education Identification and service model and implement improvements to increase integration and student achievement	Special Ed, Exec. Dir, Research	Winter 03	Summer 08	
			Evidence of Implementation: Representative from 100% of schools attend training. 100% of teachers integrate technology			

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners.
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES

Target: C Students and families will be provided opportunities to be involved in their children's successful education.
Indicator: Increased numbers of families will enroll their children in the PAT, attend test taking training and MAP rallies.

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS</p> <p>7.4 Preschool activities/programs are available to district children</p> <p>7.5 The district provides opportunities for parents/guardians to learn about needs of their children and to participate in their children's education.</p> <p>PERFORMANCE</p> <p>All performance standards</p>	1	Increase family enrollment and participation in the Parents as Teachers Program	Dir. Of PAT/Early Childhood, PAT Area Supervisors, Parent Educators	Summer 03	Summer 08	
		Evidence of Implementation Family participation & enrollment(PAT) will increase by 3 percentage points from the previous year.				
	2	Create motivational opportunities to encourage students to do well on required tests and recognize those who perform well on the MAP	Director of Pupil Services Principals, counselors families, students	Summer 03	Summer 08	
	3	Prepare a series of workshops for parents on preparing their children for MAP	Dir. Of Pupil Serv, Principals, Couns. Dir. Of Pupil Serv,	Summer 03	Summer 08	
		Evidence of Implementation Activities will occur at all buildings and 90% of families involved in MAP rallies will report they were helpful				

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target: C Students and families will be provided opportunities to be involved in their children's successful education.				Indicator: Increased numbers of families will enroll their children in the PAT, attend test taking training and MAP rallies.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS 7.4 Preschool activities/programs are available to district children	4	Implement Achieve First	HS Exec. Direc., Exec. Assistant to Supt., Princ, Counselors, Teachers, families, students	Summer 03	Summer 08	
		Evidence of Implementation: 5 of 6 high schools will be in operation Attendance will increase 7% annually Graduation Rate will increase Achievement will improve by 5% increase in proficient and advanced and a 5% decrease in step I and progressing on the MAP		Fall 2003	Summer 08	
PERFORMANCE all performance standards						

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners in all content areas.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target: D Students will receive instruction as well as direction from the LMC Directors, encouraging them to be life long learners and users of libraries.				Indicator: Annually, an increased number of students will score in the advanced and/or proficient range of the MAP in reading.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS Library Media Center	1	Give students unlimited use of libraries, providing access to both print and electronic resources; teach them to gather, organize and evaluate resources enabling them to do research	Librarians, Principals teachers, students, Executive directors	Summer 03	Summer 08	
	2	Students will feel empowered and will ultimately recognize the library as the hub of learning by actively being involved in evaluating the LMC and translating their points into recommendations.	LMC Directors, students, teachers Principals	Fall 2003	Summer 08	
PERFORMANCE all performance standards		Evidence of Implementation: 5% increase in percent of students scoring in the advanced and/or proficient range.				
		5% decrease in percent of students scoring in step 1 and progressing.				

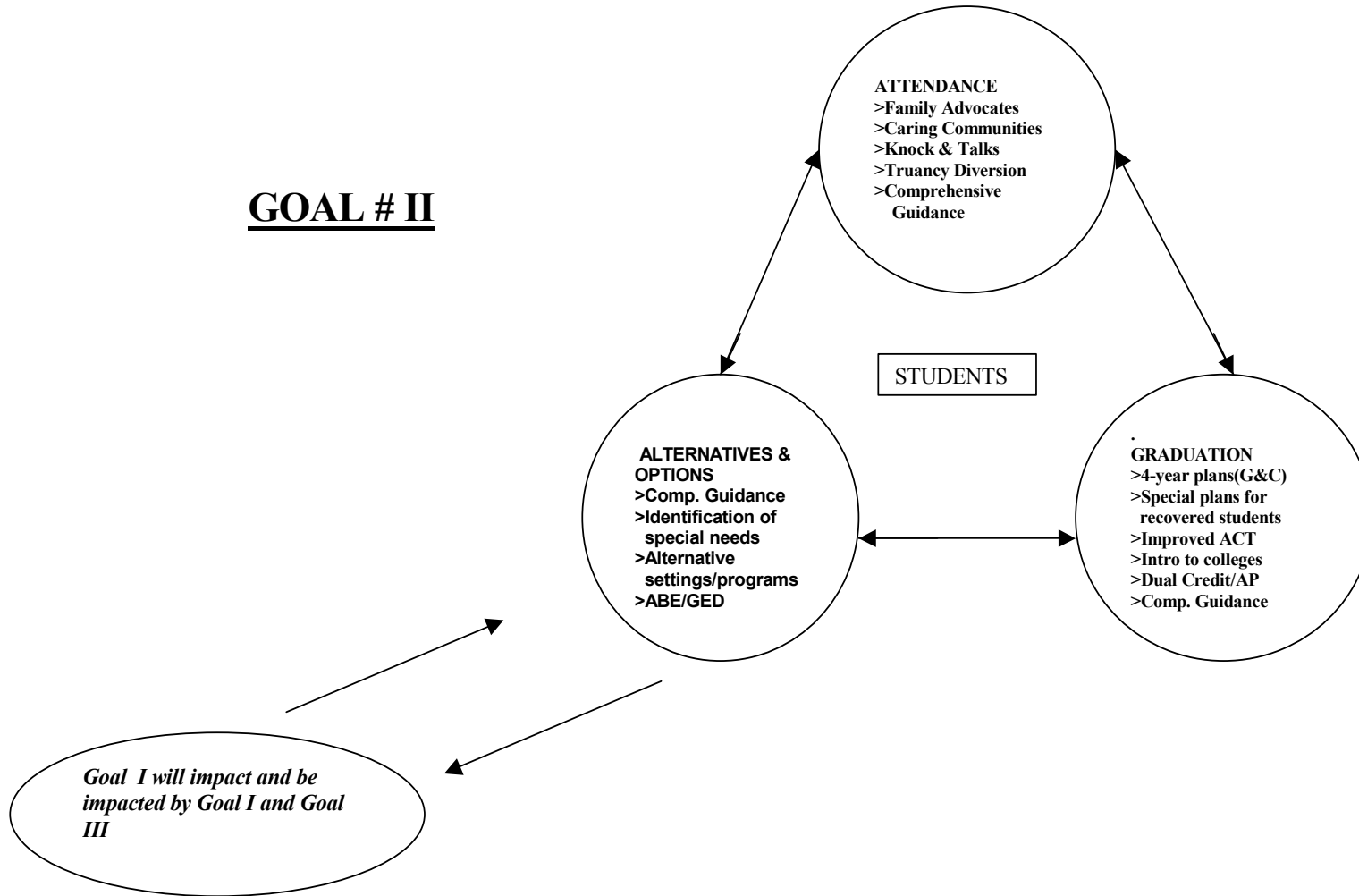
GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners in all content areas.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target: E Students will receive instruction through programs wherein the district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.				Indicator: Annually, an increased number of students will score in the advanced and/or proficient range of the MAP in math and comm arts and show progress toward meeting AYP of NCLB.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS 7.7 The district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.	1	Title I funds (NCLB) will be used to provide supplemental instruction & materials for eligible students in the subject areas of communication arts and or math. Services will be provided during the regular school day and in extended learning settings utilizing a schoolwide service delivery model & focused on assisting students meet adequate yearly profress MAP standards identified by No Child Left Behind.				
PERFORMANCE all performance standards	2	Title I and Title II.A (NCLB) funds will be used to enhance teacher skills by (a)increasing professional development resources in the core subject areas and (b)providing advancement initiatives and (c) providing instructional support in communication arts & math.	Consolidated Federqal Programs Staff, schools and/or departments receiving NCLB services	Fall 2003	Su, 2008	

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners in all content areas.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target: E Students will receive instruction through programs wherein the district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.				Indicator: Annually, an increased number of students will score in the advanced and/or proficient range of the MAP on Math and Comm. Arts and show progress toward meeting AYP of NCLB		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS 7.7 The district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.	3	Title IID (NCLB) funds will be used to provide professional development in the use of technology and purchase technology materials/resources that are designed to increase academic achievement.	Consolidated Federal Programs Staff, schools and/or departments receiving NCLB services	Fall 2003	Su, 2008	
	4	Title I.C and Title III funds (NCLB) will be used to provide supplemental instructional support to migrant and ESL populations through appropriate research based instructional initiatives (mainstream classrooms), professional development for staff serving migrant and ESL populations and mentoring heal/community support for students and families as needed.				
PERFORMANCE all performance standards						

GOAL: I Students demonstrate significant improvement in their understanding and application of Show-Me Standards, resulting in increased knowledge, skills, abilities and attitudes to become life-long learners in all content areas.						
Connection to BOE vision/mission: "QUALITY EDUCATION", STUDENTS, KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES						
Target: E Students will receive instruction through programs wherein the district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.				Indicator: Annually, an increased number of students will score in the advanced and/or proficient range of the MAP on Math and Comm. Arts and show progress toward meeting AYP of NCLB		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS 7.7 The district complies with all provisions, regulations and administrative rules applicable to each state and federal program, which it has implemented.	5	Title IV funds (NCLB) will be used to foster a safe and drug-free learning environment that supports academic achievement by implementing student assistance programs, identifying and disseminating programs	Consolidated Federal Programs Staff, schools and/or departments receiving NCLB services	Fall 2003	Su, 2008	
		agencies that connect families to community resources, and training students and staff in areas of violence prevention.				
PERFORMANCE all performance standards	6	Title V funds (NCLB) will be used to provide a centralized teacher and student resource center that maximizes instructional resources (curriculum-based library, equipment, computers, teaching materials, instructional materials production) and is available for use by staff, parents, and students during & after school and on Sat. a.m.	EVIDENCE OF IMPLEMENTATION: Schools receiving services provided by NCLB funds will show (a) annual achievement increases as measured by MAP communication arts and math subtests and (b) progress toward meeting adequate yearly progress standards as required by NCLB.			

CROSS-DEPARTMENTAL RESPONSIBILITIES

Goal #II: Students become productive, responsible citizens, involved in life-long learning.



GOAL II: Students become productive responsible citizens, involved in life-long learning.						
Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"						
TARGET A Students will attend school 94% of the time or more with a focus on completing high school.			INDICATOR Attendance rate will show a steady increase of 7% annually or be maintained at or above 94%.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
PROCESS 6.5 The district has created a positive climate for learning and established a focus on academic instruction. 6.6 The schools are orderly; students and staff indicate they feel safe at school.	1	Form attendance committees to develop programs, activities and incentives to improve student attendance	Transition services coordinator, Principals	Summer 03	Summer 08	
	2	Implement a truancy diversion program with the Jackson County Prosecutor's office in grades 2-8	Transition Services Coordinator	Summer 03	Summer 08	
PERFORMANCE 9.1, 9.2 and 9.3 - Achievement 10.1 - Educational Persistence	3	Implement a truancy program at all sites	Transition Services Coordinator	Summer 03	Summer 08	
	4	Implement Achieve First with efforts to increase attendance	Principals, Exec. Dir HS, Counselors	Fall 03	Summer 08	
		Evidence of Implementation: Average daily attendance will improve by 7 percent annually or be maintained at 94% or above				

GOAL II: Students become productive responsible citizens, involved in life-long learning.						
Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"						
TARGET A Students will attend school 94% of the time or more with a focus on graduating from high school				INDICATOR Attendance rate will show a steady increase.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
6.5 The district has created a positive climate for learning and established a focus on academic instruction. 6.6 The schools are orderly; students and staff indicate they feel safe at school. PERFORMANCE 9.1, 9.2 and 9.3 - Achievement 10.1 - Educational Persistence	5	A program for graduation will be developed for every student that returns from dropping out. Each child will meet regularly with advocate	Transition coordinator, high school counselors advocates	Summer 03	Summer 08	
		Evidence of Implementation: Attendance rate will increase by 7 percent annually or be maintained at 94 percent or above.				
	6	Identify and provide programming for students who are educationally disadvantaged, LEP, migrant, homeless or at risk of leaving school	Principals, teachers, guidance/counseling LEP, Migrant, homeless, title and truancy directors			
		Evidence of Implementation: The attendance rate for these students will increase by 7% annually or be maintained at 94% or above. The drop-out rate for these students will decrease by .5% or be maintained at or above the State average Dropout rate				

GOAL II: Students become productive responsible citizens, involved in life-long learning.						
Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"						
TARGET B Students will graduate from highschool or obtain a GED			INDICATOR Graduation rate will increase and drop-out rate will decrease, GED attainment will increase.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS 6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students as well as practices and procedures needed to support them.</p> <p>PERFORMANCE 9.3 Scholastic Preparedness 9.4 Career Preparation 10.1 Educational Persistence</p>	1	Create and implement an e-learning project that is designed to accommodate students that have dropped out, have poor daily attend., or desire credit recovery, basic skills	Vocational Education Instructional Technology Transition Services	Summer 03	Summer 08	
		Evidence of Implementation: 90% of enrolled students will complete 1-2 credit toward graduation per semester				
	2	Establish "Options Program" designed to offer students a second opportunity to graduation or obtain GED - at 2 high schools	Dir. ABE, Exec Dir Sec.Ed Ex Dir C&I, Voc Ed., HS Principals, Transition Serv Coord, Counselors	Fall 03	Fall 08	
		Evidence of Implementation: 100% of students enrolled will complete the Options Program				
	3	Establish Adult Basic Ed. Class sites in schools, businesses, libraries community colleges, workplaces, daycare centers,, etc	ABE Director, transition coordinator			

GOAL II: Students become productive responsible citizens, involved in life-long learning.

Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"

TARGET B Students will graduate from high school or obtain a GED

INDICATOR Graduation rate will increase and drop-out rate will decrease, GED attainment will increase.

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS 6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students as well as practices and procedures needed to support them.</p> <p>PERFORMANCE 9.3 Scholastic Preparedness 9.4 Career Preparation 10.1 Educational Persistence</p>	4	Continue agreement with DeLaSalle Alternative School's Pathways Program and other alternative school programs as needed.	Transition Services Coordinator	Summer 03	Summer 08	
		Evidence of Implementation 100% of Students enrolled will complete the program				

GOAL II: Students become productive responsible citizens, involved in life-long learning.						
Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"						
TARGET C Students will attend college or obtain meaningful employment after high school			INDICATOR College placement and Vocational placement will increase.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p style="text-align: center;">PROCESS</p> <p>6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students as well as practices and procedures needed to support them.</p> <p style="text-align: center;">PERFORMANCE</p> <p>9.3 Scholastic Preparedness</p> <p>9.4 Career Preparation</p> <p>10.1 Educational Persistence</p>	1	Provide educational services to graduates and other adults that will allow them to acquire basic skills to function in society	ABE, Ex Dir for Sec Sch, Vocational Ed, HS Principals, Transition coord., Counselors	Fall 03	Summer 08	
	2	Provide intervention services for at-risk and homeless students/families using community resources to ensure equal access to education	Dir. Pupil Services, At-risk services coord Sch. Based-sch linked principals, counselors	Summer 03	Summer 08	
	3	Identify and provide educational programs for students that are educationally disadvantaged, LEP migrant or at-risk of dropping out	ABE Dir, Ex Dirs, HS principals, counselors	Summer 03	Summer 08	
	4	Develop and implement school-to-career activities as a part of the A+ program & small learning comm.	Voc Ed, Principals, counselors, teachers	summer 03	summer 08	
	5	Develop and implement a K-12 career awareness, vocational and technical focus	Voc Ed., Ex Dir., C & I Counselors	summer 03	summer 08	

GOAL II: Students become productive responsible citizens, involved in life-long learning.

Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"

TARGET C Students will attend college or obtain meaningful employment after high school

INDICATOR College placement and Vocational placement will increase.

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS</p> <p>6.3 The district has implemented effective instructional programs designed to meet the assessed needs of students as well as practices and procedures needed to support them.</p> <p>PERFORMANCE</p> <p>9.3 Scholastic Preparedness</p> <p>9.4 Career Preparation</p> <p>10.1 Educational Persistence</p>	6	Host annual career and college fair	Guidance Department	Fall 03	Summer 08	
	Evidence of implementation: The percent of students graduating or completing a GED in each sub category is at the same level as students in the district as a whole or is increasing at a greater rate.					
	7	Offer ACT and SAT preparation courses at each high school	Guidance, HS principals Students	Fall 03	Summer 08	
	Evidence of Implementation: 5% annual increase in students at or above State average.					
	8	Develop an approved course of study to include graduation requirements, college prep cert requirements, career paths, course offerings, prerequisites, credit information, support opportunities	C&I, Counselors, hs principals/administrators Ex Director of Sec Ed	Fall	Summer 08	
9	Increase job shadowing, placement internship, apprenticeship, Cooperative occupational education(COE) opportunities	vocational education business/community				
Evidence of Implementation: Documentation of increased student involvement in each program						

GOAL II: Students become productive responsible citizens, involved in life-long learning.

Connection to BOE vision/mission: "SKILLS, ABILITIES, PRODUCTIVE RESPONSIBLE CITIZENS"

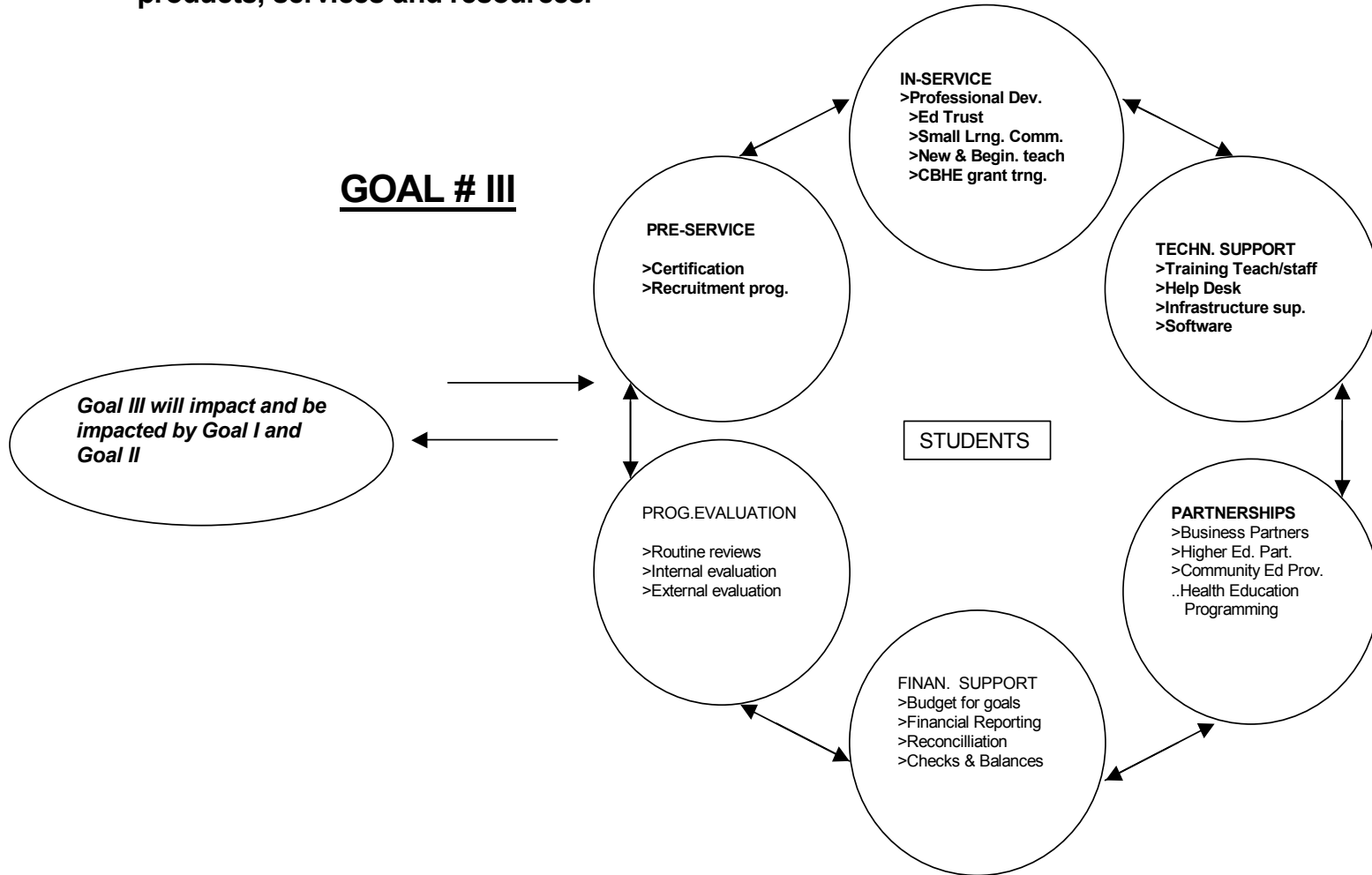
TARGET D Students will develop a well-balanced life-style that includes activities outside the classroom.

INDICATOR An increase percent of students will participate in extra-curric in extra-curricular and co-curricular activities. In addition, the ment, attendance rate and graduation rates will increase.

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
<p>PROCESS</p> <p>6.5 The district has created a positive climate for learning & established a focus on academic achievement.</p> <p>PERFORMANCE</p> <p>9.1 Achievement MAP</p> <p>9.2 Achievement Reading</p> <p>10.1 Educational Persistence</p>	1	The KCMSD will encourage and support co-curricular and extra-curricular activities.	BOE, District administration, Principals, Teachers	Fall 03	Summer 08	
	<p>Evidence of Implementation:</p> <p>The percent of students involved in co and extra-curricular activities will increase and will be representative of the various groups of students (thnic/racial, gender, dsiability, economic disadvantaged.)</p> <p>Students involved in co and extra-curricular activities will show increasing attendance rates, graduation rates and achievement</p>					

CROSS-DEPARTMENTAL RESPONSIBILITIES

Goal #III: Students will receive education and services from highly trained professional through a support system that provides high quality professional development as well as adequate products, services and resources.



GOAL III: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as adequate products, services and resources.						
Connection to BOE vision/mission: "Quality Education", Students, Knowledge, Skills, Abilities, Attitudes"						
TARGET A Highly qualified teachers and other professionals			INDICATOR Improved student performance.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 6.1 - Curriculum development 6.2 - Assessment 6.3 - Instructional programs 6.4 - Instructional resources Performance All performance areas	1	Train staff on technology integration at the Technology Academy at Manual Technical Center and at individual school sites	Instructional Technology	Summer 03	Summer 08	
	2	Provide training to appropriate instructional staff on how to interpret performance data & how to use other data to inform decisions	C & I, Guidance, Research and Assessment, principals, inst. coaches			
	3	The Human Resources Department will insure that administrators and teachers are appropriately certified for their assignments.	HR, teachers, principals	Fall 03	Fall 08	
	4	Continue to provide research based professional development to principals content teacher leaders, resource teachers, content teachers,	Professional develop. special ed., title			
	5	Inform teachers about curriculum standards	C & I, principals, instructional coaches			

GOAL III: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as products and services to support their teachers and other professionals in the district.						
Connection to BOE vision/mission: "Quality Education, Students, Knowledge, Skills, Abilities, Attitudes"						
TARGET B High quality support for teachers and other district professionals			INDICATOR Improved Student achievement			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 6.1 - Curriculum development 6.2 - Assessment 6.3 - Instructional programs 6.4 - Instructional resources	1	Develop and make available an archive of professional development resources that support the implementation of high quality curriculum and effective instructional practices	Professional Development	Summer 03	Summer 08	
	2	Provide monthly technology support for schools through meetings with computer teachers and technology staff	Instructional Tech			
Performance All performance areas	3	Develop and implement an Evidence of implementation plan for the overall guidance program	Guidance and Counseling	Fall 03	Fall 08	
	4	Routinely inventory and develop curriculum guides for all courses including those for approved vocational courses.	C & I			
	5	Conduct an ongoing formal process to assess the effectiveness of vocational programs, student progress in those programs and program needs	Vocational Director			

GOAL III: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as products and services to support their teachers and other professionals in the district.
Connection to BOE vision/mission: "Quality Education"

TARGET C A safe environment with clean and well maintained facilities **INDICATOR** Students will feel safe and comfortable at their schools

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 6.1 - Curriculum development 6.2 - Assessment 6.3 - Instructional programs 6.4 - Instructional resources 8.9 - Facilities 8.10 - Safe Facilities Performance All performance areas	1	Ensure clean facilities through on-going assessment, feedback, and training for district personnel	facilities, schools' staff, students	Summer 03	Summer 08	
	2	Maintain district facilities through systemic evaluation methods and effective planning and management.	facilities, schools' staff, students			
	3	Develop capabilities to mitigate/prevent prepare, respond and recover from urgent situations in the school environment.	Center for Safe Schools, Safety Coord, schools' staff, students, City Office of Emergency, KC Police Dept.			

GOAL III: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as products and services to support their teachers and other professionals in the district.						
Connection to BOE vision/mission: QUALITY EDUCATION						
TARGET D High quality health education and services.				INDICATOR Students will be healthy and make healthy choices.		
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 8.3 Policy & Procedures 8.11 Health Services	1	Provide classroom instruction on self-care and goal setting based upon the Health-Risk Appraisal; develop age-appropriate materials.	School health personnel school medical staff	Summer 03	Summer 08	
	2	Provide classroom instruction on human development, puberty, decision making, career development, HIV AIDS alcohol and other drug prevention; align lessons to district curriculum and MAP standards.	principals, counselors, health professionals	summer 03	summer08	
Performance All performance areas	3	Develop and implement a truancy diversion program aimed at improving the attendance patterns and behavior of at-risk students.	Deputy Juvenile officer community organizations School based-school linked office	summer03	summer 08	
	4	Provide counseling resources and monitor students via the student care team; collaborate with staff and community based service providers	counselors, social service support staff	summer 03	summer 08	

GOAL III:: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as products and services to support their teachers and other professionals in the district.						
Connection to BOE vision/mission: QUALITY EDUCATION; RESPONSIBLE CITIZENS						
TARGET D High quality health education and services			INDICATOR Students will be healthy and make healthy choices.			
MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 8.3 Policy & Procedures 8.11 Health Services	5	Provide equitable services and resources to homeless and their families	School health personnel school medical staff	Summer 03	Summer 08	
Performance All performance areas						

GOAL III: Students will receive education and services from highly trained professionals through a support system that provides high quality professional development as well as products and services to support their teachers and other professionals in the district.
Connection to BOE vision/mission: QUALITY EDUCATION

TARGET E Financial support of district priorities and improved processes and procedures. **INDICATOR** Students receive an outstanding education through adequate funds focused on achieving high achievement and persistence to high school graduation.

MSIP Standard	Strategy #	Strategy	Responsibility	Start Date	Target Date	Status
Process 8.6 Fiscal management & systematic procedures Performance All performance areas	1	Provide timely accurate and relevant financial information and reports to all stakeholders	Budget and finance Superintendent	Summer 03	Summer 08	
	2	Develop and implement improved processes for procedures of checks and balances and reconciling accounts; resolve variances.	Budget and Finance Superintendent			
	3	Develop purchasing instruments and procedures that meet needs of budget holders and promote accurate methods of accounting and reporting in dist. Finance Dept.	Budget and Finance Superintendent			