



January 9, 2025

Natascha DeGuire, Director  
Andrea Baran, Regional Attorney  
Gateway Tower II  
400 State Ave., Suite 905  
Kansas City, KS 66101

Re: Investigation Request/Kansas City Public Schools

Dear Director DeGuire and Attorney Baran:

Under 29 C.F.R. §1601.6(a), Parents Defending Education (PDE) files this request to investigate Kansas City Public Schools in Kansas City, Missouri for employment discrimination on the basis of race, color, religion, sex, or national origin in violation of Title VII of the 1964 Civil Rights Act, 42 U.S.C. §2000e *et seq.*<sup>1</sup>

PDE makes this investigation request as an interested third-party organization with members who are parents of school children throughout the country. PDE and its members oppose racial discrimination and political indoctrination in America's schools. Kansas City Public Schools has altered their hiring practices to hire educators based on race. Attached to this complaint is supporting evidence in the form of a strategic plan, "Blueprint 2030" (Exhibit A), which outlines its mission to hire and retain new staff, solely on the educator's race and the District's "About" webpage (Exhibit B)<sup>2</sup>, which underscores one of the District's primary goals is to "create and implement a leadership and development program" for educators of color, and the District's "equity, innovation, and inclusion" webpage (Exhibit C)<sup>3</sup>, which highlights the District's commitment to counteract "disparities in outcomes" regarding educators and students in the District.

Kansas City Public Schools outlines four commitments in their long-term strategic plan, one of which is solely dedicated to "people-talented workforce and strong relationships" (Ex. A at 16). However, many of the mechanisms by which the District intends to meet these goals includes implementing hiring quotas directly related to an educator's race, as opposed to their merit. The District set benchmark goals for the hiring of teachers of color. Specifically, the District intends to increase "teachers of color to 40% for 2025" and increase "teachers of color to 45% by 2030" (Ex. A at 16).

Likewise, the District boasts of plans to "develop robust career pathways" for "non-certified" teachers of color by "provid[ing] increased guidance and resources" (Ex. A at 24). Additionally, teachers of color in the District will benefit from "tutoring and scholarship opportunities" and "teacher certification programs and assessments," that are not open to all educators in the District (Ex. A at 24).

Exhibit A reveals the District's intentional "recruitment partnerships with HBCUs, Hispanic-servicing institutions, and HACUs" (EX. A at 24). These hiring practices specifically target individuals of color to increase recruitment, hiring, and retention of educators of color (Ex. A at 24). The District intends to curtail its interview process to increase the number of diverse educators. The District outlined its intent to set quotas to hire and retain "diverse educators" (Ex. B at 4).

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<sup>1</sup> Copies of this letter are also addressed to each member of the Commission, and Parents Defending Education makes the same request of them under 29 C.F.R. §1601.6(a).

<sup>2</sup> "About," Accessed 10/16/2024, <https://www.kcpublicschools.org/about>

<sup>3</sup> "Equity, Innovation, and Inclusion," Accessed 10/16/2024, <https://www.kcpublicschools.org/about/departments/equity>



Kansas City Public Schools has even committed to “evaluat[ing] and adjust[ing] the interview process with a core focus on improving equitable and diverse hiring practices” and creat[ing] a culturally responsive, equity based interview tool” (Ex. A at 24).

Furthermore, the District is committed to retaining the teachers of color it hires through these unorthodox practices. Kansas City Public Schools plans to “deploy intuitive and adaptable engagement strategies and support” (Ex. A at 24). The District’s “equity, innovation, and inclusion” webpage borrows its motto from the “Great Lakes Equity Center.” The District proclaims “equity is at the core of everything we do” and their goal of “reduc[ing] disparities of outcomes” (Ex. C at 2).

Kansas City Public Schools’ priorities provide a glimpse into initiatives that give a specific advantage to some applicants over others, as well as some tenured staff over others. According to the District’s webpage, these applicants and tenured staff may receive accelerated opportunities because of their race (Ex. C at 2).

As the Commission is aware, “the important purpose of Title VII” is “that the workplace be an environment free of discrimination, where race is not a barrier to opportunity.” *Ricci v. DeStefano*, 557 U.S. 557, 580 (2009). Specifically, Title VII declares that it is an “unlawful employment practice” (1) “to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s [protected characteristic]”; or (2) “to limit, segregate, or classify his employees or applicants for employment in any way which would . . . adversely affect his status as an employee, because of such individual’s [protected characteristic].” 42 U.S.C. §2000e-2(a). Title VII also declares that it is an “unlawful employment practice for any employer . . . to discriminate against any individual because of his race, color, religion, sex, or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.” *Id.* §2000e-2(d). Title VII “prohibits even making a protected characteristic a ‘motivating factor’ in an employment decision.” *EEOC v. Abercrombie & Fitch Stores, Inc.*, 575 U.S. 768, 773 (2015) (quoting 42 U.S.C. §2000e-2(m)). But here, Boston Public Schools appears to be intentionally discriminating against its employees because of their race by making race a barrier to opportunity.

A 2015 decision issued by the Department of Education’s Office for Civil Rights (OCR) during the Obama Administration is instructive. When a Chicago-area high school held a “Black Lives Matter” assembly during Black History Month “for African American students only,” OCR concluded the school violated the Equal Protection Clause and Title VI. *See* Sept. 29, 2015 Letter (OCR Docket #05-15-1180). The school’s desire “to provide a comfortable forum for black students to express their frustrations” could not justify the school’s exclusion of white students, who were told they could not participate. OCR concluded that the district failed to “assess fully whether there were workable race-neutral alternatives” and “did not conduct a flexible and individualized review of potential participants.” In a Resolution Agreement with OCR, the district agreed that its programs and activities would be “open to all students . . . regardless of their race” and to adopt policies and training to ensure the district’s compliance. OCR imposed these requirements even though the district had promised “not to hold such events in the future.”

Kansas City Public Schools likewise cannot discriminate against employees based on their race. We ask that your office promptly investigate the allegations in this complaint, act swiftly to remedy unlawful policies and practices, and order appropriate relief.

Thank you for your prompt assistance with this request for investigation and resolution.

Please contact me for further information.



Sincerely,

Caroline Moore  
Vice President  
Parents Defending Education

Enc. Exhibit A-C

Cc: The Honorable Charlotte A. Burrows, Commission Chair  
The Honorable Jocelyn Samuels, Commission Vice Chair  
The Honorable Andrea R. Lucas, Commissioner  
The Honorable Kalpana Kotagal, Commissioner



## **Exhibit A**

# BLUEPRINT 2030



A COMMUNITY-DRIVEN, STUDENT-CENTERED  
STRATEGIC PLAN FOR KANSAS CITY



# BLUEPRINT 2030

Blueprint 2030 is a beginning, not an end. It is an important step towards transforming the effectiveness of our schools, so that we accelerate learning, growth and success for all students, without exception.

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**“We are committed to fostering a learning environment that equips our students not only with academic proficiency but also with the skills, values and resilience needed to thrive in an ever-changing world.”**

# SUPERINTENDENT’S MESSAGE



**Dear Kansas City Community,**

It is with great pleasure and anticipation that I share with you our new roadmap for the future – the Blueprint 2030 Strategic Plan. This document represents the collective vision and aspirations of our entire community, and I am truly excited to present it to you.

Over the past four years, we have engaged in an extensive and meaningful process of community involvement. Together, we embarked on a journey to shape the future of education in our district. With an astounding 18,000 touchpoints involving parents, students, the Blueprint 2030 Advisory Team, Board of Directors, educators and community partners, we have ensured that the Blueprint 2030 Strategic Plan truly reflects our shared values and goals.

I want to extend my heartfelt gratitude to each and every one of you who contributed to this monumental endeavor. Your dedication, insights and commitment have been invaluable in shaping a plan that will guide us towards educational excellence and innovation over the next decade.

As we look forward to the exciting path ahead, I am thrilled to outline some key components of our academic plan. In the Blueprint 2030 Strategic Plan, you will find a renewed emphasis on personalized learning, cutting-edge STEAM technology, fine arts expansion and a renewed sense of urgency around literacy. We are committed to fostering a learning environment that equips our students not only with academic proficiency but also with the skills, values and resilience needed to thrive in an ever-changing world.

But we cannot do this alone. I urge every member of our community to stand behind this plan and support our shared vision. The success of Blueprint 2030 relies on our collective effort – parents, students, educators, community members and stakeholders. Together, we can create an educational experience that empowers our students to reach their full potential and prepares them to become responsible, compassionate and engaged citizens.

Thank you once again for your unwavering dedication to our students and our community. Let’s join hands and propel our district towards a brighter, more promising future as outlined in the Blueprint 2030 Strategic Plan.

**With sincere appreciation,**

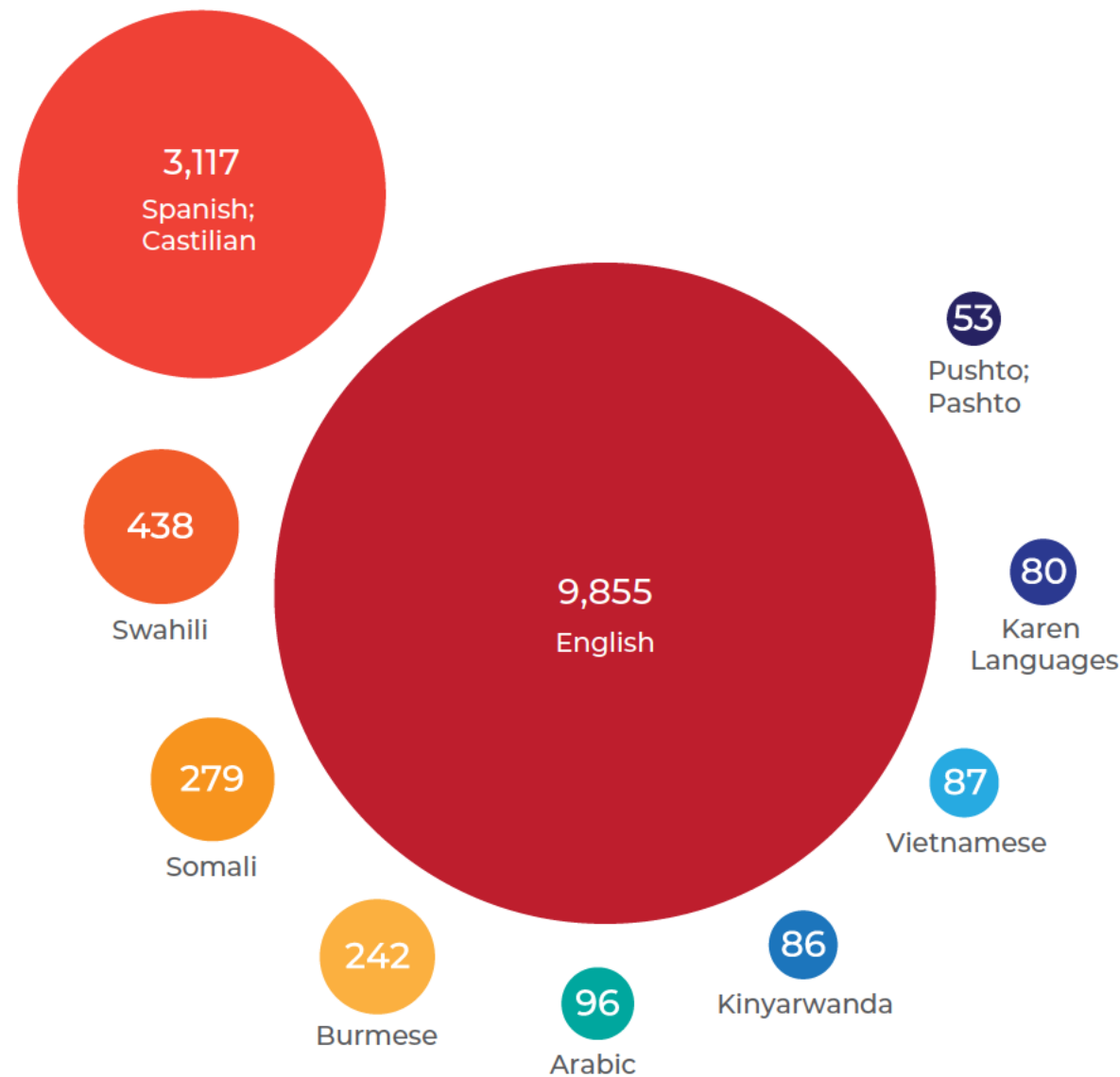
**Dr. Jennifer Collier  
Superintendent of Schools**

# CHAPTER 1: WHO WE ARE

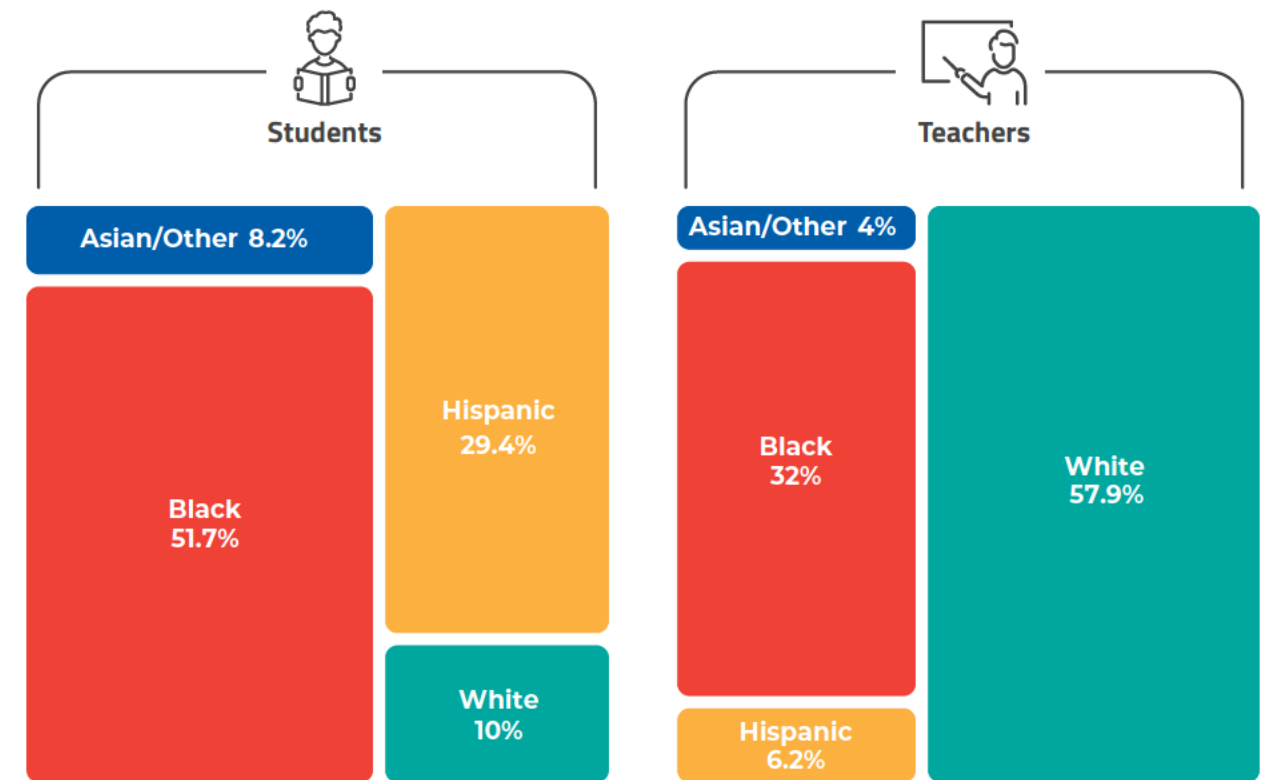
## A District Where Everyone is Welcome

KCPS is the 12th largest school system in Missouri. It is ethnically, culturally and linguistically diverse, serving approximately 15,000 students in Pre-kindergarten (Pre-K) to grade 12. Our students come from rich and diverse backgrounds that reflect the dynamic world for which our schools are preparing them. More than 50 languages from around the globe are spoken by our students.

## Most Common Languages



## Student and Teacher Demographics



- 23% of students receive ELL (English Language Learner) services
- 5.5% of students receive Gifted and Talented services
- 11% of students have an Individualized Education Plan (IEP)

- KCPS employs more than 2,100 people
- Approximately half of teachers have a master's degree
- Average of 10.4 years experience for all professional staff

## Our Schools



KCPS has 35 academic locations: 21 elementary schools, three middle schools, six high schools, two early learning schools, two alternative schools, and one career and technical center. The district also includes an international welcome center, an alternative graduation program, a virtual academy and an early college academy. In addition, KCPS sponsors three charter schools.

KCPS has a unique mix of neighborhood schools and signature schools. Neighborhood schools have a limited boundary area and provide a traditional, high-quality curriculum. Signature schools serve the entire district and provide specialized coursework based upon a distinct theme.



# Challenging, Engaging Educational Opportunities

Like many districts across the country, KCPS has experienced significant shifts in student demographics in recent years, as well as in the expectations of families, community members, higher education institutions and employers. Our district is responding to these changes by instituting a growing number of programs that offer more options for students and families, and by tailoring educational services to our students' strengths and needs.



## Innovative, rigorous programs:

- Montessori schools
- International Baccalaureate
- Fine and performing arts
- Pylons Honors Program
- African-centered studies



## Well-rounded, supported students via services:

- All-day preschool
- Free before/after-school care
- Organized sports and extracurricular activities
- Free breakfast and lunch
- Free transportation for students who live more than a half-mile from school



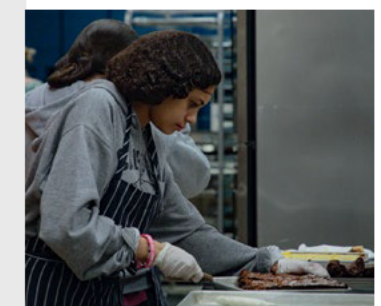
## Locally educated, globally prepared students:

- Mandarin Chinese and Spanish immersion
- Apple Distinguished Schools program
- Verizon Innovative Learning Schools initiative



## Successful post-high school transitions:

- Early College Academy (students receive both their high school diploma and associate degree in a partnership with Metropolitan Community College)
- Certificates and trade or industry licensing in employment-ready fields such as automotive technology, nursing, emergency medical technician (EMT), fashion and design, culinary arts and broadcast media



**OUR AIM IS CLEAR: TO CONTINUOUSLY EXPAND ACCESS TO QUALITY EDUCATIONAL OPPORTUNITIES THAT ENGAGE, CHALLENGE AND SUPPORT EVERY STUDENT, EVERY DAY.**

# CHAPTER 2: PLANNING PROCESS

## A Community-Driven Plan

Between August 2019 and December 2022, KCPS engaged in a community-wide strategic planning process chartered by the Superintendent of Schools, Dr. Jennifer Collier, and the Board of Directors.

The goal of the long-term planning exercise was to define the future vision of the district and align our work through the end of the decade to achieve it. The plan was constructed over four phases: Assessment, Goal Setting, Scenarios and Recommendations. After plan adoption, the work will continue in two phases: Implementation and Evaluation.

Blueprint 2030 was developed through a series of conversations among Kansas City's diverse stakeholders in one of the district's most extensive engagement efforts. Community engagement was embedded throughout the phases and informed next steps along the way. With 18,000 touchpoints, KCPS connected with the community through student summits, public meetings, surveys, staff lunches, neighborhood associations, business associations and other gatherings in the community. The district also solicited local organizations to allow us to join events, established meetings and community groups to share the plan.

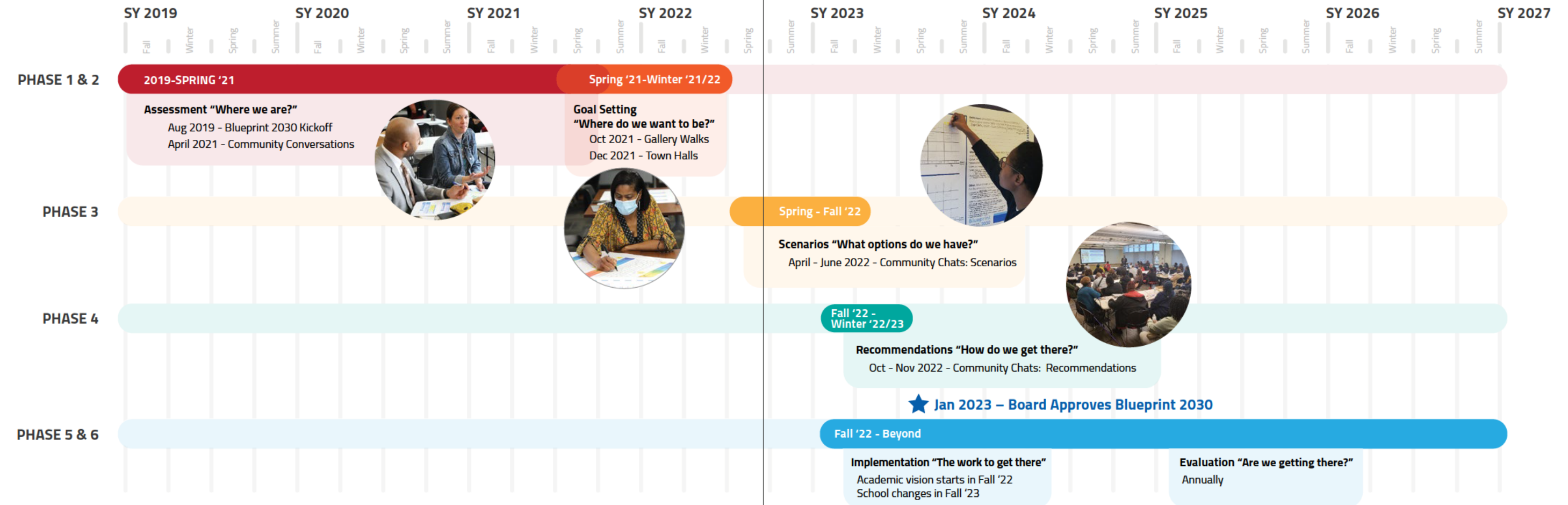
Extensive effort was made to reach non-English speaking communities within Kansas City. All public meeting presentations and handouts were made available in five different languages: Spanish, Somali, Swahili, Burmese and English. In-person interpreters were also available for all public meetings. Engagement staff visited local churches, shops and cafes to share Blueprint 2030 content and receive feedback that helped shape the final plan.

Public meeting presentations were video recorded and uploaded online. This allowed stakeholders to receive

the information even if they were not able to attend an in-person meeting. Video recording also allowed stakeholders the opportunity to replay the information for clarification and share the link with others. Video presentations included a means for community members to submit feedback to the district electronically and participate in the planning process.

In total, KCPS hosted 30 public meetings, 11 student meetings, 18 parent organization meetings, 8 meetings with partners, 71 staff meetings, 24 meetings with community organizations and administered 15 surveys.

## Planning Process Timeline



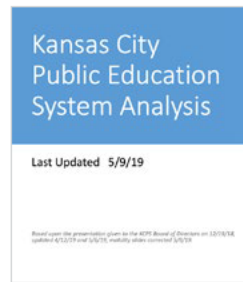
## Guidelines and Studies

Blueprint 2030 is an update to the district's previous strategic plan. It builds upon and is aligned to prior planning guidelines and studies, most notably:



### 2018-23 KCPS Strategic Plan

The 2018-23 Strategic Plan was a roadmap for the district, aligned our vision, and placed student learning at the center. Adherence to the plan and consistent implementation helped KCPS regain full accreditation in 2022. The plan served as the framework for Blueprint 2030.



### System Analysis of the Kansas City Public Education Landscape (2019)

The System Analysis was a data-driven review of the current state of the public education system in Kansas City, examining KCPS and charter schools. It highlighted the impact of school choice, economic inefficiencies, and the need for collaboration and coordinated decision-making.



### Enrollment and Perceptions Research Study (Hanover Research, 2020)

The Enrollment and Perceptions Research Study was a series of three studies to gather information from stakeholders on their opinions, experiences, and preferences related to family enrollment decisions and strategies for improving student recruitment and retention.



### Signature and Secondary School Reviews (Mass Insight Education & Research, 2020)

The KCPS Signature and Secondary School Reviews were an educational assessment of schools to identify successes, challenges and opportunities for KCPS. The reviews included school performance data, interviews, focus groups, surveys and classroom observations.



### KCPS Transfer Analysis (2020)

The Transfer Analysis was an internal study to better understand student transfers among KCPS schools and other school districts in the region.

# CHAPTER 3: THE RECOMMENDATIONS



The **Mission Statement** that affirms what we do, who we serve and what we want to achieve.



The **Four Commitments**, or building blocks, that frame our actions and decisions.



The **Goals for 2025 and 2030**, aligned to our Four Commitments, that we have set in collaboration with our community.



The **Strategies**, aligned to our Goals, that we will implement as a community to reach the desired outcomes.



## A Blueprint for Student Growth and Success

This chapter provides more complete details about the recommendations of Blueprint 2030. The recommendations begin with a new Mission Statement that more accurately reflects the work of our district. Next, we outline the Four Commitments to the Kansas City community crucial to our success. Each commitment includes Goals for 2025 and 2030 to help ensure we are on the right track. Each goal has a subsequent series of Strategies developed to help us achieve the desired outcomes.

The Four Commitments are the building blocks for what we must do well to achieve the outcomes for students and our district as a whole.



### MISSION STATEMENT

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

## Four Commitments

### Commitment 1: Learning.

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

### Commitment 2: Support.

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

### Commitment 3: People.

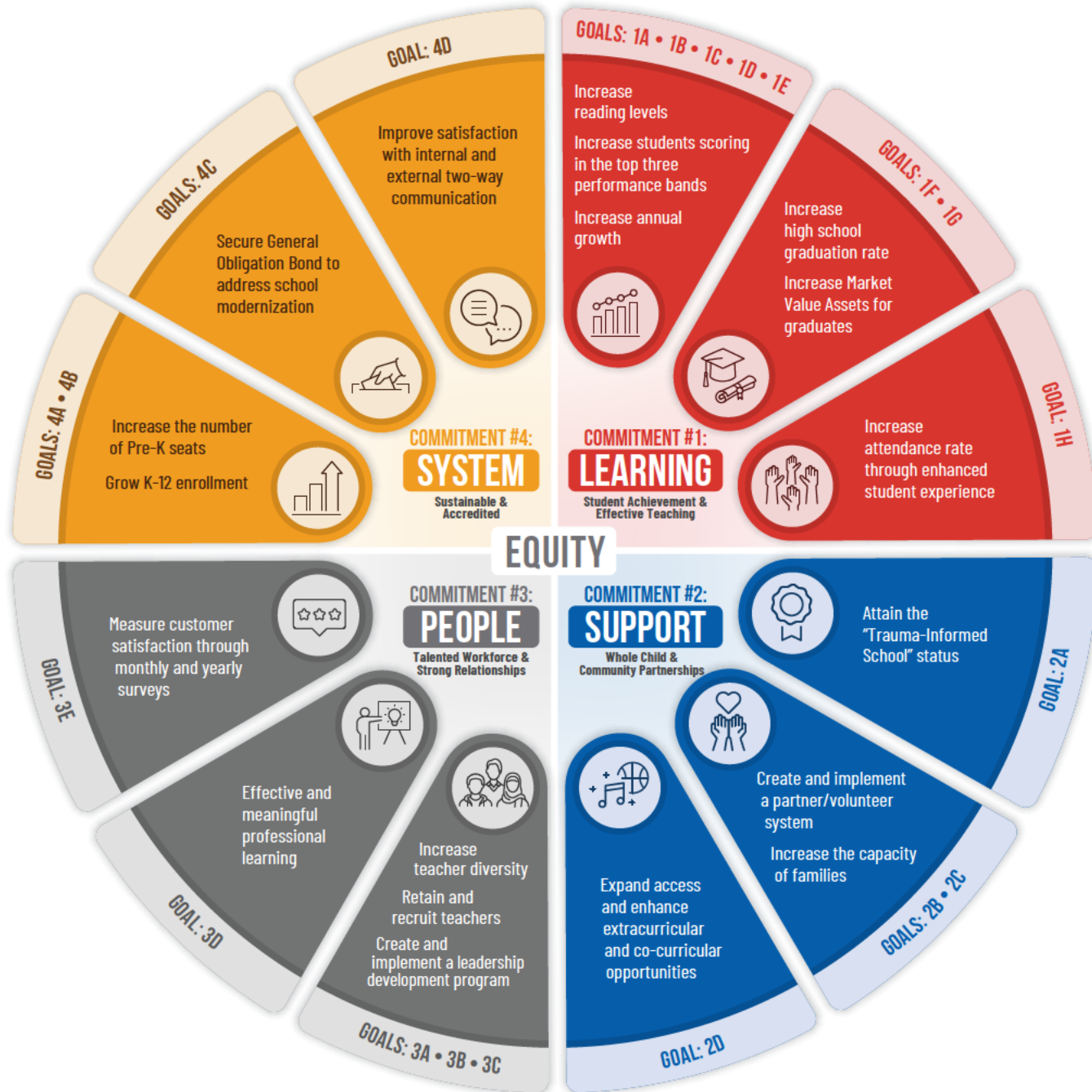
**Talented Workforce and Strong Relationships** - KCPS will attract, develop and retain a diverse, high-caliber workforce across all departments and schools who are committed to developing positive relationships with our students and their families, our colleagues and the KCPS community, while ensuring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

### Commitment 4: System.

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

## Goals for 2025 and 2030

All centered around equity, the Four Commitments define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure. The Goals for 2025 and 2030 are framed around the Four Commitments.



Commitment 1 focuses on **"TEACHING & LEARNING"**, the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

Commitment 2 recognizes that **"SCHOOLS CAN'T DO IT ALONE"**; it promotes trust, open communication and healthy partnership with families and community.

Commitment 3 emphasizes **"INVESTING IN PEOPLE"** by attracting, developing and retaining high-caliber staff at all levels.

Commitment 4 champions **"MANAGING THE SYSTEM"** by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.

## Commitment #1: LEARNING Student Achievement & Effective Teaching

- Goal 1A:** By 2025, 50% of KCPS 3rd graders will be reading at or above grade level, as measured by iReady or district-approved universal screener, increasing to 70% by 2030.
- Goal 1B:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA MAP and EOC assessments by 20%, and by an additional 15% by 2030.
- Goal 1C:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.
- Goal 1D:** By 2025, the percentage of students scoring in the top three performance bands on the Math MAP and EOC assessments will increase by 20% from 2022, and by an additional 15% by 2030.

- Goal 1E:** By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math, as established by student performance on iReady or district-approved universal screener, increasing to 75% by 2030.
- Goal 1F:** By 2025, the four-year high school graduation rate will be 80%, increasing to 85% by 2030.

- Goal 1G:** By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.
- Goal 1H:** By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030 through an enhanced student experience.

## Commitment #2: SUPPORT Whole Child & Community Partnerships

- Goal 2A:** By 2025, all KCPS schools will attain the "Trauma-Informed School" status (Stage 4) based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma-Informed Schools will have robust systems of support for students and their families.
- Goal 2B:** By 2025, KCPS will create and implement a partner/volunteer support system to serve students by focusing on academic achievement, accessing resources and stronger community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.

- Goal 2C:** By 2025, at least 30% of KCPS family engagement activities will focus on building the capacity of families to support and advocate for student learning, increasing to at least 50% by 2030.
- Goal 2D:** By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.

## Commitment #3: PEOPLE Talented Workforce & Strong Relationships

- Goal 3A:** KCPS will increase our teachers of color to 40% by 2025 and achieve a goal of 45% teachers of color by 2030.
- Goal 3B:** KCPS will retain 85% of its certified teaching staff, increasing to 90% by 2030.
- Goal 3C:** By 2025, KCPS will create and implement a leadership development program and establish a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through the pipeline.

- Goal 3D:** By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning, increasing to 100% by 2030.
- Goal 3E:** By 2025, 80% of customers and stakeholders will report they are "Very Satisfied / Satisfied" with the "Overall guidance and support provided by school staff and central office employees," increasing to 90% by 2030.

## Commitment #4: SYSTEM Sustainable & Accredited

- Goal 4A:** By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.
- Goal 4B:** By 2025, KCPS will grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.
- Goal 4C:** Before 2025\*, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation Bond plan that addresses deferred maintenance and school modernization needs.

- Goal 4D:** By 2025, KCPS will improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction, social media engagement trends and communications analytics by 25%, increasing to 40% by 2030.

\*Subject to change

# Commitment #1: LEARNING

## Student Achievement & Effective Teaching



### GOALS

- Goal 1A:** By 2025, 50% of KCPS 3rd graders will be reading at or above grade level, as measured by iReady or district-approved universal screener, increasing to 70% by 2030.
- Goal 1B:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA (English Language Arts) MAP (Missouri Assessment Program) and EOC (End-of-Course) assessments by 20%, and by an additional 15% by 2030.
- Goal 1C:** By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.
- Goal 1D:** By 2025, the percentage of students scoring in the top three performance bands on the Math MAP and EOC assessments will increase by 20% from 2022, and by an additional 15% by 2030.
- Goal 1E:** By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math, as established by student performance on iReady or district-approved universal screener, increasing to 75% by 2030.
- Goal 1F:** By 2025, the four-year high school graduation rate will be 80%, increasing to 85% by 2030.
- Goal 1G:** By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.
- Goal 1H:** By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030, through an enhanced student experience.



### Strategies Supporting Goal 1A and Goal 1B

By 2025, 50% of KCPS 3rd graders will be reading at or above grade level, as measured by iReady or district-approved universal screener, increasing to 70% by 2030.

By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA MAP and EOC assessments by 20%, and by an additional 15% by 2030.

1. Provide Language Essentials for Teachers of Reading and Spelling (LETRS) and Language, Literacy and Learning (3L's) training to support the Science of Reading instructional models and support culturally and linguistically diverse readers.
2. Establish at least one model classroom in all KCPS schools that can serve as demonstration sites of the research-based practices and culturally responsive resources rooted in our literacy instructional plan.
3. Provide explicit instruction of foundational skills for all K-2 students as part of the KCPS curriculum, as measured by a district walkthrough tool.
4. Evaluate the implementation of the KCPS curriculum, which is based on the Science of Reading, by utilizing district benchmark assessments.

5. Create personalized intervention plans with progress benchmarks for students not making progress towards their learning and achievement goals.
6. Utilize running records as a progress monitoring tool to measure student growth in reading fluency and comprehension.



### Strategies Supporting Goal 1C

By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.

1. Enhance science instruction by incorporating science labs and science lab support specialists at each elementary school.
2. Emphasize state standards around phenomena-based inquiry to support the Project Based Learning throughout K-12 instruction.
3. Provide increased opportunities for students to engage in immersive, interactive and creative ways to explore including hands-on engineering activities and labs, virtual investigations and Science, Technology, Engineering and Mathematics (STEM) connections.
4. Provide professional learning opportunities to instructional teams at the building level to support staff around Tier 1 instructional models, high-leverage, evidence-based practices (e.g., disciplinary core ideas, cross-cutting concepts and engineering practices), that impact student growth in Science, Technology, Engineering, Art and Mathematics (STEAM).
5. Work with the Missouri Department of Elementary and Secondary Education (DESE) to align interim assessments to MAP/EOC performance expectations.
6. Collaborate with ELA and Math content areas to enhance the cross-curricular strategies of literacy and mathematics in science.
7. Provide annual professional learning opportunities centered around the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) procedures for all KCPS instructional staff to ensure fidelity in the implementation of the interventions and reduce disparities in subgroup achievement.



### Strategies Supporting Goal 1D

By 2025, the percentage of students scoring in the top three performance bands on the Math MAP and EOC assessments will increase by 20% from 2022, and an additional 15% by 2030.

1. Integrate the 8 Mathematical Practices recommended by the National Council of Teachers of Mathematics (NCTM): (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure and (8) Look for and express regularity in repeated reasoning as measured through math story and algorithm accuracy.
2. Engage writing in mathematics to use robust vocabulary instruction tiering. Use these words to engage students in mathematical discourse in the classroom by comparing mathematical processes and building upon ideas to analyze ideas and construct arguments of mathematics.
3. Provide math elective offerings that increase student awareness, interest in real-world applications and project-based learning designed to build a deeper understanding of STEAM careers, as measured through Naviance, career interstate surveys and an increase in more rigorous coursework.
4. Increase support and professional learning opportunities for teachers on content knowledge and instructional needs.
5. Develop strong MTSS structure for math, to include small group instruction, creating multiple measures, analysis and reflection on student data to determine students' mastery and readiness for state assessments, and to reduce disparities in subgroup achievement.
6. Recruit highly qualified math teachers and interventionists to provide strategic and intentional support to struggling students.
7. Develop effective partnerships with post-secondary institutions and industry to prepare students for successful college and career readiness, as measured by the following: (1) Increase in graduation rates; (2) Decrease in dropout rates; (3) Increase in stackable credentials and (4) Decrease in the need for remedial courses as a criterion for college entry.



## Strategies Supporting Goal 1E

By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math, as established by student performance on iReady or district-approved universal screener, increasing to 75% by 2030.

1. Analyze and monitor disaggregated iReady reading and math data to plan tiered instructional support groups for students.
2. Create personalized intervention plans with progress benchmarks for students not making progress towards their learning and achievement goals.
3. Prioritize small groups and differentiated supports for students demonstrating the most need, to include: interventionist support, differentiated small group instruction and tutoring intervention.
4. Provide specialists, interventionists and additional paraprofessionals at each school to support the personalized intervention programs in mathematics and literacy.
5. Provide annual professional learning opportunities centered around the MTSS/RtI procedures for all KCPS instructional staff to ensure fidelity in the implementation of the interventions and reduce disparities in subgroup achievement.
6. Provide professional learning opportunities to all teachers and other support staff around Tier 1 instructional models, high-leverage, evidence-based practices (e.g., small group instruction, project-based learning, culturally responsive teaching practices, data analysis, student feedback, close reading, academic language), that impact student growth in mathematics and literacy.
7. Communicate student performance to families/caregivers in the areas of reading and math, and recommend strategies to support their growth outside of school.



## Strategies Supporting Goal 1F

By 2025, the four-year high school graduation rate will be 80%, increasing to 85% by 2030.

1. Continue the districtwide graduation Professional Learning Community (PLC) process through Naviance with all high schools and incorporate all middle schools.
2. Conduct school-based monthly audits of graduating cohorts by the counseling team and share audit findings with the grade-level PLC advisory team.
3. Dropout Prevention and Recovery Specialists will employ strategies to address habitually and long-term absent students and engage parents/guardians as partners in improving student attendance.
4. Increase access to non-traditional school options and credit recovery opportunities, including Grad Labs, Graduation Coaches, Missouri Options, Middle College, Evening Academy, Kansas City Virtual Academy, summer school, Career and Technical Education (CTE), Early College Academy, and the Success academies.
5. Secondary registrars will work with the Admissions/Enrollment Department and counselors to accurately enter first year and 9th grade student data to ensure high school students are in their correct cohort for graduation rate calculation.
6. Secondary registrars will work with counselors, students and families to ensure accuracy of transcript information and help families understand graduation requirements, as well as all completed credits towards graduation requirements.
7. Develop processes to support and monitor 9th and 10th grade students to keep them on track for graduation. Utilize Graduation Coaches and College Access Specialists to assist students who have failed to recover credits during their 9th and 10th grade years.



## Strategies Supporting Goal 1G

By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.

1. Develop college and career pathways at every KCPS high school. Every pathway student will have the opportunity to complete three related courses and earn at least one MVA.
2. Provide all KCPS students with the opportunity to take college and career courses and complete an Individual Career and Academic Plan (ICAP).
3. Provide opportunities for all college and career students to participate in Career and Technical Student Organizations (CTSOs).
4. Create schedules for all college and career programs to host advisory committee meetings twice a year (spring and fall) to assist with program development and MVA sourcing.
5. Increase dual credit and concurrent opportunities within college and career pathway programs.
6. Develop and utilize a district MVA data management system for KCPS college and career students.
7. Provide robust professional development for teachers and counselors to ensure maximum IRC (Industry Recognized Credential) and TSA (Technical Skills Assessment) passing rates.
8. Develop an enrollment expansion/student recruitment plan at Manual to maximize program capacity.
9. Expand course offerings to align with student interests and industry needs, including technical courses, that match current real-world situations and competency-based instructional models that prepare students for post-graduate careers.
10. Increase instrumental music offerings at the elementary level to expand the pipeline for the performing arts pathway at the secondary level.



## Strategies Supporting Goal 1H

By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030 through an enhanced student experience.

1. Expand course offerings at all elementary, middle and high school levels, with an emphasis on fine arts, world language and advanced coursework in math, science, technology and engineering electives.
2. Increase extracurricular clubs and activities in all middle and high schools beyond traditional athletic activities.
3. Continue the school-level attendance committee work to identify students with low attendance, put strategies in place to increase regular attendance and provide quarterly school-level attendance rate reports that identify students with less than 90% attendance.
4. Dropout Prevention and Recovery Specialists will support school attendance teams by addressing chronic and long-term student absences.
5. Implement monthly recognition program that acknowledges both excellent attendance and students that have improved from prior months.
6. Continue use of Graduation Recognition Incentive Program to engage high school seniors and get them focused on attaining excellent attendance during their final year.
7. Improve family wraparound services to remove barriers that prevent regular on-time attendance.
8. Engage in culturally responsive practices that will aid in student learning and achievement, support social-emotional wellness for students and families/caregivers.
9. Develop/expand partnerships with local organizations and the City (i.e., local housing authority) to support families in crisis and discourage mobility.
10. Implement the KCPS Technology Plan to enhance the experience for students and propel academic achievement.
11. Implement Beyond the 4 Walls (field trip experiences outside of school).

# Commitment #2: SUPPORT

## Whole Child and Community Partnerships



### GOALS

**Goal 2A:** By 2025, all KCPS schools will attain the “Trauma-Informed School” status (Stage 4), based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma-Informed Schools will have robust systems of support for students and their families.

**Goal 2B:** By 2025, KCPS will create and implement a partner/volunteer support system to serve students by focusing on academic achievement, accessing resources and stronger community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.

**Goal 2C:** By 2025, at least 30% of KCPS family engagement activities will focus on building the capacity of families to support and advocate for student learning, increasing to at least 50% by 2030.

**Goal 2D:** By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.



### Strategies Supporting Goal 2A

By 2025, all KCPS schools will attain the “Trauma-Informed School” status (Stage 4), based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma-Informed Schools will have robust systems of support for students and their families.

1. Conduct introductory training(s) and provide ongoing professional development for all school-based staff, students and KCPS leadership to build trauma awareness and train staff to model appropriate trauma-responsive behaviors.
2. Provide appropriate staffing at all schools (i.e., Guidance Counselors/Clinicians/ Restorative Justice Coordinators) to ensure the support structures/expertise needed to effectively address the trauma needs of each school.
3. Create trauma teams at each school inclusive of educators, support staff, administrators, community members and students, when applicable, to analyze existing practices and policies, including discipline, classroom management, employee well-being, family involvement and curriculum and instruction, create action plans and implement change through the lens of trauma.



### Strategies Supporting Goal 2B

By 2025, KCPS will create and implement a partner/volunteer support system to serve students by focusing on academic achievement, accessing resources and strengthening community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.

1. Evaluate school, student and classroom needs on a mid-year and annual basis to ensure continued appropriate allocation of supports from partners.

2. Conduct partner/school evaluations yearly to set expectations, review outcomes and improve student achievement.
3. Create a toolkit to support mentors with strategies to enhance the mentor/mentee relationship.
4. Maintain volunteer database system to ensure accurate records of the number of volunteers, contact information and volunteer opportunities within the school/district.
5. Acknowledge and celebrate community partnerships and volunteers to encourage continued involvement.
6. Develop, implement and monitor a Government Relations/Political Stakeholder engagement plan designed to support KCPS.
7. Collaborate with stakeholders to promote policy that discourages incentivizing development projects that jeopardize resources needed to support students.



### Strategies Supporting Goal 2C

By 2025, at least 30% of KCPS family engagement activities will focus on building the capacity of families to support and advocate for student learning, increasing to at least 50% by 2030.

1. Establish and maintain a parent leadership organization at each school as a means to increase advocacy and support.
2. Provide robust learning opportunities and coaching for school and district leaders, teachers, school-based staff and families on best practices and solutions to enhance and expand engagement and improve student success through culturally responsive, effective family-school-community partnerships.
3. Hold at least two learning nights at each school on an annual basis, connecting families to student learning by sharing data, providing strategies to support learning at home and advocating for their children, and providing opportunities for two-way communication.
4. Utilize standard data collection tools at each school and implement a dashboard system to track, measure and evaluate family engagement efforts across the district.
5. Establish an accountability system that increases the consistency of teacher use of the student information system to communicate with students and families, enter timely data, share reflections and provide information about progress toward academic standards.
6. Assign a full-time family engagement staff member to each school.
7. Establish a district Parent Engagement & Empowerment Center that connects the services and supports that families will need.



### Strategies Supporting Goal 2D

By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.

1. Research, develop and pilot a period during the school day for students to engage in clubs/activities; if successful, expand the pilot to additional schools.
2. Implement an appropriate rate of pay for after-school club sponsors and ensure coaching stipends are competitive with surrounding districts per the coaching stipend evaluation.
3. Proactively communicate the events and activities of after-school clubs and programs with families and the community.
4. Expand athletic and enrichment opportunities with tournament/event settings in elementary schools (i.e., debate, chess, Lego League and eSports).
5. Partner with community groups to create clubs/activities aligned with college and career pathways within schools (i.e., STEAM, fine arts, etc.).
6. Provide transportation to facilitate participation in extra-curricular or co-curricular activities.



# Commitment #3: PEOPLE

## Talented Workforce & Strong Relationships



### GOALS

**Goal 3A:** KCPS will increase our teachers of color to 40% by 2025, increasing to 45% by 2030.

**Goal 3B:** By 2025, KCPS will retain 85% of its certified teaching staff, increasing to 90% by 2030.

**Goal 3C:** By 2025, KCPS will create and implement a leadership development program and establish a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through the pipeline.

**Goal 3D:** By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning, increasing to 100% by 2030.

**Goal 3E:** By 2025, 80% of customers and stakeholders will report they are “Very Satisfied/Satisfied” with the “Overall guidance and support provided by school staff and central office employees,” increasing to 90% by 2030.



### Strategies Supporting Goal 3A

KCPS will increase our teachers of color to 40% by 2025, increasing to 45% by 2030.

1. Develop diverse and robust career pathways for non-certified staff and provide increased guidance and resources for equitable access.
2. Build and strengthen the KCPS student pipeline of future educators through programs and pathways by establishing a “Grow Your Own” student pipeline, providing tutoring and scholarship opportunities for teacher certification programs/assessments.
3. Maintain diversity recruiting partnerships, and establish targeted recruiting initiatives with Historically Black Colleges & Universities (HBCUs), Hispanic-Servicing Institutions (HSIs) and the Historic Association of Colleges & Universities (HACUs).
4. Evaluate and adjust the hiring process with a core focus on improving equitable and diverse hiring practices. Create a culturally responsive, equity-based interview tool.
5. Deploy intuitive and adaptable engagement strategies and supports to increase teacher retention on a continuous basis.



### Strategies Supporting Goal 3B

By 2025, KCPS will retain 85% of its certified teaching staff, increasing to 90% by 2030.

1. Conduct a comparative analysis of compensation packages in neighboring districts, and develop a competitive salary and compensation package for all KCPS teachers.
2. Develop diverse and robust career pathways for classified staff, with guidance and resources for equitable access for all employees.
3. Develop diverse and robust career pathways for certified staff, with guidance and resources for equitable access for all employees.

4. Develop, train and implement measurable retention strategies with clearly identified layers of support and routine check-ins for all KCPS staff.
5. Adopt, implement and provide training on a Human Resources Information System that will support hiring and retention needs and provide relevant, timely data to project hiring for the future.



### Strategies Supporting Goal 3C

By 2025, KCPS will create and implement a leadership development program and establish a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through the pipeline.

1. Develop and implement a year-round leadership development curriculum for site administrators, managers and district-level leaders focused on strengthening their capabilities and effectiveness relative to professional leadership standards.
2. Provide training and ongoing capacity-building for school leadership teams and Board of Education (BOE) departmental leadership.
3. Develop an internal leadership pipeline and succession planning process to promote leadership from within (“grow your own”) and motivate aspiring leaders.
4. Conduct ongoing evaluation of the leadership development program to assess effectiveness and inform decisions about future program development.



### Strategies Supporting Goal 3D

By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning, increasing to 100% by 2030.

1. Explore calendar or bell schedule adjustments in order to provide teachers with additional time for professional learning communities and a framework for professional collaboration.
2. Implement a Climate & Culture program and professional development for school staff to promote positive classroom environments, setting clear expectations for all students and employing restorative practices.
3. Expand the mentoring program to support the unique needs of all novice teachers (1-5 years of experience), to include synchronous targeted professional learning opportunities, and maintain a catalog of targeted asynchronous professional learning modules to increase access to opportunities.
4. Provide professional learning opportunities for teachers to facilitate an ongoing structured cycle of peer collaboration on lesson planning, executing planned lessons and debriefing the taught lessons.
5. Develop and maintain an integrated data infrastructure that facilitates monitoring, analysis and dissemination of data about student learning and organizational performance.
6. Strengthen the use of technology as a platform for conducting the work of the district and schools in a seamless manner, and provide a technology-rich environment for students and staff.
7. Migrate away from Windows devices to LTE (Long Term Evolution) enabled Apple devices, allowing students access to a higher quality device with added capabilities and unlimited data.



### Strategies Supporting Goal 3E

By 2025, 80% of customers and stakeholders will report they are “Very Satisfied/Satisfied” with the “Overall guidance and support provided by school staff and central office employees,” increasing to 90% by 2030.

1. Establish workable definitions of critical customer satisfaction terms and a customer satisfaction measurement tool to help gather real-time insights and yearly feedback at critical customer contact points.
2. Ensure necessary systems are in place to allow for immediate adjustments of internal process inefficiencies identified through customer satisfaction feedback.
3. Continue a customer service training program to fill the gaps of desired customer satisfaction outcomes and current employee knowledge.

# Commitment #4: SYSTEM

## Sustainable & Accredited



### GOALS

**Goal 4A:** By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.

**Goal 4B:** By 2025, KCPS will grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.

**Goal 4C:** Before 2025\*, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation (GO) Bond plan that addresses deferred maintenance and school modernization needs.

**Goal 4D:** By 2025, KCPS will improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction surveys, social media engagement trends and communications analytics by 25%, increasing to 40% by 2030.

\*Subject to change



### Strategies Supporting Goal 4A

By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.

1. Expand high-quality Pre-K programs at elementary schools in each high-need community.
2. Implement an admissions process using a tiered system for student placement.
3. Identify sustainable local and/or state funding streams for expansion of seats, including dedicated funding for a universal Pre-K model.
4. Develop a sustainable workforce for early childhood.
5. Ensure high processes and structural quality in Pre-K and early learning programming that vertically align with kindergarten readiness through regular monitoring of instruction and student academic progress assessments.
6. Explore the creation of a third early childhood center south of Brush Creek.



### Strategies Supporting Goal 4B

By 2025, KCPS will grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.

1. Implement retention strategies, especially targeted at transition grades (i.e., Pre-K to kindergarten, elementary to middle school and middle school to high school).
2. Refine a comprehensive district marketing and communications plan.
3. Create neighborhood school, signature school and kindergarten marketing and advertising campaigns that promote KCPS messages.
4. Enhance the existing recruiting plan to continue to showcase positive initiatives throughout the district to improve public perceptions and increase overall enrollment.

5. Cultivate and manage the KCPS brand by promoting positive stories that showcase student performance and communicate accurate information about the district.
6. Ensure equitable access to schools and programs that align with students' needs and interests.
7. Explore system alignment and predictability by means of grade configuration modifications and expansion of feeder patterns for neighborhood and signature schools.



### Strategies Supporting Goal 4C

Before 2025\*, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation Bond plan that addresses deferred maintenance and school modernization needs.

1. Utilize third-party (architect and engineer) study to prioritize deferred maintenance needs and provide options for facility renovations or replacements.
2. Engage students, staff, parents and community members regarding desired types of spaces and experiences.
3. Create and implement GO Bond Plan.
4. Develop alternative funding strategies to complement GO Bond funding.
5. Address system inefficiencies to redirect resources from operational expenses to classroom instruction and academic programs (i.e., future consolidation of schools).
6. Instill stakeholder trust by responsibly allocating existing resources (i.e., people, time and money) based on data-supported needs of students, staff and schools and by being good stewards of revenue and assets.

\*Timeline for first phase of GO Bond plan subject to change



### Strategies Supporting Goal 4D

By 2025, KCPS will improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction surveys, social media engagement trends and communications analytics by 25%, increasing to 40% by 2030.

1. Establish baseline measurements for stakeholder satisfaction with district and school-based communication.
2. Conduct focus groups and listening platforms to gauge family and community sentiment toward KCPS.
3. Clarify and coordinate communication platforms with an emphasis on facilitating communication with families.
4. Develop communication plans for schools based on the specific communities served.
5. Provide communications and customer service training for KCPS personnel.
6. Use effective communication strategies to engage families in multiple languages and streamline the process to translate key documents.
7. Improve communication with families around the enrollment process and provide additional resources to support enrollment.
8. Use student voice to highlight school district achievements, initiatives and programs.

## Academic Vision

The Academic Vision is comprised of key areas of focus embedded within the Strategies. The focus areas were identified and prioritized by the community, district leadership and best practice research during the Blueprint 2030 planning process. Each area of focus was selected to increase academic achievement and enhance the student experience.

Component	Location
Literacy focus	Goals 1A&B, Strategies 1-6
Math focus	Goal 1D, Strategies 1-7
Culturally responsive teaching	Goals 1A&B, Strategy 2; Goal 1E, Strategy 6; Goal 1H, Strategy 8; Goal 2C, Strategy 2; Goal 3A, Strategy 4
Project-based learning	Goal 1C, Strategy 2; Goal 1D, Strategy 3; Goal 1E, Strategy 4
STEAM elementary schools	Goal 1C, Strategy 4; Goal 1D, Strategy 3; Goal 2C, Strategy 5
Dedicated science labs	Goal 1C, Strategies 1 & 3
Instrumental music in elementary and secondary	Goal 1G, Strategy 10
World language exposure in elementary, expansion in secondary	Goal 1H, Strategy 1
Beyond the 4 Walls field trip experiences	Goal 1H, Strategy 11
College & career pathways	Goal 1G, Strategies 1-10
More clubs & activities	Goal 2C, Strategies 1-6
Increased electives & offerings	Goal 1G, Strategy 9; Goal 1H, Strategy 1
Digital learning	Goal 1H, Strategy 10

# CHAPTER 4: CALL TO ACTION

## Successful Implementation

Turning our good intentions into stronger results for our students will demand disciplined implementation at every level: every classroom, every school, every department and in every part of our community.

The responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, district and school levels. However, the school district can't do it alone. Ultimately, success of Blueprint 2030 depends on each stakeholder within the Kansas City community doing his or her part near-term and for the long haul to support the priorities and key actions outlined in this plan.



Operation Warm and FedEx partnered together to provide new coats to students at Garfield Elementary.



Justin Reid, Kansas City Chiefs player, distributes backpacks and supplies at Central High School.



Grant visits made possible by donations through the KCPS Education Foundation.



## Get Involved

How can you support KCPS?



### Volunteer

By giving your time you're not only helping KCPS, you're also helping the communities our schools support and thrive in.



### Parent Leadership Organizations

Participating in parent leadership organizations is a great way to get involved in the education of children and positively impact future generations of leaders, workers and parents.

### Become a Partner

Assist with sponsoring educational opportunities that benefit KCPS students, families and employees, and invest in the KCPS community.

### Become a Mentor

Mentoring within schools is a popular and effective way to bring a caring adult to the lives of more youth.

### Make a Gift

The Kansas City Public Schools Education Foundation funds a variety of educational initiatives and impact programs that encourage innovation and support student enrichment.

Visit [kcpublicschools.org](http://kcpublicschools.org) for more information on these important ways to support KCPS!

# APPENDIX

## Board of Directors



Left to Right, Top Row: Robert Sagastume, Sub-district 3; Rita M. Cortés, Board Chair, Sub-district 1; Monica Curls, Sub-district 4; Josh Jackaway, Member-at-Large; Bottom Row: Jamekia Kendrix, Sub-district 2; Tanesha Ford, Vice Chair, Member-at-Large; Kandace Buckner, Sub-district 5.

KCPS is guided by a seven-member Board of Directors elected by the district's patrons. The Board of Directors has many duties, including:

- Governance
- Monitoring the use of financial and human resources
- Education planning and evaluation
- Appointing the chief administrator, the Superintendent of Schools
- Facilities management

The Office of Board Services is the administrative arm of the Board of Directors. The Board meets on the second and fourth Wednesday of each month at 6:30 p.m. at the Board of Education building. To meet individual Board members or to learn more about upcoming meetings and activities, contact the Office of Board Services at 816-418-7621.

## Embracing Diverse Voices Across Our Community

KCPS actively engaged multiple stakeholders and community groups during the three year engagement process. Meetings were held with students, staff, parents, faith-based organizations, neighborhood associations, business associations and other community groups/members. If we want all stakeholders to be committed to and be meaningfully engaged in the implementation of the plan, it is vital to involve each stakeholder in the development of the plan itself.

The Blueprint 2030 Advisory Team met on ten separate occasions and helped KCPS craft the strategic plan. The Advisory Team consisted of a cross-section of all stakeholders, totaling 140 participants. Stakeholders were involved throughout the planning process. They guided the development of the Mission Statement, Four Commitments, Goals for 2025 and 2030, and Strategies. The Advisory Team also shared talking points in the community and advised the district on numerous ways to engage the public. We would like to thank all those who worked tirelessly on the Blueprint 2030 Advisory Team!

Because of its proactive embrace of the diverse voices of its stakeholders in the development of Blueprint 2030, KCPS has laid a strong foundation for its stakeholders' commitment to and meaningful engagement in the implementation of the plan.

Adrienne Blankinship-Johnson	KCPS	Julie Ball	KCPS Parent
AJ Herrmann	KCMO	Julie Lynch	KCPS
Allyson Hile	KCPS	Julie Steenson	KCMO/KCPS Parent
Andrea Solarino	KCPS Parent	Justin Horton	Cornerstones of Care
Angelique Nedved	SchoolSmartKC	Kathleen Pointer	KCPS
Barbara Washington	State Representative	Katie Boody	Leanlab
Becky Nace	KCPS	Kelly Wachel	KCPS
Bill Berkley	Tension Envelope	Ken Grist	MCC
Bob Hill	Clergy in Education	Kenneth Durgans	KCUMB
Bob Jacobi	Labor-Management Council of Greater Kansas City	Kim Randolph	KC Chamber
Brenda Horn	KCPS	Kim Wilson	KCMO
Brent Buchmann	LINC	Kristian Foster	KCPS
Brent Schondelmeyer	LINC	Kristin Droege	CWCKC
Brett Schriewer	KCPS	Kyle Elliott	KCMO
Bridgette Williams	EDC	Lateshia Woodley	KCPS
Camila Alvarez	KCPS	Lauren Bakian-Aaker	KCPS
Candace Cheatem	KCPS	Lauren Kepler	JE Dunn
Candy Brooks	Boys & Girls Clubs	Lee Moore	JE Dunn
Carrie Wilkerson	H & R Block Foundation	Leslie Kohlmeyer	ShowMeKC Schools
Charnissa Holliday-Scott	KCPS	Lia McIntosh	Former Clergy in Education
Christopher McNeil	KCPS	Linda Quinley	KCPS
Claire Thornton-Poke	KCPS	Lloyd Jackson	KCPS
Clyde McQueen	Full Employment Council	Marc Hahn	KCUMB
Comica Shaw	KCPS Parent	Mariya Goodbreak	Global FC
Corey Sholes	Kauffman Foundation	Mark Bedell	KCPS
Courtney Adams	KCPS	Mary Bachkora	KCPS
Crystal Everett	KCPS	Matt Oates	Former School Board
Crystal Shakur	KCPS	McClain Bryant-Macklin	KC Civic Council
Dana-Mae Abram	KCPS	Meaghan Fanning	JVS
Danielle Isbell	KC Chamber	Micaela Lenhart	Rockhurst
David Johnson	KCATA	Michael Coulter	KCPS
David Oliver	KC Civic Council	Michele Markham	EAG Advertising & Marketing
David Rand	KCPS	Michelle Pendzimas	KCPS
David Williams	KCPS	MP Hazley	Urban Summit/KCPS Parent
Denise St. Omer	KC Community Foundation	Murray Woodard	Kauffman
Derald Davis	KCPS	Noah Devine	School Smart KC
Diedre Anderson	St. Mark	Nyala Bullock	Anthem
Doug Loveland	ACI Boland	Patricia Hayes	KCPS
Douglas White	KCPS	Paul McCorkle	Lead to Read
Edgar Palacios	LatinX Collaborative	Paula Hart	Lead to Read
Elizabeth Warwick	KCPS	Pedro Zamora	HEDC
Elle Hogan	Turn the Page KC	Ramin Cherifat	McCownGordon
Ellen Cespedes	KCUMB	Rebecca Parker	KCPS
Felicia Torres	KCPS	Rev. Rodney Williams	NAACP
Garrett Webster	KCPS	Roberta Lyle	Church of the Resurrection
Geoff Jolley	LISC	Roxana Shaffee	JAG KC
Gwen Grant	Urban League	Sara Copeland	KCPS Parent
Halley French	Kauffman Foundation	Sara Darmitzel	KCPS Parent
Harrison Neal	KCPS	Sara Holmes	McCownGordon
India Wells-Carter	ShowMeKC Schools	Shanelle Smith	KCPS
Jamekia Kendrix	KCPS Parent	Shannon Jaax	KCPS
James Sanders	KCPS	Stephanie Meyer	DLR
Jan Parks	MORE2	Steve Burton	DACX
Jason Roberts	AFT KCPS	Stevie Brooks	KCPS
Jean Paul Chaurand	H & R Block Foundation/KCPS Parent	Susan Stocking	DACX/KCPS Parent
Jeff Fosnough	Norton & Schmidt	Susan Wally	PrepKC
Jeff Williams	KCMO	T'Risa McCord	EDC
Jennifer Collier	KCPS	Tamara Murphy	KCPS
Jennifer Gwinner	KCPS	Terrance Clark	KC Design Center
Jennifer VonFintel	KCPS Parent	Terrie Miller	KCPS
Jesse Lange	KCPS	Tiffany Moore	KCPS
Jessica Bassett	KCPS	Tonoa Foster	KCPS
Jessica Herman	City Year/KCPS Parent	Tonya Bailey	KCMO
Joe Robertson	LINC	Tracie McClendon-Cole	KCMO
Joell Ramsdell	KCPS	Travanna Alexander	KCPS
John McGurk	Milhaus	Tyjaun Lee	MCC
Jordan Gordon	KCPS	Victoria Blume	Cerner
Jose Argon	SEIU	Waymond Ervin	KCPS
Juan Lara	KCPS	William Thornton	KCPS

**KANSAS CITY**  
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 [facebook.com/kcpublicschools](https://facebook.com/kcpublicschools)

 [kcpublicschools.org](http://kcpublicschools.org)



## **Exhibit B**



- TAX INCENTIVES
- KCPS NEWS
- HISTORY OF KCPS
- LEARNING AT KCPS
- BY THE NUMBERS
- KCPS LEADERSHIP
- BOARD OF DIRECTORS
- DEPARTMENTS
- BLUEPRINT 2030
- CONTACT US
- POLICIES AND PROCEDURES
- COVID-19 INFO
- FEDERAL PROGRAMS & TITLE I
- REPURPOSING
- DISTRICT PLANS & INITIATIVES
- CALENDARS & PUBLICATIONS
- CAREERS
- TEACHER OF THE YEAR
- EMPLOYEE HANDBOOK

We are here to help!

English >

Ex. B at 1



NEWS + SOCIAL

### Mission Statement

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

### KCPS BY THE NUMBERS

- 14,000+ Students
- 33 Academic Locations
- 50+ Languages
- 2,500+ Employees

### HIGHLIGHTS OF THIS PLAN

The highlights consist of the following:



The **Mission Statement** that affirms what we do, who we serve, and what we want to achieve



The **Four Commitments**, or building blocks, that frame our actions and decisions



The **Goals for 2025 and 2030**, aligned to our Four Commitments, that we have set in collaboration



The **Strategies**, aligned to our Goals, that we will implement as a community to reach the desired

We are here to help!

English



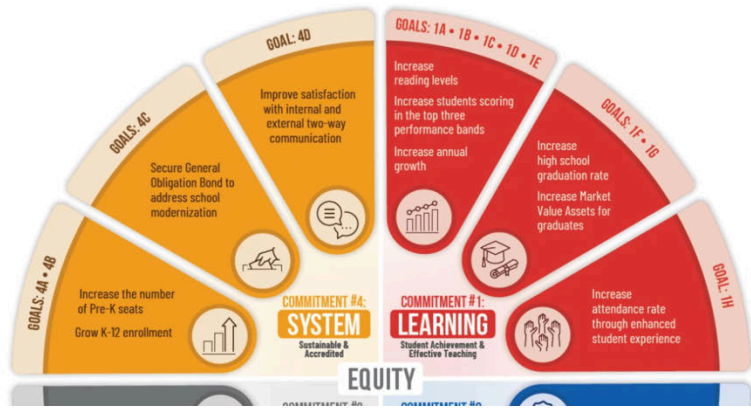
and what we want to achieve. actions and decisions. that we have set in collaboration with our community. community to reach the desired outcomes.


[BLUEPRINT 2030 HIGHLIGHTS DOWNLOAD](#)

### A BLUEPRINT FOR STUDENT GROWTH AND SUCCESS

The **Four Commitments** are the building blocks of what we must do well to achieve the outcomes for students and the district. All centered around equity, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure. **Goals for 2025 and 2030** are framed around the Four Commitments.

NEWS + SOCIAL



We are here to help!

English >

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**EQUITY**

**COMMITMENT #4: SYSTEM**  
Sustainably & Accredited

- GOALS: 4C: Improve satisfaction with internal and external two-way communication
- GOALS: 4B: Secure General Obligation Bond to address school modernization
- GOALS: 4A + 4B: Increase the number of Pre-K seats, Grow K-12 enrollment

**COMMITMENT #1: LEARNING**  
Student Achievement & Effective Teaching

- GOALS: 1F + 1G: Increase reading levels, Increase students scoring in the top three performance bands, Increase annual growth, Increase high school graduation rate, Increase Market Value Assets for graduates
- GOAL: 1H: Increase attendance rate through enhanced student experience

**COMMITMENT #3: PEOPLE**  
Talented Workforce & Strong Relationships

- GOAL: 3C: Measuring customer satisfaction through monthly and yearly surveys
- GOAL: 3D: Effective and meaningful professional learning
- GOALS: 3A + 3B + 3D: Increase teacher diversity, Retain and recruit teachers, Create and implement a leadership development program

**COMMITMENT #2: SUPPORT**  
Whole Child & Community Partnerships

- GOAL: 2A: Attain the "Trauma-Informed School" status
- GOALS: 2B + 2C: Create and implement a partner/volunteer system, Increase the capacity of families, Expand access and enhance extracurricular and co-curricular opportunities

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Ex. B at 4



**Commitment 1** focuses on "TEACHING & LEARNING" the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

**Commitment 2** recognizes that "SCHOOLS CAN'T DO IT ALONE" it promotes trust, open communication, and healthy partnership with families and community.

**Commitment 3** emphasizes "INVESTING IN PEOPLE" by attracting, developing, and retaining high-caliber staff at all levels.

**Commitment 4** champions "MANAGING THE SYSTEM" by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.

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### Goals & Measures of Student Success

The Strategic Plan is truly student-centered. Early on during the planning process, we defined the **Goals & Measures of Student Success**. The goals are the outcomes we want for our students. The measures are indicators of student progress toward those goals.

#### COMMITMENT 1: LEARNING

Goal 1A: By 2025, 50% of KCPS 3rd graders will be reading at or above grade level as measured by iReady or district approved universal screener, increasing to 70% by 2030.

Goal 1B: By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the ELA MAP and EOC assessments by 20%, and by an additional 15% by 2030.

Goal 1C: By 2025, 50% of students performing below grade level will attain their annual growth goals in reading and math as established by student performance on iReady or district approved universal screener, increasing to 75% by 2030.

Goal 1D: By 2025, KCPS will increase the percentage of students scoring in the top three performance bands on the Science MAP and EOC assessments by 25%, and by an additional 15% by 2030.

Goal 1E: By 2025, the percentage of students scoring in the top three performance bands on the Math state assessments will increase by 20% from 2022, and by an additional 15% by 2030.

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

Goal 1G: By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.

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Goal 1G: By 2025, 75% of eligible graduates will attain at least one Market Value Asset (MVA) in their plan of study, increasing to 100% by 2030.

Goal 1H: By 2025, the proportional attendance rate will be 80%, increasing to 85% by 2030 through an enhanced student experience

**COMMITMENT 2: SUPPORT, WHOLE CHILD AND COMMUNITY PARTNERSHIPS**

Goal 2A: By 2025, all KCPS schools will attain the "Trauma-Informed School" status (Stage 4) based on the Missouri Model Principles of Trauma Informed Care. By 2030, all Stage 4 Trauma-Informed Schools will have robust systems of support for students and their families.

Goal 2B: By 2025, KCPS will create and implement a partner/ volunteer support system to serve students by focusing on academic achievement, accessing resources, and stronger community responsibility. By 2030, all KCPS schools will have an established partner/volunteer support system.

Goal 2C: By 2025, at least 30% of KCPS family engagement activities will focus on building the capacity of families to support and advocate for student learning, increasing to at least 50% by 2030.

Goal 2D: By 2025, KCPS will expand access to and enhance extracurricular and co-curricular opportunities at all grade levels, with 50% of K-12 students participating in at least one extracurricular/co-curricular activity, increasing to 75% by 2030.

**COMMITMENT 3: PEOPLE, TALENTED WORKFORCE & STRONG RELATIONSHIPS**

Goal 3A: KCPS will increase our Teachers of Color to 40% by 2025 and achieve a goal of 45% Teachers of Color by 2030.

Goal 3B: By 2025, KCPS will retain 85% of its certified teaching staff through targeted recruitment strategies and delivering high-quality, responsive supports for existing staff members, increasing to 90% by 2030.

Goal 3C: By 2025, KCPS will create and implement a leadership development program with relevant, measurable training opportunities, establishing a leadership pipeline to grow and support all levels of leadership within the district. By 2030, at least 20% of newly appointed school leaders will have come through that pipeline.

Goal 3D: By 2025, 90% of KCPS staff will participate in effective and meaningful professional learning to increase their capacity appropriate to the duties of their job, including cultural competencies, increasing to 100% by 2030.

Goal 3E: By 2025, 80% of customers and stakeholders through monthly and yearly measurement tools, will report they are "Very Satisfied / Satisfied" with the "Overall guidance and support provided by school staff and central office employees," increasing to 90% by 2030.

**COMMITMENT 4: SYSTEM SUSTAINABLE & ACCREDITED**

Goal 4A: By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or

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Ex. B at 6

**COMMITMENT 4: SYSTEM SUSTAINABLE & ACCREDITED**

Goal 4A: By 2025, KCPS will offer a total of 1,500 Pre-K seats throughout the district, increasing to 2,000 seats or more with the passage of universal Pre-K or equivalent legislation by 2030.

Goal 4B: By 2025, grow K-12 enrollment to 15,000 students, increasing to 17,000 students by 2030.

Goal 4C: Before 2025\*, KCPS will secure dedicated funding for the first phase of the 10-year General Obligation Bond plan that addresses deferred maintenance and school modernization needs.

Goal 4D: By 2025, improve satisfaction with internal and external two-way communications, as measured by focus group data, district satisfaction, social media engagement trends and communications analytics by 25%, increasing to 40% by 2030.

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**LAND ACKNOWLEDGMENT**

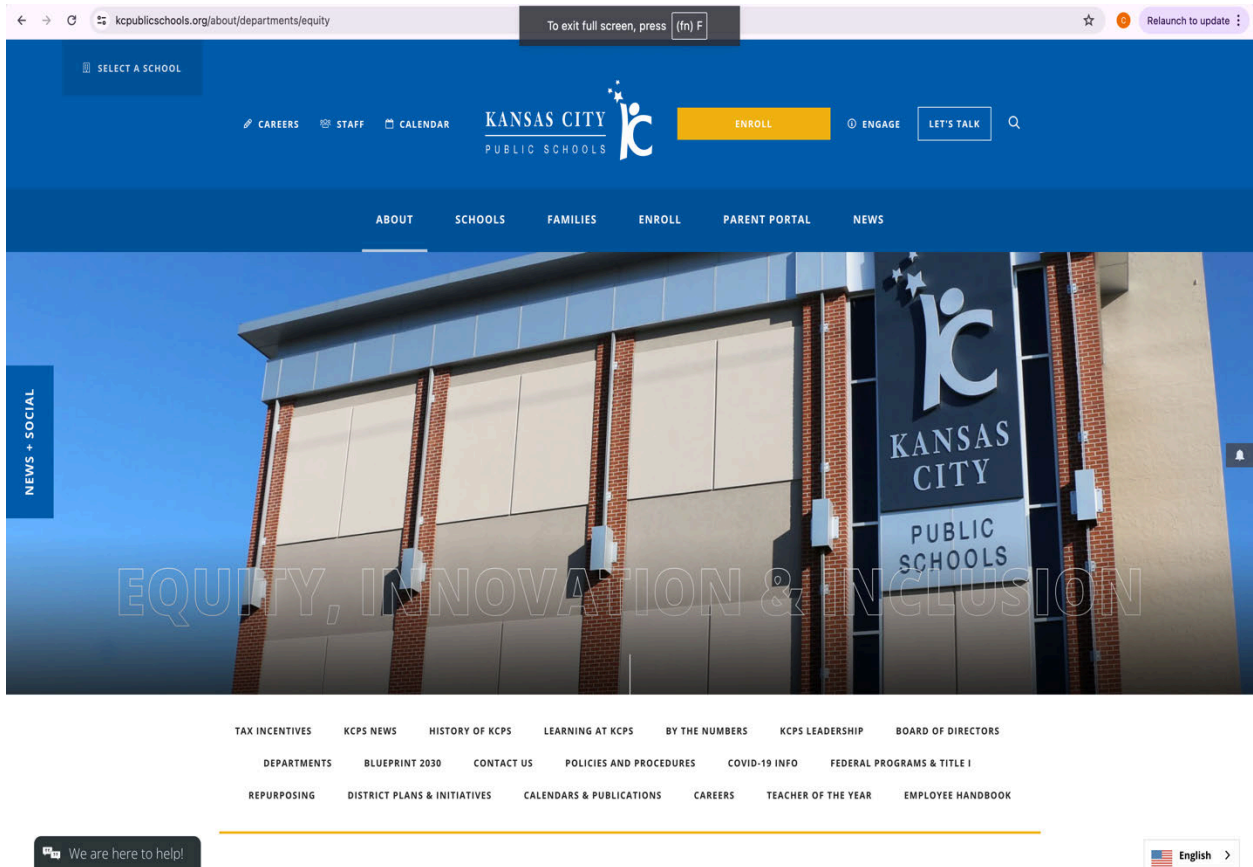
Kansas City Public Schools acknowledges that our schools are built on the ancestral homelands of the Kaw (Kanza or Kansa), Jiwere (Otoe), Nutachi (Missouria), and Wahzhazhe (Osage) Nations and Peoples. We honor and respect the Indigenous Peoples whose land is now part of our district boundaries. We acknowledge that Indigenous Peoples in Kansas City, the state of Missouri, and throughout the United States were forced to cede their territory and endure generations of genocide. Kansas City Public Schools is committed to creating a culture of equity and affirming all communities, especially those who are marginalized. The stories and heritage of Indigenous Peoples will be shared, valued and celebrated within our schools.



Ex. B at 7



## **Exhibit C**



Ex. C at 1

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Equity is at the core of everything we do. By equity, we mean "educational policies, practices, interactions, and resources that are **representative** of, constructed by, and responsive to all students such that each individual has **access** to, can **meaningfully participate**, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in **outcomes** regardless of individual characteristics and cultural identities." --(Great Lakes Equity Center)

At Kansas City Public Schools, we are preparing our students for success in college, careers, and life. Success for all is our motto! The Equity, Inclusion and Innovation Department is dedicated to increasing college credit awareness, exposure, equity and access for all students. We are doing our part to identify and address any systemic inequities that may perpetuate disparities in educational outcomes and student success.

The most important part of this work is to ensure that each student in our district receives the academic and social support to access and success in postsecondary opportunities. Below are some specific strategies we are implementing to achieve this goal:

- Identifying inherent biases in our employment and promotion processes and protocols
- Measuring constantly to ensure we are achieving desired outcomes
- Providing implicit bias and other equity-focused trainings for staff
- Partnering with higher education and vocational pipelines to increase college and career pathways
- Engaging families and community organizations
- Hosting events that celebrate the unique contributions of diverse cultures
- Asking ourselves the hard questions, continuously measuring our progress
- Surveying and listening to input from students, staff, and community perspectives
- Accelerating efforts to connect each student with mentors, resources, and opportunities
- Inviting community members like you to join us as we do this work!

While these advancements are promising, they are only a part of the story. We all have a long way to go. At KCPS we hold ourselves to higher standards, choosing to aim for college access rates beyond national averages. Equity is at the center of our mission and vision of success for all. We will flourish when all of

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- ACCOUNTABILITY
- BUSINESS SERVICES
- CHILD NUTRITION
- CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT
- EQUITY, INNOVATION & INCLUSION**
- POST SECONDARY
- COLLEGE ACCESS CORNER
- MENTORING
- FACILITY USE
- FINANCE & BENEFITS SERVICES
- HUMAN RESOURCES
- LANGUAGE SERVICES & CULTURAL EQUITY
- COMMUNICATIONS & COMMUNITY ENGAGEMENT
- OFFICE OF LEGAL SERVICES
- PURCHASING
- RESTORATIVE JUSTICE
- SPECIAL EDUCATION

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averages. Equity is at the center of our mission and vision of success for all. We will flourish when all of our students, staff and stakeholders authentically operate with equity at the core of our vision for success for all.

- [SPECIAL EDUCATION](#)
- [SAFETY & SECURITY](#)
- [TRANSPORTATION](#)

## CONTACT

Phone: (816) 418-7676

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## PROGRAMS, INITIATIVES & EVENTS

- [IMPLICIT BIAS TRAINING](#) →
- [LUNCH & LEARNS](#) →
- [DISTRICT CONTESTS](#) →

## EQUITY DATA

- [ENROLLMENT DEMOGRAPHICS](#) [AP ENROLLMENT DEMOGRAPHICS](#)
- [AP QUALIFYING SCORE DEMOGRAPHICS](#) [DUAL CREDIT ENROLLMENT DEMOGRAPHICS](#)

Grand Total

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ETHNICITY	SY21	SY22	SY23	%

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## EQUITY DATA

- ENROLLMENT DEMOGRAPHICS**
- AP ENROLLMENT DEMOGRAPHICS
- AP QUALIFYING SCORE DEMOGRAPHICS
- DUAL CREDIT ENROLLMENT DEMOGRAPHICS

### Grand Total

ETHNICITY	SY21	SY22	SY23	% CHANGE FROM SY21
Black	54.7%	53.0%	52.1%	-4.7%
Hispanic	27.1%	29.8%	30.2%	11.4%
White	10.3%	9.3%	9.7%	-6.0%
Asian	4.9%	5.4%	5.2%	4.6%
Pacific Islander	1.5%	1.1%	1.1%	-24.5%
American Indian	0.2%	0.3%	0.3%	80.8%
Multi-race	1.2%	1.1%	1.4%	9.6%
<b>TOTAL:</b>	<b>4162</b>	<b>4658</b>	<b>4893</b>	<b>17.6%</b>

### Male

ETHNICITY	SY21	SY22	SY23

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
**Male**

ETHNICITY	SY21	SY22	SY23
Black	54.3%	52.5%	51.3%
Hispanic	26.4%	29.7%	30.4%
White	3.9%	4.3%	4.6%
Asian	5.0%	5.9%	5.3%
Pacific Islander	1.3%	1.0%	1.2%
American Indian	0.2%	0.3%	0.3%
Multi-race	1.6%	0.9%	1.3%

**Female**

ETHNICITY	SY21	SY22	SY23
Black	55.2%	53.4%	53.0%
Hispanic	27.8%	29.9%	29.9%
White	9.5%	9.0%	9.2%
Asian	4.9%	4.9%	4.9%
Pacific Islander	1.6%	1.2%	1.1%
American Indian	0.2%	0.3%	0.4%
Multi-race	0.9%	1.3%	1.5%

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Pacific Islander	1.0%	1.2%	1.1%
American Indian	0.2%	0.3%	0.4%
Multi-race	0.9%	1.3%	1.5%

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