



Topeka Public Schools Strategic Plan 2017-2021



Strategic Plan

Dr. Tiffany Anderson, Superintendent

Students First: Working as a Team for Continuous Improvement

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Definition of Terms



Topeka Public Schools Board of Education

Mr. Patrick Woods, Board President

Dr. Michael R. Morrison, Board Vice-President

Ms. Janel Johnson

Ms. Nancy Kirk

Dr. Peg McCarthy

Dr. Scott Mickelsen

Rev. John R. Williams

Strategic Planning Committee Members

Dr. Tiffany Anderson, TPS, Superintendent

Dick Carter, TPS Parent

Dustin Dick, TPS, Lead Secondary Principal

Scott C Gowan, TPS, Chief Information Officer

Stephanie Harsin, NEA-T, President

Janel Johnson, TPS Board of Education Member

Jessica Kejr, Harvesters, Director of Program Services

Lori Kopp, TPS, School District Attorney

Misty Kruger, TPS, Director of Communications

Dr. Peg McCarthy, TPS Parent and Board of Education Member

Sarah Sharp, TPS, General Director of Early Childhood and Elementary Education

Larry Robbins, TPS, Deputy Superintendent of Operations

Barbara Stapleton, Go Topeka, Director of Workforce and Education

Dr. Cherry Steffen, Washburn University, Chair, Education Department

Billie Wallace, TPS, Assistant Superintendent of Teaching and Learning

Message from the Superintendent

Dear Topeka Public Schools Community,

The district is pleased to present to you our five year strategic plan. This plan is set to serve as a guiding force to the work ahead to ensure our students are college and career ready, that we are meeting and exceeding benchmarks for our students and staff and that we are open and transparent in the work taking place.



This plan is the result of many community meetings, thousands of surveys from students, staff, parents and the community, as well as input from district and community leaders. Within the pages of this document, you will find goals, measurements and strategies to implement the work to take Topeka Public Schools to the next level in education.

Highlights of this plan include:

- A true community effort responsible for the outcome and vision laid out for the next five years.
- The goals set-forth look across the district at all levels of education, as well as parent engagement, community partnerships and systematic approaches. All of these impact the success of our students.
- This document allows for action planning in order to reach the goals established. This is vital to the success of meeting goals and having plans in motion.
- While this document serves as a guide for where we go in the next five years, it allows us to visit our accomplishments and adjust our path to meet the needs of our students.

We are excited for what the future holds for Topeka Public Schools and look forward to having you along.

Sincerely,

A handwritten signature in black ink that reads "Dr. Tiffany Anderson". The signature is written in a cursive, flowing style.

Dr. Tiffany Anderson
Superintendent
Topeka Public Schools

Strategic Plan

The strategic planning process started in July 2016, upon the arrival of superintendent, Dr. Tiffany Anderson. There were a number of engagement opportunities to ensure all voices of the district were heard, including staff, students, parents and community stakeholders. A strategic planning committee was established including individuals from across the district and the community.



In addition, Cross and Joftus, a strategic planning consulting company, helped conduct various focus groups, surveys and feedback sessions resulting in identifying key goals and an updated district vision.

Feedback was obtained through several channels including:

1. Focus groups. District leaders as well as the consultants met with a number of groups to obtain feedback and input on where the district should go as well as what areas of focus are most important. Groups included staff, students, parents, social service agencies and community members.
2. Surveys. There were three different surveys conducted aimed at different audiences. One was for students, one for parents and one for staff. Thousands of responses were gathered and reviewed.
3. Strategic planning sessions. The district held three open planning sessions, where individuals could come and learn about what was happening currently in the district and provide input and suggestions on both what we are doing well and what challenges we face.

Over the next five years, Topeka Public Schools will focus on preparing students for careers and post-secondary success through rigorous academic opportunities. The five goal areas identified in the strategic plan represent the priorities and major initiatives that will be underway by 2021. This strategic plan is a living document, and each year strategies and action plans will be refined, developed and added as we work toward our mission of helping all students realize their potential.

Mission

Engage students in the highest quality learning. Prepare students for responsible, productive citizenship. Inspire excellence for a lifetime.

Vision

Topeka Public Schools will be recognized nationally for:

- academic excellence,
- postsecondary and career success, and
- achievement in the arts, athletics and extracurricular activities.

Strengthened by diversity and a welcoming and inclusive environment, our district will cultivate partnerships with staff, families, business and industry and the greater community to develop students' educational, physical and social-emotional well being.

Strategic Plan Goals



Goal 1: Student Learning

All students will demonstrate academic growth and will have equitable access to academic opportunities.

Objectives: State-level assessments • Subgroup achievement • ACT composite scores • Kindergarten readiness



Goal 2: Highly Effective Staff

Recruit, attract, develop and retain highly effective staff to carry out the district's mission, goals and objectives.

Objectives: Recruitment and retention • Highly qualified staff



Goal 3: District Finance

Ensure efficient operations and accountability for responsible use of district resources.

Objectives: Facilities plan • Balanced budget • School community perceptions



Goal 4: School Climate and Equity

Create a safe and caring learning environment that includes a positive inclusive school culture and positive collaboration and communication throughout the school and community.

Objectives: Student well-being • Communication



Goal 5: Career Preparation and College and Career Placement

Implement career pathways and prepare students for career and college placement opportunities.

Objectives: TCALC • Career Pathways

Goal 1.0 - Student Learning

All students will demonstrate academic growth and be well prepared for their future.

Department: Executive Directors • College and Career Readiness • Pre-K, Elementary and Secondary Education • Special Education • English Language Learners (ELL)



Objective 1.1: State Level Assessments

By 2021, Topeka Public Schools will meet or exceed the highest defined level of student performance status targets on state-level assessments.

Indicator 1: Performance on state-level assessments

- Kansas Assessment Program (KAP)
- Grade-level assessments
- End of course assessments
- End of high school assessments
- KAP Alternative

Objective 1.2: Subgroup Achievement

Annually, through 2019, Topeka Public Schools will work to close achievement gaps by meeting or exceeding identified targets for subgroups in all assessed content areas on state-level assessments.

Indicator 2: Progress on State-Level Assessments

- Kansas Assessment Program (KAP)
- Grade-level assessments
- End of course assessments
- End of high school assessments
- KAP Alternative

Objective 1.3: ACT Composite Score

By 2021, Topeka Public Schools will improve the average ACT composite score from 20 (Class of 2016) to meet or exceed the Kansas composite of 22.

Indicator 3: ACT average composite scores of graduation class.

Objective 1.4: Kindergarten Readiness

By 2021, 90 percent of Topeka Public Schools Pre-K students participating in the Kansas recommended early childhood readiness tool will demonstrate 80 percent proficiency of the developmental competencies that indicate kindergarten readiness.

Indicator 4: The kindergarten readiness tool will be integrated into the Topeka early childhood curriculum as a formative assessment for measuring children's readiness for success in kindergarten and beyond.

Measurable Objective
<p>Objective 1.1 - State Level Assessments Performance on state-level assessments will increase to meet or exceed state standards</p>
Key Indicators
<ul style="list-style-type: none"> ● Kansas Assessment Program ● Common Formative Assessment ● Scantron Performance
Strategy
<ul style="list-style-type: none"> ● Instructional coaching ● Lab classrooms ● Standard-based (instruction, professional learning, assessment report card, grading) Focus ● Collaboration ● Understanding by Design Curriculum Mapping ● Common formative assessments

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Increase teacher knowledge of assessed standards and use of effective instructional strategies by designing a comprehensive five year professional development plan that includes differentiated standards based professional learning.	Billie Wallace Betty Young Angela Dick Teaching & Learning staff	Larger pool of substitute teachers Funding for substitutes Funding for teacher stipends	Fall 2018, 5 year plan Flexible, on-going as the teaching staff changes	Observation rubric Professional development plan
2.	Ensure alignment between curriculum, instruction and assessment through continued development and analysis of common formative assessments, curriculum design,	Billie Wallace Aaron Kipp Betty Young Angela Dick Teaching & Learning staff	Aligned resources C & A teams Current and changing research	Ongoing as changes occur in standards and research	Curriculum audit

	determination of needed resources (leveled books, manipulatives, standards-based report card), and instructional coaching with reflective conversations.				
3.	Strengthen student opportunities for students to experience the arts through other disciplines, improving depth of knowledge and creative thinking.	Consulting teachers Chris Reynolds Certified teachers	Professional development	Ongoing	Observation data Student and teacher artifacts
4.	Design curriculum maps for fine arts classes, establishing expectations and continuity.	Fine arts consulting teacher Fine arts C&A team		2018	Published Curriculum Design Maps
5.	Provide the tools, training and supports to fully integrate technology into instruction using the Substitution, Augmentation, Modification, Redefinition (SAMR) model to evaluate the use of technology	Teaching & Learning technology curriculum specialists Innovation Academy	Dollars for training stipends/substitutes Continual updates to technology Evaluation tools	Ongoing as technology changes	Annual progress report/final report Observational data
6.	Update the current technology standards to align with new International Society for Technology and Education (ISTE) Standards for Students and implement the ISTE standards.	Billie Wallace Technology specialists Innovation Academy	Title and professional development	2018	Completed standards with Scope and Sequence Rubric differentiating minimal competencies from standards
7.	Partner with KSDE and University of Kansas as part of implementing	Billie Wallace Lead Principals	TTSS leadership team	Spring 2019	KansaStar reports

	research based Topeka Tiered System of Supports (TTSS). All schools will have a clearly defined and implemented tiered system of supports to meet the individual needs of all students.	Dr. Harrington	Intervention resources		Final report Data Consultations with Walk-through Observations
8.	Support identified comprehensive schools in establishing a set of non-negotiables to ensure student growth.	Dr. Anderson Billie Wallace Curriculum supervisors Kansas Learning Network (KLN) coaches	None	Fall 2017	Copy of non-negotiables
9.	Clearly identify and monitor a school improvement process that supports continuous improvement based on the unique needs of each school.	Dr. Anderson Billie Wallace Lead Principals	Building leadership teams	2018	KansaStar report
10.	Collaborate with KSDE and staff to implement a new Kansas accreditation process that allows schools to identify needed growth areas.	Dr. Anderson Billie Wallace	Grant writing Professional development	2021	Annual progress report/final report from Outside Validation Team (OVT).
11.	Expand the application of grants for resources aligned to our strategic goals and support academic growth in reading, math, science and the arts (21st Century grants, Federal arts grant) including after school and summer programming.	Billie Wallace Yvonne Spalding Teaching & Learning staff	Grant writing Professional Development	2021	Award Letters
12.	Continuously increase	Billie Wallace	Highly trained	Ongoing	Annual report

	the rigor and outcomes of existing advanced/honors courses, including the expansion of course offerings and ensure that enrollment is increasingly representative of the overall school demographics.	Teaching & Learning staff C&A teams	AP/Honors teachers Tool for evaluating levels of rigor		Evaluation tool
13.	Establish and maintain current and evidence-based instructional resource cycle to ensure teachers have the materials needed to plan and implement an effective curriculum.	Billie Wallace Teaching & Learning staff C&A teams	Textbook resource funds Selection criteria	2020	Resource adoption cycle
14.	Implement Project Based Learning (PBL) and a Science Technology Engineering Art and Mathematics (STEAM) focused curriculum with the Jardine Academy developed as a demonstration site	Billie Wallace Jardine principals and staff Teaching and Learning staff	Training Funds for professional development stipends	2020	Observational data
15.	Expand Title I funds and services to include Jardine Middle School and Topeka High School.	Billie Wallace Building leadership and staff Title I Staff	KansaStar training	2018	Title I budget Local consolidated plan Title I Budget

Measurable Objective

Objective 1.1(2) - Early Literacy

The percentage of K-3 students performing at proficient or advanced on the Scantron Performance Reading Assessment will continuously increase

- Scantron Performance
- Fountas and Pinnell Benchmark Assessment
- Running Records as progress monitoring
- Writer's Workshop
- Writing Assessment

Strategy

- Professional Development in Literacy Strategies
- Curriculum Integration
- Systematic and Explicit Phonemic Awareness/Phonics Instruction
- Balanced Literacy Approach

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Support new and struggling teachers in developing skills in implementing best practices in balanced literacy.	Billie Wallace Kay Hopkins Nichole Kuhn Lead Principals Principals Instructional coaches	Continued funding for instructional coaches Funds for substitutes and stipends Balanced literacy resources	Ongoing as new teachers start and struggling teachers are identified	Implementation Rubrics
2.	Implement CR Success as a systematic and explicit phonics program in Pre-K-2.	Billie Wallace Kay Hopkins Nichole Kuhn Instructional coaches Lead Principals Principals Classroom Teachers	Funding for Train the Trainer Model Substitutes CR Success materials	2018	Increased assessment scores Walk-through observations

3.	Continue the focus on guided reading and differentiated literacy workstations with an emphasis on standards based instruction.	Billie Wallace Kay Hopkins Nichole Kuhn Instructional coaches Lab classrooms Lead Principals Principals Classroom teachers	New language arts resources Professional learning stipends and substitutes	Ongoing	Implementation rubrics Walk-through observations
4.	Provide professional development in standards-based literacy instruction.	Billie Wallace Betty Young Kay Hopkins Nichole Kuhn C&A team Instructional coaches	Funds for substitutes and stipends	Ongoing	Implementation rubrics Walk-through observations
5.	Continue professional learning and implementation of writer's workshop.	Billie Wallace Kay Hopkins Instructional coaches	Funds for consultants, materials, substitutes and stipends	Ongoing	Report card sent home to parents
6.	Design, gather input, and implement a standards-based grade card in grades K-5.	Billie Wallace Teaching and Learning staff Standards Based Report Card committee Karen Cline	None	K-2 in 2018 3-5 in 2019	Report cards sent home

Measurable Objective

Objective 1.2 (1) - Subgroup Achievement
Increased performance and achievement gaps closing for all sub-groups on state-level assessments in English language arts and math, students scoring three or four on state assessment
Key Indicators
<ul style="list-style-type: none"> Proficiency by building and by sub-group to be college and career ready
Strategy
<ul style="list-style-type: none"> Implement a process to formatively assess and reteach mastery of state standards Identify achievement gaps within sub-groups Implement a process for a central office professional learning community to discuss instructional strategies and to collaborate Implement tiered interventions targeting subgroups with achievement gaps

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Data consults to monitor Scantron Common Formative/Summative Assessments	Dr. Anderson Billie Wallace Aaron Kipp Teaching & Learning staff	Units developed for each math grade level and subject from teaching and learning	August 2017 Ongoing	Scantron building Subject and grade level scores
2.	Implement a system to monitor academic interventions for subgroups, such as workstations, tutoring, 21st century before and after school programs.	Billie Wallace Principals	Grant funding Training for intervention strategies	June 2017 Ongoing	Implementation of system and increased participation of tutoring and before and after school program participation
3.	Implement new Kansas Assessment Program Interim-Summative assessments for math at grade levels.	Principals Aaron Kipp	KAPS user ID and password	October 2018	KAPS score
4.	Implement professional learning communities during late arrival	Principals	PLC documents	May 2017	PLC documents in each building

	collaboration time.		CFA		
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Measurable Objective

<p>Objective 1.2 (2) - Subgroup Achievement</p> <p>Topeka Public Schools will increase the percentage of special education students demonstrating college and career readiness skills on the Kansas assessment</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Meeting or exceeding the state average for special education students as identified by the Kansas State Annual Performance Review
<p>Strategy</p>
<ul style="list-style-type: none"> Tiered intervention strategies Inclusion models implemented and reinforced Response to Intervention (RTI)

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Intervention strategies used in pull-out/push-in and walk-to intervention settings will be analyzed to their effectiveness with the special education, Title 1 and English Language Learners (ELL) instructional teams	Dr. Harrington Billie Wallace Anita Curry	Data to determine areas of need for students Consideration of effectiveness of current intervention strategies	May 2017 Reviewed annually	District approved charts of interventions for math and language arts
2.	Professional development provided to all teachers on the core curriculum, intervention strategies and depth of knowledge of content standards.	Dr. Harrington District professional development team	Data to show how students are performing Staff to conduct ongoing training	Continuous training through 2021	Professional development logs Student outcomes
3.	Partner with the University of Kansas and KSDE staff to review a continuum of services (inclusion, resource or	Dr. Harrington Consulting teachers Building	Available staffing and class options available in each building	Review annually through 2021	Student outcomes

	self-contained) in building, to ensure students are receiving the needed support to make progress toward scoring a two or three.	teams KSDE University of Kansas			
4.	Expand access to courses in general education for students in subgroups and that all identified special education students have access to the general education core curriculum and instruction delivered by highly qualified core content teachers.	Billie Wallace Dr. Harrington Building principals Teachers	Master schedule Building reallocation of staff	May 2018 Reviewed annually	Reduction of 8000 leveled special education courses Increased participation in general education courses
5.	Partner with the University of Kansas and KSDE staff to review and expand multi-tiered instructional resources for both general education and special education for alignment with Kansas College and Career Ready Standards (KCCRS).	Dr. Harrington Billie Wallace Consulting teacher for both general education and special education KSDE staff University of Kansas	Time resources Professional development on design Generate Universally Designed resources to be accessed by all staff	Reading & Math, July 2018 Science & Social Studies, July 2019 Electives, July 2020 Annually review up to 2021	Universally Designed curriculum and instructional materials
6.	Research and implement enhanced instructional strategies in the areas of multiple intelligence, instructional technology, multi-modality instruction and Universal Design for learning.	Dr. Harrington Billie Wallace Consulting teachers for general and special education	Time Professional development	Ongoing Review annually	Highly engaged students which leads to increased student achievement, rigor and graduation rates
7.	Increase career placement by continuing and expanding school based jobs, school based	Dr. Harrington High school vocational	School and community worksites	Ongoing	Increased college and career readiness

	businesses and community supported work experiences, independent work experiences and Vocational Intervention Placement (VIP) programs.	coordinators	Transportation Staff supervision		Job placement Student engagement Graduation rates
8.	Partner with KSDE Staff, Cross and Joftus and the University of Kansas to assess district practices, assist with restructuring and train general education and special education staff using research based best practices.	Dr. Anderson Billie Wallace Teaching and Learning and Special Education Staff	Title and Professional Development Funds	August 2016-2018	Restructured Plan Implemented Training on Best Practices Implemented Ci3T district wide implemented

Measurable Objective

Objective 1.2 (3) - Subgroup Achievement

Reduce district subgroup achievement gaps annually by 5 percent in students scoring below college and career readiness levels in levels 1 and 2 and in the number of students being suspended out of school.

Key Indicators

- Number of students in subgroups scoring in levels 1 and 2
- Suspension report by subgroup

Strategy

- Monthly data consultation collaboration meetings will occur at all schools and at alternative sites and in schools focused on sub-groups
- Trauma informed professional development
- Positive Behaviors Intervention and Support (PBIS) Systems
- Comprehensive Integrated Three-Tiered (Ci3T) Model of Prevention

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement data consultation collaboration sessions at all alternative sites and align resources available and strategies in alternative schools with traditional school sites identifying trends and interventions needed.	Billie Wallace Dr. Harrington	Utilization of data warehouse system Support from assessment department	December 2017 Ongoing	Data consultant notes
2.	Partner with University of Kansas and KSDE to implement a comprehensive 3-Tiered district support model (Ci3T) to address academic, behavioral and social domains.	Dr. Anderson Billie Wallace Dr. Harrington Stacy Kramer Lead Principals	District Ci3T KU partnership Professional development grant funds	January 2018 Ongoing through 2021	Ci3T Model implemented
3.	Expand PBIS staff development to all alternative schools.	Billie Wallace Dr. Harrington Alternative school leaders	Staff Development resources	May 2018	Instructional services offered

Measurable Objective

<p>Objective 1.2 (4) - Subgroup Achievement</p> <p>100 percent of staff at the Juvenile Detention Center will utilize Researched Based Behavior Intervention Support (PBIS, Ci3T) and trauma informed care practices</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Improved academic achievement and improved behavior
<p>Strategy</p>
<ul style="list-style-type: none"> Positive Behavior Intervention Support will be consistently implemented Restorative justice circles will be utilized to reinforce positive behavioral interventions Comprehensive 3-tiered intervention services will be utilized

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Provide training to the Juvenile Detention Center (JDC) and school safety and security staff on strategies to eliminate the school to prison pipeline.	Dr. Harrington Angela McHardie Topeka Police Department Billie Wallace	Electronic monitoring system	February, 2017	PD Plan
2.	Implement a professional development plan which will include research based training on behavior, trauma and tiered interventions (PBIS, Ci3T)	Billie Wallace Dr. Harrington	PD plan template	June 2017	Professional development plan
3.	Implement PBIS, Ci3T and Trauma Informed Care practices	Billie Wallace Dr. Harrington Leslie Carr	Professional development Alternative seating Sensory boxes	June 2017 Ongoing	Classroom observations PBIS and Ci3T plans in place

<p>Measurable Objective</p>

<p>Objective 1.2 (5) - Subgroup Achievement</p> <p>Expand English Language Learners (ELL) services to Topeka West High School and Jardine Elementary/Middle School Campus</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Increased number of ELL sites, impacting approximately 150 students at Jardine and 100+ at Topeka West High School annually.
<p>Strategy</p>
<ul style="list-style-type: none"> Establish Topeka West High School and Jardine Elementary/Middle School campuses as ELL sites by Fall 2017 Secure space for ELL teachers and students Prepare ELL families for a potential move to Jardine or Topeka West Provide ELL staff and faculty Prepare current location staff to become an ELL site Provide the instructional materials necessary for successful ELL programs

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Meet with Mr. Dick, Mr. Haire, Mr. Seitz and Mrs. Wallace to review Jardine/TWHS campuses to establish space for ELL programs.	Anita Curry	Meeting time Jardine and TWHS blueprints	February 2017	Meeting minutes
2.	Schedule a parent meeting to inform all ELL families of the new ELL sites and the impact it may have on them.	Anita Curry	Quinton Heights building Assistance of Quinton Heights staff Mailers with RSVP card for all ELL families	March 2017	Participant sign-in sheets
3.	Plan and provide professional development for Jardine/TWHS faculty and staff to help prepare them for scheduling, and	Anita Curry Angela Soper Mike Haire Dustin Dick ELL staff	Planning time Meeting time Materials to	April 2017 Ongoing through 2021	My Learning Plan

	to provide information on the ELL delivery model and ELL pedagogy.	Teaching and Learning staff Billie Wallace	start an ELL professional development library Dates and topics for ongoing professional development		
4.	Establish staffing needs for Jardine/TWHS.	Anita Curry Aaron Kipp	Enrollment projections for each ELL site in the district after Shaner, Avondale West and Bishop close	March 2017 Ongoing through 2021	Enrollment projections completed by demographics
5.	Establish staffing for Jardine/TWHS.	Anita Curry Carla Nolan	School budget	March 2017	Completed budget
6.	Identify and purchase ELL instructional materials.	Anita Curry Billie Wallace	Grant funds and school operating funds for instructional materials	March 2017	Completed orders

Measurable Objective

<h2>Objective 1.2 (6) - Subgroup Achievement</h2> <p>Utilize the English Language Learners (ELL) delivery model with fidelity</p>
<h3>Key Indicators</h3>
<ul style="list-style-type: none"> ● School visit logs ● September 20 audit report of ELL minutes ● Impacting 2,000+ ELL students annually
<h3>Strategy</h3>
<ul style="list-style-type: none"> ● Educate principals on the ELL delivery model and the value of using it with fidelity ● Find out what delivery model is being utilized at each ELL site including minutes of service for each ELL student ● Understand what factors are preventing the model minutes from being met ● Overcome factors preventing model minutes from being met

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Train principals on the ELL delivery model and its potential impacts.	Anita Curry Teaching & Learning staff	Training time within the professional development schedule	July 2017 Annually with new principals	Minutes from principal meetings
2.	Create training modules to incorporate into district professional development days and provide on-site training to educate staff and administration on district's ELL delivery model and best practices for English Language Learners.	Anita Curry Roger Laubengayer Teresa Cotton ELL teachers Teaching & Learning staff	Training time within professional development schedule Building collaboration times	Ongoing	My Learning Plan
3.	Partner with and make a site visit to http://www.psjaisd.us/Domain/42 , a Nationally Recognized Language School District utilizing Gomez and Gomez Delivery Model and consult with Dr. Richard	Dr. Anderson Sarah Lucero Anita Curry Billie Wallace Building leadership	Professional development	Site visits: January 20, 2017 and April 10, 2017	

	Gomez to help plan how to offer more dual language opportunities to ELL students throughout the district, especially those at the kindergarten level.				
4.	Complete September 20 audit notebooks which document minutes of service from each English for Students of Other Language (ESOL) endorsed teacher at every site.	Anita Curry Aaron Kipp	Electronic spreadsheet which calculates minutes for each ELL student Plan of study from each participating university for teachers who are pursuing an ESOL endorsement A copy of teacher licenses for all who are providing ELL minutes Bell and master schedules for each school ELL schedules for each school	October 1 of each year from 2017-2021	Completed audit notebook
5.	Implement a walk-through form online for at least two ELL teachers a week and review results with the teacher being observed.	Anita Curry	Access to district walk-through tool	2017-2021	School visit log Notes from weekly coach's tactical meeting
6.	Meet with at least two teachers each, per week,	Anita Curry ELL coaches	Teacher/school visit	2017-2021	Schedules on weekly tactical

	to discuss minutes of service and coaching cycle.		Schedules		meeting notes
7.	Investigate, design, and implement a plan to increase the number of ESOL endorsed teachers at all ELL sites.	Anita Curry Billie Wallace Cherie Nicholson	University partnerships Grant funding	2017-2021	Teacher licenses with ESOL endorsements

Measurable Objective
<p>Objective 1.2 (7) - Subgroup Achievement</p> <p>Students identified as gifted will have a 10 percent increase of achieving at level four on the state reading and math assessments</p>
Key Indicators

<ul style="list-style-type: none"> • Increase the rigor in the core curriculum for gifted and high achieving learners by increasing extension activities in the core curriculum by using universal design for learning concepts
Strategy
<ul style="list-style-type: none"> • Implement ACT prep courses in middle school and high school • Implement SAT prep courses in middle school and high school

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Provide universal design for learning (UDL) professional development for general education teachers, special education teachers, gifted teachers, special education and teaching & learning consulting teachers.	Dr. Harrington Billie Wallace Technology Teaching & Learning staff	Professional development Consultation schedule Time for training and curriculum development General education core curricular materials for gifted teachers	Spring/Fall 2019 Ongoing	Professional development schedule Data analysis of student scores
2.	Collect and warehouse extension activities so all teachers across the district can have access	Dr. Harrington Billie Wallace Teaching & Learning staff	Time Staff Curriculum warehouse of UDL lesson plans Financial support Curriculum work	Spring/Fall 2019 Ongoing	Curriculum warehouse of UDL lesson plans
3.	Gifted facilitators will increase collaboration	Billie Wallace Stacy Kramer	Collaboration time	Fall 2017	Collaboration schedules

	time with the general education teachers around common core curricular areas to enhance rigor in the classroom for all students.	Teaching & Learning staff Principals	Collaboration protocol	Ongoing	
4.	Implement ACT prep courses and align ACT content within the curriculum.	Billie Wallace Teaching and Learning staff	Teaching and Learning Budget	June 2017	ACT and SAT Curriculum completed
5.	Assess gifted resources K-12 and provide expanded gifted resources and expand enrichment K-12.	Billie Wallace Stacy Kramer Teaching and Learning staff	Teaching and Learning Budget	2018-2019	Gifted resources expanded and assessment report completed

Measurable Objective
<p>Objective 1.2 (8) - Subgroup Achievement</p> <p>Expand dual language enrollment at Landon Middle School by 10% annually and implement the Gómez and Gómez Delivery Model with fidelity</p>
Key Indicators
<ul style="list-style-type: none"> ● Revised dual language program ● Expanded continuum of services

Strategy	
<ul style="list-style-type: none"> Review the current dual language program at Landon Middle School Expand the dual language program to the 8th grade Implement the Gomez and Gomez Enrichment Program as Landon’s dual language delivery model 	

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Analyze current program delivery for its effectiveness.	Anita Curry David Boggs Stacy Schreiner	Survey for staff, students and parents Assessment results	2017-2021 Annually	Results of survey
2.	Plan any necessary changes in dual language delivery model based on results gathered from survey and assessment results.	Anita Curry David Boggs Stacy Schreiner	Assessment and survey results	2017-2021 Annually	Dual language delivery model
3.	Plan 8th grade dual language course of study for language arts and math.	Anita Curry David Boggs Stacy Schreiner	Instructional materials Staff	April 2017	Course of study
4.	Partner with and make a site visit to http://www.psjaisd.us/Domain/42 a nationally recognized language school district utilizing Gomez and Gomez Delivery Model and consult with Dr. Richard Gomez to help plan how to offer more dual language opportunities to ELL students throughout the district.	Anita Curry Teaching and Learning School Leaders ELL staff Dr. Anderson Keelin Pierce Billie Wallace	Professional development	January 20, 2017 and April 10, 2017	Budget enhancement cycle

5.	Provide professional development based on the Gómez and Gómez delivery model.	Anita Curry School Leaders Teaching and Learning Staff Billie Wallace	PD Resources from PD Grant Funding Professional development time	2017-2021 Annually	My Learning Plan
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Measurable Objective
<p>Objective 1.2 (9) - Subgroup Achievement</p> <p>Create and design a continuum of services for dual language students at the high school level</p>
Key Indicators
<ul style="list-style-type: none"> • Dual language Plans of Study and enrollment • Estimated number of students entering high school dual language program: <ul style="list-style-type: none"> • 2018 - 37 students • 2019 - 54 students • 2020 - 60 students • 2021 - 100 students <p>After 2021, 100 annually</p>

Strategy
<ul style="list-style-type: none"> • To establish dual language at Pre-K-12 • To secure the necessary resources to allow for these opportunities; including professional development and instructional resources • To help prepare current high school staff and administration for these increased dual language opportunities

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Partner with and make a site visit to http://www.psjaisd.us/Domain/42 , a Nationally Recognized Language School District utilizing Gómez and Gómez	Dr. Anderson Anita Curry Billie Wallace Dual language staff School based leaders	Professional development	Site visits are January 20, 2017 and April 10, 2017	Report of site visit completion
2.	Establish the course/s of study 4 Spanish using the Gomez and Gomez model at the high school level and determine where they will be offered.	Anita Curry Billie Wallace Roger Laubengayer School leaders	Revised program of studies Instructional resources Staffing	Spring 2018	Program of Studies High school schedules
3.	Provide international opportunities to dual language students.	Anita Curry Billie Wallace School principals	Grant funding	On-going	Transcript information
4.	Implement the requirements for students to receive the Kansas Seal of Biliteracy Certificate.	Anita Curry KSDE	KSDE career standards and assessment services Qualification information	May 2018 Annually	Copy of each student's Biliteracy Certificate
5.	Partner with Dr. Gomez to design and implement	Anita Curry Dual	PD Consultant agreement	May 2022	Kansas Biliteracy

	a rigorous district high school program with a biliteracy certificate being gained.	language leadership team	with Dr. Gomez		Certificate
6.	Provide ELL report and recommendations to the Superintendent's Council and to the Board of Education.	Anita Curry Teaching & Learning staff	Documentation of completion from 1-2	Spring 2018	Documentation of completion from 1-2
7.	Meet with high school staff and dual language parents (separately) to identify continuum of services for dual language students at the high school level.	Dr. Anderson Anita Curry Roger Laubengayer Billie Wallace	Powerpoint Plan of Study	Spring 2018	Powerpoint Meeting minutes
8.	Identify and reallocate central office and grant funding for high school dual language continuum of services.	TPS leadership team	GOB budget Grant funding	February 2019	Budget
9.	Implement 4 Spanish biliterate courses taught by dual language teachers in the high school.	Anita Curry Principals	Current District Resources	2018	Course enrollment

Measurable Objective
<p>Objective 1.3 - ACT Composite Score</p> <p>By 2021, Topeka Public Schools will improve the overall average participation to meet or exceed state benchmarks and increase the ACT composite score from 20 (class of 2016) to meet or exceed the Kansas Composite of 22 and to increase overall participation on college readiness exams (examples include ACT, AP test, Accuplacer)</p>
Key Indicators
<ul style="list-style-type: none">• ACT average composite scores of graduating class• The number of students taking the ACT with a 21 or higher composite score each year will incrementally increase over the next five years• Participation rate on college readiness exams
Strategy
<ul style="list-style-type: none">• ACT prep courses implemented• Curriculum alignment materials

- Professional development ACT plan implemented
- ACT assessments expanded

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Provide ongoing professional learning for core content area teachers that supports a deeper understanding of the ACT, AP and Accuplacer and how to best align instructional practices to support greater student achievement.	Billie Wallace High school principals	Professional learning budget	May 2017 Ongoing	Annual final professional development report
2.	Offer practice ACT exams to teachers to reflect on practices and to assist with realignment of curriculum to incorporate ACT.	School principals Billie Wallace	Professional learning time	December 2017	Teacher Participation in ACT test taking Staff development Curriculum realignment
3.	Realign the curriculum to incorporate and embed the ACT standards and learning objectives.	Billie Wallace Teaching and Learning staff	Professional learning time	August 2017	Curriculum Alignment
4.	Offer through the Program of Studies courses in ACT, Advanced Placement (AP) and Accuplacer preparation and the resources necessary.	Billie Wallace High school principals	Study guides Online resource Staffing	Ongoing	Annual course audit
5.	Identify (through student forums, analyzing trend data, surveys etc.) and eliminate obstacles that keep students from taking the ACT, AP and Accuplacer tests (e.g.,	Dr. Anderson Billie Wallace Dustin Dick Aaron Kipp High school principals High school	Transportation Stipends for after school and Saturday study groups	June 2017 Ongoing	Implementation of principals' action plans

	fees, time, location, prep courses).	counselors Career advocates			
6.	Continue to increase the number of students taking the ACT, AP and Accuplacer at strategic times by offering the ACT, Accuplacer and AP tests during the school day, ensuring that all students have equitable access.	Dr. Anderson Billie Wallace Dustin Dick Aaron Kipp High school principals High school counselors Career advocates	Redirect budget dollars in teaching and learning to address fees Waivers for qualifying students	March 2017 Ongoing	Annual final ACT participation rate report

Measurable Objective
<p>Objective 1.4 - Kindergarten Readiness</p> <p>By 2021, 90 percent of Topeka Public Schools Pre-K students will demonstrate 80 percent proficiency scores on the developmental competencies that inform kindergarten readiness</p>
Key Indicators
<ul style="list-style-type: none"> Progress of preschool students will be monitored on the Preschool Monitoring System kindergarten readiness tool that will be integrated into the Topeka early childhood curriculum
Strategy
<ul style="list-style-type: none"> Integrate trauma informed care practices in the early childhood setting Expand access to pre-kindergarten to include all socioeconomic levels Implement rigorous literacy/phonics curriculum and method of instruction Broaden community partnerships in order to better meet the needs of the whole child Strengthen family engagement through a district-wide systematic plan Increase developmental screenings of young children to appropriately identify need for further intervention (general education) and/or possible evaluation for special

education services

Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion	
1.	Provide Conscious Discipline and adverse childhood experiences training to all early childhood staff.	Sarah Sharp Betty Young Trainers	Training modules specific to early childhood	2017 to 2021	Staff training attendance rosters
2.	Implement Conscious Discipline strategies in the classroom and in home visits.	Sarah Sharp Parents as Teachers Teaching & Learning staff Parent educators	Conscious discipline materials Previous training	2017 to 2021	Classroom walk-throughs Parents as Teachers supervision sessions
3.	Offer district-wide parenting groups	Sarah Sharp Sheldon Child development center staff Parents as Teachers	Iowa State University ACEs 360 training modules	2017 to 2021	Parent activity attendance rosters
4.	Shaner Early Learning Center will open as socio-economically integrated preschool program. Center will be available to all district employees and the community.	Dr. Anderson Larry Robbins Sarah Sharp	Identification of funding sources Fee-based model Completed Shaner facility Highly qualified staff	August 2018 Add five classes annually until facility is full August 2020	Total children served will move from current 780 to 1035, or an additional 255 children being served
5.	Sheldon Child Development Center	Sarah Sharp Larry Robbins	Approval from the Office of	August 2018	Approval letter from Office of

	will transition into an economically integrated preschool program.	Dr. Anderson	Head Start	Expansion if needed	Head Start Shaner and Sheldon operate with students, families and teachers, sharing resources
6.	Sheldon implements literacy instruction - CR Success Jump Start for Pre-K literacy program.	Sarah Sharp Teaching & Learning staff	Curriculum sets for every classroom	May 2017	Pilot report to Board and Office of Head Start compare data from CR Success and Scholastic Big Day spring 2017 to spring 2018
7.	Implementation of district-wide early childhood training and a collaboration model for all teachers.	Sarah Sharp Billie Wallace Teaching & Learning staff	Training team and professional development day	August 2017	Training attendance rosters
8.	Provide initial community resource training, including referral processes, to all early childhood staff.	Sarah Sharp Early childhood leadership team	Identify staff aware of community resources	May 2018 to 2021	Staff training attendance rosters

9.	Staff from every early childhood program will be familiar with community resources for families with young children.	Sarah Sharp Early childhood teachers Parent educators	Access to the CRC Community Resource Guide	May 2018 to 2021	All staff will be aware of community resources available to their families
10.	Convene a team of early childhood staff representing each program to develop a systematic plan to enhance family engagement.	Sarah Sharp Appropriate leadership staff	Existing exemplary family engagement models	May 2018 to 2021	Written plan for family engagement in early childhood
11.	Provide training to all early childhood staff on expectations and content of plan implementation.	Sarah Sharp Appropriate leadership staff	Access to family engagement training	January 2019	Staff training attendance rosters
12.	Implement systemic family engagement process district-wide.	Dr. Anderson Sarah Sharp Teachers Parent educators	Family engagement plan Access Title dollars to support family engagement	August 2019 to 2021	Measured as identified within the plan

13.	Train all early childhood general education teachers and certified parent educators on administering Ages and Stages Questionnaire (ASQ) and Stages Questionnaire-Social Emotional (ASQ-SE).	Sarah Sharp	<p>Certified trainer</p> <p>Purchase materials</p> <p>Professional development day</p>	May 2017	Staff training attendance rosters
14.	Screen all district general education children, ages 0-5, using the Ages and Stages Questionnaire (ASQ) and the ASQ-SE.	Sarah Sharp General education early childhood teachers Parent educators	<p>Screening materials</p> <p>Online data entry system</p>	August 2017 to May 2021	<p>Screening reports shared with parents</p> <p>Referrals to general intervention or evaluation teams for special education</p>

Goal 2.0 - Develop and Support a Highly Effective Staff

Recruit, attract, develop and retain highly effective staff to carry out the Topeka Public Schools mission, goals and objectives.

Department: Human Resources

Objective 2.1: Recruitment

Annually develop and implement systematic methods that improve the district's ability to recruit, attract and hire a highly effective workforce.

Indicator 2.1: Increase ongoing presence at hiring fairs and throughout the state using effective marketing strategies.

Objective 2.2: Retention

Implement programs, services and incentives intended to increase the district-wide average years of teacher experience to 15.0 by 2021 from 10.0 in 2016.

Indicator 2.2: Annual Department of Elementary and Secondary Education teacher "average years of experience" statistics.

Objective 2.3: Highly Qualified Staff

Ensure that 100 percent of the district's students are taught/led by highly qualified and effective teachers, administrators and support staff.

Indicator 2.3: Percentage of teachers noted in Department of Elementary and Secondary Education Core Data annually as "effective or highly effective."



Measurable Objective

<p>Objective 2.1 (1) - Recruitment</p> <p>Improve the vacancy fill rate by 10 percent annually compared to the prior year by August of every school year</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> • Reduced percentage of unfilled positions as of August 1 of each year
<p>Strategy</p>
<ul style="list-style-type: none"> • Preparation of an annual recruitment plan that includes evaluation of past methods, outcomes, anticipated challenges and plans for the coming year and implementation of new strategies • Virtual hiring fairs • Early and expanded recruitment events

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement a comprehensive plan for recruitment to restructure human resources recruitment staff to expand Human Resources (HR) recruitment strategies, utilize communication strategies which include using creative marketing and recruitment materials, implementing fall hiring fairs, using career advocates as additional recruitment staff and partnering with community college fairs for classified staff and for the virtual hiring fairs.	Dr. Anderson Carla Nolan Communications staff HR recruiter	Appropriate grant eligible funds will be used for recruiting talent Technology and service subscription for virtual hiring fairs	July 2017 Ongoing	New marketing materials Core data Staffing report Participation in 2 community college recruitment events per year All applications screened and applicants interviewed within 30 days of application closing date for a vacancy
2.	Restructure HR staff to replace the personnel specialist for certified staff with a certified	Dr. Anderson Carla Nolan Larry Robbins	Dr. Beryl New at Highland Park will be transferred to	July 2017	New staff transferred replacing retiring staff

	principal to serve as director of equity and certified personnel.		the role of Director of Certified Personnel and Equity		
3.	Improve the ethnic diversity within all levels of the workforce.	Carla Nolan Larry Robbins	Resource for the Minority Leadership Academy Recruitment resources for national recruitment	August 2017 Ongoing	Diverse staffing report
4.	Utilize career advocates and Teaching & Learning staff for targeted recruitment activities including hosting student job fairs, teaching job hunting and work etiquette skills for district students.	Dr. Anderson Carla Nolan Beryl New HR recruiter Billie Wallace	N/A	March 2017 Ongoing	Participation of staff in recruitment activities
5.	Increase and expand recruitment activities to attract dual language staff. Conduct three virtual hiring fairs each year. Host booths at local community Latino fairs and community fairs for dual language and bilingual teachers and paras. Post teacher vacancies on dual language and international education conference job boards.	Carla Nolan HR recruiter Pilar Mejia Keelin Pierce Anita Curry Dr. New Career advocates	Recruitment materials in English and Spanish Funding for additional recruitment service subscriptions	July 2017 Ongoing	Increase in number of bilingual staff
6.	Attend International Teacher Conference and Job Fair.	Carla Nolan Dual language district staff representatives	Grant recruitment funds	First fair is on 2/20/17 Annually	New dual language Teachers hired
7.	Attend Puerto Rico	Carla Nolan		Initial fair is	New Dual

	teacher job fair	Dual language district staff representatives	Grant Recruitment Funds	on April 15, 2017	Language teachers hired
8.	Open a preschool class for staff members' children	Sarah Sharp Principal Dr. Anderson	Preschool class space	August 2017	Preschool class opened

Measurable Objective

<p>Objective 2.1 (2) - Recruitment Implement systematic method that improves recruitment</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> ● Increase ongoing presence at hiring fairs and throughout the state using effective marketing strategies ● Increased candidate pool for vacancies
<p>Strategy</p>
<ul style="list-style-type: none"> ● Expand partnerships with universities ● Expand staff development ● Improve customer service

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Partner with universities to place students in Topeka Public Schools and promote the opportunities that TPS provides (e.g., diversity, coaching, salary, loan repayment).	Dr. Anderson Billie Wallace Carla Nolan Dr. New	Promotional materials	May 2017 Ongoing	Number of student teachers hired annually
2.	Strategically place student teachers in the classrooms of highly effective teachers as role models.	Billie Wallace Carla Nolan Dr. New	Highly effective teachers	August 2017 Ongoing	Annual final report Survey results
3.	Provide professional learning to cooperating teachers on mentoring student teachers.	Billie Wallace Angela Dick Instructional coaches	Substitutes Cooperation teachers	Ongoing	Professional development
4.	Register student teachers as substitutes and recruit through presenting to university classes about TPS.	Billie Wallace Carla Nolan HR recruiter Substitute services	Candidates Principal interviewers Student teachers	Annually, August - June	Number of student teachers hired annually
5.	Offer Spanish classes to	Billie Wallace	Spanish	September	Number of staff

	district staff through staff development targeting new staff as an added benefit and resource.	Carla Nolan Betty Young	instructor Textbooks Instructional materials	2017 Ongoing	enrolled in program
6.	Conduct customer service exit, phone and online surveys to monitor, train and increase effective communication with candidates.	Carla Nolan Dr. New	Survey instrument	August 2017	Survey information report
7.	Review and adopt an Employee Resource Planning Software Suite to facilitate the HR process from recruitment through retention and separation.	Larry Robbins Scott Gowan Carla Nolan Gary Menke IT Team	Capital Outlay Allocation All-Inclusive Software Suite	July, 2021	Review of Implementation Employee Experience Surveys

Measurable Objective

<p>Objective 2.2 (1) - Retention</p> <p>Implement programs, services and incentives intended to increase the district-wide average years of teacher experience to 15.0 by 2021 from 10.0</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Annual Department of Elementary and Secondary Education teacher “average years of experience” statistics
<p>Strategy</p>
<ul style="list-style-type: none"> Identify and implement remedies for preventable attrition

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement a systematic process that will determine/identify patterns and trends in attrition and targeted interventions for positions that are turning over most frequently, timing of separations, locations, reasons, etc.	Carla Nolan Dr. New Scott Gowan	Internal separation documents Exit interviews Internal assessment from HR consultant	February 2017 Ongoing	Attrition report
2.	Review internal HR & district practices to identify contributors to turnover.	Carla Nolan Building admin General directors	District policy Building and district practices Exit information	March 2017	Attrition report Report on information from administrators
3.	Implement compensation package information being sent to employees annually showing competitive package. Identify ways to reduce their impact on operations.	Carla Nolan Larry Robbins Finance staff	Compensation information Template administrator	March 2017	Compensation letters mailed
4.	Implement a systematic	Carla Nolan	Attrition data	May 2017	Attrition report

	evaluation process to review attrition and retention.	Dr. New		Ongoing	at end of 2017 school year
5.	Develop a format for tracking and reporting retention information	Carla Nolan Scott Gowan	Exit surveys Electronic HR database	August 2017	Completed report

Measurable Objective

<p>Objective 2.2 (2) - Retention</p> <p>Annually develop and implement systematic methods that improve the district's ability to recruit, attract and hire a highly effective workforce</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Implement programs, services and incentives intended to increase the district-wide average years of teacher experience to 15.0 by 2021 from 10.0 in 2016
<p>Strategy</p>
<ul style="list-style-type: none"> New teacher induction program established Teacher residency program implemented Expanded professional development aligned with teaching and learning

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Design new teacher orientation to meet the changing needs of staff.	Billie Wallace Betty Young Teaching & Learning staff	Presenter Costs Incentives	March 2017 Ongoing	Stakeholder Input Schedule of events
2.	Redesign the new teacher induction program to include more frequent learning opportunities with incentives to participate (New Teacher Academy to provide in-depth induction experience).	Betty Young Angela Dick Teaching & Learning staff	Funds for incentives	Pilot spring 2017 with semester new hires	Increase participation levels
3.	Provide additional, personalized support to first and second year teachers who are identified as struggling or in need of supports.	Billie Wallace Dr. New Teaching & Learning staff	N/A	Ongoing	Survey results Increased retention
4.	Create a new teacher/new administrator residency program to provide one-on-one support to new teachers and increase	Dr. Anderson Billie Wallace Dr. New Betty Young Carla Nolan Teaching &	Funding to hire retired teachers and administrators to serve in the	September 2017 Ongoing	Reduction in attrition related to non-renewals for ineffective performance

	success in the classroom.	Learning staff	residency program		
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Measurable Objective

<p>Objective 2.3 - Highly Qualified Staff</p> <p>Ensure that 100 percent of the district’s students are taught/led by highly qualified and effective teachers, administrators and support staff</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> • Percentage of teachers noted in Department of Elementary and Secondary Education Core Data annually as “effective or highly effective” • KSDE Non-Highly Qualified Report (SAR Report)
<p>Strategy</p>
<ul style="list-style-type: none"> • Reduce the use of alternatively licensed teachers by 10 percent annually

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Review recruitment activities and increase level of success in attracting and hiring highly qualified teachers, administrators and classified employees by targeting interventions to areas that are hard to fill vacancies.	Carla Nolan Dr. New	Staffing records	December 1, 2017	Staffing evaluation report
2.	Evaluate recruitment initiatives and expand activities that were successful in recruiting highly qualified teachers and classified employees. Direct recruitment initiative in targeted areas.	Carla Nolan Dr. New	Staffing records	March 1, 2017	Staffing evaluation report
3.	Identify potential vacancies by mid October of each year and begin direct recruitment activities for projected vacancies.	Carla Nolan Dr. New Principals	Staffing records	October 2017	Staffing projections
4.	Utilize director of certified personnel for interviews	Carla Nolan Dr. New	Create time for pre-	Ongoing	Qualifications and

	and pre-screen candidates for vacant positions.	Recruiters	screening interviews and provide pre-screening materials		evaluations of employees
5.	Host student teacher fairs in September and continue early hiring events with a goal of hiring 25 percent of projected vacancies a year in advance (est. 45-50 teachers).	Carla Nolan Billie Wallace HR recruiter Dr. New	Fair materials and space Funding to pay salaries of additional district staff	December 2017 May of each year	Fairs attended and hosted Number of teachers hired early for the coming school year
6.	Analyze duties and restructure HR and central office staff to increase targeted instructional resources to recruit and quickly process candidates for positions.	Dr. Anderson Billie Wallace Carla Nolan	Collaboration time	May 2017	District organizational chart

Measurable Objective

Objective 2.3 (2) - Highly Qualified Staff

100 percent of all waived and provisional staff will be on target to be highly qualified according to state guidelines

Key Indicators

- 100 percent of the waived and provisional staff will be accepted into a university, submit an approved plan of study and have enrolled in special education coursework

Strategy

- In person administrative meeting and monitoring 2-3 times annually

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Prior to employment, requirements will be reviewed with all non-highly qualified special education staff.	Dr. Harrington	Scheduled interviews	Ongoing	Legal forms developed by Cindy Kelly
2.	Mandatory meetings each semester with all waiver and provisional staff.	Dr. Harrington Support staff	Scheduled interviews	October and February Annually	Calendar and meeting notes
3.	Weekly meetings with building mentor.	Billie Wallace Building mentors	Collaborative time	Ongoing weekly through May	No formal documentation
4.	Monthly meetings with special education consulting teachers.	Special education consulting teachers	Collaborative time	Ongoing monthly	CT meeting agendas
5.	Targeted training, i.e. Individual Education Plan (IEP) Boot Camp, IEP work sessions, curriculum review, behavior training.	Consulting teachers Administration	Substitute teachers	Ongoing through May	Training agendas Rosters

Goal 3.0 - District Finance

Ensure efficient operations and accountability for fiscally responsible use of district resources.

Department: Facilities, Technology, Budget and Finance Department



Objective 3.1: Facilities Plan

An updated, comprehensive facilities plan for new facilities, including future program identification, will be created and implemented by Spring, 2017.

Indicator 3.1: A facilities plan is reviewed annually.

Objective 3.2: Balance Budget

Identify targeted efficiencies, cost reductions, cost avoidances and possible alternative revenues annually in the development of a balanced budget.

Indicator 3.2: A balanced budget is approved annually.

Objective 3.3: Technology Plan

Update and review annually a technology plan that identifies adequate infrastructure and supports the 1:1 devices to ensure students have access to current technology.

Indicator 3.3: Technology plan reviewed annually.

Measurable Objective

<h3>Objective 3.1: Facilities Plan</h3> <p>An updated comprehensive facilities plan for new facilities including future program identification</p>
Key Indicators
<ul style="list-style-type: none"> Assessment of current condition and usage of district facilities Completion of master plan at Kanza Education & Science Park
Strategy
<ul style="list-style-type: none"> Address needs through major maintenance funds and sale of property at Kanza Education & Science Park

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Continue to carry out 2014 bond initiatives.	Rob Seitz	Bond funds	July 2019	Bond and facilities project plan Outcomes
2.	Repurpose Avondale West Elementary School and Bishop Elementary School.	Rob Seitz	Bond funds Tenant rental income	December 2019	Bond and facilities project plan Outcomes
3.	Convert milk barn into Westar Education Center including restroom and parking lot facilities.	Rob Seitz	Sale of property at Kanza Education & Science Park	July 2021	Bond and facilities project plan Outcomes
4.	Process to review and prioritize work orders so that they are carried out in a timely manner. Goal would be to keep work orders to 500 and less, and turn around work requests in a 20-day period.	Rob Seitz	N/A	July 2017	Bond and facilities project plan Outcomes
5.	Identify a process to create picture identification badges with	Rob Seitz	General funds	August 2017	Bond and facilities project plan

	capability to act as a key swipec for all door access control systems throughout district.				Outcomes
6.	Partner with HR to work with technical schools such as Washburn University Institute of Technology to identify and recruit employees to work at the Service Center as positions become available.	Rob Seitz Carla Nolan HR staff Misty Kruger Communications staff Career Advocate	Partnership staffing at Washburn Tech	December 2017	Bond and facilities project plan Outcomes

Measurable Objective

<p>Objective 3.1 (2): Facilities Plan Increase revenue to ensure Kanza Cafe maintains a balanced budget</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> • Kanza revenue
<p>Strategy</p>
<ul style="list-style-type: none"> • Career Technical Education Expansion with Establishment of Business Incubator • Business Partnership Expansion • Catering Services Expanded

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Expand career technical education (CTE) and non CTE academic programs to Kanza to create a school based business incubator that gives students real world project based experience.	Dr. Anderson Dr. Murrell Secondary principals	School based partners will be provided for the expansion of services	July 2018	Academic schedules Kanza operations report
2.	Collaborate with business partners to expand school based catering services	Larry Robbins Nicole Jahnke Dr. Timothy Murrell	Business partners	July 2017	Kanza operations report
3.	Implement district procedures to utilize internal catering services.	Nicole Jahnke	District procedures created and followed	December 2017	Kanza operations report

<p>Measurable Objective</p>

<p>Objective 3.2 (1): Balanced Budget</p> <p>Allocation of financial resources so they are aligned with instructional priorities</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> Financial resources are allocated responsibly across schools based on student population, instructional needs and facility requirements
<p>Strategy</p>
<ul style="list-style-type: none"> Apply a cost analysis to the budget process Review most recent five year budget cycle and compare expenditures with student progress

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Document expenditures by building to determine spending per pupil, per staff and maintenance costs per square foot. All funds will be included in expenditure data. Capital and facility expenses will be listed separate from instructional expense.	Gary Menke Shawnette Mansfield Rob Seitz Carla Nolan	5-year expenditures by center	February 2017	Budget and expenditures documentation
2.	Determine student levels at all buildings for past five-year period.	Gary Menke Shawnette Mansfield Aaron Kipp	5-Year enrollment data by center	February 2017	Budget and expenditures documentation
3.	Determine staffing levels at all buildings for past five year period.	Gary Menke Shawnette Mansfield Aaron Kipp	5-year enrollment data by center	February 2017	Budget and expenditures documentation
4.	Identify and list reasonable student achievement measures as established by Kansas State Department of Education (KSDE).	Gary Menke Aaron Kipp Billie Wallace Dustin Dick Sarah Sharp	KSDE performance measures	February 2018	Budget and expenditures documentation
5.	Combine data to compare budgeted resources with student	Gary Menke Shawnette Mansfield		April 2018	Budget and expenditures documentation

	progress.				
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*** Expenditure data will include all budgeted funds; State (examples General, LOB, Capital Outlay, Special Ed), Federal Flow-thru (examples - Title programs, School Improvement Grants) Federal Direct (Head Start, Indian Ed.), Local (United Way).

Measurable Objective
<p>Objective 3.2 (2) - Balanced Budget</p> <p>Allocation of financial resources so they are aligned with instructional priorities</p>
Key Indicators
<ul style="list-style-type: none"> Financial resources are allocated responsibly across schools based on student population, instructional needs and facility requirements
Strategy
<ul style="list-style-type: none"> Development of strategic financial plan that serves as a road map for implementing instructional priorities over multiple budget cycles

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Establish principles and policies that guide the budget process based on student learning goals.	Gary Menke Billie Wallace Dustin Dick Sarah Sharp	Collaboration between finance, instruction and operations	April 2017	Budget policies
2.	Provide reasonable estimate of costs associated with instructional priorities.	Gary Menke Billie Wallace Dustin Dick Sarah Sharp	Collaboration between finance, instruction and operations	May 2017 & Ongoing	Budget policies
3.	Provide reasonable estimates of revenue based on state, federal and local resources.	Gary Menke Shawnette Mansfield	State and Federal funding projections	June 2017 Ongoing	Budget policies
4.	Fair allocation of available financial resources guided by instructional priorities.	Gary Menke Shawnette Mansfield Billie Wallace Dustin Dick Sarah Sharp		August 2017 Ongoing	Budget policies
5.	Evaluate interim results periodically during the year.	Gary Menke Shawnette Mansfield	Monthly and quarterly financial	December 2017	Budget policies

		Billie Wallace Dustin Dick Sarah Sharp	statements	Ongoing	
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Measurable Objective
<p>Objective 3.2 (3) - Balanced Budget</p> <p>Allocation of financial resources so they are aligned with instructional priorities</p>
Key Indicators
<ul style="list-style-type: none"> Financial resources are allocated responsibly across schools based on student population, instructional needs and facility requirements
Strategy
<ul style="list-style-type: none"> Ensure education resources such as technology, textbooks, lab materials, furnishings, office equipment and maintenance equipment are distributed across the district

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Review asset tracking software systems to determine which are best suited for Topeka Public Schools.	Scott Gowan Gary Menke Rob Seitz Deana Merryman	Time for review	July 2019	Notes of reviews and assessments
2.	Implement educational resource tracking software.	Scott Gowan Gary Menke	Estimated cost \$120,000	March 2018	Resource tracking software
3.	Complete physical inventories of all facilities.	Gary Menke Center Managers	Time for completion of physical inventories	June 2019	Physical inventories
4.	Update and maintain resource tracking solution.	Gary Menke	Resource Tracking Solution and Training	Ongoing	Resource tracking solution

Measurable Objective

Objective 3.4 - Technology Plan

An updated, comprehensive facilities plan for new facilities, including future program identification, will be created and implemented by Spring 2017

Key Indicators

- Indicator 4 Technology Plan reviewed annually
- As part of the resource adoption cycle, committees will identify open educational resources (OER) that provide quality digital resources for little or no cost as a supplement or potential replacement of purchased resources. As digital resources are constantly changing, this will be an ongoing responsibility of curriculum and assessment teams (C&A)
- The use of technology will become an integrated component of instruction in classrooms with the goal to use it to guide inquiry and project based learning opportunities that require higher levels of critical thinking as measured by Substitution, Augmentation, Modification, Redefinition (SAMR) rubrics

Strategy

- Project planning
- Future Ready membership
- GoOpen resources (e.g., lists, rubrics, third party reviews)

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Expand the use of open educational resources (OERs) as resource adoption committees identify and maintain digital resources and align them within the curriculum design maps.	Teaching & Learning staff Resource adoption committees C&A teams	Extra duty pay for ongoing maintenance	Ongoing	Curriculum design maps
2.	Establish technology rich lab classrooms as an internal resource of expertise to provide observation and training opportunities to teachers.	Lab classroom teachers Teaching & Learning staff	Incentives for lab classrooms Substitute costs	Ongoing	Schedule of classroom observations Trainings

3.	<p>Create and implement minimal technology competencies for various staff groups (e.g. teachers, administrators, assistants).</p>	<p>Billie Wallace Technology Integration Team</p>	<p>Dollars for extra duty stipends</p>	<p>Ongoing as technology changes</p>	<p>Action Plan, Rubrics</p>
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4.0 - School Climate

Create a safe and caring learning environment that includes a positive school culture and positive collaboration and communication throughout the school and community.

Department: Communications & Directors of Schools



Objective 4.1: Student Well-Being

The percentage of students who report that Topeka Public Schools is meeting their individual needs, sense of belonging, student voice and creating a safe and caring learning environment will increase annually.

Indicator 4.1: Student engagement and climate surveys will be conducted annually for all students, parents and staff, Pre-K to 12th grade.

Objective 4.2: Communication

The percentage of parents who report the Topeka Public Schools is meeting their needs through reliable and effective tools for communication will increase annually.

Indicator 4.2: Parent community trust index will increase as indicated through parent surveys.

Objective 4.3: Quality Customer Service Program

Develop a quality customer service program that will build the capacity of all to create a warm and welcoming environment and provide outstanding customer service to all stakeholders including students, parents, community members and employees in every school and district office that results in 90 percent of parents, students and staff indicating a positive customer service oriented culture is implemented.

Indicator 4.3: Research private and public sector models of training. Training curriculum and model of delivery identified. Training tools and materials developed. Provide results indicating customer satisfaction levels. Climate surveys.

Measurable Objective
<p>Objective 4.1(1) - Student Well-Being</p> <p>Provide a continuum of services for secondary school students needing an alternative placement for their learning and improve academics by 10 percent annually</p>
Key Indicators
<ul style="list-style-type: none"> • Tier III alternative interventions
Strategy
<ul style="list-style-type: none"> • Collaborate with agencies that include Family Service and Guidance Center (FSGC) to provide services, which may include increasing Youth Development Programs (YDP) throughout the district

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Evaluate discipline and out of school suspension (OSS) at secondary alternative schools by sub group and offense and implement targeted interventions.	Dr. Anderson Principals Dustin Dick Dr. Harrington Aaron Kipp	Data reports	January 2018	Discipline reports
2.	Implement work study and night school at secondary schools.	Principals Billie Wallace Dr. Harrington	Space Staffing support	August 2017	Night school
3.	Collaborate and expand services through Family Service and Guidance Center (FSGC).	Dr. Harrington Billie Wallace Principals	FSGC partnership agreement	July 2017	Expanded services report
4.	Collaborate with KU to implement alternative program options to improve in-school services for general education students with mental health needs and behavior support systems in place.	Dr. Anderson Billie Wallace Teaching and Learning Staff Principals Instructional Directors/General Directors	Space and instructional model KU Collaborative Partnership	August 2017	Alternative school Options

5.	Implement an instructional support services system for Capital City School.	Dr. Harrington Aryn McCoy Teaching and Learning staff	Realignment of student services staff	December 2017	Instructional support services system implemented
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Measurable Objective

Objective 4.1 (2) - Student Well-Being

100 percent of schools will become trauma informed schools and staff trainers will be trained in the Neurosequential Model of Education (NME)

Key Indicators

- 15 out of 28 schools have representatives participating in the trainer NME program
- District wide trauma and NME training made available to all staff
- Disruptive behaviors resulting from trauma identified and reduced

Strategy

- Trauma training, which includes NME Train the Trainer Program: online modules, debrief sessions, two day boot camp

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement neurosequential model curriculum.	Leslie Carr	NME online training materials Log in information	December 2017	NME certification
2.	Monthly meetings for debriefing the on the NME modules.	Leslie Carr	Time Substitute coverage for some participants	Ongoing throughout the school year	Module reports
3.	NME Boot Camp sessions for staff.	Leslie Carr NME trained staff	Substitutes Food	October 25, 2016	Boot camp sign in
4.	Implement tiered district trauma informed care boot camps for leaders, parents and staff	Dr. Anderson Leslie Carr NME-trained staff	Supplies Time Substitutes for 20 teachers	November 14, 2016	Boot camp sign in
5.	Host community engagement events <ul style="list-style-type: none"> • Equity retreats • Student and staff 	Dr. Anderson NME staff in training Principals	Training sessions which include:	July 2018	Training logs Sign in sheets

	<p>forums and panel discussions</p> <ul style="list-style-type: none"> • Trauma training for families through the partner agencies (domestic violence, addiction, etc.) 	<p>Communications</p>	<ul style="list-style-type: none"> • disrupting poverty • NME training • trauma informed practices training • social justice training • provide visits to trauma informed practice sites 		<p>Community engagement events</p>
6	<p>Partner with the University of Kansas and KSDE to assess current practices and to implement researched based best practices addressing trauma and in using trauma informed practices.</p>	<p>Dr. Anderson Sarah Sharp Billie Wallace Mental Health Committee Members</p>	<p>Time, Space, Staff Development Budget</p>	<p>Begin in 2016-17 and ongoing through 2021</p>	<p>Assessment of current practices completed. Trauma training implemented and partnership established.</p>

Measurable Objective

Objective 4.1 (3) - Student Well-Being

Student well-being: The percentage of students who report that Topeka Public Schools is meeting their individual needs, sense of belonging, student voice and creating a safe and caring learning environment will increase annually

Key Indicators

- Indicator 4.1 Student engagement and climate surveys will be conducted annually for all students, parents and staff, Pre-K through 12th grade
- As part of Topeka Tiered System of Supports (TTSS), all schools will have a documented PBIS plan that is being implemented as measured by the SET and SSRS assessments annually and monitored through KansaStar, data consults and observations by 2019
- As part of TTSS, all schools will have a defined model/approach to tiered instructional supports in literacy and math (e.g., walk to intervention, push-in services) and resources to provide differentiated learning environments

Strategy

- Topeka Tiered System of Supports (TTSS)
- Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T)
- KansaStar School Improvement Model

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	As part of Topeka Tiered System of Supports (TTSS), all schools will have and implement a well-defined Positive Behavior Intervention Supports (PBIS) plan that promotes a positive and structured school and classroom climate through the use of the Comprehensive, Integrated Three Tiered Model (Ci3T).	Billie Wallace Sarah Sharp Kelli Hoffman Dustin Dick Dr.Harrington Building principals	Social skills curriculum Counseling curriculum	2019	School-wide Evaluation Tool (SET) and Social Skills Rating System (SSRS) Data KansaStar plan
2.	As part of TTSS, all schools will participate in both the SET and the SSRS as measures of tiered supports in their schools.	Billie Wallace Sarah Sharp Kelli Hoffman Dustin Dick Dr.Harrington Building	Training	2019	SET/ SSRS data

		principals SET teams			
3.	Schools will implement the Ci3T model/approach to tiered instruction and resources will be identified for intervention.	Billie Wallace Sarah Sharp Kelli Hoffman Dustin Dick Stacy Kramer Dr. Harrington Building Principals	Resource adoption funds Professional learning research Train the trainer model for Ci3T	2019	KansaStar plans Ci3T plans
4.	Provide opportunities for students to use the arts to reduce stress and encourage self expression, establishing a safe environment for learning.	Fine Arts Consulting Teacher Student Services Certified and Classified Staff	Professional Learning Materials and Physical Space	Ongoing	Reduction in the number of students identified as Tier 3 based on SSRS Data

Measurable Objective

<p>Objective 4.1 (4) - Student Well-Being</p> <p>Annually, implement comprehensive services for homeless students and families to attain educational sustainability</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> • Verification of homeless status within 24 hours of intake • Develop a service plan for each homeless family • To develop educational sustainability for the student and family
<p>Strategy</p>
<ul style="list-style-type: none"> • Staffing to provide wrap-around services to identified homeless students and families • Pursue additional grant and private funding for staffing and services

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Provide increased enrichments and academic support through home visits, after school programs.	Billie Wallace Dr. Murrell School Leaders Parents as Teachers Staff	Personal contact	Ongoing	Home visit documentation
2.	Restructure central office administrative staff to redirect resources to address college and careers, SPED and the homeless program and staffing to increase equitable services.	Dr. Anderson Leadership team Departmental directors Grant facilitator	Grant Funding-state, district and private	July 2017	Homeless program restructured New organizational chart
3.	Implement wrap around services for families through a full time homeless and TCALC coordinator.	Dr. Anderson Leslie Carr Homeless staff	Realignment of staff duties Grant services for homeless families	July 2017	Homeless and TCALC coordinator implemented
4.	Partner with agencies to implement a teen community center.	Dr. Anderson School Leaders TCALC	Partner Agencies 21st Century Grant	July 2018	Teen Community Center

		Director and staff	Identified Space		
5.	Partner with agencies to assist in reducing homeless families in TPS through wrap around services for homeless families which includes identification of employment, family finance courses with credit counseling and identification of housing services.	Dr. Anderson Mr. Robbins PAT Staffing Leslie Carr College and Career Advocate	Partner Agencies Staff Time	July 2017	Partnership agencies identified Wrap-around service system developed
6.	Develop and implement components of a family service plan to be used in the implementation.	Parents as Teachers Staff Sarah Sharp Shanna Coordinator and staff Transportation Nutrition Building staff	Benchmark best practice districts in Kansas	December 2017	Family Service Plan
7.	Monitor service plan for each family to ensure educational sustainability.	Sarah Sharp Parents as Teachers Dr. Murrell Counseling coordinator and staff Transportation Nutrition Building staff	Staff Personal contact	December 2017 Ongoing	Family Service Plan
8.	Implement a Topeka Community Cupboard that collects donated household and clothing goods centrally and provides services to families in crises and to homeless through volunteers.	Leslie Carr Dr. Anderson Fred Willer Social Work Staff	Space Donations	August 2017	Community Cupboard

Measurable Objective
<p>Objective 4.1 (5) - Student Well-Being</p> <p>Topeka Public Schools will decrease the number of students being identified with an exceptionality to align with the state average</p>
Key Indicators
<ul style="list-style-type: none"> Topeka Public Schools will increase the number of students being educated in the least restrictive environment
Strategy
<ul style="list-style-type: none"> Placement review Trauma Informed Care training PBIS expansion and training

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	The district criteria for placement in special education under Developmentally Delayed (DD) will be reviewed. A county-wide group is going to explore this area. Topeka will make adjustments to criteria to align with the county.	Dr.Harrington Bryan Candea- Kromm KSDE KU	Time to meet to look at criteria	May 2017 Reviewed annually	Number of students placed under the DD label
2.	Exit criteria for the Developmentally Delayed (DD) label will be reviewed prior to the child's 6th birthday.	Dr.Harrington Pre-school staff Special Education Staff	Exit outcomes database for early childhood Review of each student	May 2017 Reviewed annually	An increase in the number of students being dismissed
3.	Review of the General Education Intervention (GEI) process and determination of the data collected, frequency of	GEI teams Counseling coordinator Psychologists	Time for GEI teams to meet and look at their school-wide	May 2017 Reviewed annually	A decrease in the number of students that are referred from GEI on to

	review, success of interventions and the number of referrals made. Team will also review the implementation of Trauma Informed Care and Positive Behavior Intervention Supports (PBIS).		data		special education for an evaluation
4.	Partner with KSDE, University of Kansas staff and the KU SWIFT program to assess needs and implement best practices.	Dr. Anderson Billie Wallace Special Education Staff	Title and Teaching and Learning Budget	2016 -2017 and ongoing	Assessment Completed and Improved Instructional Practices Implemented

Measurable Objective
<p>Objective 4.1 (6) - Student Well-Being</p> <p>Topeka Public Schools will remain below the state defined risk ratio of disproportionality in the arenas of initial placement, suspension/expulsion and in school suspension data</p>
Key Indicators
<ul style="list-style-type: none"> ● Annual APR report ● District equity research ● Emergency Safety Intervention (ESI) data ● District discipline data
Strategy
<ul style="list-style-type: none"> ● Provide key strategies that address the objective: <ul style="list-style-type: none"> ○ training for correct data input ○ training with staff on de-escalation ○ gifted screening training

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Partner with KU SWIFT and KSDE for General Education Intervention (GEI) training on disability categories.	Dr. Harrington Counseling coordinator Bryan Candeau-Kromm Leslie Carr KU SWIFT KSDE	Annual training Partner agencies	January 2018 Ongoing	Attendance rosters
2.	Partner with KU Special Education (SPED) school wide integrated framework for transformation (SWIFT) and KSDE for a review of programs and training needs by building, including data on Mandt, Trauma Informed Practices, NME and	Dr. Harrington Special Ed consulting teachers KU SPED SWIFT staff KSDE	District data Principal input Partner agencies	Annually by May	Program review data

	Restorative Justice.				
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Measurable Objective
<p>Objective 4.1 (7) - Student Well-Being</p> <p>Provide a continuum of health and community center services for staff and students through a school based health clinic</p>
Key Indicators
<ul style="list-style-type: none"> School Based Health Clinic and Community Center
Strategy
<ul style="list-style-type: none"> Collaborate with agencies to provide expanded school based health services Implement a school based health clinic and community center

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Evaluate clinic spaces serving Topeka High, Chase and State Street.	Dr. Anderson Mr. Robbins Principals	Clinic partners Community health volunteers Space at school sites	February 2017	Spaces selected
2.	Establish partnership with GraceMed.	Dr. Anderson Mr. Robbins	Grace Med Medical Resources	August 2017	Night school
3.	Implement mobile preventive dental services in schools that do not currently have dental partners.	Dr. Anderson GraceMed Principals District health staff	Grace Med Dental Resources	August 2017	Dental services implemented and student rosters provided on services received
4.	Provide healthcare student resource information to students, staff and families.	Principals Healthcare partners District health partners	Welcome Center health registration Staff development	July 2017	Health services provided Report on the number of parents registered to

			on health resources available		receive medical care
5.	Establish a School Based Health Advisory Board.	Dr. Anderson District health partners District health administrative staff	Team meeting time and space	March 2017	Advisory minutes
6.	Provide student health needs assessments and create school based clinic action plan.	Dr. Anderson School Based Clinic Health Advisory Board Principals	Health Assessment	September 2017	Needs Assessment Results
7.	Investigate and Identify Funding Support for School Based Health Clinic.	School Based Health Advisory Board Dr. Anderson Billie Wallace Cherie Nicholson	Funding Support	February 2017 and Ongoing	Funding Support Established
8.	Expand school physicals and immunizations through partner agencies.	Dr. Anderson GraceMed School District Health Administrative Staff	Grace Med Resources Health Partners	July 2017	Physicals and immunizations completed
9.	Implement Staff wellness rooms in schools.	Dr. Anderson Principals			

Measurable Objective

<p>Objective 4.2 (1) - Communication</p> <p>The percentage of parents who report that Topeka Public Schools is meeting their needs through reliable and effective tools for communication will increase annually</p>
<p>Key Indicators</p>
<p>Parent community trust index will increase as indicated through parent survey</p>
<p>Strategy</p>
<ul style="list-style-type: none"> Working through the communications department, Topeka Public Schools will continue to communicate to parents through communication tools including the website, social media, the e-newsletter and traditional media.

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement the e-newsletter from the superintendent and district bi-weekly.	Dr. Anderson Misty Kruger Communications team	Internet information	January 2017 ongoing	E-newsletters produced
2.	Consistent updates to the district's social media including Facebook, Twitter and YouTube.	Misty Kruger Communications team	Social media sites	January 2018 Ongoing, Instagram has been added as a social media tool	Social media sites
3.	Provide the district magazine at least twice a year for parents and the business community.	Dr. Anderson Misty Kruger Communications team	Resources for magazine distribution	August 2017	Magazine
4.	Increase district transparency and increase school collaboration with DCAC, schools and communications personnel using cable TV, social media and	Dr. Anderson Misty Kruger Principals	Collaboration time	December 2017 Hold ParentLink planning session before December	Increased utilization of public communications resources Feedback on Climate Survey

	expanded. advertisements			31	
5.	Increase number of parents and community members who use ParentLink and website by 10 percent annually.	Misty Kruger Principals Communica- tions team	Implemen- tation plan and training services	December 2018	ParentLink report

Measurable Objective
<p>Objective 4.2 (2) - Communication Establish an annual Superintendent Forum to gain community feedback</p>
Key Indicators
<ul style="list-style-type: none"> Feedback obtained from meetings
Strategy
<ul style="list-style-type: none"> Working through the communications department, Topeka Public Schools will host multiple Superintendent Forums with community partners, parents, students and staff to gain their insights and ongoing feedback

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Invite community partners to annual forum.	Misty Kruger Communications team	Community list	July 2017 Annually	Invitation
2.	Host forum to share district goals.	Misty Kruger Dr. Anderson	Space Materials	July 2017 Annually	Meeting Minutes
3.	Obtain community feedback.	Misty Kruger Dr. Anderson	Feedback cards	July 2017 Annually	Feedback cards Climate Survey
4.	Implement the Superintendent Student Advisory Board.	Dr. Anderson Secondary Principal Representatives	Time	December 2017 and ongoing	Superintendent Student Advisory Board Implemented

Measurable Objective
<p>Objective 4.2 (3) - Communication</p> <p>Develop sponsorship opportunities across the district to enhance monetary support to increase educational impact in the district</p>
Key Indicators
<ul style="list-style-type: none"> • Developed sponsorship program • Number of sponsorships secured
Strategy
<ul style="list-style-type: none"> • The communications department will develop a sponsorship program to utilize outlets available to increase dollars to support the district

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement a corporate partnership and school adoption process	Dr. Anderson Larry Robbins Misty Kruger Leadership Team	Corporate sponsors	July 2017	Corporate sponsors
2.	Reorganize central office staff to develop and implement expanded business partnerships for sponsorships and volunteerism.	Dr. Anderson Larry Robbins Misty Kruger	Time and business partners	May 2017	Business Partnership Expansion
3.	Inventory of sponsorship opportunities.	Misty Kruger Larry Robbins	List of opportunities	February 2017	Inventory list
4.	Develop a cost analysis of printing costs, development costs and production costs of spaces available to have sponsorship	Misty Kruger	Costs of production for each venue	March 2017	Cost analysis sheet

	opportunities.				
5.	Develop sponsorship proposal plan for long-term opportunities.	Misty Kruger Larry Robbins	Sponsors	May 2017	Sponsorship plan
6.	Annual sponsorships.	Misty Kruger Communications department	Staff time	August 2017	Invoices

Measurable Objective
<p>Objective 4.2 (4) - Communications - School Climate and Equity</p> <p>Open a safe and attractive Welcome Center at the Quinton Heights Education Building where all students new to the district can register, enroll and become acclimated to Topeka Public Schools</p>
Key Indicators
<ul style="list-style-type: none"> • Fully functional TPS Welcome Center which is prepared to register and enroll students new to the district • Documentation of families served through the Welcome Center • Increase number of families that utilize Welcome Center (175 families in 2016-2017; increase to 200-300 in 2017-2018 and each subsequent year)
Strategy
<ul style="list-style-type: none"> • To create a “one stop shop” for all families new to the district • To ensure no English Language Learner (ELL) or migrant student misses out on the services to which they are entitled • To streamline services from demographics, schools and the ELL department • To have a safe and welcoming place for all new families to come to make their transition to Topeka Public Schools a positive experience • To provide families with step-by-step guidance for registration, enrollment, supplies and school/district calendar information

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Meet with magnet school administration to design a protocol for students who come to the Welcome Center but wish to enroll at Scott or Williams.	Anita Curry Principals	none	January 2017	Written protocol
2.	Meet with online registration team to identify past challenges and implement new systems for improvements to online registration.	Dr. Anderson Anita Curry Scott Gowan Karen Cline Aaron Kipp IT support staff Lead Principals	Time to meet Online registration template Lists from persons	July 2019	Meeting minutes Online registration template Systematic process and

			responsible regarding what's working, and potential changes or improvements needed		timeline for improvement
3.	Meet with pertinent administrators to go over all necessary facets of successful registration and enrollment (for district-wide enrollment day and throughout the year).	Dr. Anderson Scott Gowan Anita Curry Aaron Kipp Lead Principals Directors	Demographics Business office Information technology Special ed Pre-K Elementary/ secondary principals	January 2017 to August 2017	Meeting minutes
4.	Expand preschool registration at Welcome Center.	Sarah Sharp Anita Curry	Pre-K training and registration process outlined	March 2018	Protocol for preschool registration
5.	Expand the Welcome Center services to support all new families district-wide.	Dr. Anderson Anita Curry Aaron Kipp Scott Gowan Karen Cline	Online registration tools Welcome Center resources Collaboration Time	June 2017	Meeting minutes Welcome Center records

Measurable Objective
<p>Objective 4.2 (5) - Communications</p> <p>By 2021, the positive perception of the climate at each TPS school will improve annually as evidenced by higher percentages of positive perceptions</p>
Key Indicators
<ul style="list-style-type: none"> ● Climate Survey ● Online Feedback
Strategy
<ul style="list-style-type: none"> ● Conduct annual climate surveys for each school and the district ● Compile and analyze trends in the survey data and communicate areas for improvement while celebrating areas of success ● Update and utilize websites that comment on district school climate

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Review existing climate survey structure and web sites and solicit input on changes and updates.	Dr. Anderson Aaron Kipp Misty Kruger	Survey Monkey subscription (Budgeted \$200/yr)	August 2017	Paid invoice to survey monkey Feedback information from stakeholders collected Climate survey Updated web sites
2.	Collaborate with Communications Department on marketing climate survey to students, parents and staff to complete.	Dr. Anderson Aaron Kipp Misty Kruger	Climate survey Marketing plan	September 2017	Climate survey Survey and participation data results Marketing plan
3.	Collect climate survey data and compile 2016-2017 data into useful	Aaron Kipp	Climate Survey and data	November 2017	Survey reports

	form for administration and Board.				
4.	Conduct three year climate survey meta-analysis. Identify shifts and trends in data. Distribute to each building principal.	Aaron Kipp Dr. Anderson	Climate Survey	February 2017	Completed meta-analysis
5.	Create systems for ongoing feedback from principals on services and supports for schools.	Dr. Anderson Mr. Robbins Mrs. Kruger Principal represent-atives	Time	July 2017	Systems approach implemented

Measurable Objective
<p>Objective 4.3 (1) - Quality Customer Service Program</p> <p>Develop a quality Customer service program that will build the capacity of all to create a warm and welcoming environment and provide outstanding customer service to all stakeholders including students, parents, community members and employees in every school and district office that results in 90 percent of parents, students and staff indicating a positive customer service oriented culture is implemented</p>
Key Indicators
<ul style="list-style-type: none"> ● Research private and public sector models of training ● Training curriculum and model of delivery identified ● Training tools and materials developed ● Provide results of customer satisfaction ratings ● Climate surveys
Strategy
<ul style="list-style-type: none"> ● Development of customer service standards, training program and protocol ● Utilization of exit surveys

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1	Determine quality customer service program components based on customer service needs: <ul style="list-style-type: none"> • Customer service standards • Training for all • Accountability • Recognition 	Dr. Anderson Mr. Robbins Superintendent's council	Time Training resources through staff development	March 2017	Climate Survey Implementation of customer service program components Customer service surveys
2	Develop agreed upon customer service standards.	Dr. Anderson Mr. Robbins Superintendent's council	Collaboration time	April 2017	Customer service standards
3	Implement annual central office survey measuring efficient delivery of	Dr. Anderson Mr. Kipp	Survey	July 2017 and ongoing	Survey results

	services and positive customer service with 90% satisfaction of school based support being given as a goal.				
3	Establish a quality customer service planning committee with representation of communications, parents, HR, district staff and teaching and learning to meet quarterly to review quality service outcomes for initiatives the district implements.	Dr. Anderson Misty Kruger Lead Principals Anita Curry Sarah Sharp Billie Wallace	Collaboration Time	March 2017	Committee notes
5	Develop/select content, tools and model of delivery for quality customer service professional development <ul style="list-style-type: none"> • Link to student achievement • Customer Service Standards • Best Practices • Oral/Written Communications • Welcoming Physical Environment • Recognition • Accountability 	Dr. Anderson Billie Wallace Carla Nolan	Staff development time and resources	July 2017	Professional Development Program
6	Develop customer satisfaction surveys and monitoring protocols, such as a customer assessment aligned with customer service standards for schools and district offices.	Dr. Anderson Misty Kruger Carla Nolan Dr. New Billie Wallace	Collaboration with customer service planning committee Survey tools	June 2017	Customer assessment and implementation results

Measurable Objective
<p>Objective 4.3 (2) - Quality Customer Service Program</p> <p>Develop the capacity of staff to implement research-based parent engagement programs that bring about quality parent/community involvement and improved student achievement</p>
Key Indicators
<ul style="list-style-type: none"> Professional development program developed for parent engagement Training provided for volunteers Evidence of orientations occurring at schools receiving parent engagement training
Strategy
<ul style="list-style-type: none"> Parent engagement academy created Parent engagement curriculum implemented Expansion of PAT training and utilization

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	<p>Provide research-based professional development to central office and local district staff to understand the relationship between parent engagement and student achievement.</p> <p>Training will build capacity to implement effective parent engagement programs that are culturally relevant and increase parental involvement at home and at school. Involve parents in training design and delivery.</p>	<p>Dr. Anderson Sarah Sharp Nicole Fairley Billie Wallace Dr. New</p>	<p>Professional development training materials</p>	<p>June 2017</p>	<p>Ongoing</p>
2.	<p>Develop a parent education curriculum that is grade level specific, cultivates a college-going culture and includes knowledge about critical</p>	<p>Dr. Anderson Sarah Sharp</p>	<p>Space Title I</p>	<p>January 2018</p>	<p>Curriculum</p>

	transition periods (Pre-K to K, elementary to middle, middle to high school, and high school to college).				
3.	Identify and develop partnerships with community-based organizations that are experienced and capable of assisting district efforts by providing parent education training, resources and materials.	Dr. Anderson Sarah Sharp Nicole Fairley Billie Wallace	Space Collaboration with community agencies	July 2017	Community and partner organizational database
4.	Provide training for parent/community volunteers to assist parent center staff.	Dr. Anderson Sarah Sharp Nicole Fairley Billie Wallace	Class space Parents as Teachers Staff (PAT) Equity Council Collaboration	June 2017	Volunteer database
5.	Develop a parent engagement academy that provides ongoing parenting class training and workforce development for parents.	Dr. Anderson Sarah Sharp Nicole Fairley Dr. Murrell Career Advocate	Class space Collaboration with the Chamber, Equity Council, YWCA, and Community Agencies	August 2019	Academy
6.	Provide parent engagement, human relations/cross-cultural training building positive, open two-way communication and healthy working relationships between all school stakeholders.	Dr. Anderson Dr. New Billie Wallace Sarah Sharp Nicole Fairley	Title funds Collaboration with Principals Equity training resources	July 201	Professional development plan

Measurable Objective

Objective 4.3 (3) - Quality Customer Service Program

Provide opportunities for parents to assume leadership roles as informed and confident advocates for their children’s education, for their school’s performance and for the quality of life within the community

Key Indicators

- Parent engagement plans in each school’s improvement plan
- Leadership and diversity training provided and enrollment collected
- Service map created and parent involvement and participation numbers collected

Strategy

- Parent training
- Parent resource service map implemented
- Expansion of empowerment programs

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Prepare parent leadership development modules that may be used as training tools by schools for parents to become student advocates. Training modules will be based on district diversity training programs, PTA Parents Empowering Parents program, and leadership modules from Parents as Teachers.	Dr. New Sarah Sharp Nicole Fairley	Parent education materials	December 2017	Parent program
2.	Provide train the trainers professional development to central/local district parent units and parent leaders on the parent leadership development model which will include the following topics: <ul style="list-style-type: none"> • school system and how to navigate it • standards-based curricula and 	Billie Wallace Dr. New Billie wallace Sarah Sharp Nicole Fairley Anita Curry	Parent education materials	January 2018	Professional Development Program

	<p>assessments</p> <ul style="list-style-type: none"> • how to gain access to and interpret data • how to use data to address problems and set priorities • how to have effective parent/teacher conferences • how to access district and other resources • parent role, rights and responsibilities as partners with the school. 				
3.	<p>Map services of district offices which support parents as advocates for their children.</p>	<p>Dr. Anderson Billie Wallace Sarah Sharp</p>	<p>Map</p>	<p>August 2017</p>	<p>Completed map</p>
4.	<p>Provide training on available parent education resources for trauma.</p>	<p>Dr. Anderson Billie Wallace Sarah Sharp</p>	<p>Parent education materials</p>	<p>December 2017</p>	<p>Parent program</p>
5.	<p>Provide parents with report card understanding and assessment training focused on supporting parents as advocates for their children and their child's success in school.</p>	<p>Dr. Anderson Billie Wallace Aaron Kipp Nicole Fairley Sarah Sharp</p>	<p>Report cards, Transcript Training program</p>	<p>August 2017</p>	<p>Sign-in sheets Training program</p>
6.	<p>Provide parent leadership development training at school sites which will include the following topics:</p> <ul style="list-style-type: none"> • the school system and how to navigate it • standards-based curricula and assessments • how to gain access to and interpret data • how to use data to address problems and set priorities 	<p>Dr. Anderson Sarah Sharp Teaching & Learning staff</p>	<p>Parent education materials</p>	<p>December 2017</p>	<p>Parent program</p>

	<ul style="list-style-type: none">• how to have effective parent/teacher conferences• how to access district and others in central office.				
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5.0 - Careers

Topeka Public Schools will ensure students are college and career ready by supporting postsecondary preparation and career pursuits.

Department: College & Career, Communications and Topeka Superintendent

Objective 5.1: Career Readiness

Topeka Public Schools will implement
Career pathways
Post-secondary program that increases career preparation
Topeka Center for Advanced Learning & Careers (TCALC)
Increased industry credential courses
Expand internships and
A comprehensive career curriculum and school improvement process



Indicator 5.1: College and Career Guidance

Objective 5.2:

Comprehensive college and career guidance counseling will be implemented in elementary and in secondary schools.

Indicator 5.2: College and Career Guidance Counseling

Objective 5.3: College and Career Communications Plan

Topeka Public Schools will develop and implement a communications plan to enhance:

- the district's use of external and internal mechanisms of communications focused on college and careers
- increase partnerships with businesses and industry
- opportunities to gather perceptions and viewpoints from diverse business and industry segments of society

Indicator 5.3: College and Career Communications Plan

Measurable Objective

<p>Objective 5.1 (1) Career Readiness</p> <p>By 2018, Topeka Center for Advanced Learning & Careers (TCALC), a center of innovation, will be implemented along with career academics</p>
<p>Key Indicators</p>
<ul style="list-style-type: none"> ● TCALC participation ● Career academy participation
<p>Strategy</p>
<ul style="list-style-type: none"> ● Career academies will be created with career pathways in schools and at TCALC, and the center of innovation will be implemented offering project based CAPS programs.

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	TCALC building completed and students enrolled at TCALC site.	Dr. Murrell Larry Robbins Facilities team Principals Dr. Anderson	TCALC site	February 2018	Capital projects CTE Enrollment report
2.	TCALC enrollment will increase by 10 percent annually.	Dr. Murrell Principals Dustin Dick	Expanded course offerings Collaboration with technical universities	January 2017	KSDE CTE report

Measurable Objective	
<p>Objective 5.1 (2) Career Readiness</p> <ul style="list-style-type: none"> • Annually, increase student enrollment and completion of career and technical education pathways by 20 percent in middle and high schools • Annually, increase the number of high school students completing job shadow experiences and student internships by 20 percent • Annually, increase business and community partnerships for job shadow experiences and student internships by 20 percent 	
Key Indicators	
<ul style="list-style-type: none"> • Increase enrollment of middle and high school students in Career and Technical Education (CTE) pathways • Increase enrollment in post-secondary courses/programs • Increase student internships and job shadow opportunities with business and community organizations • Provide opportunities for all students to explore and enroll in CTE pathways 	
Strategy	
<ul style="list-style-type: none"> • Aligning course offerings to student interest and local/national business and community needs • Collaboration with industry and community representatives for job shadow opportunities, student internships and teacher externships to increase awareness of career opportunities 	

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Utilize Career Cruising data to evaluate course offerings to career interests.	Dr. Grimes Individual Plan of Studies (IPS) District Team	Career Cruising Power School Tyler Pulse	Ongoing	Career Cruising data
2.	Track data and review with CTE staff and building administration on career interests and available courses.	Dr. Murrell District College & Career Advocate	Tyler Pulse	Ongoing	Career Cruising Data Tyler Pulse Data
3	Partner with industry and community organizations to increase available job	Dr. Murrell College and career	Local and national labor and	Ongoing	Data on completed student job

	shadow opportunities and student internships.	advocate	economic statistics		shadow opportunities and internships
4.	Develop informational documents for students and parents on CTE pathways, potential careers and educational expectations. Share these on the district website.	Dr. Murrell Counseling coordinator College and career advocate Communications team CTE Advisory Board Liaisons	Pathway information District website DCAC	January 2018	Digital brochures District website
5.	Provide CTE pathway informational and career fairs for students and parents/guardians in elementary, middle, and high school to encourage enrollment and access for all students.	Dr. Murrell CTE teachers Counselors College and career advocate	Pathway information Industry input	April 2018	Conducted informational fairs

Measurable Objective

Objective 5.1 (3) Career Readiness

By 2021, student enrollment in the TCALC program will have an enrollment of at least 300 students with the opportunity to earn college credit

Key Indicators

- Student enrollment in a TCALC program with pursuit of a career or post-secondary education upon completion
- Number of students earning college credit
- Number of business/community organizations partnering with TCALC students and instructors to continuously develop curriculum through professional and project-based learning

Strategy

- Develop the TCALC program aligned to career pathways that includes professional learning and project-based curriculum engaging business and industry to enhance economic and workforce development
- Develop articulation agreements and concurrent enrollment for college credit

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Identification of instructional staff to facilitate pathways.	Dr. Murrell TCALC building leader	Human resources Business/industry	2017-2021	Staffing report
2.	Develop a TCALC budget for staff and programming needs.	Dr. Murrell TCALC building leader	TPS business office Transportation	January 2017 Ongoing	Budget
3.	Oversee renovation of TCALC building and finalize program supplies/equipment.	Dr. Murrell	Architect One DLR Group District IT	March 2018	Renovation reports
4.	Develop a marketing plan to include a website, logo, promotional materials and ongoing promotional activities.	Dr. Murrell Misty Kruger	Communications department	Spring 2017	Marketing plan
5.	Recruitment activities in	Dr. Murrell	N/A	Ongoing	TCALC

	each high school and middle school.				enrollment
6.	Develop business and community partnerships for student projects and professional opportunities.	Dr. Murrell TCALC staff	GO Topeka & Chamber Business Functions	Ongoing	Business and community partnership flier
7.	Develop articulation agreements and/or dual credit options for all TCALC pathways.	Dr. Murrell Billie Wallace TCALC building leader TCALC staff	Post-secondary institutions KBOR & KSDE representatives TCALC teachers	2017-2021	Articulation agreements Data of students enrolled concurrently

Measurable Objective
<p>Objective 5.1 (4) Career Readiness</p> <p>Implement science, technology, engineering, art and math (STEAM) initiatives which include: robotics expansion, summer career academies, and Project Lead the Way (PLTW) programs at all schools and obtain national PLTW certification</p>
Key Indicators
<ul style="list-style-type: none"> ● PLTW program implementation and certification ● STEAM proposal and implementation plan ● Robotics clubs ● Career academies
Strategy
<ul style="list-style-type: none"> ● Establish a team to review and expand implementation of Project Lead the Way (PLTW) programs, requirements, alignment with national and state standards and implementation ● Identify and implement national curriculum benchmark standards for science, technology, engineering, art and math ● Implement career academies

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Research and implement science, technology, engineering, art and math (STEAM) standards in curriculum planning, staffing and training.	Dr. Anderson Principals Billie Wallace Technology Curriculum Specialist	STEAM training	Spring 2017	STEAM curriculum and professional development implementation
2.	PLTW and national certification team formed.	Dr. Anderson Dr. Murrell Billie Wallace PLTW Team	PLTW training and PLTW Representative	Spring 2019	PLTW Certification

Measurable Objective
<p>Objective 5.1 (5) Career Readiness</p> <p>Evaluate all existing CTE pathways for expansion, enhancement, and identify new CTE pathways to prepare students to be a successful graduate and aligned with local, state and national workforce needs</p>
Key Indicators
<ul style="list-style-type: none"> ● District-wide CTE curriculum and instructional models to improve quality and equity ● Facility and equipment enhancements mirroring industry standards ● Annually, increase students earning industry credentials by 10 percent ● Articulation agreements for all CTE pathways are communicated with students and parents for post-secondary institutions ● Career academies in strategic locations that are aligned to current and projected workforce needs ● Summer career academies implemented for middle school students
Strategy
<ul style="list-style-type: none"> ● Develop district-wide CTE curriculum and instructional models to improve quality and equity ● Each pathway will create a three-year plan to update facility and identify equipment needs to mirror industry standards ● Identify means and funding for students to achieve industry credentials ● Develop an electronic resource for students and parents to become aware of articulation agreements available in all CTE pathways ● Create career academies in strategic locations aligned to current and projected workforce needs ● Create and implement summer career academies for middle school students

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Develop district-wide CTE Curriculum and instructional models to improve quality and equity	Dr. Murrell CTE Teachers	KSDE CTE consultants Teaching & Learning staff Best practice institutions	Summers 2017-2021	District-wide curriculum Identified instructional models
2.	Each building pathway will create a three year plan to enhance the facility and identify	Dr. Murrell CTE Teachers Career	Pathway advisory board members	May 2017	Three-year plan for each pathway

	equipment to mirror industry.	Advocates			
3.	Implement systematic plan for high school students to access and earn industry credentials.	Dr. Murrell Building Principals Dr. Anderson	Kansas Pathway Credentials and Assessments	May 2017	Data report tracking certifications
4.	Develop an electronic document identifying articulation agreements available in all pathways, updated annually.	Dr. Murrell Communication Department	Time	December 2017	Electronic document
5.	Identify and implement career academies to be established in strategic locations aligned with current and projected workforce needs.	Dr, Murrell Dustin Dick Billie Wallace Building Principals Dr. Anderson	KSDE consultants GO Topeka	June 2017-2021	Career academies
6.	Create and implement summer academies for middle and high school students to explore pathways aligned to their interests.	Dr. Murrell Dustin Dick Billie Wallace TCALC building leaders Dr. Anderson	Summer partnership programs and agencies Pine Bush Academies KSDE consultants Parent registration materials and process	June 2018	Summer career academies

Measurable Objective
<p>Objective 5.2 (1) College and Career Guidance</p> <p>By 2021, the TPS district graduation rate will meet or exceed the Kansas average.</p>
Key Indicators
<ul style="list-style-type: none"> ● Graduation coding procedures ● Graduation cohort analysis and follow-up ● 21- credit diploma option ● Drop-out reduction analysis
Strategy
<ul style="list-style-type: none"> ● Building leader training on data rules, process and monitoring ● Using existing data to conduct predictive analyses focusing on at-risk individuals or groups not on-track to graduate

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement data warehouse and college and career electronic system for student career pathways.	Dr. Anderson Dr. Murrell	Data warehouse	July 2017	Career and college readiness reports
2.	Increase career industry credential courses.	Dr.Anderson Dr. Murrell Billie Wallace Principals	Local college collaboration	July 2017	Participation rates CCR KSDE report
3.	Compile 5-year analysis of graduation rates for each TPS high school.	Aaron Kipp	N/A	December 2016	Graduation data document
4.	Conduct on-site review of graduation data document and train the five high school principals on grad/drop calculation rules, exit coding and subgroup performance. Gather input as needed.	Aaron Kipp	N/A	February 2017	Principal confirmation of meetings

5.	Review December 2016 graduates or dropouts for timeliness and proper data entry. Submit data to KSDE.	Aaron Kipp	N/A	May 2017	KSDE reports
6.	Review action steps from 2016-17 and modify/add steps to increase accuracy and efficiency for 2017-18.	Aaron Kipp	N/A	October 2017	Compiled data
7.	Implement a college and career advocate that tracks students through high school graduation and into college and careers.	Dr. Anderson High school Principals Dr. Murrell	Realignment of staff resources	February 2017	College and Career Advocate
8.	Expand Jobs for America Graduates (JAG) with an aligned college readiness district evaluation system to serve Freshman-twelfth grade at Topeka High, Topeka West and at Highland Park high schools.	Dr. Anderson Dr. Murrell Career Advocate	JAG Grant	July 2017	JAG Expansion
9.	Implement Lead Secondary Principals focused on improving college and career readiness attainment and graduation rates in secondary schools.	Dr. Anderson Principals	Realignment of staff duties	July 2017	Lead Secondary Principals

Measurable Objective
<p>Objective 5.2 (2) - College and Career Guidance</p> <p>All five high schools will monitor and support successful high school graduates and college and career guidance will be provided K-12. Data on 100 percent of seniors will be collected and analyzed to determine if they are on track for graduation, post-secondary education, military and/or the workforce.</p>
Key Indicators
<ul style="list-style-type: none"> ● On track for graduation; i.e. credits earned ● Assessments for post-secondary education and/or military have been completed including, ACT, SAT, ASVAB and ACT WorkKeys ● All required documents for post-secondary education application are completed in a timely manner including FAFSA, scholarships, school applications, post-secondary visits, resume and e-portfolio
Strategy
<ul style="list-style-type: none"> ● District-wide data collection tool ● Assigning of mentors ● Mentoring manual to include monthly activities and timelines ● Monitoring on a quarterly basis ● Student action plans developed ● Follow up procedure developed to include student surveys for feedback

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Develop and implement a district-wide data collection tool.	Dr. Anderson Aaron Kipp College and career advocate Principals Counselors	Career Cruising Student data information system	Fall 2017 Ongoing through 2021	District-wide data collection tool
2.	Senior mentoring program.	Dr. Anderson College and career advocate Counselors	Student data information system Identified mentors	Fall 2017 Ongoing through 2021	Assignment list of mentors and mentees

			Identified mentees		
3.	Develop a mentor manual for guidance of senior planning activities.	Dr. Anderson College and career advocate	Career Cruising Individual Plans of Study Guidelines Scholarship information Financial aid information ACT, SAT, ASVAB, workkeys Information Resume building e-portfolio information	Fall 2017 Annual revisions made through 2021	Completed manual
4.	Analyze data for each senior on a quarterly basis to monitor progress, trends, and needed district-wide intervention supports.	Dr. Anderson Dustin Dick College and career advocate High School Principals and staff Principals	Quarterly student meetings District-wide data collection tool	Spring 2018 Ongoing through 2021	District-wide data collection tool
5.	Develop student action plans when identified students are not on track to graduate.	Principals	District-wide data collection tool	Fall 2017 Ongoing through 2021	Student action plans
6.	Implement a graduate follow up procedure to connect with each graduating senior to provide feedback on the success of the monitoring	College and career advocate Counselors Principals Dustin Dick	Student contact information Student surveys	Fall 2018 Ongoing through 2021	Student survey data

	program.				
7.	Implement a Lead Secondary and Elementary Counselor K-12.	Dr. Anderson Lead principals	Realignment of staffing duties	August 2017	Lead Counselors
8.	Expand the AVID philosophy K-12 by implementing a systematic College and Career Prep Academy serving students in the summer and throughout the year.	Principals Angela Dick	Grant	August 2018	Summer College and Career Academies
9.	Increase academic college and career counseling support to be aligned with national standards and goals.	Dr. Anderson Dr. Grimes	Grant Partnerships and Interns Practicum students GOB Realignment of duties and staff	August 2021	Increased College and Career Counseling

Measurable Objective
<p>Objective 5.2 (3) College and Career Guidance</p> <p>Special education students will graduate in the five year cohort group at or above the state benchmark</p>
Key Indicators
<ul style="list-style-type: none"> ● Tyler Pulse monitoring system ● Transition plans ● KSDE Annual Performance Review (APR) ● Data recording of dropouts and transfers
Strategy
<ul style="list-style-type: none"> ● Data collection and analysis ● Implementation of transition plans

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	100 percent of students over the age of 14 will have a transition plan focusing on post-secondary college and career goals.	Dr.Harrington Building case managers Department chairs and MIS	IEP training Transition questionnaire	Ongoing and at each IEP meeting	Compliance monitoring audit
2.	100 percent of special education students will be on track to graduate.	Dr.Harrington Building case managers Department chairs and Management Information Systems (MIT)	Transcripts from Power School/Tyler Pulse	Review quarterly	IEP and quarterly reviews
3.	Create and maintain spreadsheets of graduation cohorts.	Dr.Harrington Principals High school department chairs	Access to district data base and MIS	Weekly review	Spreadsheet updates
4.	Track and compare data	Dr.Harrington	Access to	Monthly	Spreadsheet

	of district special education students and transfer students within and out of district to ensure accuracy of data.	High school department chairs	district data base MIS & Power School Data	review	updates
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Measurable Objective
<p>Objective 5.2 (4) - College and Career Guidance</p> <p>100 percent of students in grades 7 through 12 will complete an Individual Plan of Study (IPS) that includes a five-year plan to include post-secondary education and/or career placement</p>
Key Indicators
<ul style="list-style-type: none"> • Students complete Individual Plan of Study in grades 7-12 • Students graduate with a five-year post-secondary education or career plan • Engagement of students, parents, and education staff in the implementation of IPS throughout grades 7-12 • Students graduating with an exportable e-portfolio
Strategy
<ul style="list-style-type: none"> • Teachers, counselors and administration utilize Career Cruising to implement the Individual Plan of Study process

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Train staff leaders in all middle and high schools on Career Cruising.	Dr. Grimes	Career Cruising	November 2016	My Learning Plan
2.	Develop an implementation plan for each grade level with activities/tasks to complete.	IPS Committee College and career advocate	Career Cruising KSDE requirements	January 2018	High school and middle school implementation plan
3.	Provide ongoing training for staff on college and career advisement and e-portfolio.	Dr. Grimes Billie Wallace	Career Cruising Career resources Google	Annual district professional development	My Learning Plan
4.	Continued annual monitoring and review of data of students completing IPS and successfully pursuing	Dr. Grimes Billie Wallace	Career Cruising District POS	Ongoing	Data by pathway interest and enrollment

	college or career.				
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Measurable Objective
<p>Objective 5.2 (5) College and Career Guidance</p> <p>Develop and implement a district-wide comprehensive counseling curriculum and aligned career program of study addressing each Kansas counseling state standard by 2018</p>
Key Indicators
<ul style="list-style-type: none"> • Develop curriculum addressing K-12 college and career standards and state requirements for social/emotional, career and academic areas • Develop and implement units of study for each Kansas counseling standard • Align the program of study with career and college outcomes, internships and industry credentials
Strategy
<ul style="list-style-type: none"> • A comprehensive counseling curriculum and program of study aligned to careers is implemented in every school

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Organize a team to review and implement a counseling curriculum for career interests.	Dr. Grimes Lead Counselors Career Advocate	KSDE counseling consultant Counselors Best practice districts	December 2017	Elementary Counseling Curriculum
2.	Develop units of study for each Kansas standard.	Dr. Grimes Lead Counselors Career Advocate	Curriculum Best practice districts	December 2018	Elementary counseling lesson plans
3.	Provide professional development for building administration and counselors on curriculum and lesson planning progress and resources.	Lead Counselors Billie Wallace	Developed curriculum Lesson plans	August 2017	Professional development

Measurable Objective
<p>Objective 5.2 (6) College and Career Guidance</p> <p>Increase by 10 percent the number of gifted and general education students at the high school level who are enrolled in advanced placement, dual credit college classes and independent studies/internships with community members</p>
Key Indicators
<ul style="list-style-type: none"> ● Course enrollment ● Credits accumulated ● Independent study/ internship logs
Strategy
<ul style="list-style-type: none"> ● Gifted facilitators will meet with gifted students and families during IEP process to encourage and support enrollment in dual credit and rigorous academic course work

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Collect historical baseline data on gifted students and set benchmark standards for improved resource offerings and diverse identification goals.	Stacy Kramer High school gifted facilitators Counselors	Access to database	May 2017 Annually collect data	Data collected Resource expansion
2.	Develop and implement systems to increase Advanced Placement (AP) course enrollment for all student subgroups and increase AP college qualifying scores.	Dr. Anderson Dustin Dick Billie Wallace High school gifted facilitators Counselors	Advanced Placement (AP) enrollment and performance data	August 2017 Ongoing	AP implementation plan to increase enrollment and performance AP enrollment and test data
3.	Increase the number of partnerships with community members to provide internships and opportunities for independent study courses.	Dr. Murrell Billie Wallace Career Advocate Principals High school gifted	Time Transportation Develop guidelines districtwide for internships	January 2018 Ongoing	Guidelines document for internships and independent study

		<p>facilitators Special education department chairs</p> <p>Gifted coordinator</p>	<p>and independent study courses</p>		
4.	<p>Increase the number of dual credit college courses offered at each high school and implement an early college model resulting in students having access to 30-60 college hours in high school, a completed industry credential or a 2 year degree.</p>	<p>Dustin Dick Billie Wallace High School Principals Career Advocate</p>	<p>Washburn University staff</p> <p>Approved College University Staff</p> <p>Teachers qualified to teach dual credit college courses</p> <p>Financial assistance to take the courses</p>	<p>Spring 2019</p> <p>Ongoing</p>	<p>Increased number of dual credit college courses in the Program of Studies</p>

Measurable Objective
<p>Objective 5.3 College and Career Readiness Communications Plan</p> <p>Topeka Public Schools will develop and implement a communications plan to enhance:</p> <ul style="list-style-type: none"> the district’s use of external and internal mechanisms of communications focused on college and careers increase partnerships with businesses and industry opportunities to gather perceptions and viewpoints from diverse business and industry segments of society
Key Indicators
<ul style="list-style-type: none"> Increased Industry and Business Partnerships Communications Plan
Strategy
<ul style="list-style-type: none"> Develop communications plan related to college and career readiness

	Action Steps	Persons Responsible	Resources Needed	Completion Timeframe	Documentation of Completion
1.	Implement communication brochures and media materials for college and career readiness when appropriate.	Dr. Anderson Career Advocate Dustin Dick Misty Kruger	College and career readiness materials	February 2017	Increased participation and utilization of college and career readiness services
2.	Develop and implement annual communications plan in partnership with counseling services and TCALC to ensure key timelines are met with informing parents, involving stakeholders, enrolling students and implementing innovative instructional practices.	Dr. Anderson Misty Kruger Dr. Murrell Dustin Dick	College and career readiness materials	June 2017	Increased participation and utilization of college and career readiness services

Definition of Terms

Action Plans: Action plans divide strategies into more specific responsibilities required to implement the programs and practices described in the strategy.

Annual Targets: Benchmarks used to gauge progress on a yearly basis.

Best Practices: Approaches or practices that have been shown, through research, to demonstrate higher levels of performance.

Common Assessment: An assessment used by all teachers of a grade level or subject area to measure student learning. The assessment can be in many forms: a test, an essay, a speech, a group project, etc.

Continuous Improvement: An approach to making meaningful change to improve programs, services, processes or organizational effectiveness and to create new value for students and stakeholders.

Curriculum: A course of study offered by a school district.

Curriculum Management Plan: Topeka's plan and timeline established to increase student achievement by designing, implementing, monitoring and evaluating district curricula, grades Pre-K-12.

Formative Assessment: Practice work assessments aligned to curricular standards that allow one to determine (for immediate use) the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do.

Goal: A general statement of improvement, or a statement of key functions of the school district.

Department: The individual responsible for deploying the goal and monitoring progress toward meeting the objective.

Indicator: The method used to measure progress on achieving the objective.

Kansas Learning Standards: The Kansas Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other postsecondary training and careers. These grade-level and course-level expectations are aligned to the Show-Me Standards.

Objective: Specific intentions identified and measured by quantifiable information. Objectives are tied directly to the district's goals. (Specific, Measurable, Attainable, Realistic, Timely)

Parent and Community Trust Index: Refers to the extent the members of our school community indicate support of the district in accomplishing their vision, mission and work. It can include measures of perceptions, reactions and behaviors.

Professional Learning Communities (PLCs): A nationally recognized best practice for deploying professional development and professional learning. This involves assigning staff, especially teachers, to job-alike groups that work on designing and implementing effective instructional and assessment approaches to the district's curriculum.

Principal Evaluation Instrument (PEI): The instrument used to evaluate building principals and assistant principals on their performance. This instrument is compliant with KSDE Essential Principles of Effective Evaluation.

Strategies/Activities: Approaches that explain how objectives will be accomplished.

Student Engagement and Climate Surveys: A measurement to show the extent of our students' commitment to accomplishing their education goals. Engaged students benefit from trusting relationships, a safe environment, good communication and information flow and empowerment.

Summative Assessment: An assessment designed to measure a student's proficiency of the academic standards. Designed to determine whether students know and can do what has been taught, these tests are administered after instruction. They can include teacher or system-designed assessments, such as exams, tests, quizzes, projects, final drafts, products and performances. They can also include standardized tests designed outside the school system, such as state tests.

Teacher Evaluation Instrument (TEI): The instrument used to evaluate teachers on their performance. This instrument is compliant with the Kansas State Department of Education Essential Principles of Effective Evaluation.

Vision Scorecard: A means of collecting and reporting data on key outcomes to indicate the level of success the district is experiencing with targeting improvements in district processes.

21st Century Skills: Skills identified by several partnerships as critical for students' success in the future. In addition to some traditional academic skills, such as reading, writing, speaking and critical thinking, 21st Century Skills also include skills such as working well in group settings; learning to solve problems as a part of the classroom approach; developing creativity; and gaining an understanding of critical life and career skills.