



STRATEGIC PLAN

— 2019 —

SHAWNEE MISSION SCHOOL DISTRICT

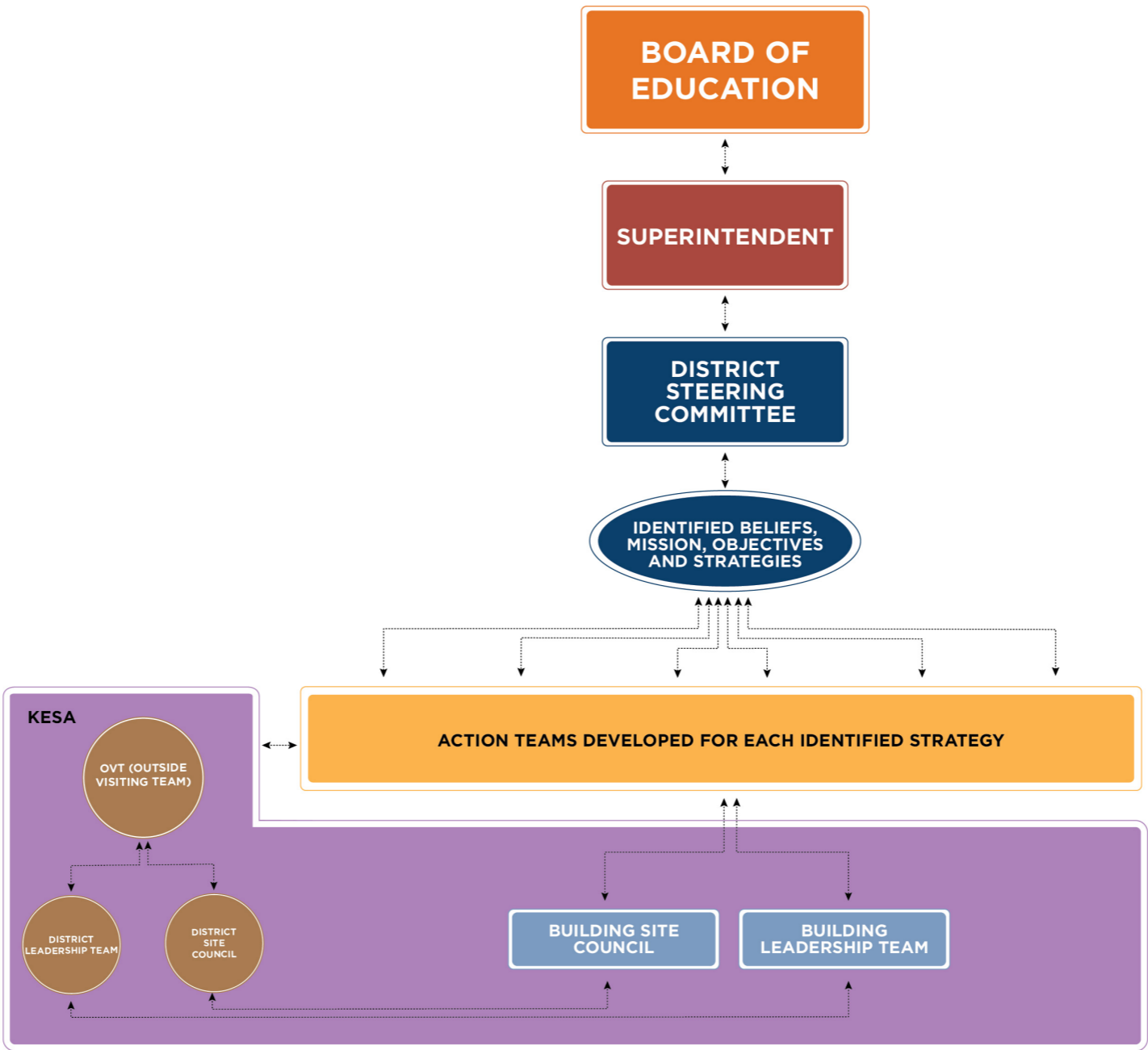


Courage to Create

Preparing our Students for a World Not Yet Invented



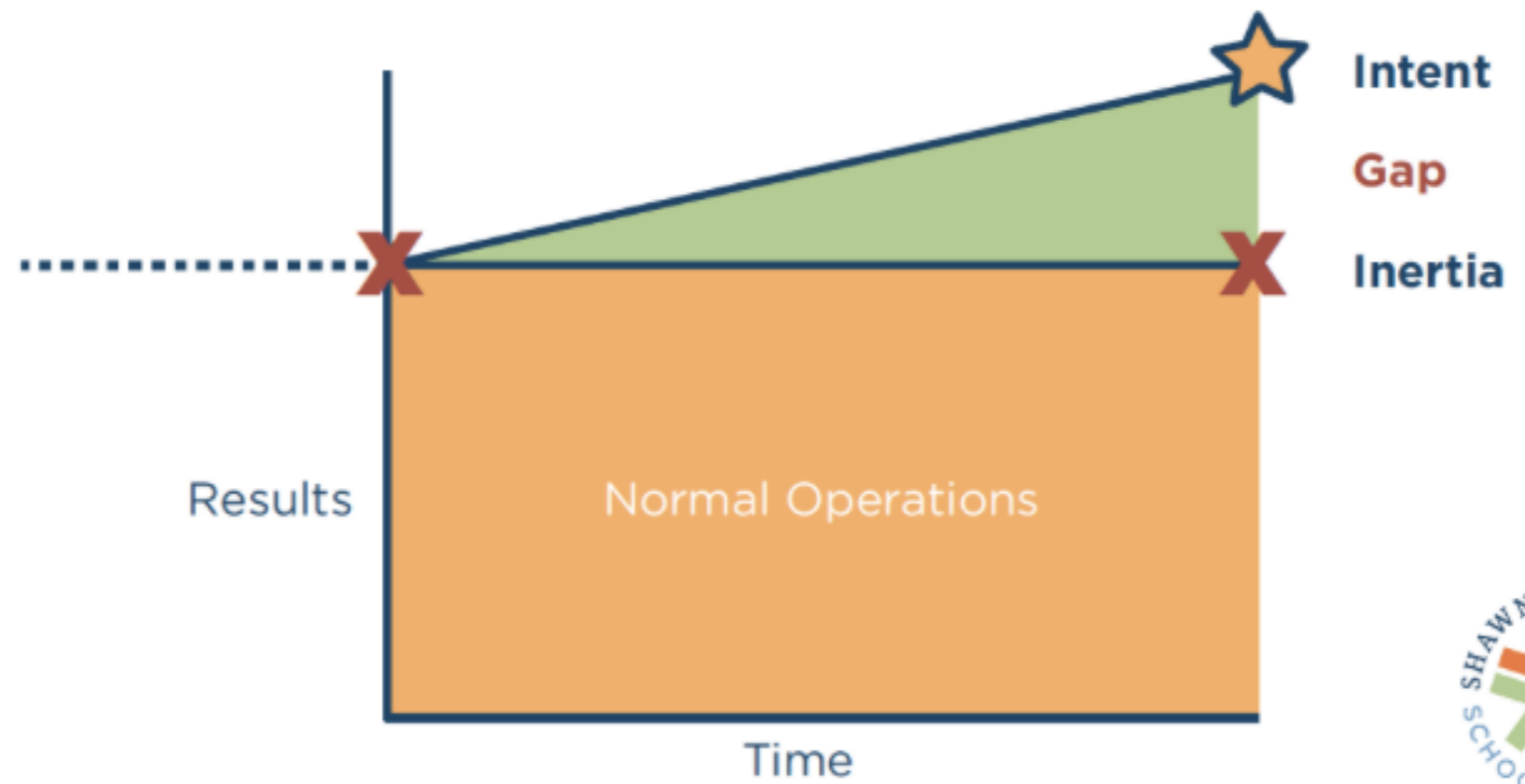
PARAMETERS DEVELOPED BY STEERING COMMITTEE



RESEARCH & DATA
STAKEHOLDER INPUT

**Aspirational
North Star**

STRATEGIC PLANNING





BELIEFS:

- Every individual has inherent worth and deserves to be valued and celebrated.
 - A community's strength is derived from its diversity.
- Respecting a community's diversity and each individual's dignity demands equitable access.
- A thriving community meets the basic physical, social, and emotional needs of its members.
 - Safe and caring relationships are essential for learning and growth.
- Acknowledged and appreciated individuals confidently engage and collaborate.
 - Individuals of all abilities and experiences can achieve personal excellence.
 - Ownership empowers each person to ignite their future.
- Effective communication is truthful, genuine, reciprocal, and respectful.

MISSION:

The mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by:

- an inclusive culture
- an engaged community

•and robust opportunities that challenge learners to achieve their full potential.

PARAMETER:
We will make decisions with primary focus on what is best for our students' success in life.

PARAMETER:
We will honor our diversity and treat each person with dignity and respect.

PARAMETER:
We will practice responsible stewardship of all our resources and partner with our community to leverage success.

PARAMETER:
We will not compromise our commitment to academic excellence.

PARAMETER:
We will recognize and incorporate our traditions of excellence, and build our vision for the future upon their solid foundation.

OBJECTIVES:
Every student will achieve academic success through a challenging, relevant personalized learning plan

OBJECTIVES:
Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

OBJECTIVES:
Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

STRATEGIES:
We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences.

STRATEGIES:
We will relentlessly create a fully unified, equitable, and inclusive culture.

STRATEGIES:
We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.

STRATEGIES:
We will design systems that support our mission and beliefs.

STRATEGIES:
We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.

ACTION TEAMS...

DRAFT




BELIEFS:

- Every individual has inherent worth and deserves to be valued and celebrated.
 - A community's strength is derived from its diversity.
- Respecting a community's diversity and each individual's dignity demands equitable access.
- A thriving community meets the basic physical, social, and emotional needs of its members.
 - Safe and caring relationships are essential for learning and growth.
- Acknowledged and appreciated individuals confidently engage and collaborate.
 - Individuals of all abilities and experiences can achieve personal excellence.
 - Ownership empowers each person to ignite their future.
 - Effective communication is truthful, genuine, reciprocal, and respectful.



MISSION:

The mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by:

- an inclusive culture
 - an engaged community
 - and robust opportunities that challenge learners to achieve their full potential.
- 



PARAMETER:

We will make decisions with primary focus on what is best for our students' success in life.



PARAMETER:

We will honor our diversity and treat each person with dignity and respect.



PARAMETER:

We will practice responsible stewardship of all our resources and partner with our community to leverage success.



PARAMETER:

We will not compromise our commitment to academic excellence.



PARAMETER:

We will recognize and incorporate our traditions of excellence, and build our vision for the future upon their solid foundation.

Thought Exchange

What are the skills our current first graders (Class of 2030) will need to be success-ready graduates?

Problem Solving & Critical Thinking

Communication Skills

Social Emotional Learning

Learning

Creative Thinking

Work Collaboration

Adapting to a

Changing World

Reading and Literacy

Mathematics

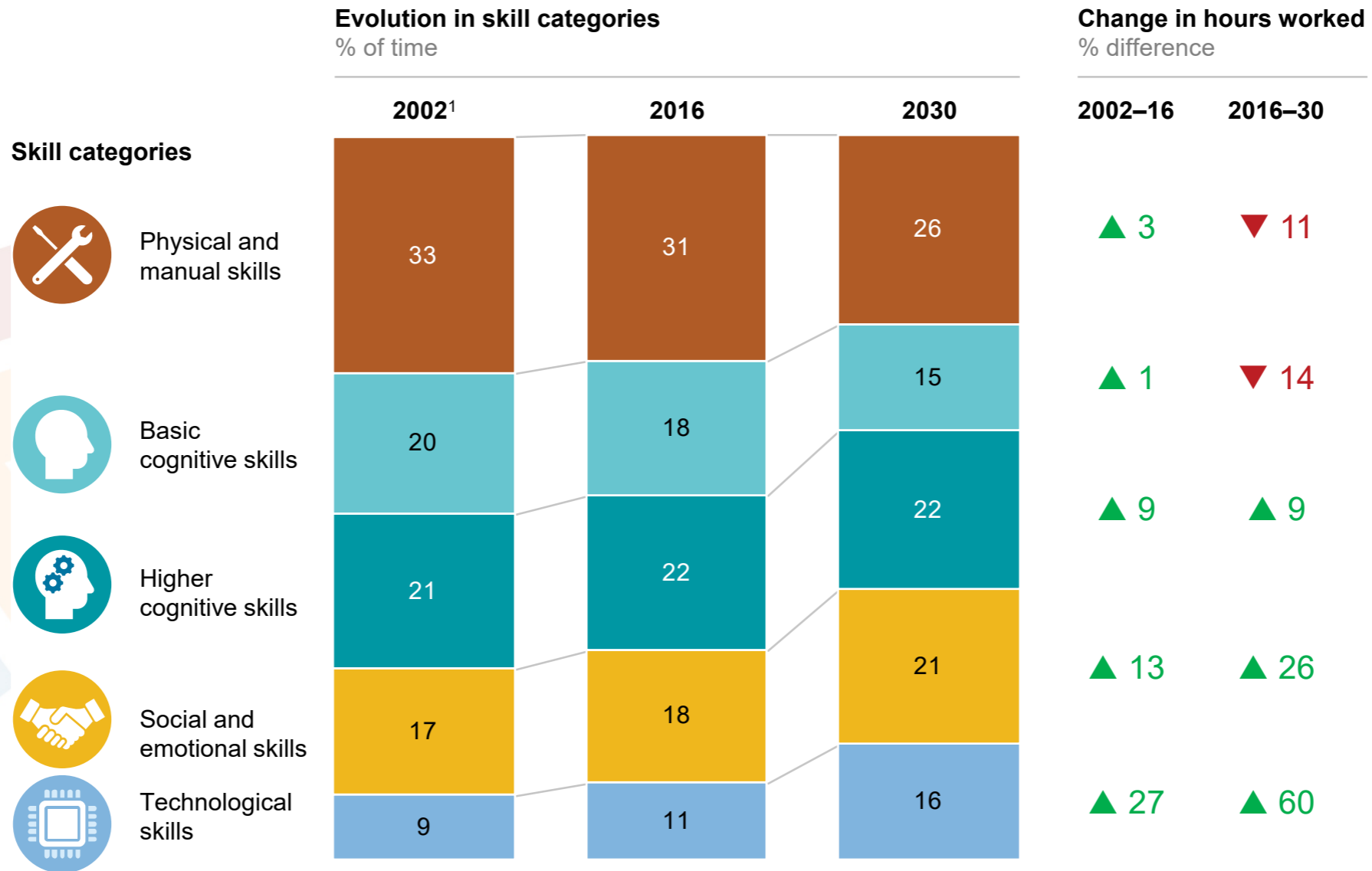
Finance

Technology



Automation and AI will accelerate skill shifts.

Based on McKinsey Global Institute workforce skills model
United States, all sectors, 2002–30



¹ Calculated using the 2004 to 2016 CAGR extrapolated to a 14-year period.

NOTE: Based on difference between hours worked per skill in 2016 and modeled hours worked in 2030. Numbers may not sum due to rounding.

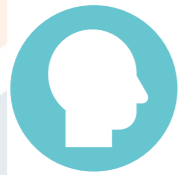
SOURCE: U.S. Bureau of Labor statistics; McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

Exhibit 6

Higher cognitive skills are increasingly displacing basic cognitive skills across occupations.

Based on McKinsey Global Institute workforce skills model

United States and Western Europe
% of time spent on cognitive skills



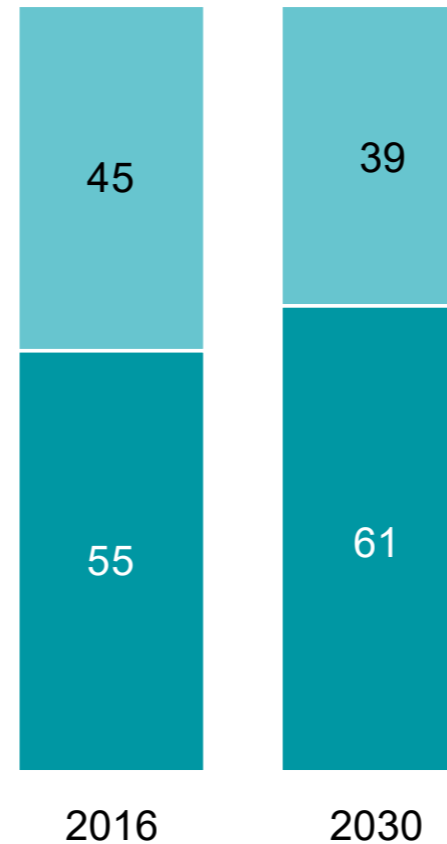
Basic cognitive skills

- Basic literacy, numeracy, and communication
- Basic data input and processing



Higher cognitive skills

- Advanced literacy and writing
- Quantitative and statistical skills
- Critical thinking and decision making
- Project management
- Complex information processing and interpretation
- Creativity



Example activities

- Take customer orders
- Provide basic information to customers
- Maintain operational and sales records

- Prepare sales or other contracts
- Explain technical information to customers
- Maintain and manage product inventories

NOTE: Western Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. Numbers may not sum due to rounding.

SOURCE: McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

American Association of School Administrators College Readiness Indicators

Academic Indicators

GPA 2.8 out of 4.0 and **one** or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

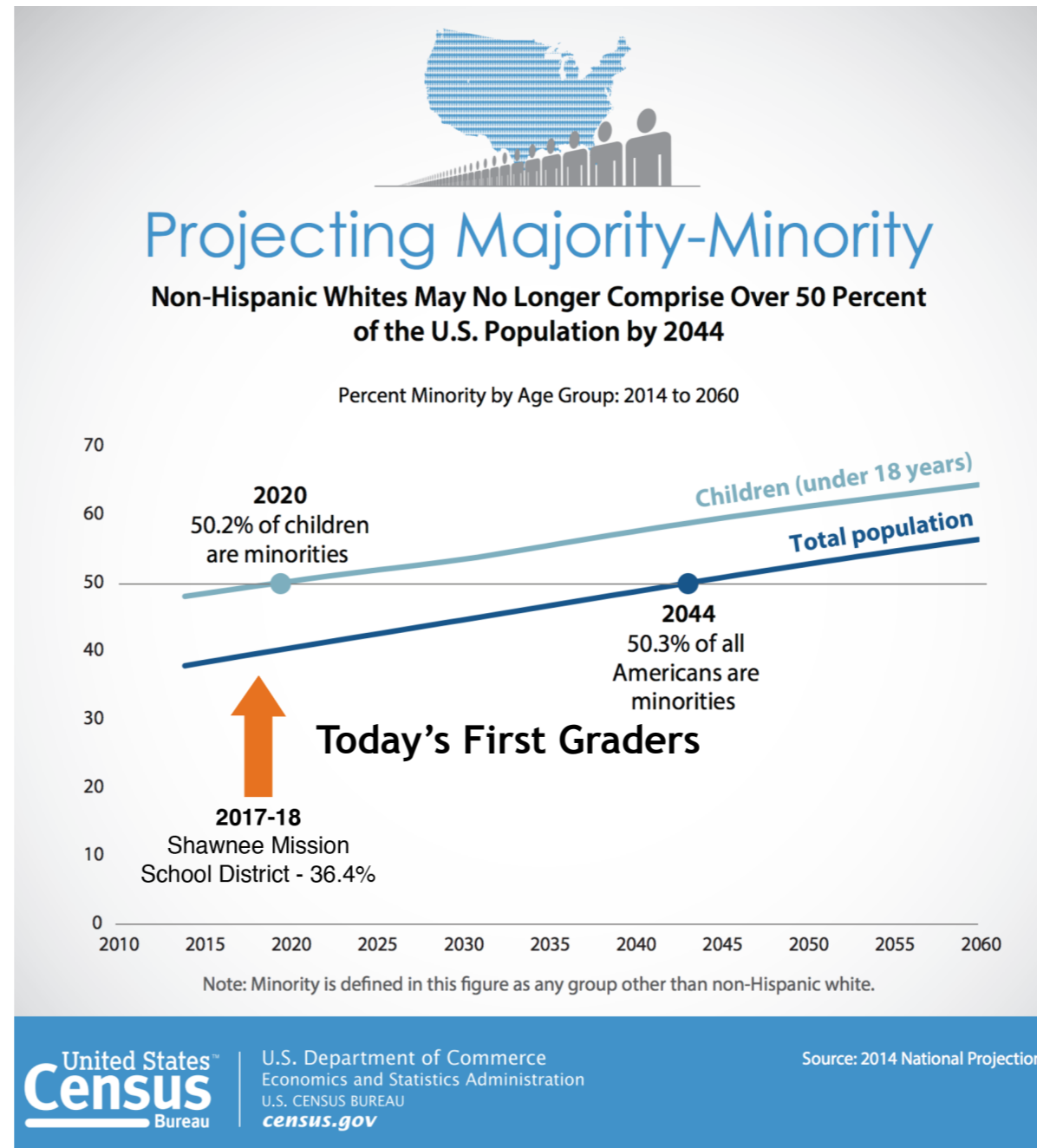
American Association of School Administrators Career Ready Indicators

Career Pathway identified and **two** or more of the following benchmarks:

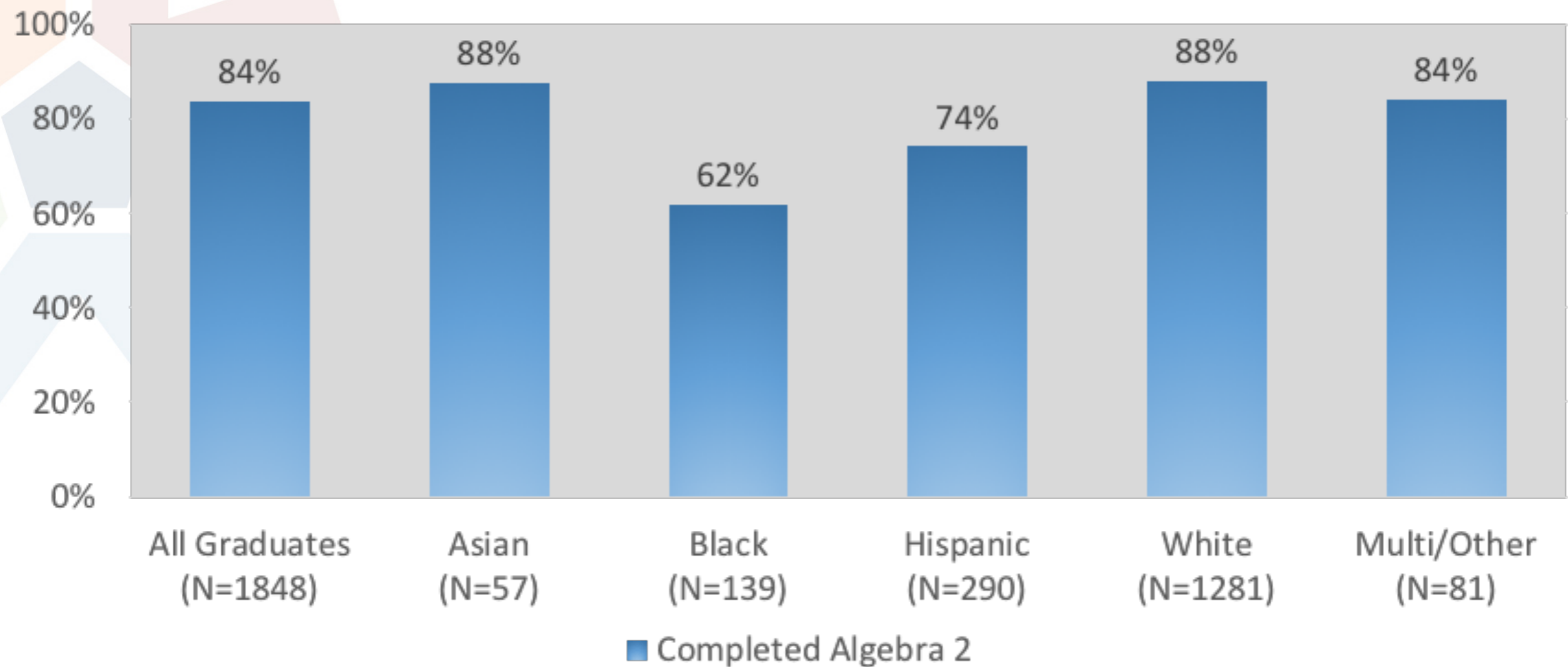
- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

AMERICA FORWARD

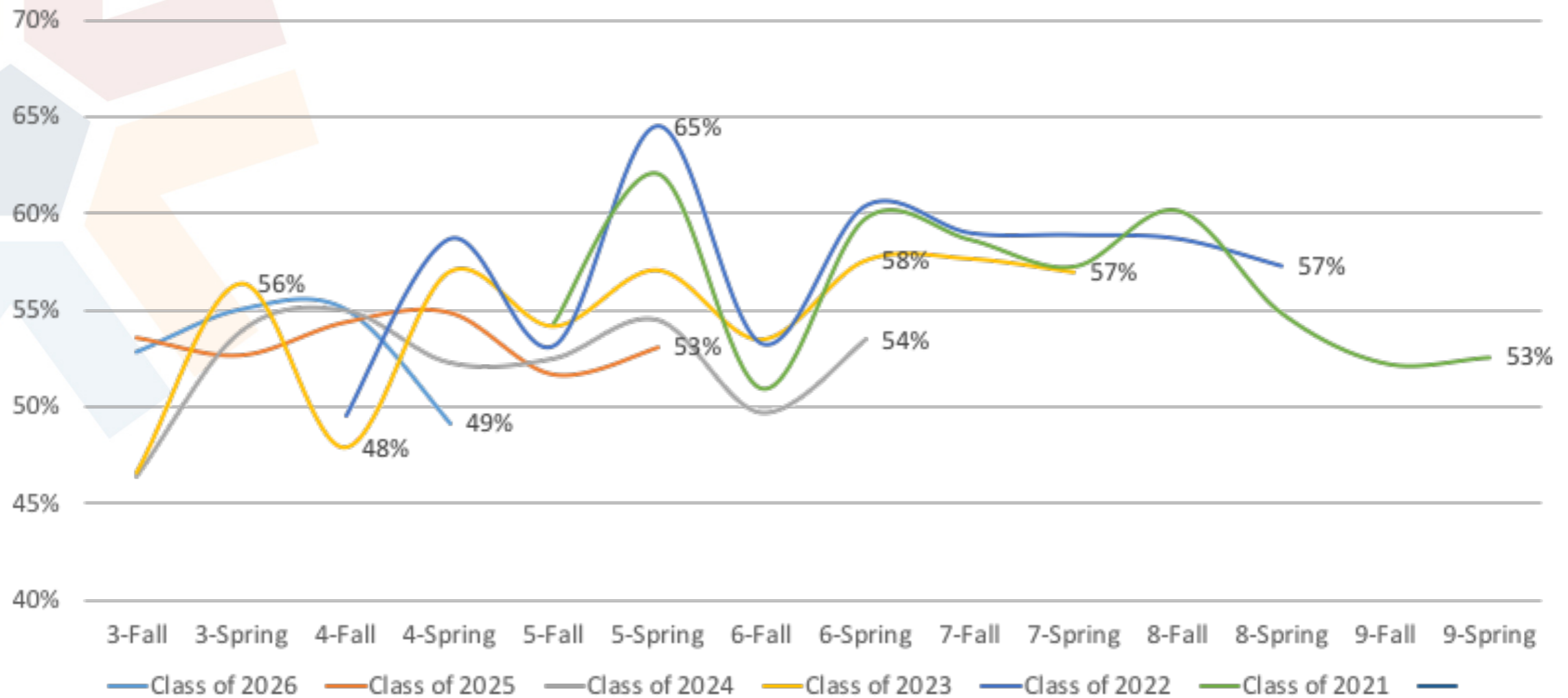
Percent Minority by Age Group 2014-2060



Class of 2018 Graduates - Completing Algebra II and Above



Students On-Track for Algebra I by 9th Grade



*On track for success in Algebra 1 by 9th grade

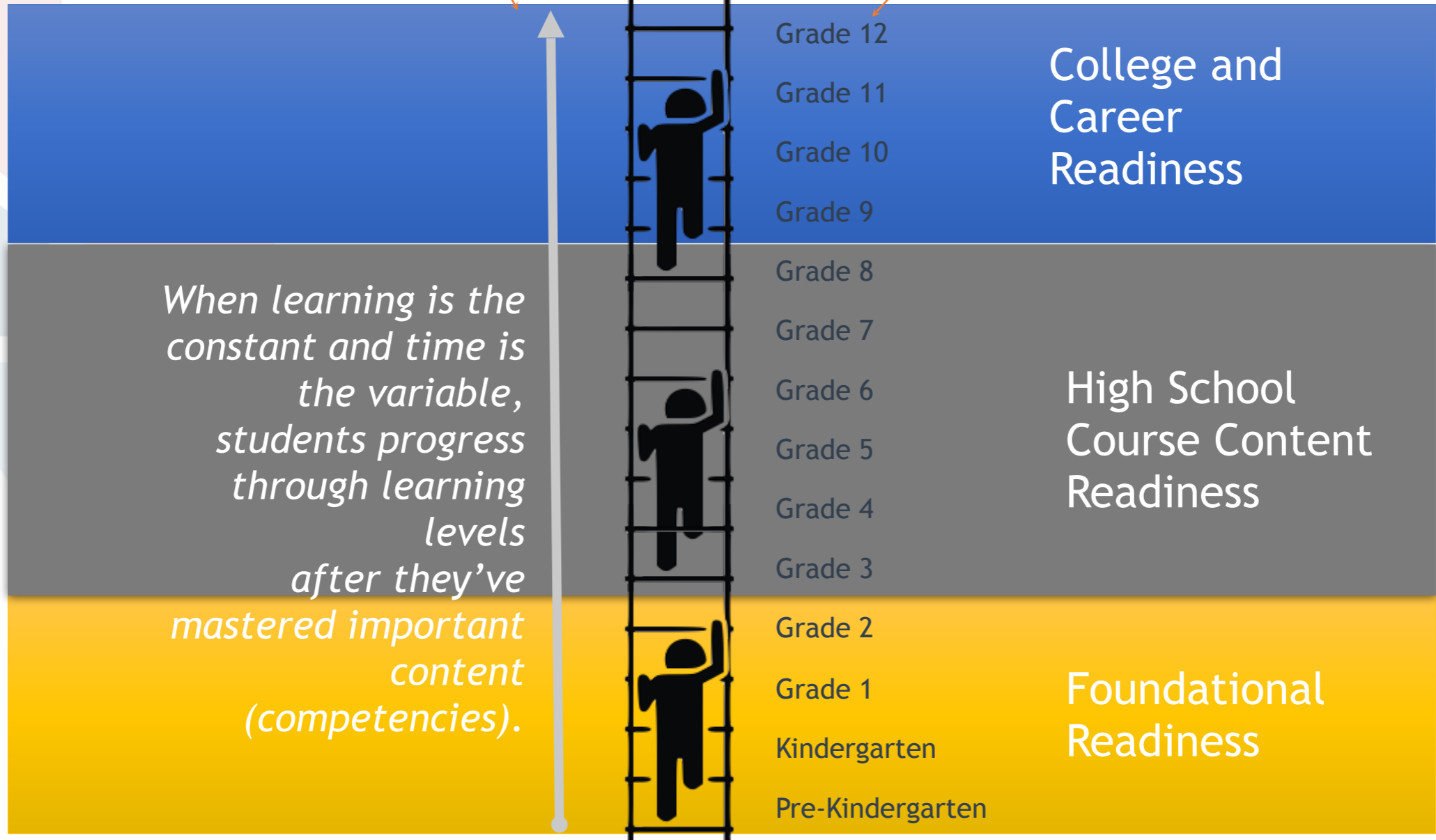
Personalized Learning

Defined by learning (age does not determine grade level content. Time is the variable).

Learning Ladder

Traditional Time/Age Based

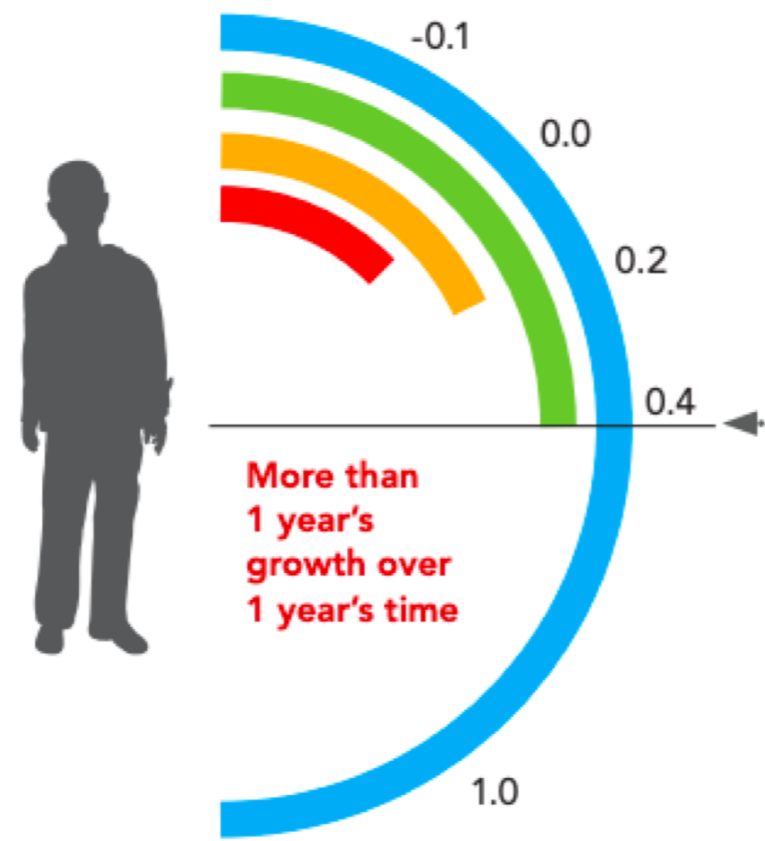
Defined by time (age determines grade-level placement. Learning is the variable).



	U.S. News and World Report	Niche State / National
District		5/802
East	Silver	5 / 362 (NR*)
North	Bronze	46 / 3663 (1107)
Northwest	Silver	10 / 798 (6314)
South	Silver	14 / 1030 (7398)
West	Bronze	20 / 1723 (1442)

Niche
State 319
National 18,841

***Kansas 274 out of 347**

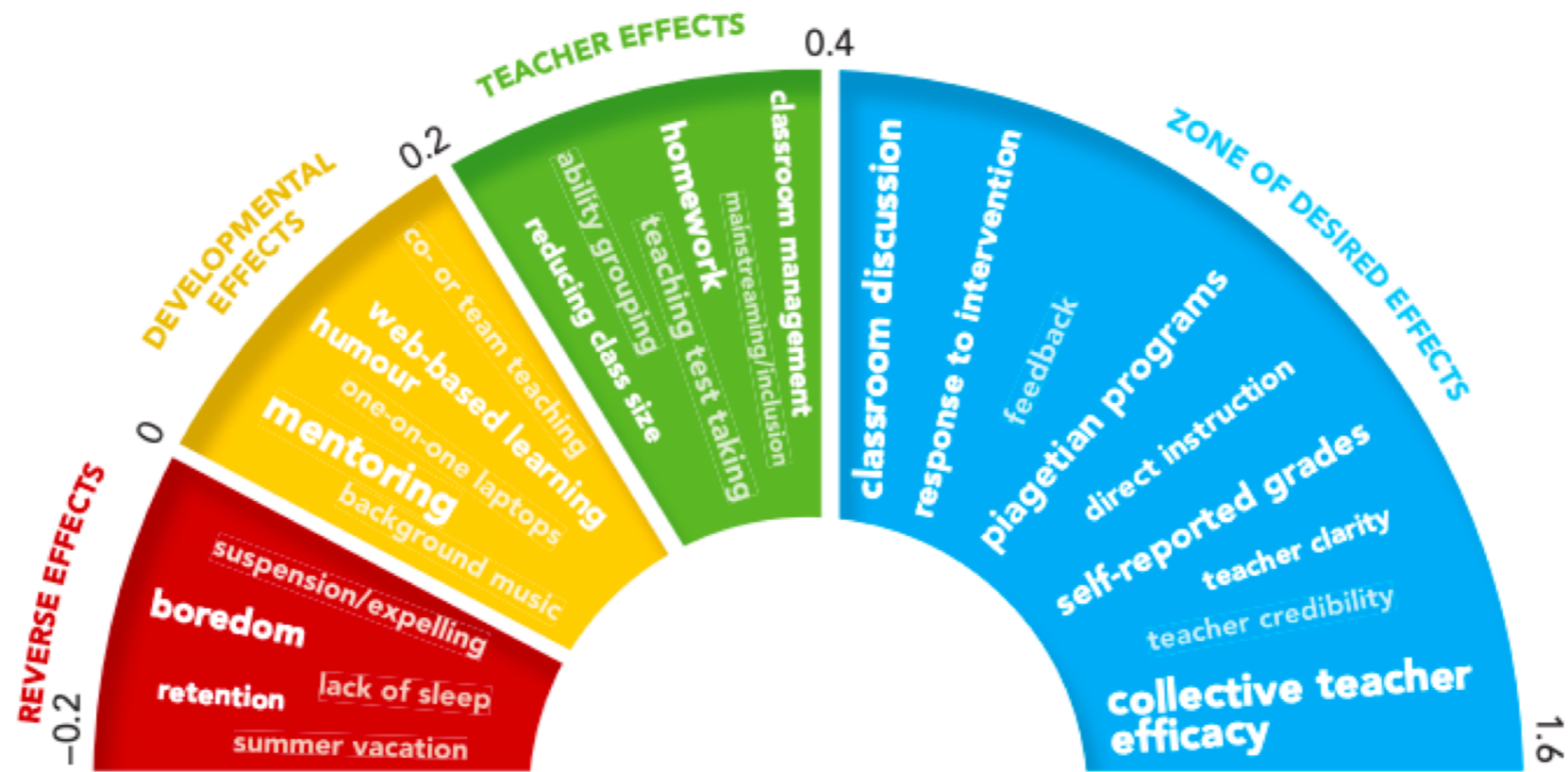


In his research, John Hattie found that an effect size of 0.4 represents one year's growth over the course of one school year.

Desired Effects	Developmental Effects
Typical Teacher Effects	Reverse Effects

When educators use strategies that have high effects (greater than 0.4), they can accelerate student learning and maximise their impact.

The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so they can begin making strategic decisions based on evidence to maximise their time, energy, and resources.



Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

Student Self-Reported Grades

Children are the most accurate when predicting how they will perform. This strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Once the student has performed at a level that is beyond their expectations he or she gains confidence in his or her learning ability.

SMSD BUDGET 2018-2019

SUPPORTING (OPERATING) \$235,032,095 61% (State = 72%)	CAPITAL OUTLAY Local-Restricted \$49,063,829 14% (State = 0%)	BOND (DEBT) Local-Restricted \$223,000,000 (\$29.6M) Debt 7% (State = 0%)	FLOW THROUGH State/Local - Restricted \$36,778,870 - 9% (State = 81%)	FEDERAL Restricted \$11,209,925 3% (Federal = 100%)	SELF SUPPORTED Fees, Gifts, Grants -Restricted \$23,813,674 – 6% (State = 1%)
Unrestricted for these purposes: <ul style="list-style-type: none"> • Salary & benefits 83% • Student transportation 6% • Supplies & services 6% • Utilities 4% • Other 1% 	Restricted by statute for these purposes: <ul style="list-style-type: none"> • Bond Debt & Apple Leases • Construction • Renovation & repair • Maintenance salaries • Technology and software • Furnishings and equipment • Uniform purchases 	Requires voter approval and is restricted for these purposes: <ul style="list-style-type: none"> • Major construction and renovation of facilities • Equip and furnish facilities • Cannot be used for operations • Bond debt is paid from the Bond & Interest Fund 	Restricted by statute for these purposes: <ul style="list-style-type: none"> • KPERS flow-through contribution funded by the state • Cost of living weighting funded by local taxes 	Restricted by grant for these purposes: <ul style="list-style-type: none"> • Title VIB special education • Title I reading & math support in our high poverty schools • Title IIA to develop high qualified teachers and principals • Title III & IV 	Restricted by statute for the revenue specific purposes: <ul style="list-style-type: none"> • Food service and summer school • Textbook rental & student materials • Gift, Donations & non-federal grants • Special liability



BELIEFS:

- Every individual has inherent worth and deserves to be valued and celebrated.
 - A community's strength is derived from its diversity.
- Respecting a community's diversity and each individual's dignity demands equitable access.
- A thriving community meets the basic physical, social, and emotional needs of its members.
 - Safe and caring relationships are essential for learning and growth.
- Acknowledged and appreciated individuals confidently engage and collaborate.
 - Individuals of all abilities and experiences can achieve personal excellence.
 - Ownership empowers each person to ignite their future.
- Effective communication is truthful, genuine, reciprocal, and respectful.

MISSION:

The mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and distinguished by:

- an inclusive culture
- an engaged community

•and robust opportunities that challenge learners to achieve their full potential.

PARAMETER:
We will make decisions with primary focus on what is best for our students' success in life.

PARAMETER:
We will honor our diversity and treat each person with dignity and respect.

PARAMETER:
We will practice responsible stewardship of all our resources and partner with our community to leverage success.

PARAMETER:
We will not compromise our commitment to academic excellence.

PARAMETER:
We will recognize and incorporate our traditions of excellence, and build our vision for the future upon their solid foundation.

OBJECTIVES:
Every student will achieve academic success through a challenging, relevant personalized learning plan

OBJECTIVES:
Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.

OBJECTIVES:
Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

STRATEGIES:
We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences.

STRATEGIES:
We will relentlessly create a fully unified, equitable, and inclusive culture.

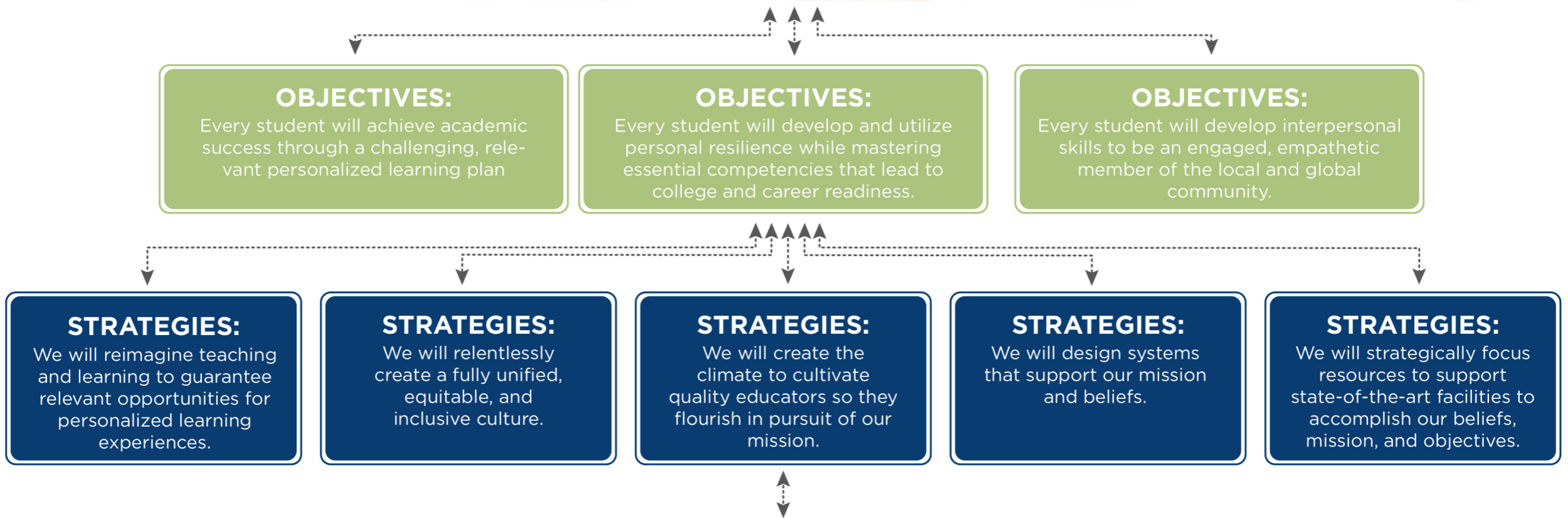
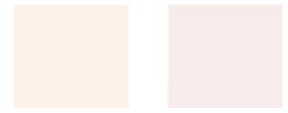
STRATEGIES:
We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.

STRATEGIES:
We will design systems that support our mission and beliefs.

STRATEGIES:
We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.

ACTION TEAMS...

DRAFT





OBJECTIVES:

Every student will achieve academic success through a challenging, relevant personalized learning plan



OBJECTIVES:

Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.



OBJECTIVES:

Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.



STRATEGIES:

We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences.



STRATEGIES:

We will relentlessly create a fully unified, equitable, and inclusive culture.



STRATEGIES:

We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.



STRATEGIES:

We will design systems that support our mission and beliefs.



STRATEGIES:

We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.



STRATEGIC PLAN

— 2019 —

SHAWNEE MISSION SCHOOL DISTRICT