



# SHAWNEE MISSION SCHOOL DISTRICT THE BRIDGE TO UNLIMITED POSSIBILITIES

# Agenda

- I. Welcome and Introductions
- II. Purpose of Site Council
- III. Overview of Strategic Plan
- IV. Data and Learning Design
- V. Building Site Council Breakout Rooms

<https://www.smsd.org/about/departments/leadership-and-learning>

## PTA

**Purpose:** PTA's mission is to make every child's potential a reality by **engaging and empowering families** and communities to advocate for all children.

- **Partner**
- **Advocate**
- **Fundraise**
- **Family Engagement**

## Site Council

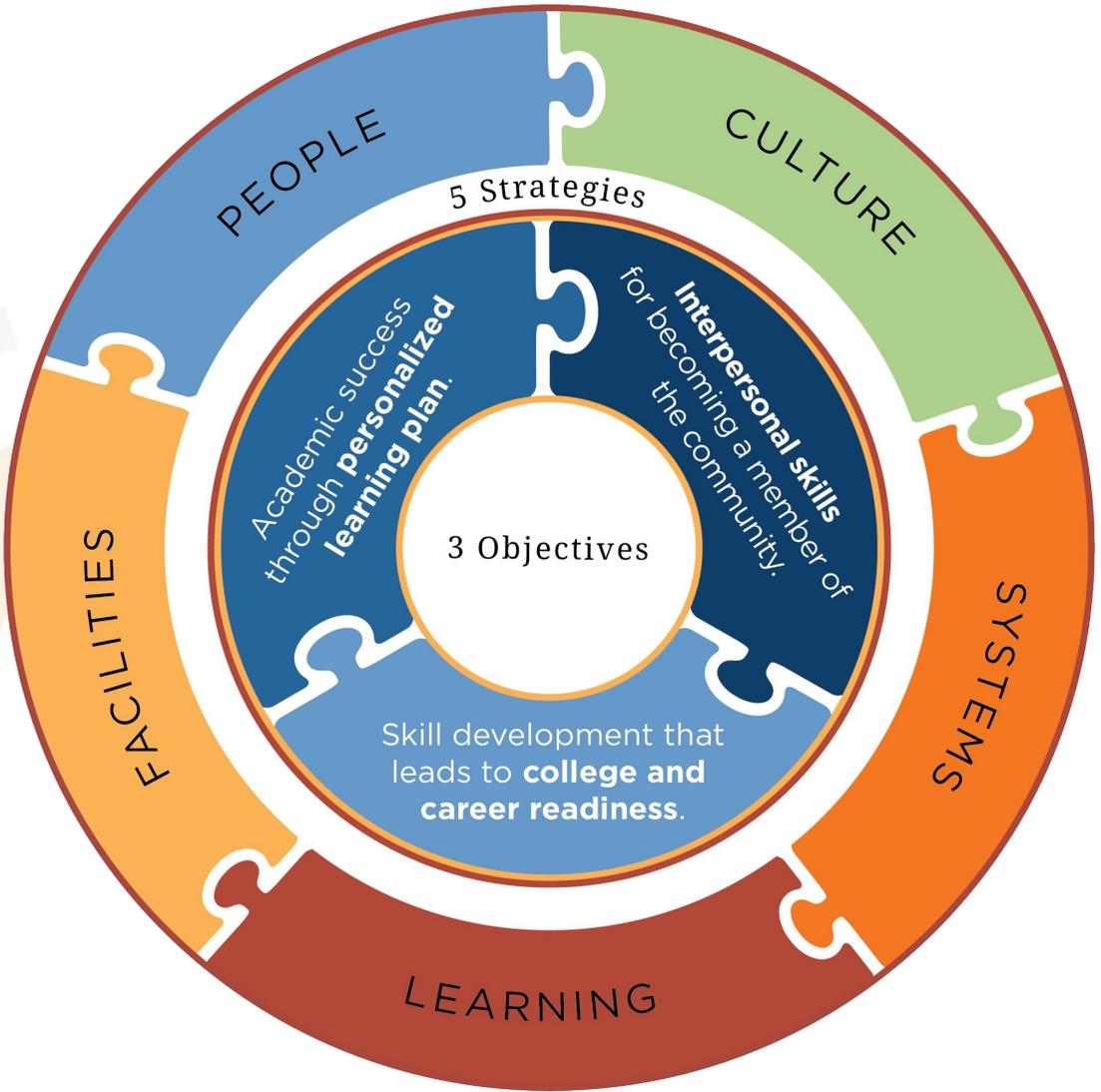
**Purpose:** The purpose of the District Site Council is to provide input and feedback during every step of the **School Improvement Process** including:

- **Review** – Student learning data
- **Monitor** – Goal area progress
- **Review** – School Improvement Goals/Action Plans
- **Recommend** - Considerations to support building plan

Every student will have a **personalized learning plan** that supports them in being **college/career ready** and having the **interpersonal skills** important to life success.

# STRATEGIC PLAN

2019-2024



# Dates for Facility Meetings

1. Tuesday, October 1, 2019– Shawnee Mission East High School Media Center
2. Tuesday, October 8, 2019 – Shawnee Mission Northwest High School Media Center
3. Tuesday, October 15, 2019 –Shawnee Mission West High School Media Center
4. Tuesday, October 22,2019 – Shawnee Mission South High School Media Center
5. Tuesday, October 29, 2019 –Shawnee Mission North High School Media Center

# Two Schools | One School District

## Elementary School A

Enrollment	434
Minority Enrollment	74%
Free/Reduced Lunch	79%
6 <sup>th</sup> Grade Enrollment	67
Percent in District Since Kindergarten	67%*
Percent at School Since Kindergarten	27%
KAP ELA – Level 1	39%
KAP Math - Level 1	30%

## Common Ground

Strategic Plan Objectives  
Curriculum  
Common Assessments  
Instructional Strategies  
Professional Development

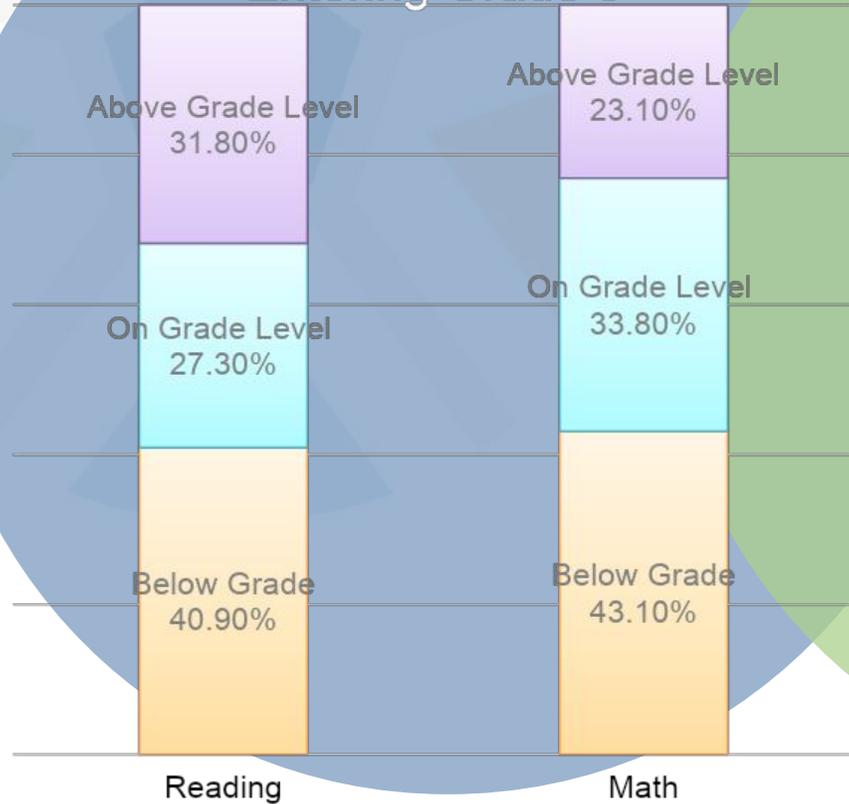
## Elementary School B

459	Enrollment
10%	Minority Enrollment
4%	Free/Reduced Lunch
68	6 <sup>th</sup> Grade Enrollment
78%	Percent in District Since Kindergarten
69%	Percent at School Since Kindergarten
5%	KAP ELA – Level 1
3%	KAP Math - Level 1

# Two Schools | *One School District*

## Elementary School A

Entering Grade 3

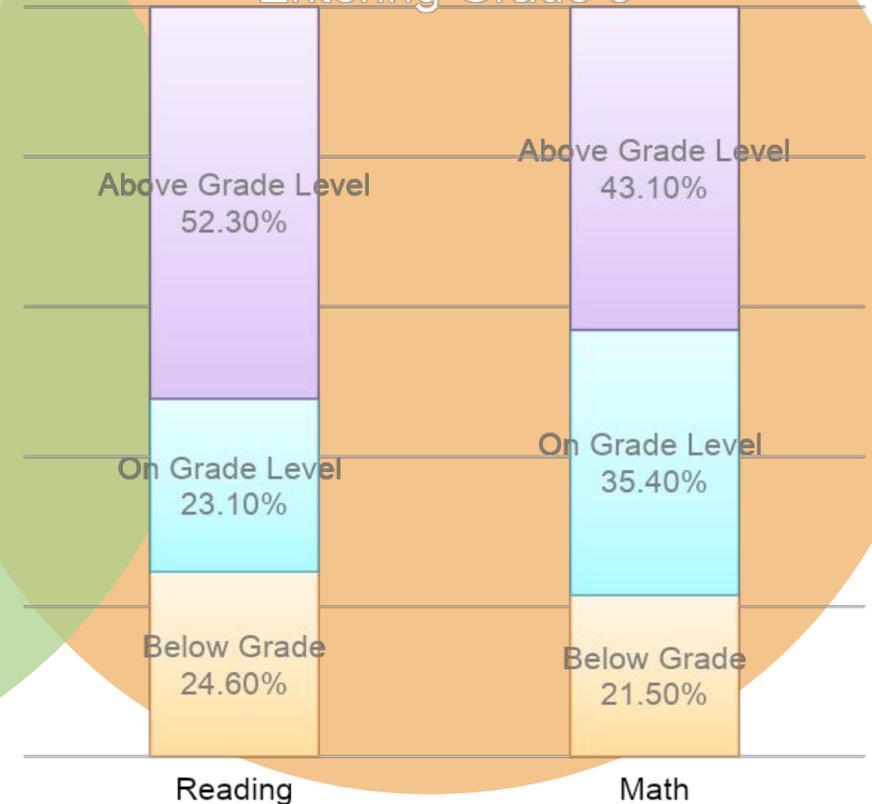


## Common Ground

Strategic Plan Objectives  
Curriculum  
Common Assessments  
Instructional Strategies  
Professional Development

## Elementary School B

Entering Grade 3



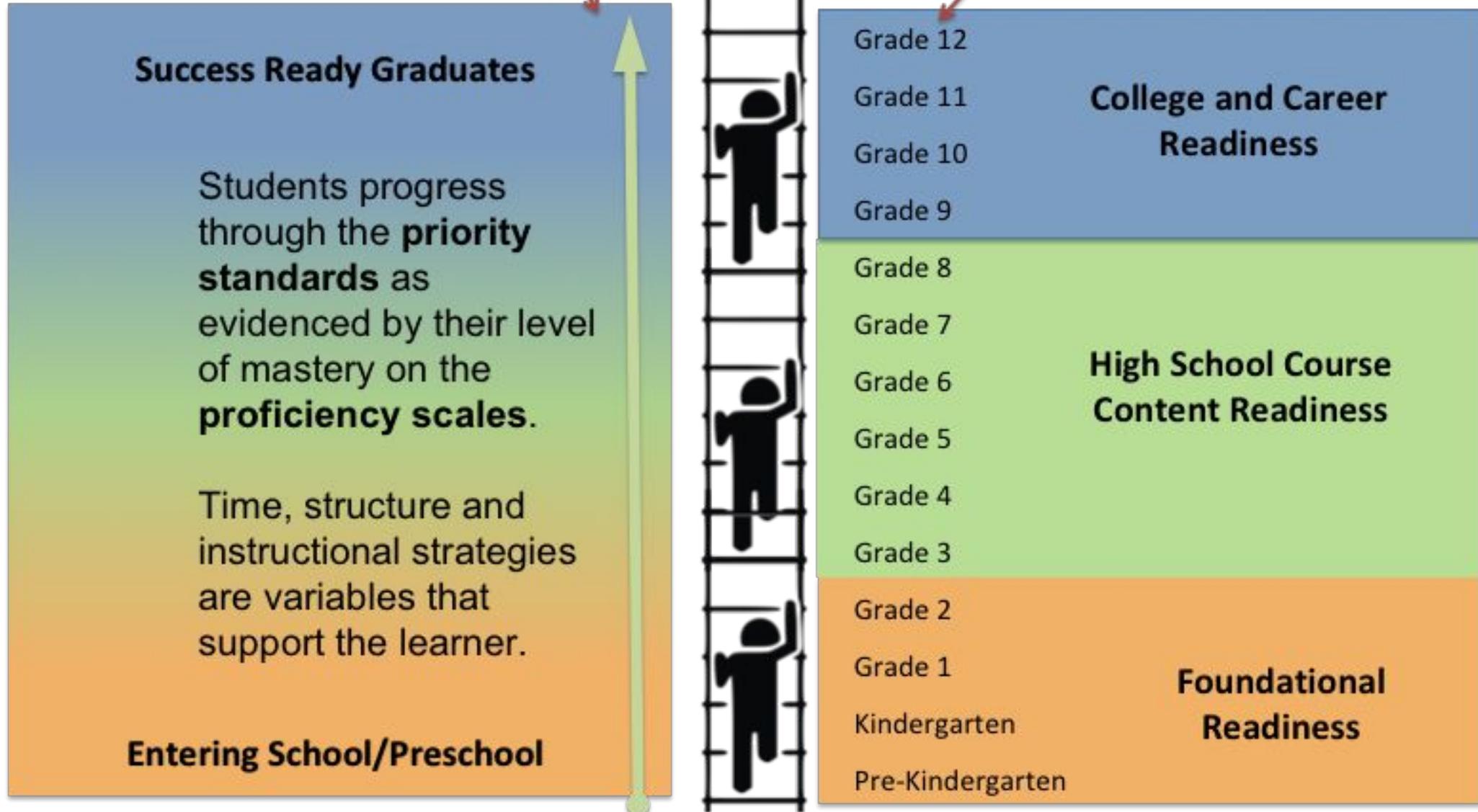
# LEARNING LADDER

## Personalized Learning

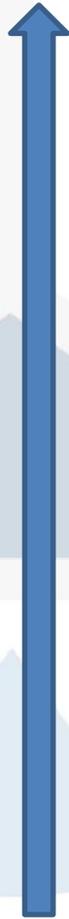
Defined by learning (age does not determine grade/content) when time is the variable.

## Traditional Time/Age Based

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



**ACHIEVEMENT OF RESULTS**



<p><b>LUCKY</b> High Results Low Understanding of Causes Replication of Success Unlikely</p>	<p><b>LEADING</b> High Results High Understanding of Causes Replication of Success Likely</p>
<p><b>LOSING</b> Low Results Low Understanding of Causes Replication of Failure Likely</p>	<p><b>LEARNING</b> Low Results High Understanding of Causes Achieving Improved Results Likely</p>



**CAUSES OF EXCELLENCE**

# ACADEMIC INDICATORS

Research indicates that students will be successful in college and/or the workplace if they have:

## **Must have this:**

A GPA of at least 2.8 out of 4.0

Plus- must have one of the following:

Advanced Placement Exam (3+)  
Advanced Placement Course (A, B or C)

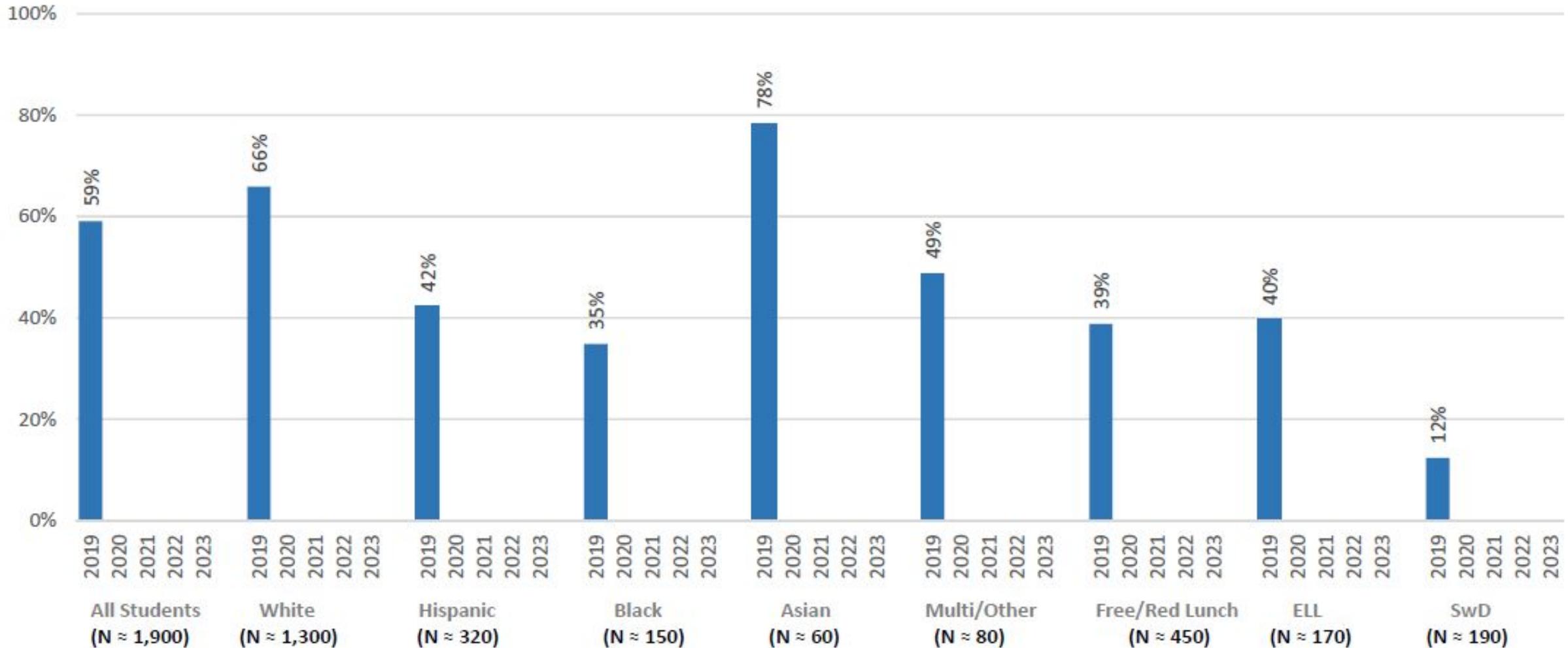
Dual Credit College English and/or Math (A, B or C)

Algebra II (A, B or C)

International Baccalaureate Exam (4+)

# Algebra II Success - Class of 2019

**Student Course Success**  
Algebra 2 Success (C or better) by End of Grade 12



# CAREER READY INDICATORS

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below.

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



# Real World Learning Initiatives

2019-2020

EWING MARION  
**KAUFFMAN**  
FOUNDATION

[www.kauffman.org](http://www.kauffman.org)

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# What **experiences** Kansas City high school graduates need to be ready for the future



work experiences



industry-recognized  
credentials



college credit



entrepreneurial  
experiences

# Multiple pathways are necessary for students to realize college- and career success

- Only half of all jobs requiring a postsecondary credential require a four-year degree.
- 44% of the workforce does not have a postsecondary credential of any kind.
- Degree options, non-degree credentials, licenses, and guidance should be available for **all students**.



# Multiple pathways are essential

**65%**

of all jobs require a  
**postsecondary  
credential**

**35%**

of those require a  
**4-year degree**

**86%**

of white-collar employers  
would hire a  
**high school grad  
with MVAs**

## KANSAS

**69%**

of high school graduates  
**enroll in college**

**45%**

complete at least  
**one year**

## MISSOURI

**51%**

**enroll in college**

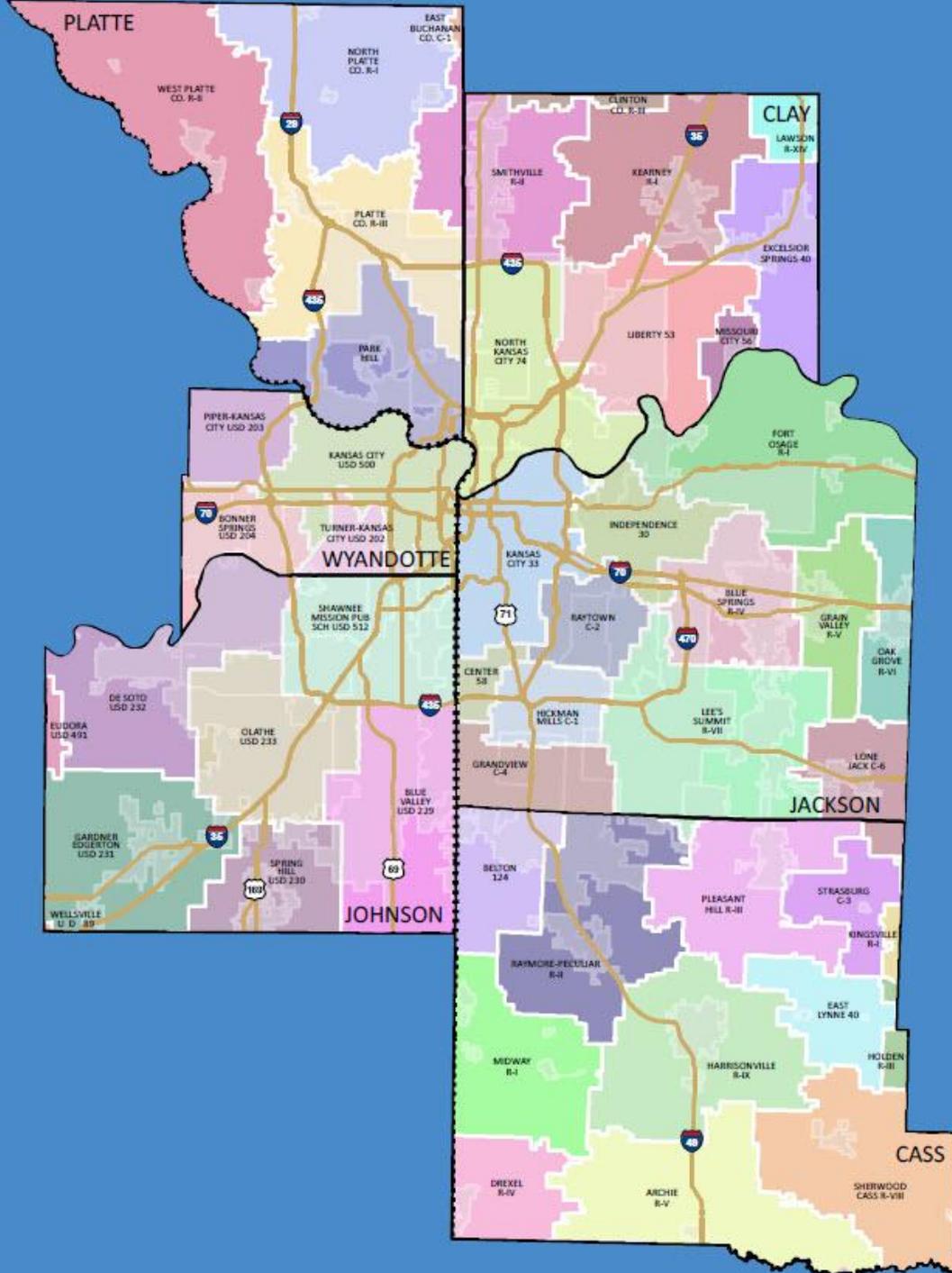
**35%**

complete at least  
**one year**

Earning  
**Market Value Assets (MVAs)**  
in high school should be  
an option for  
**all students.**

- industry-recognized credentials
- internships/client projects
- college credit
- entrepreneurial experiences

There are nearly 50 districts with 100,000 high school students in greater KC. Some students are earning (25%) MVAs, but we need to scale up to meet the workforce needs.



# SIX-COUNTY METRO

- Cass
- Clay
- Jackson
- Johnson
- Platte
- Wyandotte

School districts in  
the Kansas City metro are already  
doing great, innovative things to  
prepare students.

How do we scale  
those innovations to make sure  
**all students** have access?

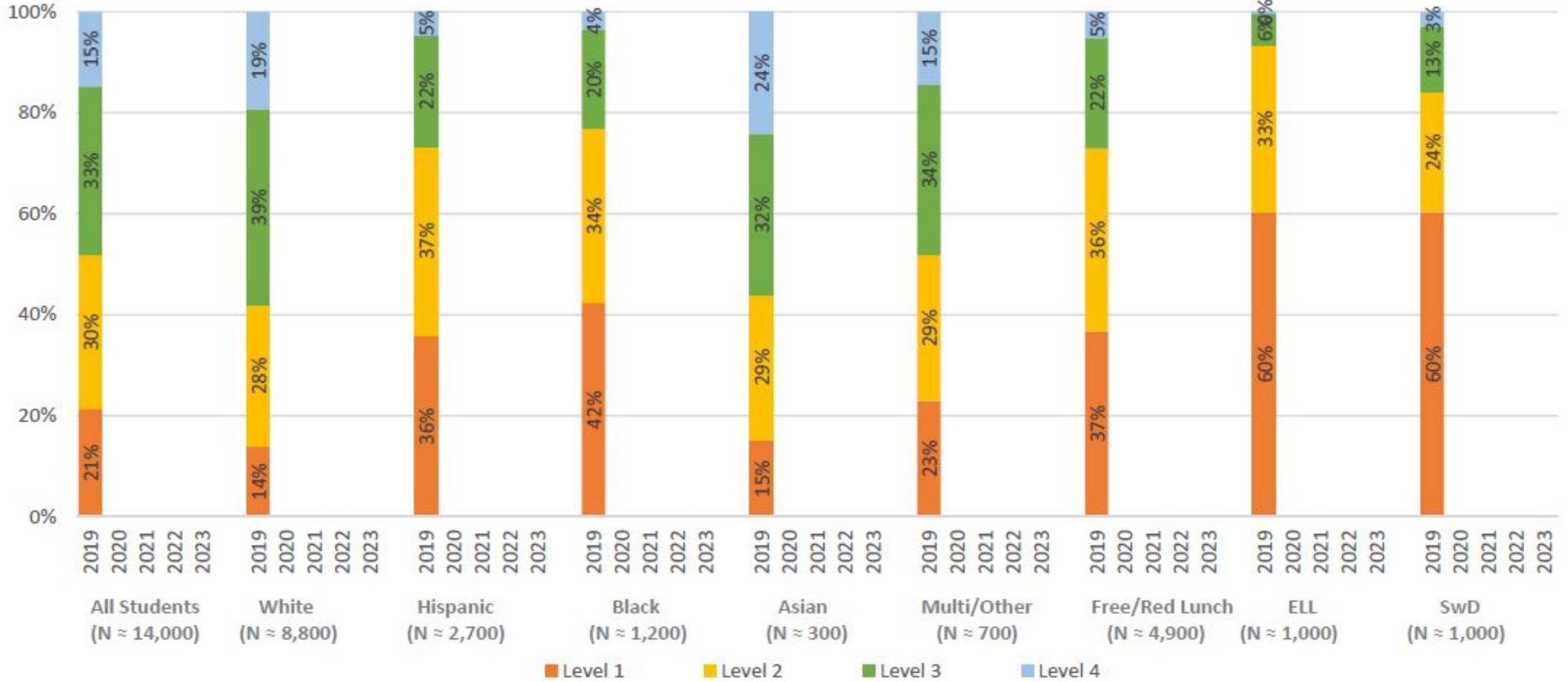


# Data Overview

Dan Gruman Ed.D.  
Coordinator of Assessment & Research

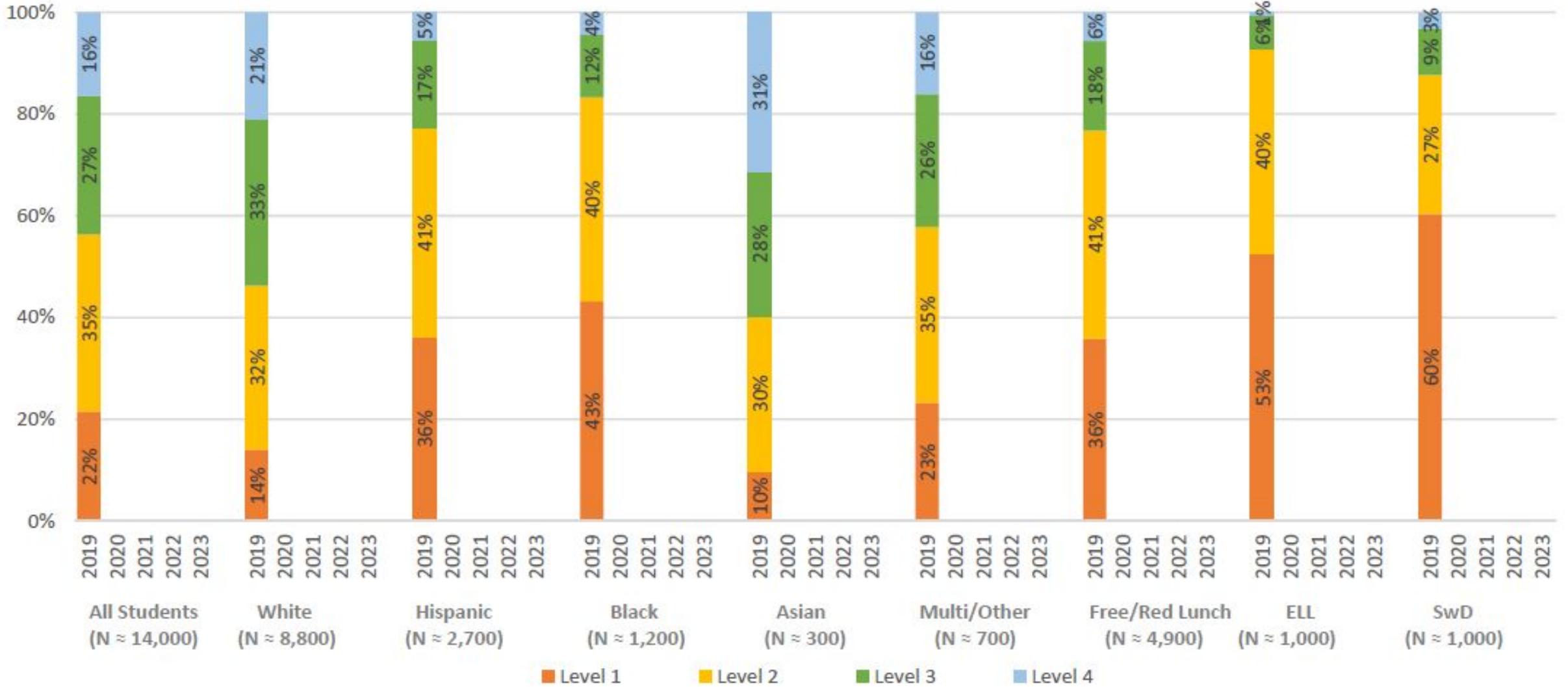
# Kansas Assessment Program

## English Language Arts – All Grade Levels

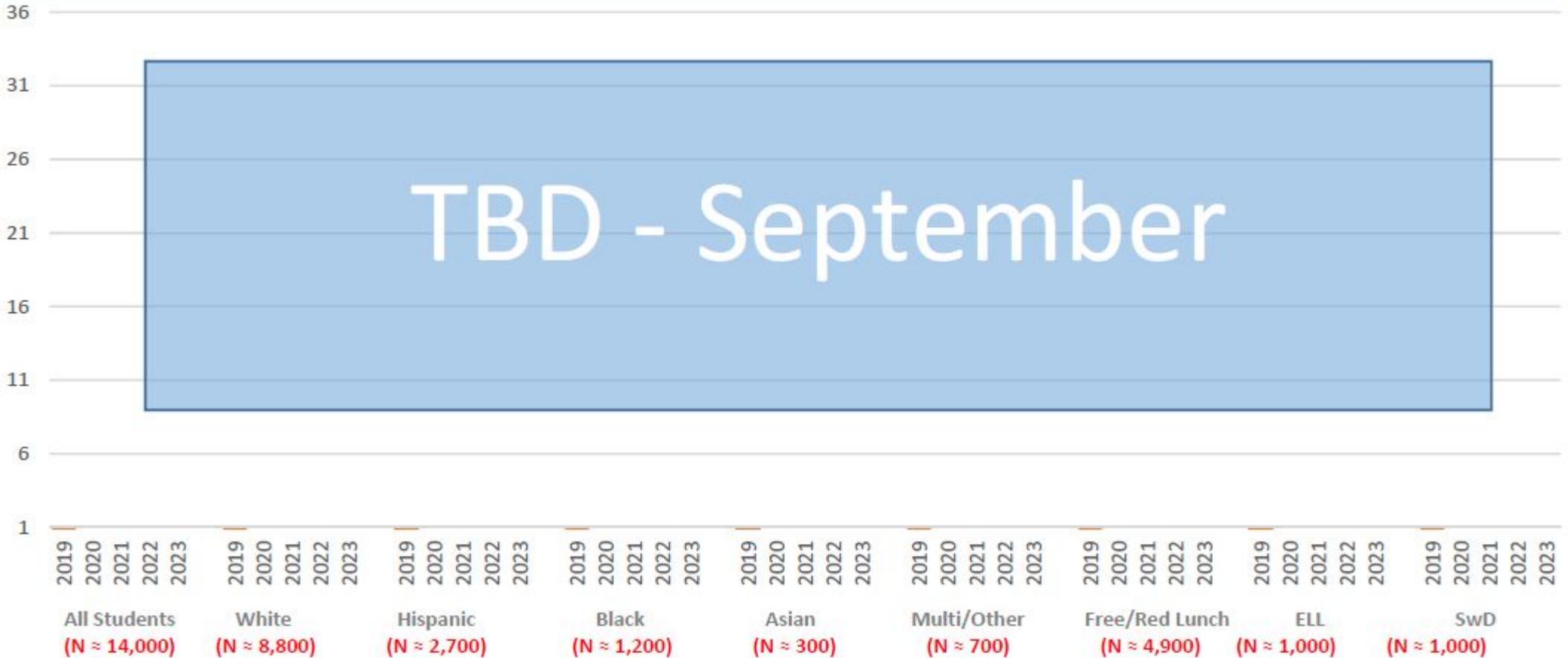


# Kansas Assessment Program

## Mathematics – All Grade Levels

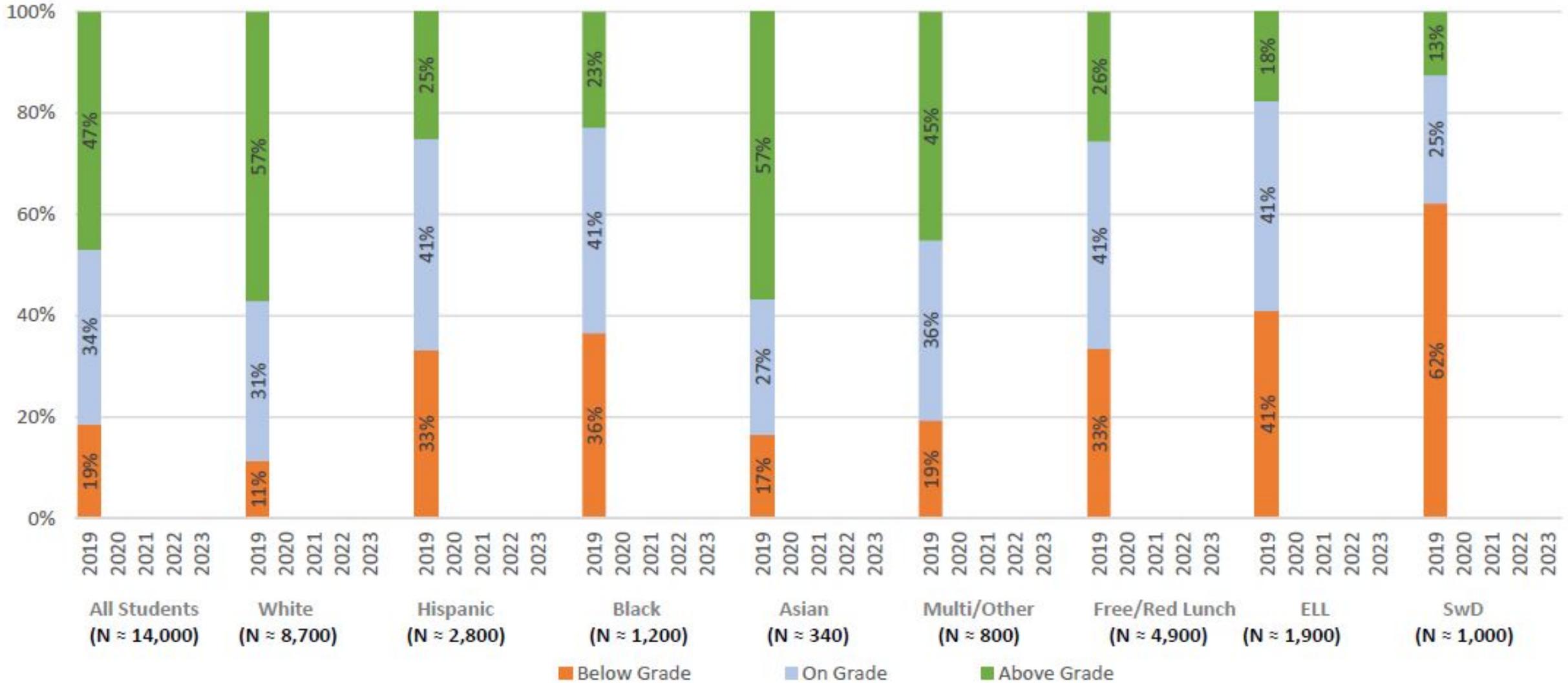


## ACT Performance Graduating Class Cohorts -Average Scores



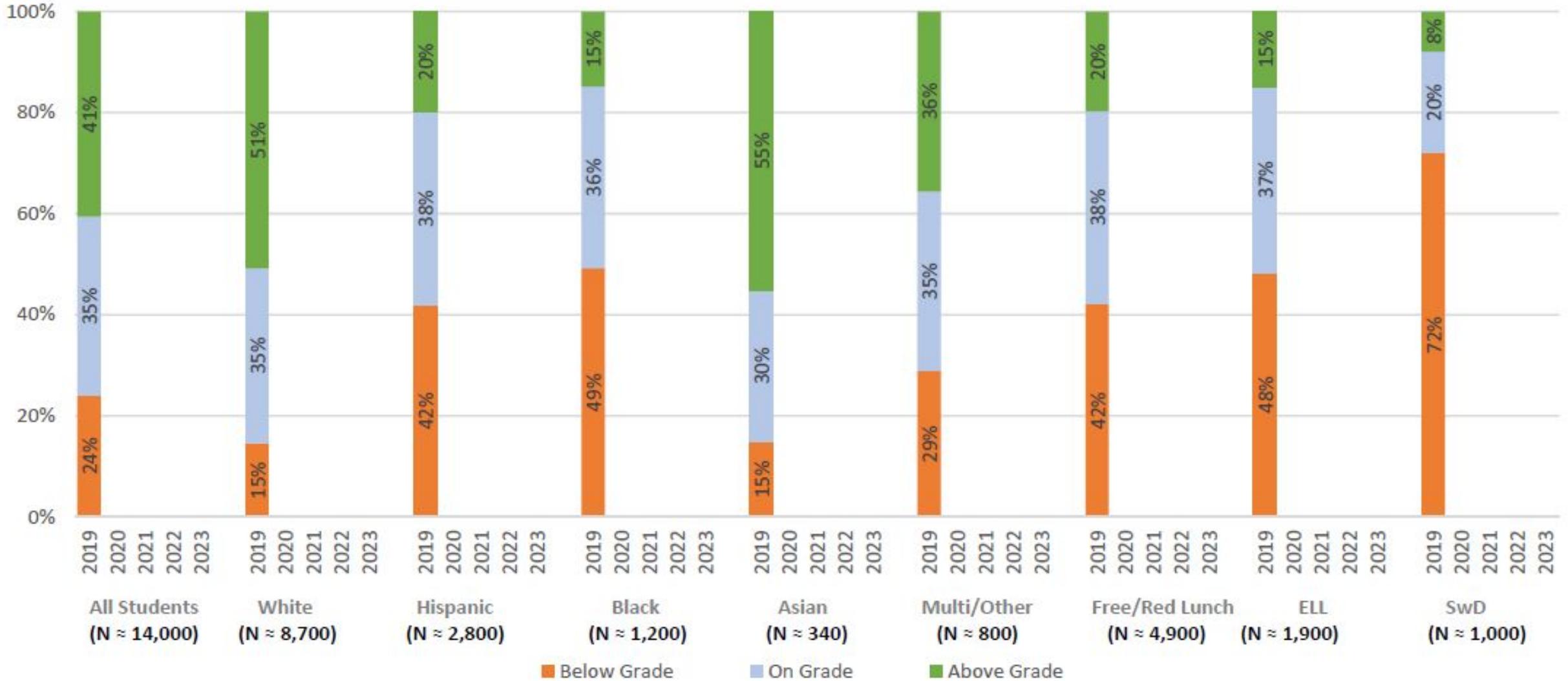
# NWEA MAP Performance - READING

Results from Spring of Each School Year, Grades 3-9



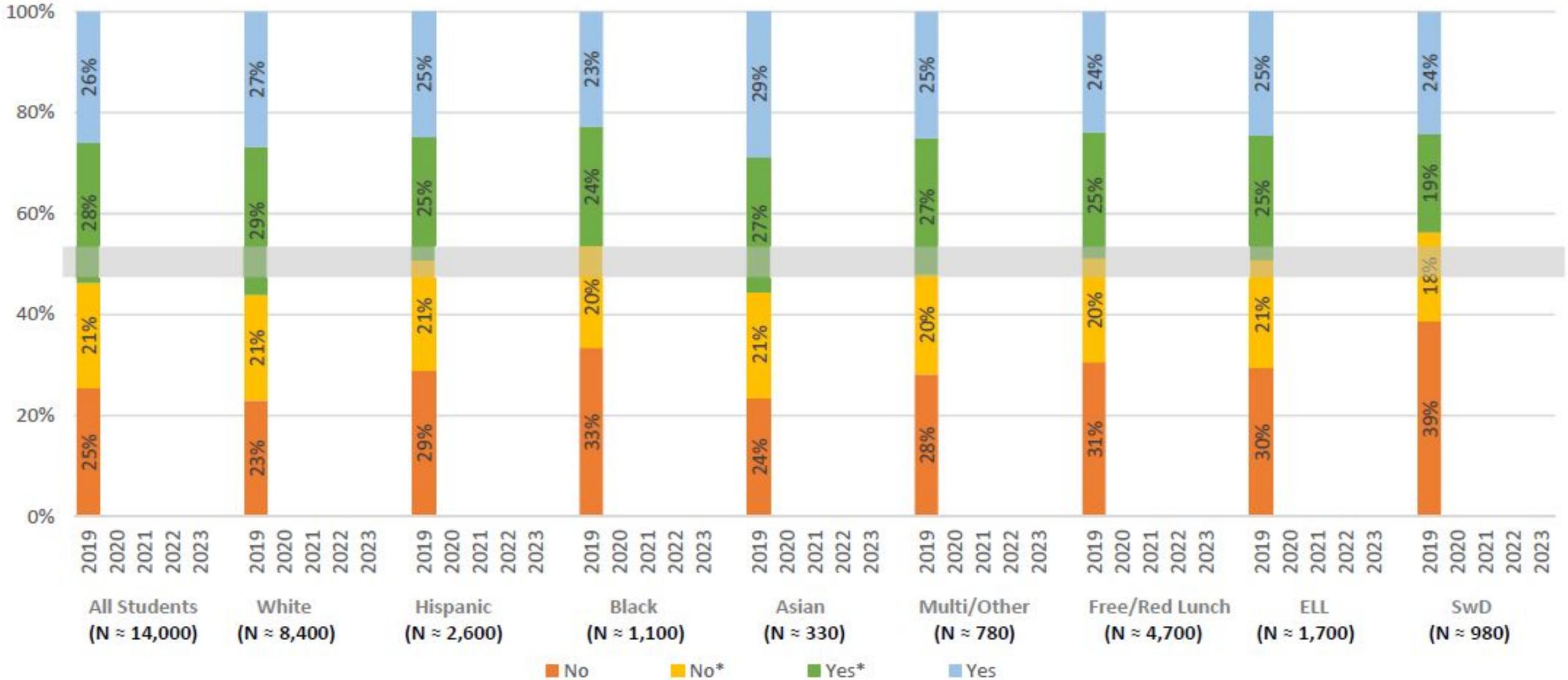
# NWEA MAP Performance - MATHEMATICS

Results from Spring of Each School Year, Grades 3-9



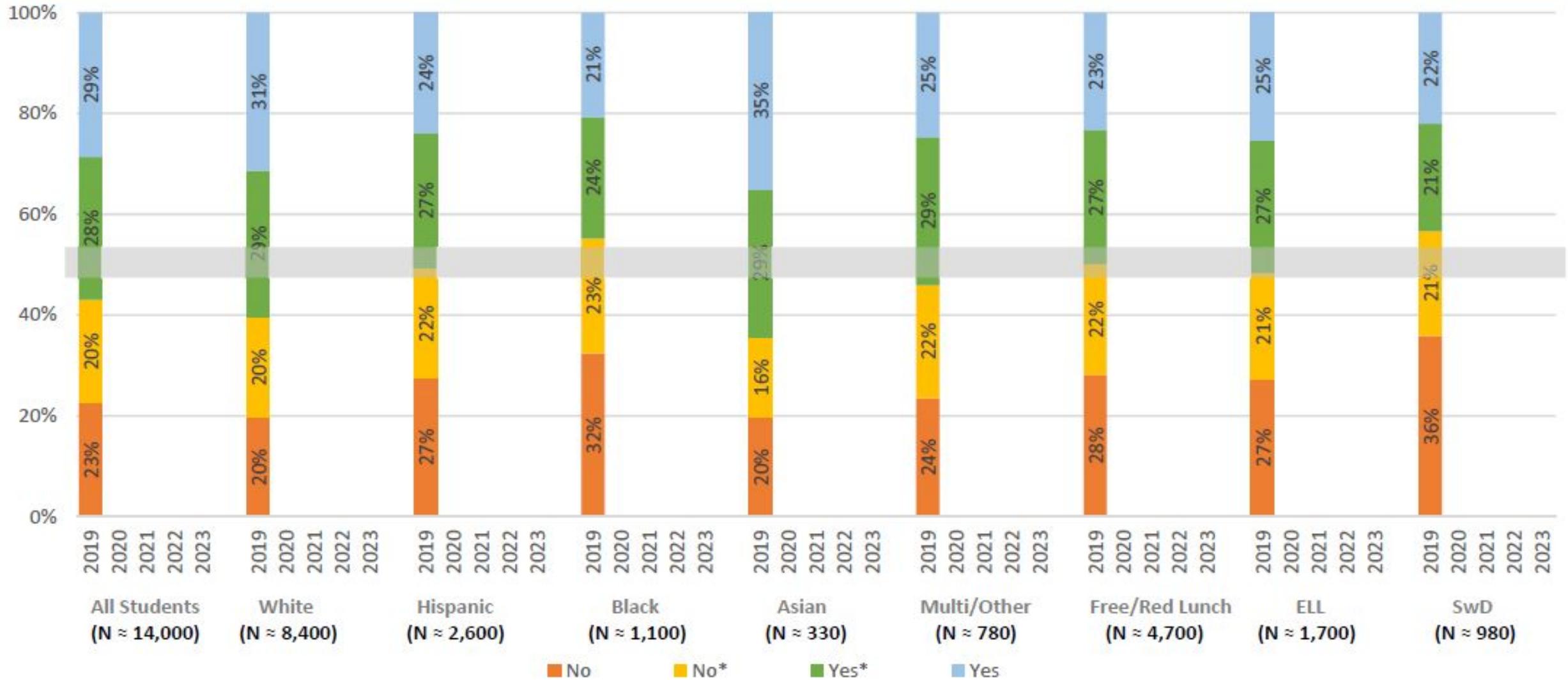
# NWEA MAP Annual Growth - READING

Percent Meeting or Exceeding Expected Growth from Fall to Spring



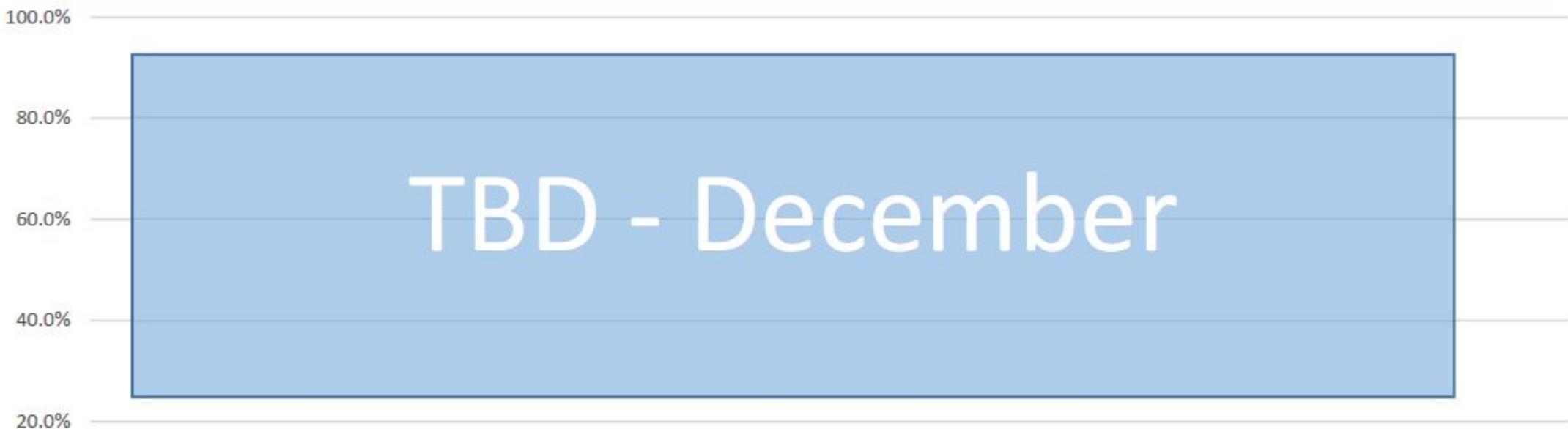
# NWEA MAP Annual Growth - MATH

Percent Meeting or Exceeding Expected Growth from Fall to Spring



# Graduation Rates

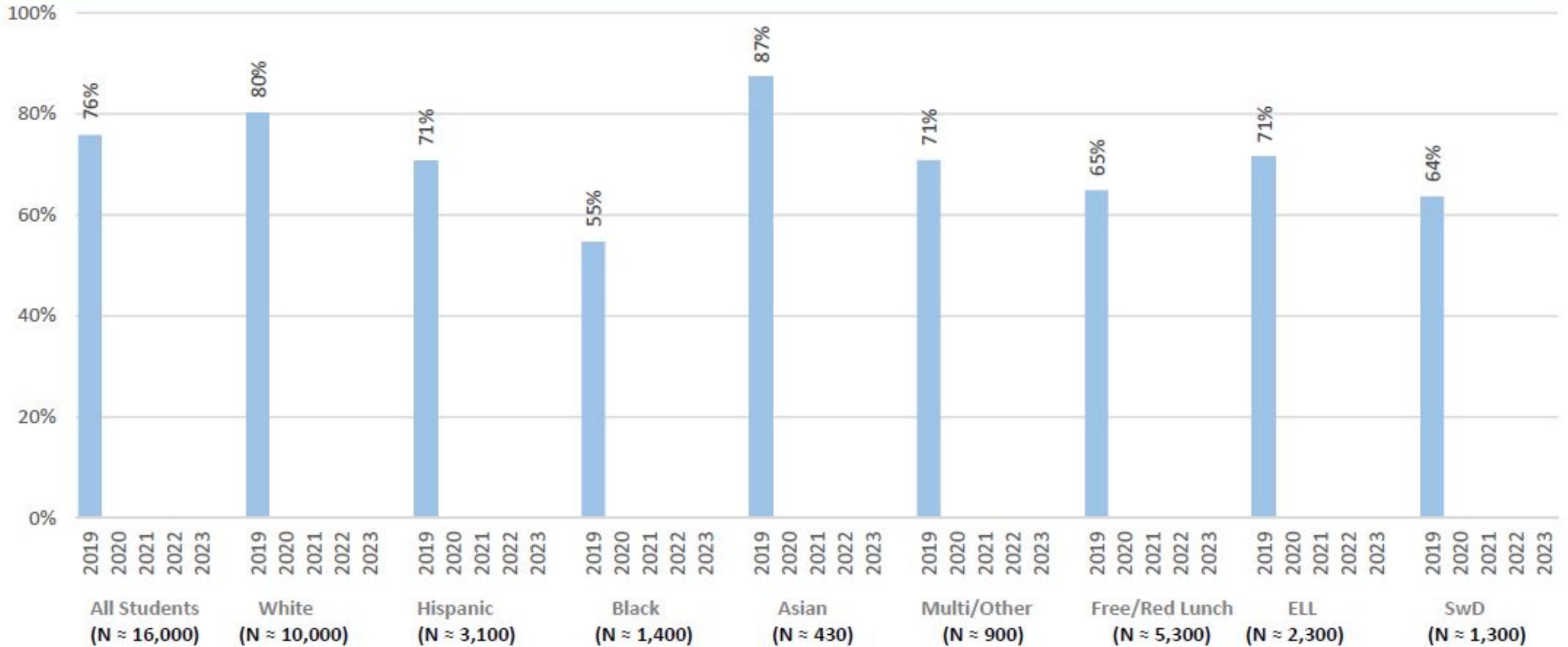
KSDE Four Year Cohort Graduation Rate \ Class of ...



0%					0%					0%					0%					0%					0%					0%					0%									
2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023					
All Students					White					Hispanic					Black					Asian					Multi/Other					Free/Red Lunch					ELL					SwD				

# Student Discipline

Students with Zero Incidents, Grades 5-12



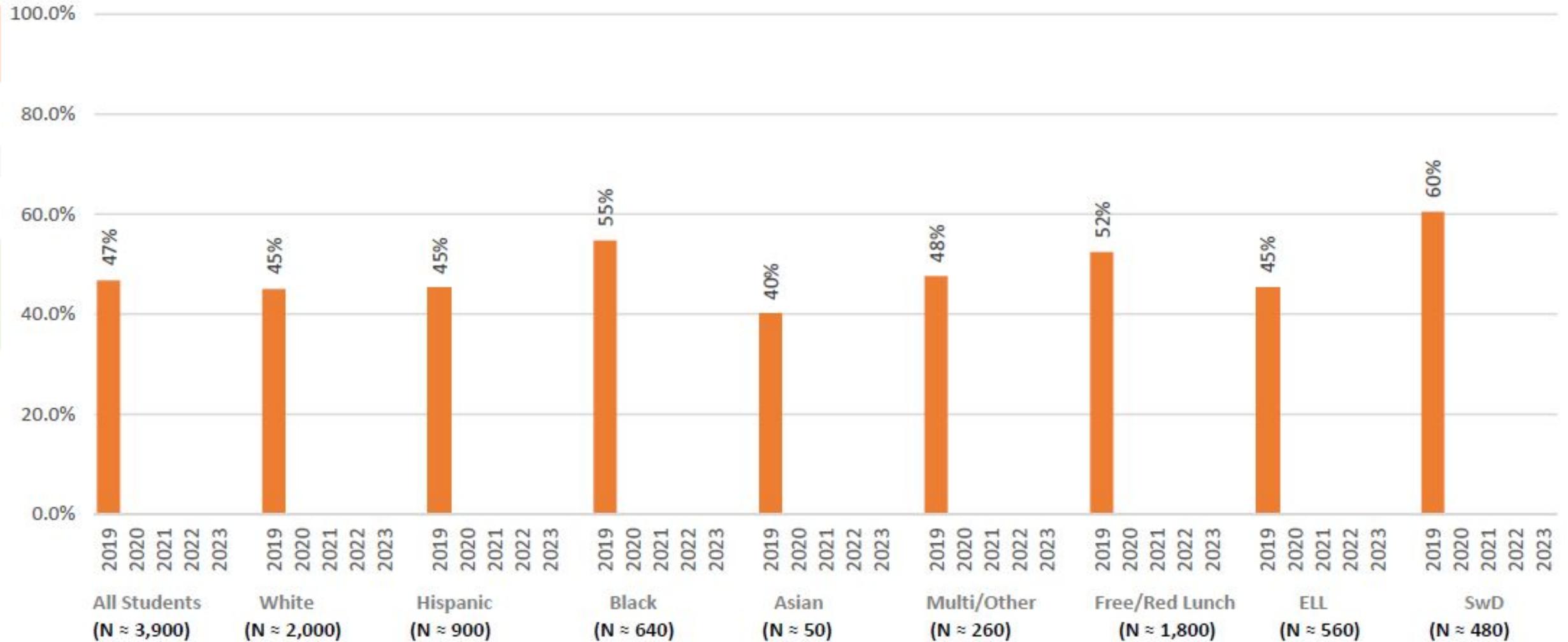
# Student Discipline

Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Population, Grades 5-12

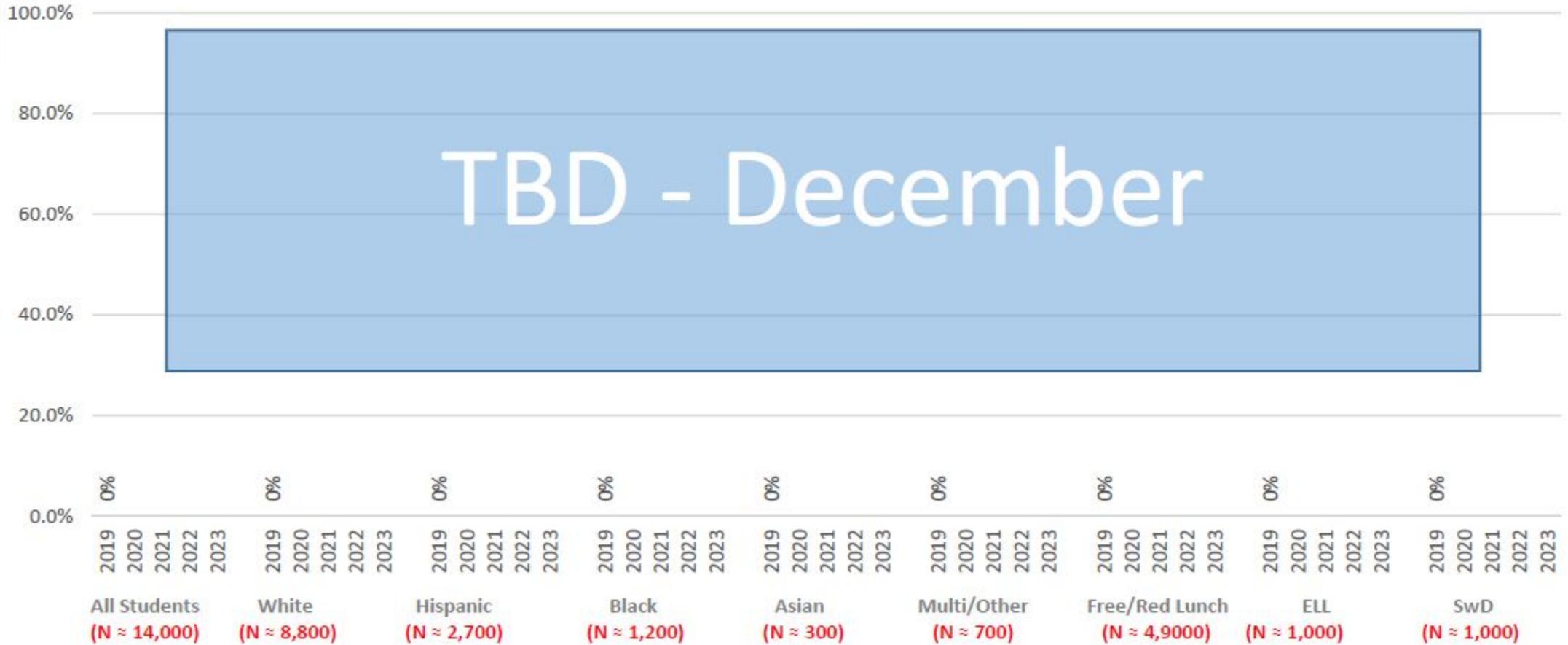


## Student Discipline

Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Students with One or More Incidents, Grades 5-12

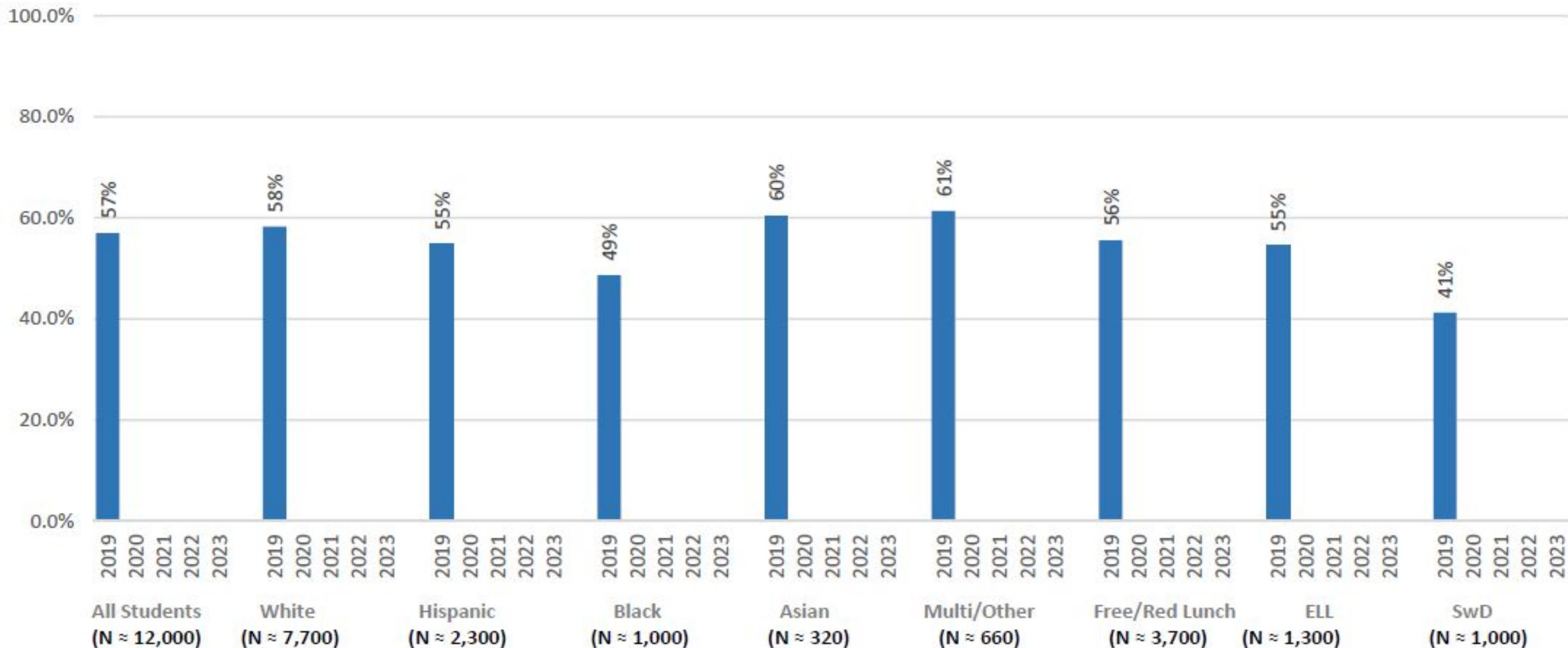


## Student Attendance Attendance Rates



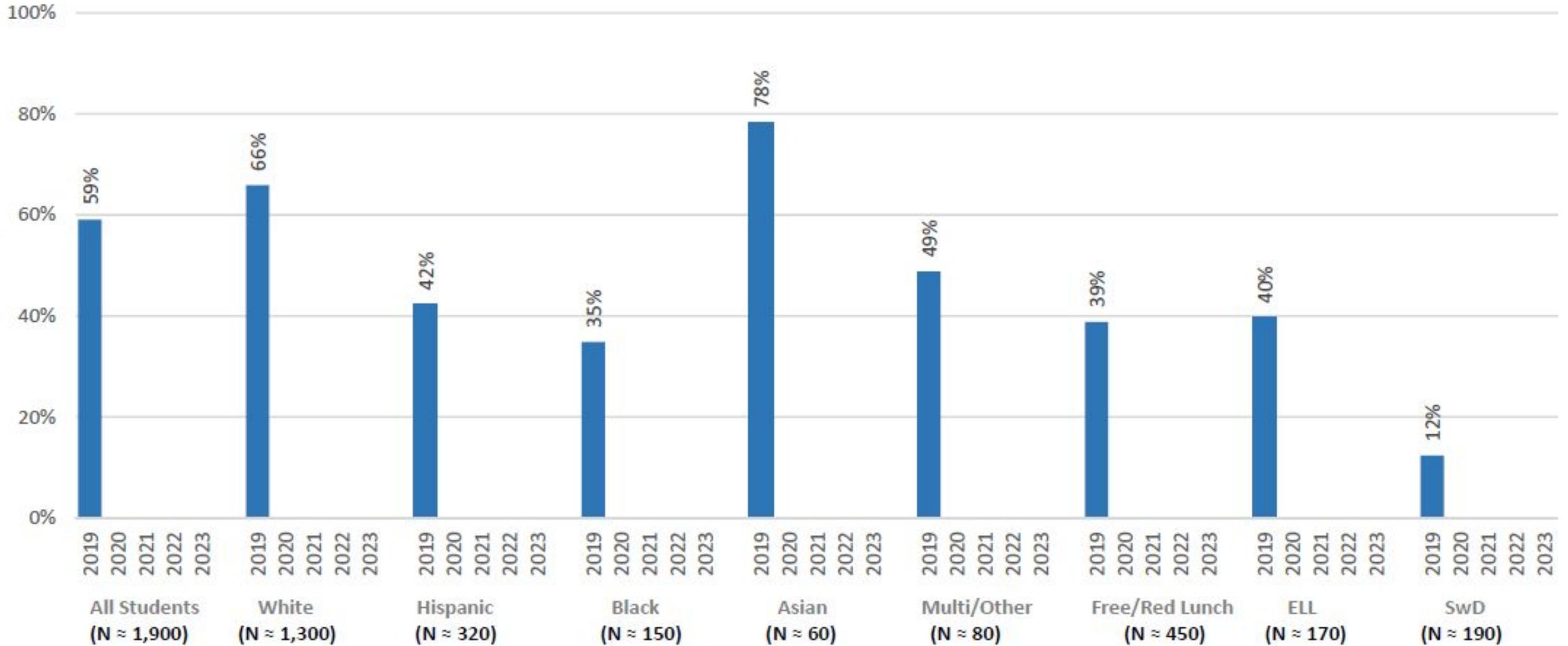
# Student Individual Plans of Study

Task Completion in Xello – Grades 7-12



# Student Course Success

Algebra 2 Success (C or better) by End of Grade 12



# Room Assignments

