



SHAWNEE MISSION

SCHOOL DISTRICT

Kansas Educational Systems Accreditation

Year 3 Shawnee Mission OVT Report

April 15, 2020

Year 3 KESA Report

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Section #1 Continue to tell Your Improvement Story: *Reflect on the work you have completed and the lessons you have learned about your system or the process, following your last OVT visit.*

The Shawnee Mission School District continues to focus on school improvement through the district's strategic planning and the KESA process. Here is an update on this important work since last spring's OVT visit.

Update on Strategic Plan and Monitoring Progress

We continue to focus on improving relationships and creating a responsive culture to meet the needs of all students. Much of this work has been done through the district's Strategic Planning Process.

Our community has taken steps to create what the future of learning looks like in the Shawnee Mission School District by embarking on strategic planning. The strategic plan is designed to engage the community, providing multiple and varied opportunities for public input, in order to ensure the ultimate plan serves the needs of all students in the Shawnee Mission School District. Our planning process will rely on input, data, and research to benchmark where we are as a district and challenge us to address critically important issues.

On June 24, 2019 at a regular board meeting, Superintendent Dr. Mike Fulton, provided an overview of the results of the strategic planning process commissioned by the Board of Education in December 2018. The plan is designed to provide a road map for district work from 2019 through 2024. Members of the Strategic Planning Steering Committee shared the presentation and spoke about their experiences serving on the Steering Committee. The Board of Education took action and approved the strategic plan during that Board meeting.

Based upon this work, we have identified the following District Strategic Plan Objectives:

Every student will:

1. Achieve academic success through a challenging, relevant personalized learning plan.
2. Develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness
3. Develop interpersonal skills to be an engaged, empathetic member of the local and global community.

A copy of the [District's Strategic Plan](#) has been uploaded as an artifact in the KESA Application for Year 3.

We are integrating our [KESA school improvement](#) work with the implementation of the district's Strategic Plan as there is tight alignment between these two processes. This year, we have increased our focus on disaggregating data by student groups and we

are sharing that data with stakeholders as part of our process to identify disparities and areas of focus for improvement. We will continue to collect and analyze a variety of data measures to monitor the effectiveness of the implementation of the Strategic Plan and to track our progress on meeting District Objectives and Kansas State Board Goals. In order to increase communication and transparency with all stakeholders, we have created a [Data Dashboard](#) on the District Website where we post a variety of data points to monitor progress.

Update on Stakeholder Engagement

Stakeholder Engagement with Implementation of Strategic Plan

The Shawnee Mission School District values input from all stakeholders. Through this process we continue to gather input from students, teachers, families, and community members. All stakeholders will continue to be invited to contribute throughout the process in a variety of ways, including but not limited to online quantitative surveys; qualitative feedback loops; participation on district strategic planning committees and action teams, building site councils, and other defined avenues for input and engagement. Additionally, the district believes transparency is very important in this process and continues to provide updates at board of education meetings.

Focus of Building Leadership Teams (BLTs)

This fall, each school's BLT reviewed their school improvement plan and goals to make sure they aligned with the district's Strategic Plan and made adjustments as needed. They continued to implement the action steps outlined in their plans and collect and analyze data to monitor their progress. Each BLT completed the KESA Mid-Year Review Report as part of their reflection process to address the following questions and topics:

1. Are your KESA goals still relevant? Please explain and include information regarding how your KESA Goals align with the District's Strategic Plan.
2. What Student Achievement Data shows that your KESA Goals and Action Plans are having a positive impact?
3. Describe any action plan modifications since the OVT Year TWO Visit last spring. What data led to these changes?
4. What evidence can you provide to show stakeholder engagement in the activities/ strategies in your action plan(s)?
5. What stakeholder contributions appear to be making the most positive impact?
6. Describe the professional learning taking place and the evidence that it is producing desired results.
7. Describe how your work in the KESA process has impacted students, teachers, and other stakeholders?

Information from the BLT Mid-Year Review Report along with data and updates on progress was shared with the Building Site Councils for feedback. [Samples of BLT](#)

[Mid-Year Reports](#) are available as part of the artifacts uploaded in the KESA Application.

Focus of District Leadership Team (DLT)

The KESA District Leadership Team (DLT) continues to be a vital voice in the continuous improvement process. The DLT's primary focus this year has been reviewing and providing input on the district SMART Goals established to monitor improvement efforts and the implementation of the district's Strategic Plan. We will continue to utilize this group to assist with the monitoring of data and providing input and feedback.

Focus of Site Councils

The Building and District Site Councils continue to provide input and feedback during every step of the School and District Improvement Process. They are engaging in:

- Reviewing of student learning data
- Monitoring goal area progress
- Reviewing School Improvement Goals & Action Plans
- Making recommendations to support building plans

Building Site Councils meet at least one time per quarter to address these areas.

We have expanded the stakeholder engagement and participation with the District Site Council to include all members of the Building Site Councils. The District Site Council meets at least two times per year to review district data and provide input into the continuous improvement process.

Negotiations Update

As we continue to focus on building positive relationships with all stakeholders, we have encountered a challenge with the negotiations process this year. Fortunately, the union and the district were able to reach an agreement for the 2019-2020 school year. The district remains committed to working with NEA-Shawnee Mission to resolve the matter of future compensation, benefits, and working conditions to ensure quality learning for every student.

COVID-19 Update

The district remains committed to providing students with support and continuous learning opportunities during the school closures due to COVID-19. During this time of crisis, the teachers, administrators, and support staff have come together to collaborate and problem-solve to make sure we continue to focus on supporting student learning and providing families with basic needs such as food while following the regulations and guidelines to ensure public safety. While there are many obstacles and challenges with

this current situation, there are also some unique opportunities. This is an opportunity for:

- All of us to lead on learning.
- Staff to truly be a professional learning community.
- Focus on priority standards.
- Learning to be based on student needs in which students self-guide based on feedback.
- Re-thinking grading practices based not on homework but rather on evidence of mastery on priority standards.
- Reimagining Professional Development on important issues we have not had time for in the past.

In order to support teachers, students, and families during this time of learning from home, the Curriculum and Instruction department has created resources to support continuous learning opportunities.

[Opportunity to Engage in Continuous Learning](#)

[Parent Guide for Continuous Learning](#)

[April 10th Professional Learning Plan](#)

Section #2 Goal Area: Relationships

How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?

Kindergarten Readiness: By increasing the focus on communication and engaging families in the schools, we anticipate more of our young learners being ready for Kindergarten. We continue to utilize the Ages and Stages Questionnaire to gather input from families. We also use a local screener to gather additional information regarding students' academic and social readiness levels. We continue to provide many families with preschool enrollment opportunities in many of our schools and at the Early Childhood Center. We also utilize the "Jump Start" Summer Program to provide students with additional support to ensure a smooth transition into Kindergarten.

Social-Emotional Learning: We continue to integrate social-emotional essential competencies into the curriculum through the work of the Cornerstone Cadre which is a team of teachers, counselors, social workers, and other support staff who are engaged in this important process. We are utilizing Panorama to gather information about how students perceive their own social-emotional skills and to collect feedback from students regarding their school. We will continue to analyze the data from the student surveys to monitor student progress and utilize the resources and strategies within the Panorama

Playbook to improve teachers' instruction in this area and provide more support for students with the development of these critical skills.

Individual Plans of Study: Before teachers can provide students with personalized learning opportunities, they must get to know their students and build positive relationships. We utilize Xello to provide students with support in developing their Individual Plans of Study. Teachers are able to learn more about their students' interests, strengths, and learning styles through the information in Xello. We continue to expand the use of the plans to support students' career explorations and to increase family engagement in this process.

High School Graduation Rates: Building positive relationships with students and providing them with challenging and relevant personalized learning experiences will engage and empower students in their own learning. Fostering relationships with students and making meaningful and relevant connections will help students understand the importance of successfully completing high school and preparing for college and career success. Providing students with support so they can develop and utilize the critical interpersonal skills necessary for college and career success will help students achieve their short and long-term goals which will include graduating from high school with the skills necessary to transition successfully into college and careers.

Post-Secondary Completion/ Attendance: Continuing to focus on relationships and social-emotional learning skills such as grit and personal resilience will ensure students have the essential academic and social-emotional competencies necessary for life success. To be successful after graduation, students need to become lifelong learners. We can help them achieve that goal by building authentic relationships, providing a rigorous and relevant curriculum, exploring a variety of career interests, and keeping them engaged in the learning process.

What action steps have you taken to ensure your district is improving in this goal area?

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

Goal Statement: Every student will achieve academic success through a challenging, relevant personalized learning plan.

We are implementing the Action Steps from the Strategic Plan listed below to support these goal statements and to ensure a continued focus on relationships.

Action Steps from Strategy 1 Re-Imagine Teaching & Learning

Relevant, Engaging and Applied Learning:

1:1:1 Formalize a shared definition and common language for personalized learning.

Status: Complete

A team of teachers reviewed the state’s definition of personalized learning and worked together to create the following definition for the Shawnee Mission School District:

Personalized learning places the whole child at the center of instruction. It is informed by strong educator/student/family/community relationships to provide equity and choice in time, place, path, pace and demonstration of learning.

This definition has implications for the teaching and learning process. To achieve this experience for students, teachers must intentionally-design instruction based on the academic standards and develop strong relationships with their students, which make learning relevant. With these two conditions met, teachers can create rigorous learning opportunities by enlisting students to have meaningful opportunities to influence the direction of their learning.

1:1:2 Create a framework including an intentional feedback loop to fully support personalized learning from Pre-K-12th grade. Status: In Progress

1:1:3 Expand and integrate Career and Technical Education (CTE) pathways. Work is in Progress.

1:1:4 Develop on-going, job-embedded professional learning to address students' voice, choice, pace, and place. Status: In Progress

1:3:1 Identify/ define essential interpersonal competencies for pre-K-12 and integrate them into the SMSD curriculum. Work is in Progress. Anticipated implementation is August 2020.

Action Steps from Strategy 2 Equitable and Inclusive Culture Policy, Procedure, and Practices:

2:1:1 Review and consider revising board policy prohibiting discrimination to be more inclusive of: race, color, ethnicity, national origin, sex, gender, disability, age, religion, sexual orientation, gender identity, citizenship, economic status, and veteran status- Status: Complete The Board approved Policy AC on 9/16/19

2:1:2 Review and update all current board policies to identify and revise areas to ensure equitable and inclusive practices. Policy GAAC was Board approved on 10/28/19; policies continue to be reviewed at regular Policy Review Committee meetings. Status: Ongoing

2:1:3 Create a collaborative team to calibrate consistency in discipline coding practices. Evaluate discipline data for disproportionality and implement a plan to address disparity. Work is in Progress. Anticipated implementation is August 2020.

Positive Relationships:

2:3:1 Implement Deep Equity Training for all staff; on-going professional development centering on inclusion and diversity. We are implementing a “Train the Trainer” Model. Building trainer teams have participated in four days of training and are providing professional learning for all staff in their schools. Status: Ongoing

2:3:2 Explicitly teach and monitor student mastery of the Social- Emotional Character Development Standards. The Cornerstone Curriculum Cadre is engaged in this ongoing work with anticipated implementation in August 2020.

2:2:6 Develop training/ onboarding plan for new staff to enhance culture of diversity and equity. Status: In Progress with anticipated implementation in August 2020.

Action Steps from Strategy 3 Quality Educators

Work Environment:

3:1:2 Ensure that the Building Professional Development Coordinator is a member of the Building Leadership Team and is empowered to drive improvements and change in professional development with the guidance and direction of the principal. Status: Complete.

3:2:1 Continue to provide access for all employees to quality mental health professionals. The wellness committee will evaluate ways to better advertise current available services and survey what additional needs there may be and will act upon those needs. Work in this area is in progress.

3:2:2 Analyze the feasibility of increasing teacher planning and collaboration time by having secondary teachers teach five classes and elementary teachers have one grade level planning period and one individual planning period. Options to explore: *Provide protected Professional Learning Community time for elementary/middle/high by building the time into the schedule for each week. *Provide policy which will ensure that the structure of Professional Learning Communities is consistent and applied at all levels. Status: In Progress

Action Steps from Strategy 4 Systems

Communications and Collaboration:

4:1:1 Define and state the purpose and role of district and building leadership groups: Building Site Council; District Site Council; Building Leadership Team; District Leadership Team. Information was shared with stakeholder groups (District Site Council, KESA DLT etc.) Status: In Progress.

Stakeholder engagement is an important part of the Kansas Education Systems Accreditation (**KESA**) Model and has been a critical focus of the district's strategic planning process as well. We utilize various stakeholder leadership groups to carry out important continuous improvement responsibilities at both the school and district level.

Building Site Council- made up of stakeholders including parents, staff members, students, and community members.

Purpose: to serve as an advisory committee and provide input during each step of their school's continuous improvement process. Responsibilities include:

- **Review** - Building-level student learning data

- **Monitor** - Provide input and feedback to the Building Leadership Team on school improvement initiatives
- **Review** - School Improvement goals/action plans
- **Recommend** - Considerations to support the school's improvement plan

District Site Council- composed of members from the Building Site Councils.

Purpose: to provide input and feedback on the District School Improvement Process through:

- **Review** - District-level student learning data
- **Monitor** - Progress and provide input
- **Review** - District improvement goals/action plans outlined in the Strategic Plan
- **Recommend** - Considerations to support the district's Strategic Plan

Building Leadership Teams- these teams are composed of educational leaders from each school.

Purpose: To lead the school's improvement efforts through:

- **Engagement-** leading staff through data analysis and facilitating the building needs assessment
- **Goal Setting-** identifies the building's goals based upon needs and data
- **Action-** development of an action plan for each goal
- **Implementation-** of the action plans
- **Analysis-** monitors the effectiveness of the action plans and school's improvement efforts
- **Communication-** shares progress with Building Site Council and other stakeholders

KESA District Leadership Team- this committee is made up of educational leaders representing various grade levels and content areas across all feeder patterns.

Purpose: To support the implementation of the district's continuous improvement process and to oversee the KESA responsibilities required for accreditation. Responsibilities include:

- **Oversight and Approval-** of building-level KESA work
- **Data Review-** analyzes the data from the District Needs Assessment and establishes the district's goals and action plans
- **Implementation-** oversees the implementation of the action plans
- **Analysis-** monitors the effectiveness of the action plans and the district's improvement efforts
- **Communication-** shares progress with District Site Council

These leadership groups are integral to the continuous improvement process and help support the mission and objectives of the strategic plan.

4:1:2 Make connections and establish ownership between each leadership group to support the mission and objectives of the strategic plan. Work in this area is In Progress.

4:2:2 Create a district survey for stakeholders to provide feedback annually on strategic action plans and utilize feedback to monitor progress. Status: In Progress

What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?

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

Social-Emotional Learning Data (Panorama)

This is the first year we have utilized Panorama with our students in grades 3-High School. We are using the [results](#) from the fall administration as a baseline measure. We will continue to monitor student growth with each administration of the survey.

SMART Goals:

By May 2022:

- The Percentage of Favorable Responses in the Area of Grit will increase by at least 10% in grades 3- High School
- The Percentage of Favorable Responses in the Area of Growth Mindset will increase by at least 10% in grades 6- High School
- The Percentage of Favorable Responses in the Area of School Climate will increase by at least 10% in grades 6- High School

Discipline Data

We continue to analyze discipline data for disproportionality and will implement a plan to address disparity.

SMART Goals:

By May 2022:

- Increase the % of students with Zero Discipline Incidents across all identified student groups (Black, SPED, ELL etc.) by 10%
- Reduce the % of students with 1 or More Suspensions across all identified student groups (Black, SPED, ELL etc.) by 10%

Attendance Data (Chronic Absenteeism- defined as missing 10% or more of school days)

We continue to monitor attendance data for all student groups. Currently, our students who are considered homeless and students in Foster Care are missing significantly more school than students from the other identified groups. Our Black students also have a higher rate of absences. We continue to provide these students with support

and access to resources to assist with barriers that may be keeping them from attending school. We will continue to monitor this data closely.

SMART Goal:

By May 2022:

- Within all identified student groups (Black, SPED, ELL etc.), we will reduce the % of students chronically absent by 10% for each student group

Goal Statement: Every student will achieve academic success through a challenging, relevant personalized learning plan.

Xello Task Completion Data

We continue to utilize Xello to guide students through the development and implementation of their Individual Plans of Study in order to empower students to take ownership of their learning and support their career exploration.

SMART Goal:

By May 2022:

- 95% of students in grades 7-12 will have an Individual Plan of Study and will use this plan to support career exploration and increase engagement with students, staff and families.

Market Value Assets- Kauffman Real World Learning Initiative

The Shawnee Mission School District is one of fifteen districts in the Kansas City metro area selected to be part of the first cohort for the Kauffman Real World Learning Initiative. The objective of this initiative is to expand student access to opportunities which give them more value in the job market. These “**Market Value Assets**” (MVAs) include internships, client-connected projects, entrepreneurial experiences, industry-recognized credentials, and nine or more hours of college credit earned while in high school. As part of this partnership, the district has created The SMSD Real World Learning team made up of nearly 50 representatives from multiple stakeholder groups including teachers, parents, and representatives from business & industry, post-secondary, and the Kansas State Department of Education. We are researching how this could be a PreK-12 process of career exploration and exposure for all students. We currently estimate that approximately 25% of our students are earning one or more of the Market Value Assets (internships, client-connected projects, entrepreneurial experiences, industry-recognized credentials, and nine or more hours of college credit earned while in high school), with most of that number being represented by the nine or more hours of college credit piece. The team will be making a proposal to the Kauffman Foundation for a three-year grant to expand Real World Learning for all students in the Shawnee Mission School District.

SMART Goal:

By May 2022:

- 35% of students will earn one or more of the MVAs (internships, client-connected projects, entrepreneurial experiences, industry-recognized credentials, and nine or more hours of college credit earned while in high school), with an emphasis on increasing internships

Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.

Information is shared with the KESA District Leadership team and principals. Principals and District Leadership Team members communicate the information to the Building Leadership Teams and staff while making connections to their building goals and action plans. Updates are also shared with Building and District Site Councils. The Superintendent shares Strategic Plan updates on a regular basis with the Board of Education. All information shared during Board meetings is recorded and available for public viewing. The district also shares information regarding the implementation of the Strategic Plan and the continuous improvement process on the [district website](#).

Discuss your professional learning plan and its effectiveness for this goal area.

Professional learning is provided to support the work outlined in the Strategic Plan. The information below details how we are supporting staff in these areas.

Corwin Deep Equity Training- The district has invested time and funding to support staff with diversity training. Each school has a team of teacher leaders participating in the Deep Equity train the trainers professional learning. These teams then design and deliver the professional development to all staff in their schools. The Corwin Deep Equity training focuses on the following phases:

1. Phase One: Tone and Trust
2. Phase Two: Personal Culture and Personal Journey
3. Phase Three: From Social Dominance to Social Justice
4. Phase Four: Classroom Implications and Applications
5. Phase Five: Systemic Transformation and Planning for Change

Much of the focus for this year has been on establishing Tone and Trust and engaging staff in the Personal Culture and Personal Journey. The training is helping individuals develop their cultural competence by forming authentic relationships across differences. We will continue to provide staff with additional training and support in these areas and we will monitor the impact of this professional learning to ensure we relentlessly create a fully unified, equitable, and inclusive culture for all students, staff and stakeholders.

Panorama- Each school has identified a Panorama Coordinator who supports and oversees the administration and implementation of the student surveys for their school. These staff members have received initial training including an overview of the Panorama (SEL) survey, how to administer the survey, and strategies for supporting

students before, during and after the survey window. We have also provided training on how to interpret and use the results from the survey to support students' social-emotional growth.

[Training Presentation](#)

We will continue to provide staff with additional training on how to interpret the data and use these results and other resources to increase students' ability to develop their interpersonal skills and further their use of personal resilience.

Culturally Responsive Practices

The Leadership and Learning Department is committed to supporting the work of Student Services to ensure an equitable and inclusive academic program.

We continue to find ways to support all of our district's learners. Both ELL and Special Education partner with buildings to ensure students have access to the core curriculum and engaging experiences with high-quality and relevant instruction is delivered in an inclusive and welcoming environment. There have been targeted training sessions on curriculum development and increasing teachers' capacities to meet students' instructional needs.

Increasing Teachers' Capacities

We are committed to providing teachers with the support and resources needed to increase their confidence and skills to meet all students' needs. We have increased collaborative opportunities for the ELL Instructional Coaches to partner with the building Instructional Coaches to increase their capacity to provide ongoing support for teachers. The district is also dedicated to creating opportunities for special education teachers to increase their student achievement. We know, dedicating time to provide explicit professional development opportunities targeting IEP development and various instructional approaches will further enhance our teachers' skills.

Professional Development

The ELL Instructional Coaches continue to provide high-quality professional learning sessions on topics that support equity and an inclusive culture for all students.

Professional Development topics presented include:

- Supporting English Language Learners Through Effective Co-Teaching
- Using Biography Driven Instruction in Culturally Responsive Teaching
- Creating a Culturally Responsive Classroom Accepting of All Students
- Integrating Language Support and Strategies in Content Instruction to Support ELLs
- Designing Lessons to Meet the Needs of English Language Learners

Special Education Teachers at the elementary, middle and high school levels have participated in training over the course of the school year and we have future training planned. Training sessions have included:

- 95% group training

- IEP development
- Modeling of lessons
- Special Education in General Education
- Managing Paras
- Screeners (PSI, PASI)
- Principles of Behavior/Mand/Card Sort
- Related service provider CEU opportunities
- Data Collection

Section #3 Goal Area: Responsive Culture

How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?

Kindergarten Readiness: Pre-K teachers have engaged in the same curricular processes as K-12 staff to create curriculum maps and proficiency scales to articulate the essential competencies that students need to master for a successful transition to Kindergarten. Priority Standards and Proficiency scales have been created and implemented for literacy and math as well as Social- Emotional Learning and Approaches to Learning. Teachers use these resources to monitor the young learners' progress on these critical skills necessary to be ready for Kindergarten. In addition to this targeted approach to ensure all students receive quality instruction on these important early learning skills, we also monitor students' readiness levels by collecting data from the Ages and Stages Questionnaire and the local screening tool to determine if incoming Kindergarten students need additional support and intervention. Our youngest learners will continue to receive appropriate support as outlined in the district's revised Response to Intervention protocol. We utilize MyIGDIs, Acadience (DIBELS) assessment and the NWEA Primary Map assessments to monitor students' progress and then we use the data from these assessments to determine the level of support needed for each student.

Social- Emotional Learning: A team created during last school year has been working this year to identify and define the social-emotional and character development standards that will be areas of focus in each grade level. By developing and implementing a systemic protocol to support students' social-emotional learning, staff will have the training and resources necessary to be responsive to the needs of their students.

Individual Plans of Study (IPS): The work being done in the area of curriculum, instruction, and assessment will help us monitor students' mastery of the essential academic and interpersonal competencies necessary to achieve their career goals. By increasing students' understanding of the importance of these curricular and social-emotional skills and providing them with connections to show how they will

impact students in the workplace, engagement in the IPS process becomes more relevant.

High School Graduation Rates: By clearly identifying and articulating the academic and interpersonal essential competencies, monitoring all students' progress and providing students with targeted interventions to support their academic and social-emotional skill development, more students will successfully complete high school and be better prepared for college and careers. This should positively impact our high school graduation rates for all groups of students.

Post-Secondary Completion/ Attendance: As we continue to implement our Strategic Plan outcomes and focus on improvement in the other Kansas State Board Goal areas, we should see an increase in the percentage of students who attend and complete post-secondary programs. We will continue to make sure students are:

- Ready for Kindergarten
- Demonstrating appropriate social-emotional competencies
- Utilizing their Individual Plans of Study to pursue their career interests and goals
- Prepared to graduate from high school
- Equipped to complete their post-secondary plans

By monitoring these State Board outcomes, we will meet the Strategic Plan objectives of making sure 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.

What action steps have you taken to ensure your district is improving in this goal area?

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

Goal Statement: Every student will achieve academic success through a challenging, relevant personalized learning plan.

We are implementing the action steps from the Strategic Plan listed below to support these goal statements and to ensure a continued focus on responsive culture. By focusing on these action steps, we will improve and expand the implementation of our Response to Intervention Protocol to ensure all students' academic and social-emotional needs are met.

Action Steps from Strategy 1 Re-Imagine Teaching & Learning

Academic and Interpersonal Success

1:3:1 Identify/ define essential academic competencies for pre-K-12 and integrate them into the SMSD curriculum. Status: Complete.

Last school year, much of the curriculum work was focused on identifying Priority 1 standards. Because each content area has so many standards that it is impossible to focus on all of them and do them justice, we needed to identify the ones that are the highest priority for our students to learn. These are the standards that represent the essential knowledge, skills, and behaviors every student must acquire in order to succeed in subsequent units, semesters, years, courses, and ultimately in life outside the context of school. These standards represent the assured academic student competencies that each teacher needs to help every student learn and demonstrate proficiency by the end of the grade level. They are identified because they have endurance beyond the current grade level, they apply across disciplines, they represent foundational prerequisite concepts necessary for the next level of learning, and they are likely to be encountered on standardized assessments. The remaining standards we call Priority 2. We still teach them; they support, connect to, or enhance the Priority 1 standards. They are taught within the context of the Priority 1 standards, but they do not receive the same degree of emphasis. They often help students understand and attain the more rigorous and comprehensive Priority 1 standards. In addition to the work in academic areas, the academic team has been working on a plan for incorporating social-emotional and character development standards into the curriculum. Because of their importance to student learning and success beyond the classroom, we are calling these the Cornerstone standards. A Cornerstone cadre has been unpacking the state's Social-Emotional Character Development (**SECD**) standards and identifying priorities with a goal of developing a plan to seamlessly incorporate them into the various curricular areas. We will continue to monitor and revise the academic and social-emotional essential competencies as needed to ensure we are providing all students with the skills necessary for life success.

1:3:2 Revise curriculum documents and resources to reflect competencies. Work in this area is in progress.

This action item represents the heart of the work done by the Curriculum and Instruction Department. Curriculum work is never done. Cadres of dedicated teachers representing all grade levels, all feeder patterns, and a diverse set of subgroups collaborate throughout the school year and often during the summer to polish this work.

With work on prioritizing standards done last year in the areas of math and ELA Pre-K-12, the work of curriculum cadres over the past year has primarily been about supporting instruction through the development of proficiency scales and common assessments. Proficiency scales help teachers to identify the progression of learning that students go through to understand a particular concept. Proficiency Scales are used to monitor and track a student's progress on a standard over the course of time and over multiple pieces of work. It differs from a rubric in that a rubric is used to grade a single piece of work and to provide feedback on multiple skills or standards.

Once a proficiency scale is developed, the next step is for the cadres to develop common assessments. Elementary Curriculum Cadres have developed common assessments for English Language Arts and Math. All of the assessments are adapted

from the approved curriculum materials. Cadre members and a few other willing volunteers were able to try out these assessments with their classes and then reflected with their colleagues on the process. Feedback from teachers continues to improve the validity and reliability of the assessments. Proficiency scales and assessments are also in development in other elementary and secondary content areas.

All elementary teachers received access to the draft proficiency scales and common assessments in their core areas at the beginning of the second semester. We have asked elementary grade level teachers to test drive the draft documents and provide feedback. Our goal is to have every teacher try at least one proficiency scale and one common assessment during the second semester and provide feedback on these resources. Our teams will then use that feedback over the late spring and summer to strengthen the documents and create final drafts which will be rolled out in the fall.

1:3:3 Provide support for teachers to implement high-impact, research-based instructional strategies that will be used to effectively teach the essential competencies. Status: Work is in Progress.

Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement by Robert Marzano, Debra Pickering, and Jane Pollack was originally published in 2001, and it quantified how instructional strategies when used appropriately, accelerate student learning. Almost two decades later, the work is still one of the most important books on implementing research-based practice in the profession. Beginning this spring semester, Shawnee Mission has adopted a new classroom walkthrough instrument published by the Mid-Continent Regional Education Laboratory (McREL) based on Marzano's research. The district will continue to provide professional learning to support teachers' effective uses of these research-based strategies.

Action Steps from Strategy 4 Systems

Response to Intervention

4:3:1 Consider creating a position for a RTI coordinator to lead the district process. Status: Job Description is Complete, and Review is in Progress.

The RTI-DLT was first tasked with the consideration of creating a job description for a Response to Intervention Coordinator to lead the district process of multi-tiered supports for students. The RTI-DLT reviewed job descriptions of RTI Coordinators from other districts and collaboratively authored a job description that was submitted to Executive Leadership for review.

4:3:2 Develop a district-wide RTI Instructional Team with defined members/roles.

Status: Complete

The Shawnee Mission Strategic Plan guides our work in the implementation of a district-wide RTI system that ensures academic and social-emotional growth for all students. A critical action step is the creation of a district-wide RTI Instructional Team with diverse members who serve diverse roles. The RTI District Instructional

Leadership Team (**RTI-DLT**) comprises forty classroom teachers (both elementary and secondary), Instructional Coaches, Innovation Specialists, Reading Specialists, district coordinators, special education representatives, Social Workers, English Language Learning coaches, and building administrators. We also have ten parent volunteers who can choose to attend the work sessions or provide feedback to work completed at that session. The RTI-DLT has met multiple times throughout the 2019-20 school year to determine our current reality and identify gaps in our RTI system of support for students.

4:3:3 Clearly define each tier and identify research-based resources that meet academic and social emotional needs of all students. Status: Work is in Progress

Additional actions for the RTI-DLT include the review of current resources for RTI in Shawnee Mission ([Handbook for Student Success](#)), continue to define each tier explicitly, and identify evidence-based resources that meet the academic and social-emotional needs of all students. To complete this work, we will consider creating smaller sub-committees from the RTI-DLT for literacy, math, and social-emotional learning. The goal will be to assess gaps in current intervention protocols and assess needs around reading disabilities, including dyslexia. This work will include planning for future professional learning in the areas of dyslexia and Structured Literacy. The math sub-committee will assess current gaps in math instruction and resources and determine the best ways in which to fulfill gaps within tiered math instruction and intervention. The Social-emotional learning sub-committee will evaluate the needs and gaps to be addressed in this area as well.

4:3:4 Identify the benchmark assessments and progress monitoring tools for measuring student academic and social emotional growth district-wide. Status: Work is in Progress

The RTI-DLT will review the current [assessment protocol](#) and determine strengths and challenges within our balanced assessment system. This committee will also identify the benchmark assessments and progress-monitoring tools for measuring student academic and social-emotional growth district-wide.

What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?

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

We will be monitoring all students' academic performance data in math and literacy to make sure the action steps we are implementing are having a positive impact on mastery of essential competencies for all students. We will continue to analyze student achievement data from various assessments across all student groups to make sure we are closing the achievement gaps.

Math Performance Goals

Algebra 2 Course Success

Research shows that students who successfully complete Algebra 2 are better prepared for college and careers than their peers who do not. Therefore, we are monitoring students' successful completion of Algebra 2 to ensure they are prepared for college level math courses. We are defining successful completion as earning 1 year of credit with a grade of "C" or higher. Our SMART Goals indicate the amount of improvement we would like to see in this area over the next two years for all students and all student groups.

SMART Goals:

By May 2022:

- We will increase the % of students achieving course success in Algebra 2 (Earning 1 Full Credit with a C or higher) by 10%
- We will decrease the performance gap regarding course success in Algebra 2 for all identified student groups (Black, SPED, ELL etc.) by at least 15%

Mastery of Essential Competencies

We will continue to analyze student achievement data in math and literacy to make sure all students are learning the essential skills needed to be college and career ready. By making sure all students have access to core curriculum delivered through quality instructional practices, monitoring the learning progress, and providing intervention, student performance will improve.

Kansas State Math Assessment SMART Goals:

By May 2022:

- We will increase the % of students scoring a 3 or 4 on the Kansas State Math Assessments by 7%
- We will decrease the % of students scoring a 1 on the Kansas State Math Assessments by 5%
- We will decrease the performance gap on the State Math Assessment for all identified student groups (Black, SPED, ELL etc.) by 15% on the Kansas State Math Assessments

NWEA MAP Math Assessment SMART Goal:

By May 2022:

- Within all identified student groups (Black, SPED, ELL etc.), we will reduce the % of students scoring below grade level on the NWEA Math MAP Assessment by 10%

Literacy Performance Goals

Kansas State Reading Assessment SMART Goals:

By May 2022:

- We will increase the % of students scoring a 3 or 4 on the Kansas State ELA Assessments by 5%

- We will decrease the % of students scoring a 1 on the Kansas State ELA Assessments by 5%
- We will decrease the performance gap on the State ELA Assessments for all identified student groups (Black, SPED, ELL etc.) by 15% on the Kansas State Reading Assessments

NWEA MAP Reading Assessment SMART Goal:

By May 2022:

- We will reduce the % of students scoring below grade level on the NWEA Reading MAP Assessment by 10% for all identified student groups (Black, SPED, ELL etc.)

Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.

Communication regarding our work in this area in conjunction with the implementation of the Strategic Plan is provided to all stakeholders through a variety of ways. Making sure staff, students, parents, and community members understand how we are supporting, and monitoring student achievement is a high priority. Below are examples of how we communicate with our community:

- Superintendent updates at each Board of Education meeting
- Information and data posted on the district website
- Delivering information through presentations to KESA District Leadership Team and District Site Council
- Posting District Site Council presentations on website:
<https://www.smsd.org/about/departments/leadership-and-learning>
- Engaging stakeholders in the continuous improvement process through participation on committees (RTI DLT, Facilities Focus Group, Real World Learning Team etc.)

Discuss your professional learning plan and its effectiveness for this goal area.

The district continues to find ways to maximize impact on increasing student achievement and success with limited time for professional learning. Teachers receive ongoing professional development in the areas below to ensure we are providing teachers with the tools they need to meet the academic and social-emotional needs of all students.

Professional Learning Communities (PLCs)

Engaging teacher teams in the collaborative processes of the PLCs continues to be a priority. The district has allocated resources to provide teacher teams with in-depth training through attendance at the PLC Institutes to continue to learn how to effectively address the four critical questions of the PLC process:

1. What do we want students to know and be able to do? (Priority Standards)
2. How will we know the students have learned these essential skills? (Proficiency Scales and Common Assessments)
3. What do we do when students haven't learned these skills yet? (Interventions through the RTI Protocol)
4. What do we do when students have already learned these skills? (Extension through RTI Protocol)

Corwin Deep Equity Training- This training also supports professional growth for staff to make sure we are responding to the needs of all students. The overall goal of this work on diversity and equity is to “create schools where more of our students, across more of their differences, are achieving at a higher level and engaging at a deeper level, without giving up who they are.” To meet this goal, we are engaging staff in the Deep Equity Culturally Responsive Practices to ensure powerful instruction across differences for all students. These practices are listed below:

1. Students are affirmed in their cultural connections.
2. Teacher is personally inviting.
3. Learning environments are physically and culturally inviting.
4. Students are reinforced for academic development.
5. Instructional changes are made to accommodate differences in learners.
6. Classroom is managed with firm, consistent, caring control.
7. Interactions stress collectivity as well as individuality.

By making sure all staff understand how to incorporate these practices into their instructional delivery, we will ensure we relentlessly create a fully unified, equitable, and inclusive classroom culture that supports high levels of learning for all students.

McREL- Classroom Instruction that Works

Principals were provided with training on the McREL Classroom Instruction that Works instructional strategies and how to navigate and utilize the new walk-through tool to collect data regarding the use of these research-based strategies. Principals and their Building Leadership Teams are planning and delivering professional learning for teachers regarding how to intentionally use these strategies in their classrooms.

RTI Professional Development

The district has allocated funds to send teams of teachers to Solution Tree's RTI At Work Institutes to increase each school's capacity to implement the RTI framework to meet the academic, social, and behavioral needs of all students. The (RTI-DLT) team will also develop a system of training that provides ongoing RTI professional learning for all staff.

Dyslexia

Our district continues to be committed to providing researched-based instruction utilizing evidenced-based resources, refining our tiered system of supports for all

students, providing focused professional learning in Structured Literacy and the Science of Reading for Shawnee Mission staff, and supporting our families in the steps necessary to help their children find college and career success. Quarterly training sessions have been established to bring general education and special education staff together to work explicitly on literacy skills.

The RTI district leadership team will continue researching and evaluating the best instructional practices, research-based strategies, and evidence-based resources to meet the needs of students with deficits in literacy, including reading and writing. Currently, we have invested in 95% Group intervention materials and professional learning in order to help teachers understand the science of how the brain learns to read.

Section 4 Mid-Cycle Review

Are your goals still as relevant in Year Three as they were in Years One and Two?

Yes, our goals are still relevant and continue to drive the district's continuous improvement efforts. The District Leadership Team reviewed the draft of the KESA SMART Goals designed to measure progress on meeting the objectives from the district's Strategic Plan. They determined that the goals were relevant and aligned with the district's focus outlined in the Strategic Plan.

Describe any action plan modifications since the OVT Year Two visit. What data led to these changes?

Based upon the Board of Education's approval of the Strategic Plan, we now have more structure and clarity to our improvement process with specific action steps identified outlining the work that will occur throughout the district over the next four years. We have also established goals based upon current data points to measure progress over the next two years of the KESA cycle. These goals were the direct result of a renewed commitment to disaggregation of data from all student groups and facing the current reality with regards to student performance disparities. We will continue to implement the action steps and monitor data closely to ensure we are closing achievement gaps for all student groups.

What evidence can you provide to show stakeholder engagement in the activities/strategies in your action plans?

We have increased communication, engagement, and the sharing of data with stakeholders.

This is evidenced by:

- Ongoing updates during Board of Education meetings
- Posting of data on Data Dashboard on the district website:
<https://www.smsd.org/academics/curriculum-instruction/interactive-dashboard>
- Data presentations to District Site Council and District Leadership Team
- Engaging stakeholders in focus groups as part of the Strategic Planning process (RTI DLT, Facilities Focus Group, Real World Learning Initiative Team etc.)
- Soliciting feedback from stakeholders through surveys

Engaging our community will continue to be a priority as we implement the action steps from the strategic plan and monitor the impact of our improvement efforts.

What stakeholder contributions appear to be making the most positive impact?

The KESA process has transformed the role of the Site Councils by engaging them in the district and building improvement process. Positive impacts include increased communication, transparency, and engagement of the community in the work occurring at the school and district level. Site councils are an integral part of the continuous improvement process and continue to provide feedback and provide a conduit between the schools and community.

The KESA District Leadership Team is another critical stakeholder group that continues to positively impact the district's improvement efforts. This committee of dedicated staff members are highly committed and engaged in the work. They serve as the bridge between the district and the schools resulting in increased two-way communication, professional collaboration, and transparency.

Describe the professional learning taking place and the evidence that is producing desired results.

There are a number of ongoing professional learning opportunities offered in the district. These opportunities include both job-embedded and after-school, optional course offerings for staff. Professional learning opportunities are developed based on teacher feedback from an annual survey and in response to the needs of students as indicated by academic data. Our Curriculum and Instruction Department offers content-specific professional learning in the areas of literacy, math, science, social studies, English Language Learner supports and social-emotional learning.

The Leadership and Learning Department provides district-led professional learning during teacher pre-service through an Instructional Fair. Sessions target areas of the strategic plan to ensure our students are college and career ready. Job-embedded professional learning is available ongoing through our Instructional Coaching program. Teachers working with a coach will engage in one-on-one learning in this peer model framework. Principals are provided professional learning in the areas of leadership, instruction, and assessment that they replicate in their respective buildings.

Teachers new to the profession participate in a two-year mentoring program which includes professional learning in high-impact areas as well as an assigned teacher mentor. Mentors will meet with new teachers throughout the year and provide support and coaching to the mentee. The second year of mentoring requires the mentee to engage one-on-one in coaching cycles with the building instructional coach in areas identified by the mentee. 130 new teachers engaged in the 2019-20 Mentor Program.

Employees new to the district attend a 3-day, New Teacher Academy to onboard successfully as a new hire in the Shawnee Mission School District. Teachers receive professional learning on district curriculum, instructional resources, and tools such as Skyward. Each session is designed to ensure new employees begin their career with Shawnee Mission School District on a solid foundation. Approximately 190 new teachers participated in the New Teacher Academy in 2019.

Teachers also have opportunities to further their learning with optional professional development sessions such as our Summer Impact Institute, Tech Thursdays, and after-school catalog courses. The self-selected sessions allow teachers to have choice and voice in what they learn and to engage in topics and preferred learning modalities to support their teacher-directed professional learning hours.

Some informal evidence that supports the professional learning opportunities provided to teachers have had a positive impact on results would include:

- Focus on instructional technology professional learning and support for utilizing digital platforms has made the transition to online instructional support smoother during this time of Continuous Learning at home
- Emphasis on the importance of social-emotional learning is resulting in teachers supporting students' academic and SEL needs
- Ongoing professional learning support for PLCs has resulted in increased levels of collaboration and engagement from staff during this time of Continuous Learning and working from home

We will continue to monitor our results and collect formal evidence to ensure that our professional learning plan addresses the needs of teachers and students and is positively impacting these results.

Describe how your work in the KESA process has impacted students, teachers, and other stakeholders?

The KESA DLT provided feedback on the impact KESA has had on student learning, staff and stakeholders.

Summary of the evidence provided by the DLT with regards to how KESA Impacts Student Learning: The smart goals for reading, math, and SEL that were created as a direct result of the KESA process impact student learning by helping teachers become

more intentional with their instruction in order to try to achieve the SMART goals. Both the KESA process and the district's Strategic Plan help keep our building team focused on our goals which are, in turn, focused on student learning and academic achievement. Structured systems within the RTI process provide support to students, both social-emotional and academic. KESA allows each building to assess where they are in the process of implementing the strategic plan and to set incremental goals for student improvement within their respective buildings.

Summary of feedback from DLT regarding how KESA is engaging staff in the Continuous Improvement Process: The KESA process and Strategic Plan engages staff in the Continuous Improvement Process by reviewing student data and reflecting upon their instructional/leadership practices while asking the question, "what can we do to close gaps and help students grow?" Staff are active participants in the continuous improvement process. This creates buy-in and allows them to assist their buildings and colleagues with implementation. Currently, our leadership team members are taking the student learning outcome data we've been reviewing as a team back to their Professional Learning Communities to determine needs for upcoming professional development. They will be not only advising on what the professional development needs are, but they will be valued members of the team that leads the learning.

Summary of input from the DLT on how the KESA process is engaging parents, families and other community stakeholders in the continuous improvement process: District stakeholders are involved in the KESA process and information discussed is shared with parents, families and other community stakeholders via Site Councils, PTA, Caring for Kids Team etc. The implementation of the Strategic Plan and our KESA process has given our individual Site Councils at the school level the opportunity to meet together at the district level. We have reviewed district-wide data as well as our building data to advance our school improvement conversations. We have identified needs at the district level and those needs have been reflected in our building data, most notably the need to close the success gap among groups of students.

Section 5 Compliance and Foundational Structures

Any non-compliant issue(s) identified in YEARS ONE or TWO should be updated here. Identify the issue(s) and explain how they have been addressed.

The Shawnee Mission School District meets all state compliance requirements. However, the district was flagged for being at high-risk in some areas by Youth Outcomes Driven Accountability (YODA).

These areas include:

- Chronic absenteeism in American Indian or Alaska Native students as well as Homeless students.
- State assessment performance results on the ELA State Assessments for English Language Learners and results on the ELA and Math State Assessments for Students with disabilities
- Graduation Rate Data for Subgroups

These areas of concern are based upon data from the 2017-2018. school year. We have already seen an increase in our current attendance and graduation rate data. We continue to monitor our students' academic progress as we implement strategies from the strategic plan.

In response to these areas of concern, the district has created an improvement plan to address these high-risk indicators.

[Shawnee Mission Schools YODA/KIAS Improvement Plan 2019-20](#)

Goals:

- 1. Chronic Absenteeism (18-19 data) - SMSD Strategic Plan Objective 1**
Improve SMSD absentee data by increasing the percentage of absences in secondary schools by 1% by May of 2022.
- 2. State Assessment (18-19 data) - SMSD Strategic Plan Objective 2**
Improve performance on the Kansas State Assessment by reducing the percentage of students in the non-proficient performance categories by 3% by May of 2022.
- 3. Graduation Rate (2018 Graduates) - SMSD Strategic Plan Objective 3**
Increase the graduation rate by 2% in the following sub-groups: Homeless, Free/Reduced lunch, ELL, Students with Disabilities, African American, Hispanic, and Multi-Racial by May 2022.

Briefly explain how each of the Foundational Structures are being addressed in your system.

- **Tiered System of Supports**

The Shawnee Mission School District Strategic Plan states that we will implement a district-wide Response to Intervention system to ensure social-emotional and academic growth for all students to achieve personal excellence. Much of this work will be facilitated by the work of the RTI District Instructional Leadership Team (**RTI-DLT**)

Currently, schools in Shawnee Mission utilize a three-tiered system. Tier 1 encompasses core, grade-level instruction for all students. Tier 2 support requires teachers to assess and provide appropriate remediation and enrichment around the grade-level Priority Standards that have been identified by district-level teacher cadres. Tier 3 supports provide foundational reading, math and social-emotional support for students who struggle with grade level universal skills. Data analysis is critical in making intentional, targeted decisions regarding instruction and programming. The district provides core and intervention resources that should be used when providing tiered instruction. Instructional models of support may look differently building to building. Schools have flexibility in how they utilize staff and how they choose to schedule tiered support during the day. The (**RTI-DLT**) team will also develop a system of training that provides ongoing RTI professional learning for all staff. Buildings will develop a structure, based on district guidance that will ensure implementation of all tiers.

Each school utilizes a SIT process for special education evaluation. Special education is a critical component of our tiered system. Special education staff, including gifted facilitators, may work with a grade-level professional learning community to support the core and tiered intervention for all students.

- **Stakeholder Engagement**

In addition to engaging students, staff members, families, and community partners through participation in District and Building Leadership Teams and Site Councils, the district has also increased engagement and communication with the community throughout the Strategic Planning process. One of the ways we are gathering feedback from all stakeholders is through participation in the District Climate and Culture Survey.

District Climate and Culture Survey- Baseline Data January 2019

Overview

In January 2019, the Shawnee Mission School District requested feedback from eight stakeholder groups on school and district climate.

For each statement listed, respondents were asked to rate whether they Strongly Agree (4), Agree (3), Disagree (2), or Strongly Disagree (1).

Each survey statement is grouped into one of fourteen topics (Collegiality/ Professionalism, Community Capital, Equity & Diversity, Leadership, Safe Environment, School Climate, Career Education, Library, Professional Development, Technology, Classroom Management, Efficiency & Expectations, Guaranteed & Viable Curriculum, Instructional Strategies) and one of three clusters (General Climate, Programs, Teaching/ Learning.)

Survey Participation

6,623 people responded to the survey with substantial numbers of responses from each of the identified stakeholder groups.

1. Students- Grades 3-6
2. Students- Grades 7-8
3. Students Grades 9-12
4. Parents- Elementary
5. Parents- Middle School
6. Parents- High School
7. Certified Staff (teachers, administrators, counselors, etc.)
8. Support Staff (secretaries, aides, custodians, etc.)

Highlights and Observations from Climate Survey

- More than 75% of all responses in the survey indicate that they Agree or Strongly Agree with the statements.
- In the General Climate Cluster, respondents indicate there are open lines of communication and collaboration among staff and between parents and the school. However, the data also points to areas for improvement in home-school communications.
- In the Program Cluster, respondents are generally positive with regard to access to technology, career education, and library. Areas for consideration include technology support, providing adequate professional development opportunities, and integration of career education.
- In the Teaching and Learning Cluster, there is strong agreement that the district has good teachers and that respondents hold high expectations for their students/ children. Areas for further consideration include communicating clear expectations and maximizing time to focus on student learning.
- In the Teaching and Learning Cluster, another notable area to consider is in the regards to students reading. The survey results are consistent with other research on reading, which indicate that enjoyment in reading declines as students get older.

The district will continue to survey stakeholders to gather input and feedback. A copy of the January 2019 District Climate and Survey Results can be accessed [here](#) and the document has been uploaded to the KESA application as an artifact for Year 3.

- **Diversity/Equity**

Specific result: Promote positive relationships which honor diversity and equity by recognizing students, families in the community, valuing all through an inclusive culture and climate.

1. Implement Deep Equity Training for all staff, ongoing professional development centering around inclusion and diversity.
2. Create a collaborative team to calibrate consistency in discipline coding practices. Evaluate discipline data for disproportionality and implement a plan to address disparity.
3. Create district-wide Administrative Guidelines related to inclusive practices and procedures for transgender students (bathrooms, name change, pronouns, fieldtrips/lodging, athletics).

- **Communication/Basic Skills**

Curricular programs in the Shawnee Mission School District embed opportunities for students to develop the communication and independent life skills needed to be successful beyond high school. The integration of the social emotional learning standards into the core academic areas provides students opportunities throughout the school day to bolster oral and written communication, as well as interpersonal communication skills necessary to be successful in team environments.

In addition to the opportunities embedded in the curriculum, students in grades K-8 are provided explicit instruction in social emotional learning through the Second Step program. The program is research-based and addresses critical competencies including self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. The approach is proactive, ensuring that students have the skills necessary to handle conflict and achieve interpersonal success.

Library Media Specialists have taken an active role in deepening students' communication skills. Lessons focus on research, writing, communication, and development as digital citizens. Collaboration between classroom teachers and Library Media Specialists has ensured that these skills transfer across the curriculum. Students are learning to access and leverage tools that enhance research and communication.

- **Civic and Social Engagement**

Shawnee Mission School District believes it is of critical importance to help students develop the skills necessary to become functioning members of a democratic society. To ensure quality education related to growth and application in the areas of civic and

social engagement, Shawnee Mission School District has developed curriculum maps at the elementary and secondary level that prioritize KSDE'S History Government Social Studies (HGSS) standards. Experiences and assessments are developed and integrated into classroom instruction to ensure students understand their civic and social responsibility.

The district also offers electives at the high school level that allow students to engage in experiential learning to make informed economic, social, and political choices. Additionally, high school students have the opportunities to participate in The Truman Library's White House Decision Center program and/or the YMCA's Youth and Government program. Both of these programs allow students to immerse themselves in democratic processes and experience civic engagement in a hands-on way.

District-wide sustainability work has been a continued focus over the last few years led by the Coordinator of Sustainability and Strategic Partnerships in collaboration with schools and the Curriculum and Instruction team. Through the work, all students and schools are actively involved in composting and recycling efforts.

- **Physical and Mental Health**

The Shawnee Mission School District is proud to offer its staff and students numerous opportunities to engage in programs designed to increase their overall health and wellbeing.

The district believes that access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. The SMSD employs mental health professionals - counselors, school psychologists, social workers, and nurses - responsible for ensuring that services are high quality, effective, and appropriate to the school context. Moreover, ongoing training ensures that mental health services are properly and effectively infused into the learning environment. Having mental health professionals as integrated members of the staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services and adjust support as needed.

Health Partnership Clinic

Health Partnership Clinic offers a school-based clinic at Merriam Park Elementary School open to all Shawnee Mission School District students. The clinic provides pediatric-focused medical, dental, and behavioral health services.

Fitness Center

The Shawnee Mission School District Fitness Center, located in the Center for Academic Achievement, 8200 W 71st Street, is a state-of-the-art facility tailored to all fitness levels. The Fitness Center provides comprehensive health and fitness programs to meet needs and goals for a healthier lifestyle. Available free-of-charge to all Shawnee

Mission School District employees, their spouses and dependents 16 years of age and older.

PriorityOne Health Center

PriorityOne Health Center, powered by Marathon Health, serves the Shawnee Mission School District (staff members, pre-Medicare retirees, spouses and dependents age two and older enrolled in the Shawnee Mission School District health insurance plan), providing high-quality healthcare services, offering convenient and affordable access to care. Staffed with physicians and a health coach, PriorityOne Health Center offers acute care, preventive care, and coaching. PriorityOne Health Center will also provide first treatment of work-related injuries to all school district staff members regardless of health plan enrollment.

New Directions Behavioral Health

Shawnee Mission School District is pleased to offer Employee Assistance Program (EAP) services to employees and their immediate family through New Directions Behavioral Health. This service is available to all employees of the school district with problems that may affect people at home or at work such as family concerns, marital difficulties, stress, legal concerns, financial difficulties, parenting, and other concerns that may affect employees. New Directions EAP offers objective, professional assistance at *no cost* to the employee or their immediate family. This program is both voluntary and *confidential*.

- **Arts and Cultural Appreciation**

The Shawnee Mission School District believes that a quality arts education is a vehicle to developing the whole student. To further this belief, the district hired a half-time Visual Art Coordinator and a half-time Performing Arts Coordinator. These new positions provided increased support for teachers and students. Coordinator responsibilities include coordinating curriculum cadres, professional development, art shows, concerts and festivals, and partnering with the Kennedy Center. They are also responsible for equipment maintenance and procurement.

To ensure a quality arts education, students across the district are offered visual art and music classes weekly at the elementary level. At the secondary level, students are offered multiple choices for visual art including drawing, sculpture, jewelry, photography and more. Musically, the offerings are mostly performance based traditional bands, jazz bands, choir and orchestras. Each high school also offers a music theory course. Drama courses consist of an introductory level course at the middle schools followed by more advanced courses at the high school. Examples include stagecraft for those who want to manage and produce theatrical events in lieu of performance.

The Shawnee Mission School District is a member of the Kennedy Center Partners in Education, along with Liberty Public Schools, Johnson County Community College and

Kansas City Young Audiences. The partners form a coalition across Kansas and Missouri schools as well as metro area arts organizations to advance arts integrated learning opportunities for students and teachers. The Shawnee Mission Education Foundation is one of the donors who fund the partnership. These donations provide schools with access to high-quality professional learning in arts integrated education. The Kennedy Center teaching artists are trained through the Kennedy Center framework and provide a research based, arts integrated approach to teaching and learning in the core subjects. Additionally, the Shawnee Mission Education Foundation provided 25 Shawnee Mission School District teachers with scholarships to attend the 2019 Arts Integration Symposium.

- **Postsecondary and Career Preparation**

The Shawnee Mission School District continues to focus on making sure all students have the essential academic and interpersonal skills necessary to be ready for college and careers.

We continue to expand real-world learning opportunities and career related experiences for students through:

- Expansion of Signature Programs and CTE Programming
- Exploration of Real-World Learning (Kauffman Grant) through a focus of providing students with MVAs (internships, industry-recognized credentials, nine or more hours of college credit, and entrepreneurial experiences.)
- Use of Xello to support Individual Plans of Study
- Focus on personalized learning plans for all students
- Integration of Social-Emotional Learning competencies
- Access to relevant and rigorous curriculum for all students
- Focus on building relationships with students and making relevant connections to their own learning
- Commitment to providing an equitable and inclusive culture for all
- Focus on establishing a responsive culture to meet the academic and social-emotional needs for all students

Section 6 Results: Progress on State Board Goals

Describe how your system is currently performing in each of the following State Board goal areas.

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

The Shawnee Mission School District (SMSD) Strategic Plan requires that we make Social-Emotional Learning (SEL) a priority by way of three objectives:

- Every student will achieve academic success through an individualized learning plan
- Every student will develop and utilize personal resilience while mastering competencies that lead to college and/or career readiness
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

Through programs like Second Step and Trauma Smart, the district is working to ensure all staff members have a deeper understanding of the Social Emotional Character Development (SECD) Standards and how teachers can incorporate teaching these competencies into all areas of instruction. Moreover, training on trauma-informed and trauma-responsive methods are being conducted at the district and building level.

As part of our commitment to establish a data-rich culture and use data to guide our decisions, this year is our first year implementing the Panorama Social Emotional Learning Survey. The Panorama platform enables school districts to administer validated, research-based social emotional learning surveys to students. For SMSD, survey data will work in conjunction with KSDE SECD Cornerstone standards and provide a customizable approach to measuring social-emotional learning and growth.

The Panorama survey allows us to measure emotion-regulation, grit, growth mindset, social awareness and self-efficacy, as well as environmental categories like school climate, teacher-student relationships, school safety and students’ sense of belonging. Surveying these social-emotional traits sends a message that we care about these skills, so we measure them. It also allows us to be proactive with regard to issues and concerns at the district, building and individual student level. With this info building leadership and SIT Teams can develop specific, targets and strategies to address concerns.

KINDERGARTEN READINESS

We utilize Acadience (DIBELS) to assess incoming Kindergarten students in reading skills.

The percent of incoming kindergarten students scoring at Benchmark on the reading assessment in the fall for the past three years has been largely stable fluctuating up and down in alternating years. Below is a table that shows the % of students scoring at Benchmark on the Reading DIBELS assessment for Kindergarten students for the last three years.

Kdg. Reading DIBELS	2017-2018	2018-2019	2019-2020
Beginning of the Year	61%	67%	64%
Middle of the Year	70%	72%	70%
End of the Year	79%	78%	Not Available

This data shows that the majority of our incoming Kindergarteners have the necessary literacy skills to be ready for Kindergarten in the fall. The data also confirms that through-out the school year, most students are responding positively to instruction and

interventions. As we implement the strategies outlined in the strategic plan, we look forward to more consistency and an increase in this data.

Local Kindergarten Screener

We also use a locally developed Kindergarten Screening assessment to assess incoming students' Kindergarten Readiness Skills. Students participate in activities to demonstrate their ability to:

- Identify upper-case letters
- Identify numerals
- Count objects
- Identify basic colors
- Perform gross and fine motor skills (pencil grip, cutting with scissors etc.)

We use this data to inform practices by:

- Monitoring trends over time
- Providing parents with feedback regarding their student's Kindergarten readiness skills
- Providing teachers with specific information regarding individual students' skill levels so they can use this information when planning instruction

Below is a chart that shows data from this local assessment.

School Year	Average Composite Score
2017-2018	33.3
2018-2019	33.9
2019-2020	33.7

The highest score possible on this local assessment is 47.2. The data has been consistent over the last three years. We will continue to use and monitor this data. We anticipate that as we implement the action steps from the strategic plan, that we will see an upward trend in this data.

INDIVIDUAL PLAN OF STUDY

In the spring of 2019, 57% of all students in grades 7-12 had identified a learning style and personality style as well as career clusters in their individual plan.

As of December 20, 2019, 70% of students in grades 7-12 had completed these same tasks in their plans.

Our schools utilize Seminar or Mascot time for students to engage in the development, implementation, and review of these individual plans. The level of implementation

varies as the focus has been on getting the plans created. We will continue to expand the use of these plans to consistently engage students and their families in this process.

By May 2022, at least 95% of all students in middle and high school will have a complete Individual Plan of study that they use regularly to continue to expand their career exploration.

HIGH SCHOOL GRADUATION

Shawnee Mission School District 2019 Graduation Rate

- **90% of all of our students graduated from high school**

Below is a table comparing the 2018 and 2019 Graduation Rates for different student groups.

Year	White	Hispanic	African American	Free & Reduced	SPED	ELL	Migrant
2018	91.8	84.5	84.5	79.4	83.0	79.7	60.0
2019	92.0	83.6	90.4	82.1	76.2	82.8	71.4

We were able to increase the graduation rate for many of our student groups:

- Almost 6% increase for African American students
- Almost 3% increase for Free & Reduced students
- Almost 7% increase for ELL students
- Over 11% increase for Migrant students

However, there was a decrease in the graduation rate for some of our student groups:

- Almost 1% decrease for Hispanic students
- Over 7% decrease for Students with Disabilities

We will continue to monitor this data carefully. We are confident that as we continue to focus on building relationships with students and providing all students with the responsive culture needed to meet their academic and social-emotional needs, we will continue to see success in the graduation rate across all student groups.

POSTSECONDARY SUCCESS

Using the KSDE Report Card Data, our **Success Rate** has fluctuated between **62%** and **66%** over the past five years. These values are approximately **10%** higher than the state aggregate.

Our **Effective Rate** has fluctuated between **55%** and **60%** during this same time frame. These values are also approximately **10%** higher than the state aggregate.

We understand that these measures lag by two or more years. Therefore, it may take a few extra years before we see the impact of the current strategies on these variables. We will continue to monitor this data annually.

Section 7 DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE

Summarize how your system helps students meet the definition of a successful HS Graduate

ACADEMIC/COGNITIVE

The Shawnee Mission School District provides a rigorous instructional program to support the academic and cognitive skill development for all students. All content areas have a well-articulated curriculum aligned to state standards which articulate the essential competencies necessary for educational and professional success. We monitor and support students' academic achievement needs through the Response to Intervention (RTI) framework and Professional Learning Communities (PLC's). Students who need additional time and support are provided with targeted interventions to address their needs and their progress is monitored through the district's assessment protocol. Through PLC's, teachers analyze data and collaborate to determine how to meet the learning needs of all students.

TECHNICAL

The Shawnee Mission School District offers technical and application coursework in sixteen career pathways, covering all career clusters with the exception of agriculture. Nearly 74% of students, based on 2017-18 data, participate in one or more of our career pathways. Career counseling services at the middle and high school level promote the importance of student participation in career pathways. The District is currently developing a three-year plan to expand and enhance real world learning opportunities. Our emphasis is on four categories of experiences - internships, industry-recognized credentials, nine or more hours of college credit, and entrepreneurial experiences.

EMPLOYABILITY

Shawnee Mission School District students participating in career and technical education courses have the opportunity to participate in work-based learning activities both inside and outside the school building. Students participating in work-based learning experiences outside of the building are evaluated on their workplace and employability skills (PDF file linked below). Beginning in the 2020-21 school year, students participating in off-site internships will complete a two-week workplace skills bootcamp sponsored by local business and industry partners.

[SMSD Professional Learning Experience Work Evaluation Rubric](#)

CIVIC ENGAGEMENT

Shawnee Mission School District develops successful high school graduates by allowing students to immerse themselves in democratic processes and experience civic engagement in a hands-on way. This is done through the rich program of studies offered throughout all grade levels. Experiences such as sustainability efforts, The Truman Library's White House Decision Center, and the YMCA's Youth & Government provide students with the skills necessary to be college and career ready.

Section 8 Telling Your Story (Reflection, Next Steps, and Assistance from OVT)

Reflection

There has been a tremendous amount of work accomplished this school year as we have embarked on the implementation of the district's Strategic Plan. Despite the challenges we encountered with the negotiations process and the closing of schools due to COVID-19, there continues to be a relentless commitment by all stakeholders to collaborate and improve in order to meet the needs of all students. We have come together in the face of adversity and remain committed to carrying out the district's mission "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.

By continuing to focus on people, culture, systems, learning and facilities, we will ensure every student has a personalized learning plan that supports them in being college/ career ready and having the interpersonal skills important to life success.

Connections to Next Steps for Year 4

There will probably need to be some modifications to many of the timelines, procedures, and action steps outlined in this report due to the sudden closure of the schools due to COVID-19 and the uncertainty of when we will be able to re-open schools. We will re-evaluate and make necessary adjustments along the way as we continue to implement the district's strategic plan and building school improvement plans and monitor progress on the district's SMART Goals and State Board objectives through data collection and analysis to monitor progress on closing the success gaps for all student groups. We will continue to collect artifacts and evidence to show that the strategies and action steps we are implementing are positively impacting the results. We will remain committed to strengthening relationships with all stakeholders and engaging them in the continuous improvement process as we work to create a

responsive culture that meets the academic and social-emotional needs for all students.

Feedback and Assistance from the OVT

The district requests feedback and ideas to support our work in the areas listed below:

- Ideas about how to support students, staff, and families during the COVID-19 crisis and school closure and strategies to consider ensuring a smooth and effective transition back to school when this is possible
- Additional resources and ideas to continue to measure SEL
- Strategies to support diversity, equity, and the creation of an inclusive culture
- Implementation of Individual Plans of Study- ideas on how to engage students and families in the utilization of these plans
- Ideas to improve student academic achievement to close achievement gaps for all students
- Additional data or evidence-based practices to measure impact on results