



Lee's Summit
R-7 Schools

2021-2024 Comprehensive School Improvement Plan

We prepare each student for success in life.



GOAL 1

We will provide high-quality experiences with access and opportunity for each student.

GOAL 3

We will provide meaningful public engagement that includes all stakeholders as vital partners in LSR7 education.

GOAL 2

We will foster a responsive, caring and inclusive environment.

GOAL 4

We will be responsible stewards and leaders.

REVISED & REAPPROVED BY BOE JUNE 2023

2021-2024 LSR7 Strategic Plan

CLIMB Peak Priorities and Aligned Action Plans

LSR7 Peak Priorities for 2021-2024

Career: Career, College and Life Preparedness

Leadership: Organizational Effectiveness and Data-Based Decision Making

Instruction: Innovative Instruction and Academic Excellence

Mental Wellness: Social-Emotional Learning and Well-Being

Belonging: Diversity, Inclusion, and Equity

Goal I:

- We will provide high-quality educational experiences with access and opportunity for each student.

Action Plan 1.1: Inquiry Model Instructional Framework

Establish an inquiry-model instructional framework to expand engaging learning experiences for students.

Champion: Associate Superintendent of Academic Services

1.1 Aligned Data:

By the end of Year Two 3% of LSR7 teachers have been formally trained in the LSR7 Inquiry approach.

By the end of Year Three 20% of LSR7 certified staff will have been formally trained in the LSR7 inquiry approach.

Baseline: N/A

YR 1: N/A

YR 2: By the end of Year Two 3% of LSR7 teachers have been formally trained in the LSR7 Inquiry approach.

YR 3: By the end of Year Three 20% of LSR7 certified staff will have been formally trained in the LSR7 inquiry approach.

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Re-engage and expand the instructional framework team to provide an instructional framework recommendation to the Instructional Operations Team (IOT) by January 2022
- Provide collective learning for building leaders in the area of the recommended instructional framework
- Ensure the agreed-upon instructional framework aligns with the Portrait of a Graduate competencies
- Align instructional framework with Real World Learning (RWL), Equity Plan, and Multi-Tiered Systems of Support (MTSS)
- Reach collective commitment on a district instructional framework by the Lead Learner team by May 2022

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2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Engage in systemic professional learning for all instructional staff in the area of the approved instructional framework
- Revise curriculum documents to align with and/or support the approved instructional framework
- Revise assessment plan to align with and/or support the approved instructional framework
- Establish and communicate teacher expectations regarding the approved instructional framework for 2023-24
- Select Network for Educator Effectiveness (NEE) indicators for 2023-24 aligned with the approved instructional framework

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Scaffolded implementation of instructional framework based upon the communicated teacher expectations
- Provide an inquiry focused Professional Learning Pathway (PLP)

Action Plan 1.2: Data-Based Instructional Decision-Making

Develop and implement a building-level data report to monitor on-going progress. Utilize DESE reports as a district dashboard.

Champion: Director of Assessment and Data Analysis

1.2 Aligned Data:-Building-level data report

Baseline: Development of building-level data report.

YR 1: SY 21-22, 100% of building leadership teams will review the building-level data report with building data teams.

YR 2: SY 22-23, 100% of building leadership teams will review the building-level data report with building data teams and use the report to develop Building School Improvement Plan (BSIP) for SY 23-34.

YR 3: SY 23-24, 100% of building leadership teams will use the building-level data report to monitor BSIP progress.

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

Research

- Establish data criteria of building-level data report and dashboard
- Establish a clear vision for schoolwide data use
- Establish regular collection and analysis of student outcome, student experience, and school climate data that are disaggregated by race, ethnicity, socioeconomic level, English Learner (EL) status, and different ability status
- Teach students to examine their own data and set learning goals
- Develop and maintain a district wide data system

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

Implement

- Provide supports that foster a data-driven culture within the school

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- Provide professional development for leaders on data usage and goal setting
- Make data part of an ongoing cycle of instructional improvement including data consults
- On-going review of building-level data report to determine effectiveness and additional measurements/components
- Use school building-level data report to develop building school improvement plan
- Review common assessments to align with Action Plan 1.1

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Analyze use of building-level data report and district data dashboard
- Allocate systems, time, and expertise to develop and implement goals in response to data analysis

Action Plan 1.3: Real World Learning (RWL) / Career Pathway Expansion

Increase the frequency of opportunities for all students to engage in career exploration and workforce-ready skills.

Champion: Director of Career Education

1.3 Aligned Data: Transeo data on percent of graduates earning an Market Value Asset (MVA), Naviance career curriculum exposure, and Panorama self-efficacy data grades 3-5 and 6-12.

Baseline:

Transeo MVA Attainment - 45% of graduates

Naviance - Career Curriculum Exposure - 5 times in grades 7-10

Panorama Self-Efficacy Data - Grades 3-5 +75% Grades 6-12 +73%

YR 1:

Transeo MVA Attainment - 65% of graduates

Career Curriculum - Increase exposure by 3%

Panorama Self-Efficacy Data - Grades 3-5 +78% Grades 6-12 +76%

YR 2:

Transeo MVA Attainment - 75% of graduates

Career Curriculum - 82% of 9th grade students have completed a career assessment, 79% of 7th grade students have completed a career assessment.

YR 3:

Transeo MVA Attainment - 85% of graduates

Career Curriculum - Grade 7 - 85% of students will complete a career assessment. Grade 9 - 85% of students will complete a career assessment.

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Utilize Career Navigators to expand real world learning opportunities for all students, foster relationships with business and community partners, and document progress in Transeo
- Align curriculum to include RWL, career exploration, and workforce ready skills within agreed upon instructional framework
- Develop communication plans including website expansion, schoology group for students and staff, and meaningful collaboration with families and community partners
- Develop a professional development plan designed to help staff integrate RWL/RIASEC (Realistic,

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Investigative, Artistic, Social, Enterprising, and Conventional) strategies that impact students learning about the future of work at all grade levels

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Provide high quality systematic professional learning that prepares each staff member to successfully support RWL and introduces RIASEC understanding as measured annually in staff and student survey results (*align with 1.6*)
- Expand RIASEC language in elementary, career pathway exposure in middle school, and MVA experiences in high school
- Respond to data on MVA attainment and career pathway exposure and provide interventions to identified subgroups that need growth
- Implement full communication plan for all stakeholders

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Scaffold implementation of career education curriculum that is aligned with business and industry standards including MVAs based on building goals, and supported by Career Navigators and Career Curriculum Specialists
- Complete the expansion of Transeo Training to all stakeholders
- Continue to evaluate data on MVA attainment and provide appropriate support based on data findings

Action Plan 1.4: Curriculum, Resources, and Instructional Support

Ensure robust and quality curriculum, resources, and instructional support to support diverse learners.

Champion: Associate Superintendent of Academic Services, Executive Director of Curriculum and Director of Instructional Technology

1.4 Aligned Data: Curriculum Documents submitted to the Board of Education for approval each year.

Baseline: Current curriculum.

Year One: A resource review guide will be developed. All teaching staff will be trained on this process.

Year Two: All new teachers will be provided training during the fall of their first year in LSR7 on the proper use of the Resource Review Process. In addition, the resource review guide will be included in all curriculum revision work. Embedded in each curriculum team’s scope of work will be time to review resources using the Resource Review Tool. Prior to this work, Curriculum teams will do a refresher of the use of the Resource Review Tool to ensure consistency of implementation. Approximately 20% of the curriculum will undergo this work each year.

Year Three: All new teachers will be provided training during the fall of their first year in LSR7 on the proper use of the Resource Review Process. In addition, the resource review guide will be included in all curriculum revision work. Embedded in each curriculum team’s scope of work will be time to review resources using the Resource Review Tool. Prior to this work, Curriculum teams will do a refresher of the use of the Resource Review Tool to ensure consistency of implementation. Approximately 20% of the curriculum will undergo this work each year.

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<p><u>2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1</u></p> <ul style="list-style-type: none"> ● Identify and utilize rubric(s) to complete a comprehensive audit of curriculum and resources through the lens of supporting diverse learners, ensure the selected rubrics are in alignment with the LSR7 Diversity, Equity and Inclusion commitments ● Revise New Course Proposal Process to align to the district Portrait of a Graduate, encourage increased opportunities for diverse learners, and embed an equity and inclusion review. ● Establish collaboration between audit team and instructional framework team recommendation ● Compare LSR7 identified Essential Standards with DESE Priority Standards and begin initial alignment process
<p><u>2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2</u></p> <ul style="list-style-type: none"> ● Create a 1-3 year timeline/budget for curriculum revision teams to utilize results of curriculum and resource audit to build adjustments based on audit results and review of DESE (Department of Elementary and Secondary Education) priority standards ● Ensure alignment of curriculum management plan to audit results as well as to the LSR7 Diversity, Equity and Inclusion commitments
<p><u>2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3</u></p> <ul style="list-style-type: none"> ● Monitor ongoing curriculum management plan timeline and expectations, including annual audit of curriculum by Curriculum Specialists

<p>Action Plan 1.5: Extra-curricular and Co-curricular Opportunities Increase opportunities and participation for extra-curricular and co-curricular involvement for students of all backgrounds and levels. Champion: Assistant Superintendent of Secondary Education and Assistant Superintendent of Elementary Education</p>
<p>1.5 Aligned Data: Collect baseline data in 2021-2022 regarding extra-curricular and co-curricular involvement, and annually collect additional data reporting involvement by demographic background and grade level(s).</p>
<p>YR 1: Create a baseline of % of students participating in extra-curricular and co-curricular activities by demographic group. YR 2: Increase participation of students by 5% over baseline. YR 3: Increase 5%</p>
<p><u>2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1</u></p> <ul style="list-style-type: none"> ● Evaluate the current opportunities available for students to engage in at all levels ● Establish a set of guidelines to determine the definition of participation in extra-curricular and co-curricular activities at all levels ● Survey students regarding areas of interest regarding extra-curricular and co-curricular activities, as well as identifying the barriers which keep students from participating in extra-curricular and co-curricular programming

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2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Re-establish a baseline % of students participating in extra-curricular and co-curricular activities by demographic group to account for the movement of 6th grade to MS, the expansion of MS activities offerings, and a better data collection system for non-MSHSAA activity participation.
- Establish additional strategies/tasks based on information collected in year 1
- Develop and implement plans to eliminate barriers to participation

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Establish additional strategies/tasks based on information collected in year 2

Action Plan 1.6: Portrait of a Graduate

Embed the LSR7 Portrait of a Graduate competencies into the classroom learning environment and market value asset attainment.

Champion: Associate Superintendent of Academic Services and Director of Career Education

1.6 Aligned Data: Percentage of students obtaining *at least one* Market Value Asset for graduation

Baseline: Specific Portrait of a Graduate questions will need to be added to the follow-up survey in order to create year 1 baseline data indicating that their experience in LSR7 provided them with each of the Portrait of a Graduate competencies

YR 1: 70% of graduates

YR 2: 75% of graduates

YR 3: 80% of graduates

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Connect and include Portrait of a Graduate Competencies in the development of and professional development around the Instructional Framework (*aligned with 1.1*)
- Portrait of Graduate competencies will be added to the Curriculum Management Plan as part of the review and revision process
- Provide RIASEC initial professional development for all staff K-12 (*aligned with 1.3*) and include alignment to Portrait of a Graduate competencies in the learning
- Modify senior exit and follow-up surveys to include questions that specifically align with Portrait of a Graduate competencies
- Career education teams will identify a platform for the creation of a digital portfolio for students tied to the Portrait of a Graduate competencies to provide a way for students to tell their stories (*aligned with 2.3*)

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Curriculum teams will identify specific standards/targets/units/or lessons that align with Portrait of a Graduate competencies and curriculum documents will reflect Portrait of a Graduate alignment. (*aligned with 1.4*)
- Conduct After Action Review (AAR) for a modified Senior Exit and follow-up surveys and plan for adjustments based on data

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- Career education teams will support the implementation of digital portfolios for students tied to the Portrait of a Graduate competencies in all high schools, Summit Technology Academy (STA), Summit Ridge Academy (SRA), and Miller Park to provide a way for students to tell their stories

2023-24: *Strategies, tasks, and deliverables that will be accomplished in Year 3*

- Monitor Senior Exit and follow-up surveys and make appropriate adjustments based on results
- Expand implementation of digital portfolios tied to the Portrait of a Graduate competencies to the middle and elementary level to provide a way for students to tell their stories

Action Plan 1.7: Reading Proficiency

Embed Best Practices for Reading instruction and Intervention into Tier I instruction and the established MTSS process.

Champion: Assistant Superintendent of Elementary Instruction & the Executive Director of Curriculum

1.7 Aligned Data: Percentage of students K-5 above the 40th percentile for reading utilizing NWEA Reading Fluency and/or NWEA MAP-Growth (per the appropriate grade level)

Baseline: N/A

YR 1: N/A

Baseline YR 2:

- 77% K-2 students at 40th percentile or higher in Spring on in Phonological awareness
- 64% K-2 students at or above 40th percentile in phonics
- 75% K-2 at or above 40th percentile in Spring in language comprehension
- 73% grades 3-12 above the 40th percentile in Reading

YR 3: 75% or higher of students at or above the 40th percentile in each area

2021-22: N/A

2022-23: N/A

2023-24: *Strategies, tasks, and deliverables that will be accomplished in Year 3.*

- Utilize a DESE approved instructional resource for reading instruction
- Utilize a DESE approved reading assessment tool for monitoring reading
- Use with fidelity the established MTSS processes for reading
- Review and monitor data for each school create additional intervention for sites with more than 15% of students below the 40th percentile

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Goal II:

- We will foster a responsive, caring, and inclusive environment.

Action Plan 2.1: Recruit, Hire, Retain and Promote Diverse Staff

Develop and monitor a system to recruit, retain and promote a diverse workforce within the District, increasing staff diversity as representative of the student population.

Champion: Assistant Superintendent of Human Resources

2.1 Accountability Measure*: Annual reporting on hiring demographics

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Implementation and training of the virtual career platform
- Implement a candidate pool hiring system at the elementary level and with /classified staff
- Explore a public dashboard highlighting hiring demographics/data
- Pending Board approval of TEAMLS Phase 1 Recommendation for teacher retention
- Recruit diverse candidates to the bi-annual Leadership Academy (certified and classified)
- Explore hosting internal recruit events to LSR7 for a various employee groups
- Utilize the teacher Panorama survey tool to gather adult feedback on belonging
- Collaborate with the new Grow Your Own staff member to develop a recruitment and retention pipeline of teachers

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Include bias training for hiring supervisors and/or interview panelists
- Maintain and enhance relationships with institutions representing diverse students and or candidates
- Continue candidate pool hiring at elementary level and with classified staff
- Review and maintain the public dashboard of hiring demographics/data
- Utilize the teacher Panorama survey tool to gather adult feedback on belonging
- Develop implementation of Grow Your Own recruitment and retention pipeline of teachers

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Develop a systemized process for stay and/or exit interviews for diverse staff members
- Develop visual publicity materials to support a hiring campaign focused on the benefit of working for LSR7
- Offer diversity events that welcome all employees and promote retention and advancement opportunities
- Maintain, enhance and expand relationships with institutions representing diverse students and or candidates
- Review and continue bias training for new supervisors and interview panelists
- Review and continue candidate pool hiring at elementary level and with classified staff
- Review and maintain the public dashboard of hiring demographics/data
- Utilize the teacher Panorama survey tool to gather adult feedback on belonging
- Systemize the Grow Your Own recruitment and retention pipeline of teachers

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Action Plan 2.2: Action Plan Removed --June 2022 Revision

Action Plan 2.3: Student Voice

Implement systemic processes to include student voice/feedback in decisions related to the culture and climate of LSR7 schools.

Champion: *Assistant Superintendent of Equity and Student Services*

2.3 Aligned Data: Increase student ownership and belonging in the operations and culture of LSR7

Baseline: School Belonging 3-5: 76%; 6-12: 46%

YR 1: Increase school belonging for grades 3-5 and 6-12 by 10%.

YR 2: Increase school belonging for grades 3-5 and 6-12 by 5% from the previous year

YR 3: School belonging for grades 3-5 and 6-12 are at 85% or higher on all grade levels.

2021-22: *Strategies, tasks, and deliverables that will be accomplished in Year 1*

- Audit and strengthen opportunities for student agency
- Include student representatives on leadership teams and school committees
- Initiate and empower Student Voice Committees
- Maintain use of Panorama student surveys

2022-23: *Strategies, tasks, and deliverables that will be accomplished in Year 2*

- Create opportunities and structures to support student-led civic engagement projects
- Maintain use of Panorama student surveys

2023-24: *Strategies, tasks, and deliverables that will be accomplished in Year 3*

- Formalize a structure for student-led Conferences/Portfolios in all grade levels (*align with 1.6*)
- Review building level student government structures for possible revisions and or expansion of student voice
- Maintain use of Panorama student surveys

Action Plan 2.4: Professional Learning Opportunities for All Staff

Ensure professional learning aligns with current best practice implementation.

Champion: *Associate Superintendent of Academic Services*

2.4 Aligned Data: TEAM LS Survey question: *My job gives me opportunities for continuous learning.*

Baseline: N/A--Data source changed from baseline to Year 2

YR 1: NA- Data source changed from baseline to Year 2

YR 2: 90% favorable

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YR 3: 95% favorable
<p><u>2021-22:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 1</i></p> <ul style="list-style-type: none"> ● Create comprehensive 3-year PD plan aligned with CSIP and guided by identified needs ● Provide clearly aligned 2021-22 professional development expectations and parameters to all building leaders in order to remain aligned with CSIP while a long-range 3-year professional development plan is being developed ● Implementation of Late-start Friday expectations to support instructional best practice implementation ● Revise Beginning Teacher Assistance Program (BTAP) curriculum to align with the most recent CSIP
<p><u>2022-23:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 2</i></p> <ul style="list-style-type: none"> ● Conduct an after action review (AAR) regarding the initial implementation of the 3-year PD plan ● Revise year two and three PD plan based on identified needs/gaps ● Initiate review of calendar/PD time structures? ● Review graduate coursework process to ensure alignment of district-sponsored graduate courses with district CSIP Action Plans
<p><u>2023-24:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 3</i></p> <ul style="list-style-type: none"> ● Use stakeholder feedback/AAR to identify remaining PD needs to help guide the development of the next CSIP

<p>Action Plan 2.5: Student and Staff Wellness Implement a student and staff wellness plan aligned with state and national standards. Champion: <i>Director of Student Support</i></p>
<p>2.5 Aligned Data: Panorama student and staff SEL(Social Emotional Learning) and well-being survey.</p>
<p>Baseline: Student and Staff Overall SEL/Well-Being Panorama Survey (as measured by the Self-Efficacy and Teacher-Efficacy topic) YR 1: Increase by 3% YR 2: Increase by 5% YR 3: Increase by 8%</p>
<p>Supplemental Data (second measure added in June 2023 CSIP Revision): Panorama School Belonging Survey Question--<i>Overall, how much do you feel you belong at your school?</i></p> <p>YR 2 Baseline (Fall 22): 3-5 Student: 78% Favorable 6-12 Student: 55% Favorable Teacher: 71% Favorable Staff: 68% Favorable</p>

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YR 3 (Fall 23):

The goal will be for each survey group to increase favorable response rate by at least 2% from Year 2 (new baseline) on the question: *Overall, how much do you feel you belong at your school?*

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Explore School-Based Health Center (SBHC) Request for Proposal (RFP) and develop a contract or Memorandum Of Understanding (MOU) with chosen provider(s)
- Panorama Student Success/MTSS rollout for all LSR7 schools
- Evaluate current staff well-being program
- Research and design SEL standards or benchmarks for K-12 and integrated with all academic areas, define the skills and competencies at various ages and developmental stages (*align with 1.4*)
- Analyze academic content standards and curriculum to identify explicit and implicit expectations regarding SEL competencies with all academic areas (*align with 1.4*)

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- District staff and student wellness team to review and analyze data for reporting to staff and future planning
- Engage in district and building quarterly data review and analysis for integrating SEL
- Implement the School-based health center (SBHC)
- Review and revise district discipline policy and practices and research restorative practices model.
- Engage district and building staff in on-going professional learning for integrating systemic wellness practices as universal/core supports
- Engage community agencies and family focus groups with connections with Wellness TIC/SEL (Trauma Informed Care/ Social-Emotional Learning) practices and resources
- Ensure coordination and alignment with SEL curriculum/program and BASS programming
- Develop look-fors and provide feedback for all staff to ensure Wellness TIC/SEL components are incorporated into work expectations
- Review and revise Board Policy ADF (District Wellness) to include student and staff well-being
- Develop communication plan including website, schoology group for student and staff well-being, and meaningful collaboration with families and community partners
- Establish a professional learning, evaluation, and a sustainability plan to include common language and aligned with CLIMB peak priorities and the LSR7 Portrait of a Graduate model to continuously improve SEL implementation (*align with 2.4*)

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Review and analyze year 2 work and quarterly data for integrated and isolated Wellness(TIC/SEL) practices
- PD and training for staff on Restorative Practices PK-12 model
- Analyze implementation of K-12 SEL curriculum through data
- Assess adult Wellness (TIC/SEL) competency and capacity needs and future plans
- Evaluate discipline and restorative practices
- Evaluate the school-based health center (SBHC)

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Goal III

- We will provide meaningful public engagement that includes all stakeholders as vital partners in LSR7 education.

<p>Action Plan 3.1: Comprehensive Communication Employ multiple methods for regular and reliable two-way communication with all stakeholders. Champion: Executive Director of Public Relations</p>
<p>3.1 Aligned Data: NSPRA (National School Public Relations Association) Rubrics of Practice and Suggested Measures: Comprehensive Communications</p>
<p>Baseline: NSPRA Rubrics of Practice and Suggested Measures: Comprehensive Communications YR 1: NSPRA Rubrics of Practice and Suggested Measures - “Mid-Established” YR 2: NSPRA Rubrics of Practice and Suggested Measures - “High-Established” YR 3: NSPRA Rubrics of Practice and Suggested Measures - “Exemplary”</p>
<p><u>2021-22:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 1</i></p> <ul style="list-style-type: none"> ● Establish a new comprehensive, written communication plan that aligns with the district strategic plan and CLIMB priorities ● Ensure comprehensive written crisis communication plans are in alignment with district emergency response plans ● Establish, maintain and improve internal systematic feedback loop to inform district and school leaders of communication effectiveness and recommendations ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence ● Focus communications and storytelling around five new key messages: Career, Leadership, Instruction, Mental Wellness and Belonging
<p><u>2022-23:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 2</i></p> <ul style="list-style-type: none"> ● Collaborate with others to develop topic-specific communications plans to build awareness and understanding of specific CLIMB strategic initiatives in LSR7 ● Establish, maintain and improve systematic feedback loop to inform district and school leaders of communication effectiveness and recommendations ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence ● Focus communications and storytelling around five new key messages: Career, Leadership, Instruction, Mental Wellness and Belonging
<p><u>2023-24:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 3</i></p> <ul style="list-style-type: none"> ● Engage an external vendor to conduct a comprehensive communications audit of the district to serve as an overarching 2021-24 accountability tool and establish benchmarks for the next CSIP process ● Establish, maintain and improve systematic feedback loop to inform district and school leaders of communication effectiveness and recommendations

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- Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence
- Focus communications and storytelling around five new key messages: Career, Leadership, Instruction, Mental Wellness and Belonging

Action Plan 3.2: Business and Industry Partnership
Create, continue and expand opportunities for collaboration with community, industry and business partners.
Champion: *Director of Career Education*

3.2 Aligned Data: Transeo data on business partners engaged in Real World Learning opportunities

Baseline: Transeo total business partners 521 and partners engaged in Real World Learning experiences 52 as of 4/13/21
YR 1: Increase total business partners engaging in RWL experiences by 3%
YR 2: Increase total business partners engaging in RWL experiences by 5%
YR 3: Increase total business partners engaging in RWL experiences by 8%

- 2021-22: *Strategies, tasks, and deliverables that will be accomplished in Year 1*
- Organize a team to define Partners In Education roles, expectations, evaluation structure, and integration of RWL including various RWL opportunities for students with business partners
 - Organize momentum around a robust plan to connect middle school students to their RIASEC themes and career interest inventory strengths (part of the career guidance curriculum)
 - Create additional advisory teams in college and non-college high demand industry-specific sectors to align industry standards to career education curriculum
 - Arrange for stakeholders, such as school leaders and business partners, to participate in site visits to uncover best practices
 - Formalize commitments from local employers in high demand industry sectors to contribute to MVA learning activities and approaches

- 2022-23: *Strategies, tasks, and deliverables that will be accomplished in Year 2*
- Expand Partners In Education including various RWL opportunities for students with business partners in high schools, Summit Technology Academy (STA), Summit Ridge Academy (SRA), and Miller Park
 - Implement plan to connect middle school students to their RIASEC themes and career interest inventory strengths (part of the career guidance curriculum)
 - Continue to meet at least twice a year with advisory teams in college and non-college high demand industry-specific sectors to align industry standards to career education curriculum

- 2023-24: *Strategies, tasks, and deliverables that will be accomplished in Year 3*
- Expand business partners engaging in RWL experiences PreK-12
 - Continue to meet at least twice a year with advisory teams in college and non-college high

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demand industry-specific sectors to align industry standards to career education curriculum

Action Plan 3.3: Community Outreach and Support

Increase engagement opportunities for all members of our diverse community to share and participate in our efforts to prepare each student for success.

Champion: Executive Director of Public Relations

3.3 Aligned Data: Number of engagement opportunities in LSR7.

Baseline: Audit engagement opportunities to create a baseline number of engagement opportunities

YR 1: Increase 5% from baseline

YR 2: Increase 5% from YR 1

YR 3: Increase 5% from YR 2

2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1

- Audit engagement opportunities and participation
- In addition to steps outlined in AP1, review strategies the district takes to systematically keep retirees, senior citizens and other non-district members of the community informed about LSR7 initiatives and efforts, particularly CLIMB areas
- Continue and expand robust methods of communicating and soliciting feedback with internal stakeholders, particularly regarding CLIMB areas
- Reconvene/rebrand Superintendent’s staff advisory group to provide feedback and insight, particularly in CLIMB areas
- Reconvene/rebrand Superintendent’s student advisory group to provide feedback and insight, particularly in CLIMB areas
- Establish practices more consistently utilize data analysis to inform communication plans

2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2

- Create and execute a marketing plan to brand and promote career, college and life preparedness learning opportunities for LSR7 learners
- Expand opportunities for families and patrons to interact with district leadership regarding CLIMB topics
- Collaborate with English Learner department and Equity Office to develop the systemic incorporation of translated materials for EL families regarding all aspects of interacting with LSR7, particularly as a new parent

2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3

- Establish a student-driven “public relations” working group that offers high school students Real World Learning experience conducting branding, marketing and storytelling for the district

Action Plan 3.4: Excellent Customer Service

Continue the quality of customer service and a culture of community pride and trust in the Lee’s Summit R7 School District.

2021-2024 LSR7 Strategic Plan

CLIMB Peak Priorities and Aligned Action Plans

Champion: Executive Director of Public Relations
3.4 Aligned Data: Public Relations Engagement Evaluation (annual report w/ engagement data)
Baseline: Historical PR Engagement Data YR 1: Annual report YR 2: Annual report YR 3: Annual report
<p><u>2021-22:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 1</i></p> <ul style="list-style-type: none"> ● Charter a process action team to review and evaluate best practices and expectations for district-wide social media expectations for staff ● Create and plan comprehensive social media calendars and further develop the unique identity of district social channels ● Monitor engagement with internal and external stakeholders via social media platforms to foster two-way communication ● Establish regular and reliable processes to dispatch information to buildings in regards to district-level decisions that impact building staff ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence
<p><u>2022-23:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 2</i></p> <ul style="list-style-type: none"> ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence ● Explore systematic research and monitoring practices to determine and provide personal/cultural preferences for communication across our diverse district ● Explore the use of SCoPE surveys (School Communication Performance Evaluations) ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence
<p><u>2023-24:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 3</i></p> <ul style="list-style-type: none"> ● Plan professional development schedule in response to identified needs on the part of the communications staff and school communications trends ● Establish and finalize systematic research and monitoring practices to determine and provide personal/cultural preferences for communication across our diverse district ● Establish a method to recognize and reinforce outstanding customer service throughout the school system; streamline ways to share best practices ● Strategically balance and adapt our portfolio of tools and services to maximize efficiency and effectiveness and strive for operational excellence

Goal IV

- We will be responsible stewards and leaders.

2021-2024 LSR7 Strategic Plan

CLIMB Peak Priorities and Aligned Action Plans

<p>Action Plan 4.1: Fund Balance <i>Develop and propose a budget that maintains adequate operating fund balances.</i> Champions: Assistant Superintendent for Operational Services and Assistant Superintendent of Business Services</p>
<p>4.1 Aligned Data: End of Fiscal Year Fund Balance</p>
<p>Baseline: The ending fund balance for FY20, 29.02% operational fund balance YR 1: Ending operational fund balance at or above 20% YR 2: Ending operational fund balance at or above 20% YR 3: Ending operational fund balance at or above 20%</p>
<p><u>2021-22:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 1</i></p> <ul style="list-style-type: none"> ● Develop strategy for the most appropriate application of infusion of one-time federal funds due to COVID-19 ● Implement ongoing professional learning in regards to historical expenditures, current needs, budgeting, and purchasing procedures in preparation to move to zero-based budgeting ● Update long-range planning to reflect increased operational expenses due to opening of the fourth middle school
<p><u>2022-23:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 2</i></p> <ul style="list-style-type: none"> ● Initiate zero-based budgeting practices and align resources to instructional needs defined by district and building strategic plans ● Continue to monitor local, county, state, and federal revenue; and evaluate the impact of assessed valuation, local tax levy, and consider the appropriateness of a ballot measure to eliminate the partial prop C rollback
<p><u>2023-24:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 3</i></p> <ul style="list-style-type: none"> ● Continue to monitor revenue projections following the absence of one-time federal resources, assess the viability to sustain current and future programming, and make appropriate budget adjustments as needed

<p>Action Plan 4.2: Capital Projects and Long Range Plans Maintain quality learning environments for students through a systematic plan to address capital needs. Champions: Assistant Superintendent for Operational Services and Director of Facilities</p>
<p>4.2 Accountability Measure*: Annual reporting on the district’s budget, demographic study, and long-range capital projects plan</p>
<p><u>2021-22:</u> <i>Strategies, tasks, and deliverables that will be accomplished in Year 1</i></p> <ul style="list-style-type: none"> ● Research and evaluate the safest and most cost effective means for student transportation, complete a cost-benefit analysis on the use of compressed natural gas vehicles, and develop a proposal for fleet replacement

2021-2024 LSR7 Strategic Plan

CLIMB Peak Priorities and Aligned Action Plans

<ul style="list-style-type: none"> • Evaluate, recommend, and implement the best use of premium bond resources to address ongoing maintenance, school capital priorities, or subsequent recommendations by the Citizen Advisory Committee for additional bond projects • Evaluate, recommend, and implement the best use of one-time federal resources to address ongoing maintenance and facility needs
<p><u>2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2</u></p> <ul style="list-style-type: none"> • Update long-range capital project plan to include projected bus and white fleet replacement, 1:1 replacement, classroom technology standards implementation, and ongoing facility maintenance • Utilize the RFP process to identify an agency to facilitate the Comprehensive Facility Master Plan (CFMP) in 2023-24
<p><u>2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3</u></p> <ul style="list-style-type: none"> • Complete the Comprehensive Facility Master Plan with stakeholder input and potential recommendations to the Board of Education

<p>Action Plan 4.3: Technology Infrastructure Maintain a safe, secure, and modern technology infrastructure. Champion: Executive Director of Technology</p>
<p>4.3 Aligned Data: Meraki Dashboard, Technology Management Tool</p>
<p>Baseline: Maintain or exceed 98% uptime Establish number of classrooms aligned to district technology standard</p> <p>YR 1: Maintain or exceed 98% uptime Increase number of classrooms aligned to district technology standard by 10%</p> <p>YR 2: Maintain or exceed 98% uptime Increase number of classrooms aligned to district technology standard by 10%</p> <p>YR 3: Maintain or exceed 98% uptime Increase number of classrooms aligned to district technology standard by 10%</p>
<p><u>2021-22: Strategies, tasks, and deliverables that will be accomplished in Year 1</u></p> <ul style="list-style-type: none"> • Develop and implement a multi-year technology infrastructure plan including maintenance, upgrades, and support of network equipment, phones, data systems, and hardware • Develop a district technology incident response and disaster recovery plan • Implement 2020-21 internal infrastructure and systems audit recommendations • Upgrade BusinessPlus software

2021-2024 LSR7 Strategic Plan

CLIMB Peak Priorities and Aligned Action Plans

<ul style="list-style-type: none"> ● Implement classroom technology standards plan
<p><i><u>2022-23: Strategies, tasks, and deliverables that will be accomplished in Year 2</u></i></p> <ul style="list-style-type: none"> ● Monitor and implement technology infrastructure plan ● Annually evaluate technology safety and security standards and processes ● Implement classroom technology standards plan ● Evaluate and recommend student 1:1 device replacement
<p><i><u>2023-24: Strategies, tasks, and deliverables that will be accomplished in Year 3</u></i></p> <ul style="list-style-type: none"> ● Monitor and implement technology infrastructure plan ● Annually evaluate technology safety and security standards and processes ● Implement student 1:1 device replacement plan

[LINK TO PLANNING DOCUMENT](#)
[LINK TO OVERALL Action Plans](#)

District Acronyms:

- AAR: After Action Review
- BIP: Building Improvement Plan
- BOE: Board of Education
- CSIP: Comprehensive School Improvement Plan
- DESE: Department of Elementary and Secondary Education
- EL: English Learners
- IOT: Instructional Operations Team
- LSR7: Lee’s Summit R7 School District
- MOU: Memorandum Of Understanding
- MTSS: Multi-Tiered System of Support
- MVA: Market Value Assets
- PD: Professional Development
- RIASEC: Holland Code- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional
- RFP: Request for Proposal
- RWL: Real World Learning
- SBHC: School-Based Health Center
- SEL: Social-Emotional Learning
- TEAM LS: Together Everyone Achieves More Lee’s Summit
- TIC: Trauma Informed Care