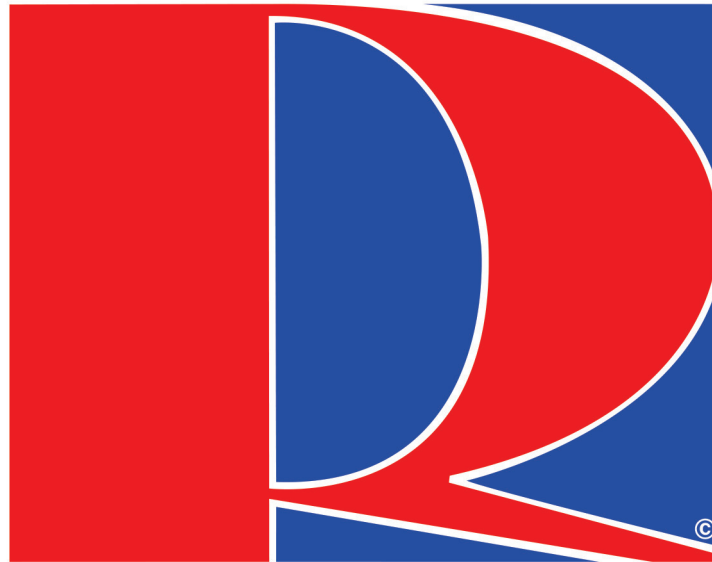


# VISION

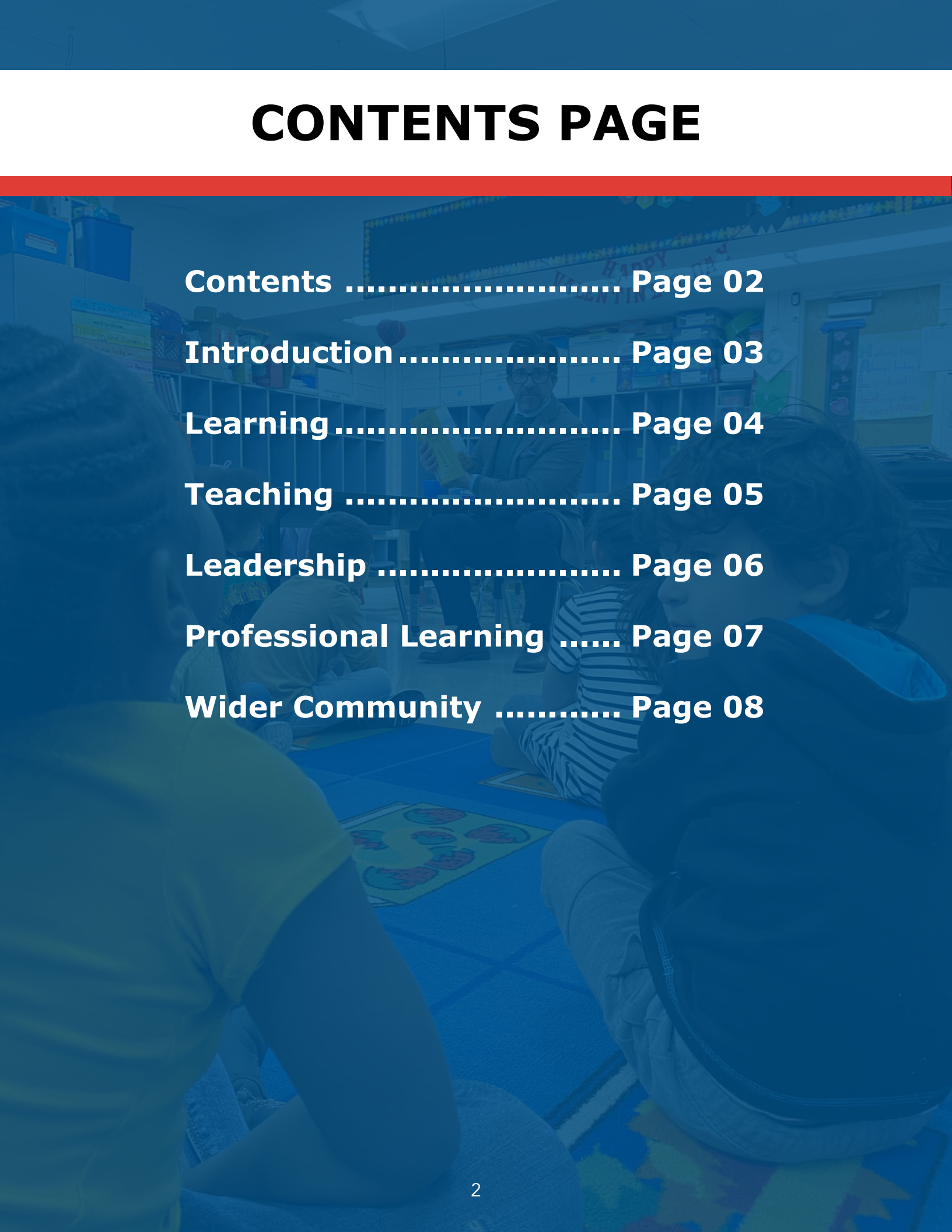


RAYTOWN  
QUALITY  
SCHOOLS  
Expect the Exceptional



Prepared by  
Raytown Quality Schools  
and G&D Associates  
May 2023

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A photograph of a classroom scene, overlaid with a semi-transparent blue filter. A male teacher with glasses is sitting on a blue rug, holding an open book and reading to a group of young children. The children are also sitting on the rug, some looking towards the teacher. The background shows classroom shelves with books and a banner that says "HAPPY BIRTHDAY".

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# INTRODUCTION

This vision document has been prepared by the Raytown Quality Schools leadership team in partnership with G&D Associates and inputs from our students, families, community, employees, and the Board of Education. The vision focuses on five key areas: learning, teaching, leadership, professional learning, and wider community engagement. These narratives are used as the basis for specific outcomes that are detailed in Raytown Quality Schools' strategic plan — defining how our district will continually develop graduates that are ready to contribute and lead in an ever-evolving world.



# LEARNING

In today's ever-evolving world, it is essential that our schools develop the knowledge and skills that will prepare learners to be agile problem solvers in order to enable them to positively impact their communities. To do so, Raytown Quality Schools is committed to addressing the unique needs of each of our students — ensuring all are empowered to pursue their goals and aspirations.

Throughout their school experience, our students will engage in learning that is aligned to the foundational academic and social skills needed to thrive in and beyond school. Meaningful student work will be grounded in culturally relevant connections to the world and enhanced by hands-on application and experiential engagements.

We will design high interest enrichment opportunities during and beyond the school day that foster confidence, critical thinking, and perseverance. These experiences will include access to point of need mentors and topical experts through digital communication, face-to-face meetings, and virtual field expeditions. Our Career and Technical Education programming will provide career exposure, exploration, and client-connected projects from the elementary years through graduation — enabling all students to access advanced coursework options and attain career certifications.

Students across the district will develop a sense of belonging and ownership because they will have meaningful input into the policies, practices, and approaches that impact their learning. To further support students in their development as contributing members of their learning community, students will be co-creators of their pathways, goals, and action plans. Our students will collect, reflect upon, and set goals around a wide set of evidence in order to understand their progress toward standard mastery and identified needs. Learner-led presentations such as conferences and portfolio presentations will create a clear view of mastery for students, teachers, and families. Our grading, assessment, and reporting practices will be calibrated and aligned to our core beliefs. A culture of continuous improvement will be developed through frequent opportunities for students to provide, receive, and respond to feedback about their work.

Through a learner-centered approach that connects our students to real-world experiences, we will develop the essential skills needed to be productive contributors in the community and leaders of the next generation, no matter their chosen path.

# TEACHING

In Raytown Quality Schools, cultivating both the art and science of teaching serves as the cornerstone of students reaching their full potential. We believe that our educators are difference makers through their ability to effectively teach, guide, coach, and mentor while partnering with our students and their families toward high levels of success.

To foster a culture of creativity, excellence, and innovation with our educators, we will provide support for a variety of approaches aligned to common instructional models. Our teaching will be culturally appropriate and adaptive with access to high-quality curriculum resources that can be customized to meet the needs of their individual learners. These resources, along with essential lesson information, will be available to students and families digitally to enhance access.

We will reimagine time and planning structures to create the space to design the most effective lessons. Priority academic and social skill standards, along with common approaches to creating, scoring, and analyzing formative and summative assessments, will be used to collaboratively plan impactful experiences for all students. Time for educator collaboration through Professional Learning Communities will provide regular opportunities to give, receive, and adjust to feedback about their instructional practices.

Our educators will utilize a multi-tiered system of behavior and academic supports that ensures every learner gets what they need in real time. We will focus on relevant data sets and other whole-learner evidence to collaboratively plan integrated units, lessons, and performance-based assessments. This information will also enable our teachers to adapt their planning, lesson delivery, and assessment methods to the personalized needs of each learner.

Environments across our district will be safe, healthy, and reflective of our values. Raytown Quality Schools will create the conditions where every employee can model safe and healthy working habits. Through the fostering of meaningful and purposeful relationships, we will set and attain high expectations with students and each other while modeling the skills and behaviors critical to student and staff success. Physical spaces throughout the district will be secure and equipped with resources that enhance a wide range of approaches to teaching. Our resources will be leveraged to transform the classroom experience, drive innovation, accelerate learning, and increase access.

By putting a premium on relationships and individualized approaches to teaching and learning, Raytown Quality Schools will achieve a culture of belonging and pride for our students, educators, and our community alike.



# LEADERSHIP

Raytown Quality Schools believes that the term leadership is not specific to one person or based on a title; rather, it is action oriented and present throughout our community, from the Board of Education to the classroom and the home. To this end, we will provide a range of opportunities for the development and implementation of leadership skills for our staff members, students, and families.

Leaders will foster a culture of transparency and empathy building across the district related to decision-making processes. Frequent communications, both internally and externally, will provide stakeholders with a clear view of successes, strategic goals, innovative practices, and challenges across the district. Physical resources, personnel, and budget aligned to the prioritized needs of district and school strategic plans will ensure cohesive vision progress and clarity about our approaches to improvement.

Leaders throughout the Raytown Quality Schools community will model and support innovative approaches to learning, working, and leading. Our leaders will provide regular and actionable feedback around instructional and professional practices. The Board of Education, central office, and school leadership will regularly collaborate on developing a shared understanding of expectations for, roles in, and

measures of continuous district improvement while regularly measuring the impact and effectiveness of our programs, curriculum, and work.

Our recruitment and retention strategies will ensure a pipeline of diverse, highly qualified educators, support personnel, and administrators. Because relationships with our community of educators and staff members are paramount, leaders will regularly engage the educational community in conversations about what motivates them, their professional needs, and promising practices being implemented. We will provide our current and aspiring leadership with regular professional learning that is focused on their personal development needs. Leaders across the district will collaborate to share knowledge and resources while promoting promising practices that will streamline our work and pathways to continued success.

Committing to the development of leadership across our schools and community will enable us to solidify a culture of vision clarity, buy-in, organizational efficiency, and high levels of job satisfaction.

# PROFESSIONAL LEARNING

Personalized experiences are essential to meeting learners where they are and, equally important, to meeting the diverse growth needs of our professionals. High levels of success for our students are dependent on an investment in the professional development of our educators.

To maximize the impact of this investment, we will provide the time and assistance needed to implement, adjust, and evolve new approaches and initiatives. Professional learning will go beyond single sessions to include job-embedded coaching, on-going instructional conversations, and identification of innovative practices being implemented. Non-evaluative coaching will be implemented to provide timely feedback about and development of the specific instructional and professional needs of each educator. This coaching will assist our staff members in developing and sharing their most innovative and promising practices. To ensure success and cohesiveness of practice, we will provide robust onboarding structures and sustained mentorship for all new employees.

Flexible scheduling will enable embedded opportunities bolstered by networks of Collaborative Teams (CT) within our schools and across the district. Our Collaborative Teams will focus on needs identified through routine assessment and reflection

and leverage a blend of face-to-face and online approaches to professional learning to ensure that opportunities are consistent, relevant, and accessible. District departments will work collaboratively to ensure coherent and connected professional learning aligned to our instructional expectations and their contextual content needs. In addition to internal collaboration, we will support professional growth at conferences and workshops as well as with peers across the region to gain cutting-edge information that will enhance success in the classroom as well as personal and professional growth.

*“District departments will work collaboratively to ensure coherent and connected professional learning aligned to our instructional expectations and their contextual content needs.”*

By providing the highest quality professional learning experiences aimed at developing effective educators, support staff, and leaders, our staff members will be empowered to hone and advance their skills — leading to unprecedented levels of pride in our profession and community.





## WIDER COMMUNITY

A healthy relationship between a school district and the community it serves is essential to each entity's ability to thrive. Raytown Quality Schools is committed to fostering strong relationships throughout our community as both continue to evolve.

We will create a culture of trust, transparency, and collaboration with our stakeholders. Our district and schools will engage families as true partners in their students' educational experiences by providing access to the information needed to support their development. We will provide before and after school programs that help keep students safe, assist working families, and extend the school day with high interest learning. We will regularly seek out information and feedback from students and families about the impact of services we offer. We will facilitate partnerships between feeder schools to build community, create cohesive learning models, and ease the transition between grade levels for students and families.

In addition to family engagement, we will build reciprocal partnerships with local businesses as well as educational, community, and civic organizations. These partnerships will provide client-connected, real-world experiences through volunteering, internships, and

apprenticeships while providing a variety of resources that will ensure the skills that we teach in school are transferable to our community. Additionally, we will develop regular opportunities for these organizations to partner with the district in providing families with wrap-around services — ensuring our students have the resources they need to fully engage in learning.

Consistent communications across our region will serve as a beacon to the Raytown community. We will leverage a variety of media (including newsletters, social media, community networks, videos, emails, blogs, and tweets) to provide “windows into our classrooms” that will build understanding about innovative practice, a wide range of positive student outcomes, and our strategic goals — empowering educators, families, community members, business partners, and peers to increase positive messaging around our work, enhance opportunities across our schools, and contribute as partners in problem solving.

The community is the lifeblood of our school district. Through close partnerships we will continue to leverage knowledge of stakeholders and work collaboratively to bring continued and future success to Raytown Quality Schools.

# Raytown Quality Schools Strategic Plan 2023/2024 © G&D Associates

BOE Goal Alignment	Vision Area	Vision Objective	Deliverable	Owner	Due By	Project Title
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	We will design high interest enrichment opportunities during and beyond the school day that foster confidence, critical thinking, and perseverance.	Create structures for high-interest enrichment during the school day	Moon	6/1/24	Design a framework for high-interest enrichment during the school day
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	Meaningful student work will be grounded in culturally responsive connections to the world.	Identify and communicate attributes of meaningful, culturally relevant teaching practices and student work by level (elementary, middle and high school) as part of district	Moore	5/21/24	Create a resource bank of culturally responsive and culturally relevant teaching practices and potential K-12 student projects to be posted on the Curriculum Hub.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	The district will foster a sense of belonging amongst all students across the district.	Create and implement systems that develop a sense of belonging and develop systems to regularly measure student belonging	Moore	5/21/24	Implement systems and strategies for developing a sense of belonging for students and a process for measuring its impact
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	Students will be co-creators of their career pathways, goals, and action plans.	Develop structures that enable every student to develop a six year plan (ICAP) that aligns to career pathway interests and post-secondary goals.	Bassett	12/1/23	Create a new Career and Education Planning Guide that will reflect an emphasis on career pathway and Market Value Asset Acquisition for all students
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	Teachers will have access to high-quality curriculum resources that can be customized to meet the needs of their individual learners.	Development and implementation of Comprehensive Literacy Plan	Pearson	5/31/24	Develop and implement the RQS Comprehensive Literacy Plan (CLP)
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	Grading, assessment, and reporting practices will be calibrated and aligned to our core beliefs.	Create district expectations for fair and equitable grading practices at each level	Britt	6/1/24	Create a process to ensure students are evaluated fairly.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Learning	Experiences will include access to career pathways and mentors/industry partners through field trips, job shadowing, internships and client-connected projects which lead to the acquisition of Market Value Assets (MVAs).	Assess needs for transformation to Career Academy model which include structures for career pathways exposure, exploration field trips, job shadowing and internships	Greiner	6/30/24	Create a process to determine the capacity of the district to transform to a HS Career Academy Model
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Teaching	To foster a culture of creativity, equity, excellence, and innovation with our educators, we will provide support for a variety of approaches aligned to effective practices.	Develop and implement classroom attributes and instructional models that promote equity and personalized learning	Cusumano	6/30/24	Develop a framework for classroom instruction prioritizing diversity, equity, and inclusion, creating an environment of personalized learning.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Teaching	Our educators will utilize a multi-tiered system of behavior and academic support that ensures every learner gets what they need, when they need it, with urgency.	Design structures for Tier 3 academic and skills support	Tarvin	5/1/24	Refine and expand RTI Handbook to address academic and skills support for students PK-12
Goal 3: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS	Teaching	By fostering meaningful and purposeful relationships, we will set and attain high expectations with students and each other while modeling the skills and behaviors critical to student and staff success.	Identify and provide professional learning opportunities on relationship development with students and parents/families	Eagle	7/18/24	Identify and develop professional learning opportunities for all instructional staff on relationship development with students and parents/families.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Teaching	Common approaches to creating, scoring, and analyzing formative and summative assessments will be used to collaboratively plan impactful experiences for all students.	Design and implement common summative assessments and implement collaborative scoring protocols	Britt	6/1/24	Design protocols and tools to ensure equity in summative assessment and scoring practices.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Teaching	We will reimagine time and planning structures to create the space to design the most effective lessons.	Establish master schedules and daily schedules with common plan time for grade level, content, and multidisciplinary collaboration teams and develop structures and reorganize schedules to include time and space for timely Tier 2 interventions	Pearson	5/31/24	Develop master and daily schedules with common plan time for grade level, content, and multidisciplinary collaboration teams as well as timely Tier 2 interventions.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Teaching	Teachers will have access to high-quality curriculum resources that can be customized to meet the needs of their individual learners.	Identify and implement a universal screener and Tier 1 SEL curriculum that identify and communicate priority academic and social skills standards	Cordell	3/12/24	Pilot SEL Curriculum K-12 for 2024-25

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BOE Goal Alignment	Vision Area	Vision Objective	Deliverable	Owner	Due By	Project Title
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Leadership	Leaders will model and support innovative approaches to learning, working, and leading.	Create structures to identify and celebrate innovative practice and develop parameters for implementing new, innovative approaches	Cahill	6/1/24	Create structures to support innovative approaches to learning, working, and leading.
Goal 3: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS	Leadership	Leaders will foster a culture of transparency and empathy building across the district related to decision-making processes.	Develop structures for transparent, two-way, ongoing communication of decision making	Wamble	12/15/23	Provide an easily accessible tool for two-way communication for all stakeholders
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Leadership	Leaders will foster a culture of transparency and empathy building across the district related to decision-making processes.	Provide professional development on skills that help build empathy	Cusumano	9/1/24	Develop and deliver professional learning to district leaders in active listening, perspective taking, and recognizing of emotions.
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Leadership	Recruitment and retention strategies will ensure a pipeline of diverse, highly qualified educators, support personnel, and administrators	Create structures to identify, recruit, and retain highly qualified staff that reflect the student/community population	Calcara	6/1/24	Begin establishing positive Employer Brand that promotes and aligns to our core values as educators and caregivers of the students we serve. This plan will begin to establish an employee journey map and focus on the triple - A framework which will provide a focus on three key areas; Attraction, Activation, and Attrition. By focusing on these touch points, we can better determine the lived experiences of our staff members and use this information to improve the quality of work life for each employee along that journey thus improving and strengthening positive employer brand, attraction, and retention.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Leadership	Leaders will provide regular and actionable feedback around instructional and professional practices.	Design structures for follow-up with staff on all actionable feedback conversations for continuous improvement	Verlinden	6/14/24	Develop and implement a walkthrough process, similar to the classroom walkthrough, that provides timely feedback to staff in the Technology, Interventionists, and Great Expectations departments.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Leadership	Leaders will provide regular and actionable feedback around instructional and professional practices.	Develop and implement a learning walk process for all departments and design structures for follow-up with staff on all actionable feedback conversations for continuous improvement	Bassett	3/28/24	Create a district learning walk process and structure for leaders and classroom teachers
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Leadership	We will provide a range of opportunities for the development and implementation of leadership skills for our staff members, students, and families.	Implement structures to regularly communicate district leadership outcomes	Wamble	2/29/24	Develop communications around leadership decision impact for staff members.
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Professional Learning	Non-evaluative coaching will be implemented to provide timely feedback about and development of the specific instructional and professional needs of each educator.	Develop a system to ensure all staff are receiving feedback	Moon	6/1/24	Develop common protocols for non-evaluative feedback for all staff
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Professional Learning	To ensure success and cohesiveness of practice, we will provide robust onboarding structures and sustained mentorship for all new employees.	Provide job specific training to classified employees	Calcara	6/1/24	This seems similar to #28 and really after the same objective.
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Professional Learning	District departments will work collaboratively to ensure coherent and connected professional learning aligned to our instructional expectations and their contextual content needs.	Create opportunities for leaders to have cross-district collaboration regarding technology integration	Cahill	6/1/24	Develop a framework for technology integration professional learning
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Professional Learning	Non-evaluative coaching will be implemented to provide timely feedback about and development of the specific instructional and professional needs of each educator.	Identify and develop coaching and professional learning for classified staff across the learning community.	Verlinden	6/14/24	Develop and deliver targeted professional learning for secretaries, instructional assistants, nutrition services providers, nurses, interventionists, and transportation professionals.
Goal 2: ATTRACT, RECRUIT AND RETAIN HIGH QUALITY STAFF	Professional Learning	To ensure success and cohesiveness of practice, we will provide robust onboarding structures and sustained mentorship for all new employees.	Implement a process for ongoing monitoring of professional learning	Lipari	5/24/24	Provide a structure to ensure accountability of mentorship for new employees

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BOE Goal Alignment	Vision Area	Vision Objective	Deliverable	Owner	Due By	Project Title
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Professional Learning	We will provide the time and assistance needed to implement, adjust, and evolve new approaches and initiatives.	Provide structures and evaluation methods for school progress planning, guiding coalition and collaborative team progress monitoring and support at the building level	Greiner	6/1/24	Develop structures and a cadence of accountability for School Progress Plans that measure key achievement, attendance and behavior metrics at each school
Goal 1: STUDENT ACHIEVEMENT & COLLEGE/CAREER READINESS	Professional Learning	District departments will work collaboratively to ensure coherent and connected professional learning aligned to our instructional expectations and their contextual content needs.	Develop collaborative planning structures for professional learning	Lipari	6/1/24	Develop a framework of strategies for teachers to use while collaboratively planning lessons
Goal 3: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS	Wider Community	We will facilitate partnerships between feeder schools to build community, create cohesive learning models, and ease the transition between grade levels for students and families.	Create opportunities for students and families to engage with feeder schools - pre-k to k, elementary to middle, middle to high school and create system of support for students and families transitioning between grade levels	Cordell	5/26/24	Create structures to enhance transition for grade and school change
Goal 3: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS	Wider Community	We will develop opportunities for organizations to partner with the district in providing families with wrap-around services – ensuring our students have the resources they need to fully engage in learning.	Develop a welcoming/onboarding process for new families and create a method to act on family feedback	Eagle	6/30/24	Assess the needs of new families and connect them with appropriate wrap-around services.
Goal 3: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS	Wider Community	Our district and schools will engage families as true partners in their students' educational experiences.	Identify and implement strategies for parent involvement outside of Title I and develop systems to regularly measure family belonging outside of Title 1 surveys	Tarvin	6/30/24	Develop and implement PK-12 parent involvement/engagement plans that respond to parents' reported levels of family belonging
Goal 4: MAINTAIN FISCAL & OPERATIONAL INTEGRITY AND ACCOUNTABILITY		Investment strategy that will maximize earnings revenue.	Develop and implement processes for regular reviews of current and future investment strategies.	Vernon	6/1/24	Develop and implement a process for regular reviews, alignment, and reporting of current investments.
Goal 4: MAINTAIN FISCAL & OPERATIONAL INTEGRITY AND ACCOUNTABILITY	Wider Community	Establish a stable and secure digital environment for staff, students, and parents in the Raytown School District.	Develop and implement annual security plan that addresses ongoing security concerns while improving accessibility of district resources.	Verlinden	5/30/24	Develop and implement a 2023-2024 security plan that addresses ongoing security concerns uncovered by the K12 audit.
Goal 4: MAINTAIN FISCAL & OPERATIONAL INTEGRITY AND ACCOUNTABILITY	Wider Community	Establish a stable and secure digital environment for staff, students, and parents in the Raytown School District.	Develop comprehensive documentation on all the critical systems and technology in the school district.	Verlinden	5/30/24	Develop and update 20 runbooks on all critical services, systems, and technology as defined by data governance.
Goal 4: MAINTAIN FISCAL & OPERATIONAL INTEGRITY AND ACCOUNTABILITY	Wider Community	Establish a stable and secure digital environment for staff, students, and parents in the Raytown School District.	Explore and implement new strategies to reduce the complexity of the technology environment while maintaining the high quality technical support.	Verlinden	5/30/24	Develop and implement a two year technology strategy to address complexity/sustainability concerns uncovered during K12 audits.
		2024/2025	2025/2026			

The strategic plan was adopted by the Board of Education at the Monday, August 14 Board of Education meeting. Present at the meeting were the following members:

### **Board of Education:**

- Alonzo Burton, Board President
- Michael Watson, Board Vice President
- Natalie Johnson-Berry, Director
- Dr. Madelyne Renee' Douglas, Director
- Nodie Newton, Director
- Rick Moore, Director
- Bobbie Saulsberry, Director

### **Executive Leadership Team:**

- Dr. Penelope Martin-Knox, Superintendent
- Dr. Anthony Moore, Assist. Supt. of Instructional Leadership - Elementary
- Dr. Carl Calcara, Chief Human Resource
- Dr. Chris Greiner, Chief Academic Officer
- Jessica Bassett, Assist. Supt. of Instructional Leadership - Secondary
- Marissa Cleaver Wamble, Chief Communications Officer
- Matt Verlinden, Director of Technology
- Terry Gibson, Chief Executive Finance and Operations Office

