



Cycle II Strategic Plan 2024-2029



SHAWNEE MISSION

SCHOOL DISTRICT

➤ Letter from Superintendent.....	3
➤ Steering Committee.....	4
➤ Strategic Planning Poster.....	5
Objectives.....	6
Strategies.....	6
➤ Strategy 1 - Learning.....	7
Learning Action Plan 1.1.....	8
Cost Benefit Analysis 1.1.....	9
Learning Action Plan 1.2.....	11
Cost Benefit Analysis 1.2.....	12
Learning Action Plan 1.3.....	16
Cost Benefit Analysis 1.3.....	17
➤ Strategy 2 - Belonging.....	20
Belonging Action Plan 2.1.....	21
Cost Benefit Analysis 2.1.....	22
Belonging Action Plan 2.2.....	24
Cost Benefit Analysis 2.2.....	25
Belonging Action Plan 2.3.....	27
Cost Benefit Analysis 2.3.....	28
➤ Strategy 3 - People.....	30
People Action Plan 3.1.....	31
Cost Benefit Analysis 3.1.....	32
People Action Plan 3.2.....	35
Cost Benefit Analysis 3.2.....	36
People Action Plan 3.3.....	38
Cost Benefit Analysis 3.3.....	39
➤ Strategy 4 - Technology.....	41
Technology Action Plan 4.1.....	42
Cost Benefit Analysis 4.1.....	43
Technology Action Plan 4.2.....	45
Cost Benefit Analysis 4.2.....	46
➤ Strategy 5 - Mental Health.....	49
Mental Health Action Plan 5.1.....	50
Cost Benefit Analysis 5.1.....	51
Mental Health Action Plan 5.2.....	53
Cost Benefit Analysis 5.2.....	54
Mental Health Action Plan 5.3.....	56
Cost Benefit Analysis 5.3.....	57
➤ Strategy 6 - Facilities.....	59
Facilities Action Plan 6.1.....	60
Cost Benefit Analysis 6.2.....	61
Facilities Action Plan 6.2.....	63
Cost Benefit Analysis 6.2.....	64
➤ Letter from the Board of Education.....	66



LETTER FROM SUPERINTENDENT

Dear Shawnee Mission Community:

I am thrilled to introduce the final Cycle II Strategic Plan for the Shawnee Mission School District. I am incredibly proud of the work we accomplished in Cycle I, and I am confident that this new plan will continue to build upon our district's rich traditions and carry us forward to even greater success.

A special thanks to the District's Steering Committee for setting the guidelines for our action teams. I am deeply grateful for the support and dedication of our staff, parents, students, and community members who volunteered their time and energy to help shape this plan. The process was not always easy, and finding consensus was challenging at times. However, through perseverance and a shared commitment to our mission and beliefs, we have created a strategic plan that will benefit all members of our community. Thank you for your ongoing support and dedication to the Shawnee Mission School District. Together, we will continue to provide an exceptional education to all of our students and prepare them for a bright and successful future.

Sincerely,

Dr. Michelle Hubbard
Superintendent
Shawnee Mission School District



STEERING COMMITTEE

> Superintendent

Dr. Michael Schumacher (2024-2025)

> Board of Education Members

Jessica Hembree
Heather Ousley

> At-Large

Jill Johnson, NEA-SM
Ken Schaefer, Shawnee Mission
Education Foundation

> Parents

Mayra Aguirre
James Crump
Craig Dawson
Gamaliel Espino
Darcy Swan

> Students

Valencia Abbott
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Oreofeolouwa Oni
Remy Witt

> Staff Members

Sarah Dent
Samantha Feinberg
Travis Gatewood
Gloria Hastings
Vicky Kopp
Meredith Marlier
Wraye Royle
Gary Strout

> School Administrators

Lindsey Constance
David Ewers
Jonathan Ferrell

> Community Members

Patti Ingraham
Sara Jones
Brittany Martin
Wanda Vaughn
Elizabeth Walter





SHAWNEE MISSION STRATEGIC PLAN 2024-2029



BELIEFS:

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



PARAMETER:

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

PARAMETER:

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

PARAMETER:

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

MISSION:

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

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



PARAMETER:

We will not compromise our commitment to academic excellence.

PARAMETER:

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

OBJECTIVES:

Personalized Learning Plan

OBJECTIVES:

College and Career Readiness

OBJECTIVES:

Interpersonal Skills

STRATEGY 1:

Learning



STRATEGY 2:

Belonging



STRATEGY 3:

People



STRATEGY 4:

Technology



STRATEGY 5:

Mental Health



STRATEGY 6:

Facilities



DRAFT
3/18/24



OBJECTIVES: Personalized Learning Plan

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

OBJECTIVES: College and Career Readiness

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

OBJECTIVES: Interpersonal Skills

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

STRATEGY 1: Learning

We will ensure meaningful and personalized learning experiences for all students.



STRATEGY 2: Belonging

We will intentionally strengthen our unified, equitable, inclusive culture to ensure belonging for all.



STRATEGY 3: People

We will enhance our community-centered environment to recruit and retain diverse and exemplary educators, staff, and families by being the best place to learn, work, and connect.



STRATEGY 4: Technology

We will ensure the intentional and innovative use of relevant technology throughout the district to achieve our mission.



STRATEGY 5: Mental Health

We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical wellbeing.



STRATEGY 6: Facilities

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





STRATEGY 1 - LEARNING

Action Team

Facilitators:

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Mendoza (SMW)
Rachel Rubio
Samantha Land
Seth Turner





SHAWNEE MISSION SCHOOL DISTRICT

Learning Action Plan 1:1

Strategy Number:	1	ACTION PLAN
Action Plan Number:	1.1	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result	In the Shawnee Mission School District, all students will engage in relevant and personalized learning experiences with opportunities to share ownership of their learning to pursue their interests and goals.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
1.1.1	Every student pre-k through 12 will develop a personalized plan of study that will be reviewed annually.	Principal of CTE	Qtr. 1 2025-26	
1.1.2	Develop a framework for students to engage in learning experiences that have a clear connection beyond the classroom.	Chief Academic Officer	Qtr. 2 2024-25	
1.1.3	Develop a plan to regularly communicate with and involve all learning partners in students' personalized plan of study.	Principal of CTE	Qtr. 1 2025-26	
1.1.4	Design and implement ongoing, job-embedded professional learning experiences for all staff to support personalized learning for all students.	Director of Professional Learning	Qtr. 3 2024-25	

Responsible Strategy Team Leader	Assistant Director of Curriculum, Instruction and Assessment
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Cost Benefit Analysis 1:1

Strategy Number:	1	COST-BENEFIT ANALYSIS
Plan Number:	1.1	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result:	In the Shawnee Mission School District, all students will engage in relevant and personalized learning experiences with opportunities to share ownership of their learning to pursue their interests and goals.

COSTS	BENEFITS
Tangible: 1.1.1 and 1.1.3 - Software or platform to house personal plans of study. Currently have Xello, but does that meet all needs to support the desired outcome. Also need to support pre-K through 5th grader learners - do they need a different platform? 1.1.2- Cost of learning experiences that have a connection beyond the classroom (field trips/experiences system-wide) 1.1.4 - Compensation for staff engaging in job-embedded professional learning experiences. (sub costs for observations, cost of classified staff at additional professional learning opportunities/staff meetings)	Tangible: 1.1.1 and 1.1.3 - Platform or portal for students, families, and staff to access student personalized plans of study. Easy reference. 1.1.2 - Students will have experiences beyond the classroom setting. 1.1.4 - Staff expand their knowledge of elements of personalized plans of study.
Intangible: 1.1.1 - Time required for professional Learning to train staff on creating personalized plans of study for students - time allocation. 1.1.2 and 1.1.4 - Time required for professional learning to develop, implement, and train all partners around the framework for learning experiences beyond the classroom. 1.1.3 - Time required for professional Learning for staff around parent and family communication in Xello and/or additional platforms.	Intangible: 1.1.1 - Enhanced student engagement in their learning. 1.1.1 - Enhanced student ownership over their learning. 1.1.2 - Engaging in relevant learning beyond the classroom. 1.1.3 - Building connections with families and staff 1.1.4 - Staff expand their knowledge of elements of personalized plans of study and build teacher capacity around student's personalized interests and plans of study.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 1.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Staff will understand all aspects of personal plans of study for students. Staff will learn the processes for documenting and communicating the personalized plans of study. Staff will facilitate communication of personal plans of study with families and learning partners. Staff will develop knowledge of learning opportunities beyond the classroom.	
Desired Outcome:	All students will engage in relevant and personalized learning experiences with opportunities to share ownership of their learning to pursue their interests and goals. Increased student achievement.	
Estimated Cost:	This will depend on how the next committee decides to approach the action plan for strategy one. The professional learning time would be allocated during district or building professional learning days most likely.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Teachers, counselors, administrators, iCoaches, social workers, classified team members working directly with students (any team member directly supporting student learning).	
Could this be combined with other strategy training?	Yes	No
	☐	☒

Learning Action Plan 1:2

Strategy Number:	1	ACTION PLAN
Action Plan Number:	1.2	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result	The Shawnee Mission School District guarantees high-quality instruction, integrating interpersonal skills to ensure academic achievement, preparing students for college and career readiness.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
1.2.1	Embed interpersonal skills within all district curriculum maps to guarantee their use in daily instruction and commit to providing teacher professional learning on the implementation of interpersonal skills into lesson design.	Assistant Director of CIA	Qtr. 1 2024-25	
1.2.2	Design and implement a middle school model to support academic and career exploration as well as focused development of interpersonal competencies.	Director of Secondary Services	Qtr. 2 2024-25	
1.2.3	Align grading and assessment practices to accurately reflect student growth and proficiency on essential competencies. (continuation from Cycle I to Cycle II)	Chief Academic Officer	In-Progress	
1.2.4	Create a purposeful, systematic, and structured framework that organizes tools (such as Individual Plans of Study (IPS)/YouScience/Market Value Assets (MVA) to help students own, engage, and create a plan for college and career readiness.	Principal of CTE	Qtr. 2 2024-25	

Responsible Strategy Team Leader	Director of Secondary Services
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Cost Benefit Analysis 1:2

Strategy Number:	1	COST-BENEFIT ANALYSIS
Plan Number:	1.2	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result:	The Shawnee Mission School District guarantees high-quality instruction, integrating interpersonal skills to ensure academic achievement, preparing students for college and career readiness.

COSTS	BENEFITS
Tangible:	Tangible:
1.2.1 - Allocating substitute teachers to support work of curriculum cadres when adding learning goals related to interpersonal skills. (Not a new cost if time during cadre work is reallocated for interpersonal skills). 1.2.2 - Possible compensation for teacher and administration committee work to design and implement a middle school model to support academic and career exploration as well as focused development of interpersonal competencies. \$ = Hour Rate for non-instructional for 10 individuals possibly. 3 meetings for 2 hours. \$1643.40 1.2.2 - From the outcomes of committee work, possible funds may need to be allocated to support the vision of the committee's goals. 1.2.4 - Cadre or committee to create a purposeful, systematic, and structured framework to maintain student plans.	1.2.1 - Students increase their knowledge of interpersonal skills and their ability to apply those skills in appropriate situations. 1.2.1 - All district curriculum maps would include interpersonal skills. 1.2.2 - Students would have increased knowledge regarding careers as well as interpersonal competencies. Time allocated in instructional day to ensure equity.
Intangible:	Intangible:
1.2.1 - Allocate time in professional learning communities (PLC) to review curriculum maps and unpack the interpersonal skills goals for student learning. 1.2.3 - Professional learning and collaboration around grading and assessment practices that measure student growth and proficiency.	1.2.2 - Create a more efficient schedule or model to maximize student learning opportunities. 1.2.3 - Grades reflect student mastery of learning competencies. Learning partners would have a better understanding of a student's level of proficiency of essential competencies. 1.2.3 - Creates a growth mindset to focus on progression of student learning, rather than focusing on fixed benchmarks.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 1.2.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Professional learning focused on integrating interpersonal skills into content instruction. (1.2.1)	
Desired Outcome:	Teachers will have the knowledge and capacity to integrate interpersonal skills into daily instruction.	
Estimated Cost:	Intangible. Curriculum and Instruction Team will develop and focus future professional learning on this goal.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Certified Staff (PreK - 12th Grade) will receive training, Curriculum and Instruction Team will provide training, annual training (initial & then reviewed by building as needed), and New Team Member Academy (NTA).	
Could this be combined with other strategy training?	Yes	No
	☐	☒



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 1.2.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Professional learning focused on integrating interpersonal skills into content instruction. (1.2.1)	
Desired Outcome:	Teachers will have the knowledge and capacity to integrate interpersonal skills into daily instruction.	
Estimated Cost:	Intangible. Curriculum and Instruction Team will develop and focus future professional learning on this goal.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Certified Staff (PreK - 12th Grade) will receive training, Curriculum and Instruction Team will provide training, annual training (initial & then reviewed by building as needed), and New Team Member Academy (NTA).	
Could this be combined with other strategy training?	Yes	No
	☐	☒



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 1.2.3		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Professional learning around grading and assessment practices. (1.2.3)	
Desired Outcome:	Teachers will increase their capacity on grading and assessment practices around tracking proficiency of student learning in an equitable manner.	
Estimated Cost:	Intangible. <u>Curriculum</u> and Instruction Team will develop and focus future professional learning on this goal.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Certified Staff (PreK - 12th Grade) will receive training, Curriculum and Instruction Team will provide training, annual training (initial & then reviewed by building as needed), and New Team Member Academy.	
Could this be combined with other strategy training?	Yes	No
	☐	☒

Learning Action Plan 1:3

Strategy Number:	1	ACTION PLAN
Action Plan Number:	1.3	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result	The Shawnee Mission School District will provide equitable access to differentiated instruction and culturally responsive learning experiences for staff and students based on individualized needs.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
1.3.1	Increase pre-K sites, based on facility capacity and district possibilities, to provide equitable access to early interventions and foundational learning through a braided funding enrollment process.	Chief of Early Childhood Education/ Sustainability	Qtr. 2 2024-25	
1.3.2	Formalize a plan to increase bilingualism.	Assistant Director of CIA	Qtr. 3 2025-26	
1.3.3	Increase professional learning for differentiated core instruction to meet individual student needs.	Director of Professional Learning	Qtr. 1 2024-25	

Responsible Strategy Team Leader	Director of Elementary Services
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Cost Benefit Analysis 1:3

Strategy Number:	1	COST-BENEFIT ANALYSIS
Plan Number:	1.3	
Date:	June 24, 2024	

Strategy:	Learning: We will ensure meaningful and personalized learning experiences for all students.
Specific Result:	The Shawnee Mission School District will provide equitable access to differentiated instruction and culturally responsive learning experiences for staff and students based on individualized needs.

COSTS	BENEFITS
Tangible: 1.3.1 - Classroom teacher (with benefits) \$83,000 ○ Funding sources could be split with special education funding - Unified Early Childhood Setting ● Pre-K aide (with benefits) \$35,000 ● Para (Unified Early Childhood Setting - with benefits) - special education funding - \$35,000 ● Curricular resources \$10,000/12,000 ● Furniture \$10,000/15,000 ● Classroom in an elementary building - Space-based ● Bussing for at-risk students (as needed) - \$400/per day (\$200 AM and \$200 PM) for buildings needing transportation ● Snacks - \$500/year 1.3.3 - Continuation of professional conferences (like Solution Tree's Response To Intervention (RTI) at Work) with the expectation that educators attending the conference will provide professional learning from their experience, targeting differentiation in the classroom. ● RTI at Work ○ Cost - \$700 per person, not including travel costs ● RTI English Language Learners (ELL) Conference- Providing Soluciones Institute (for ELL Department and teachers) ○ Cost - \$700 per person, not including travel costs ● Book Study - 1 year - (\$30 approx./ book) ○ 2,311 certified staff (admin, counselor, nurses) ■ \$69,330 ○ 1,149 classified staff ■ \$34,470 ○ Possibility to do multiple book studies over the 5 years to build on one another and deepen professional knowledge and capacity.	Tangible: 1.3.1 - Serving 30 additional pre-K students per classroom ● Opportunities for more early interventions ● Early literacy, numeracy, language development, and social/emotional ● Increase attendance when transportation is provided. ● Family engagement from the start ● Higher graduation rates - see research ● Unified Early Childhood Setting - funding could be supported by special education funding ● Potential for increasing Unified Early Childhood programming 1.3.3 ● Individualized, targeted professional learning for various roles throughout the district. ● Flexible locations and time for different educators. ● Each building can highlight portions to individual building and classroom needs. ● It could be utilized as a focus for Professional Learning Community discussions or agenda items. ● Use the train-the-trainer model in spreading what is being taught at the conferences to educators in the building or across the district.



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Intangible:	Intangible:
1.3.1 Pre-K • Braided enrollment - grant, title, and tuition money at each location ◦ Funding should follow the student. • Professional learning for teacher, aide, principal • Wrap care (care opposite of the pre-K school day) through Johnson County Parks and Recreation Department, YMCA, and community daycare sites. • Other considerations ◦ Itinerant special education teacher caseloads ◦ Possibility of Unified Early Childhood - Continuum of Services ◦ Building population - support staff: social worker, nurse, speech language pathologist, occupational therapist/physical therapist, custodians, scheduling, etc. ◦ Marketing 1.3.2 - Formalize a plan to increase bilingualism. • Create a committee to explore increasing bilingualism. • Cost of time. • Create a committee to research how bilingualism supports structured literacy Kansas Education Systems Accreditation goals: phonemic awareness, vocabulary development, comprehension, cross-linguistic transfer. 1.3.3- Professional learning from the district level on differentiating strategies during district professional learning and/or instructional fairs. • Training of instructional coaches to train and work with general education teachers and/or aides, paraeducators, etc. during professional learning communities. • Coordinators will provide training to coaches with the intent of bringing differentiation information back to the building.	1.3.1 Pre-K • Building family connections with their home school at the earliest stages. • Families' needs are identified and supported at the earliest point. • Students should start at their home building whenever possible. • Families get the care they need with the academic foundation they want. 1.3.2 - Formalize a plan to increase bilingualism. • Researching actionable steps to creating dual language programs within SMSD. • Consulting community experts. • Create a committee to research how bilingualism supports structured literacy Kansas Education Systems Accreditation goals: phonemic awareness, vocabulary development, comprehension, and cross-linguistic transfer. 1.3.3- • Bringing targeted and specific strategies to teachers that can be implemented more frequently and as needed for individual students. • Utilizing our own trained educators to teach or lead educators in the classroom.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 1.3		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Increase differentiation in the general education classroom.	
Desired Outcome:	Scaffolded and tiered instruction for a variety of skill levels within the general education classroom (Tier 1).	
Estimated Cost:	Depending upon conference attendance, book studies, and in-house training, costs can vary.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	- Professional learning from district-level on differentiating strategies during district professional learning and/or instructional fairs. - Training of instructional coaches to train and work with general education teachers and/or aides, paraeducators, etc. during professional learning communities (PLC). - Coordinators will provide training to coaches with the intent of bringing differentiation information back to the building. - For example, English Language Learners (ELL) Department can share and train ways to scaffold and meet the needs of ELLs, who can share with general education teachers. Curriculum councils can train instructional coaches to bring back training in PLCs.	
Could this be combined with other strategy training?	Yes	No
	☒	☐

NOTES
1.3.1 -Increase pre-K sites, based on facility capacity and district possibilities, to provide equitable access to early Interventions and foundational learning through a braided funding enrollment process. Evidence/Research: - KSDE pre-K Guide - Research on early childhood long-term outcomes - US Dept of Health and Human Services - KSDE Funding Sources - page 8 - KSDE Braiding Funding - page 10, question 12, paragraph 2 - Continuum of Services - Setting description 1.3.2- Formalize a plan to increase bilingualism. a. Recommended programs to consider: - Dual language program: The aspirational goal of one host school in each feeder pattern. - World language as an elementary special (A, B, C, D, E).



STRATEGY 2 - BELONGING

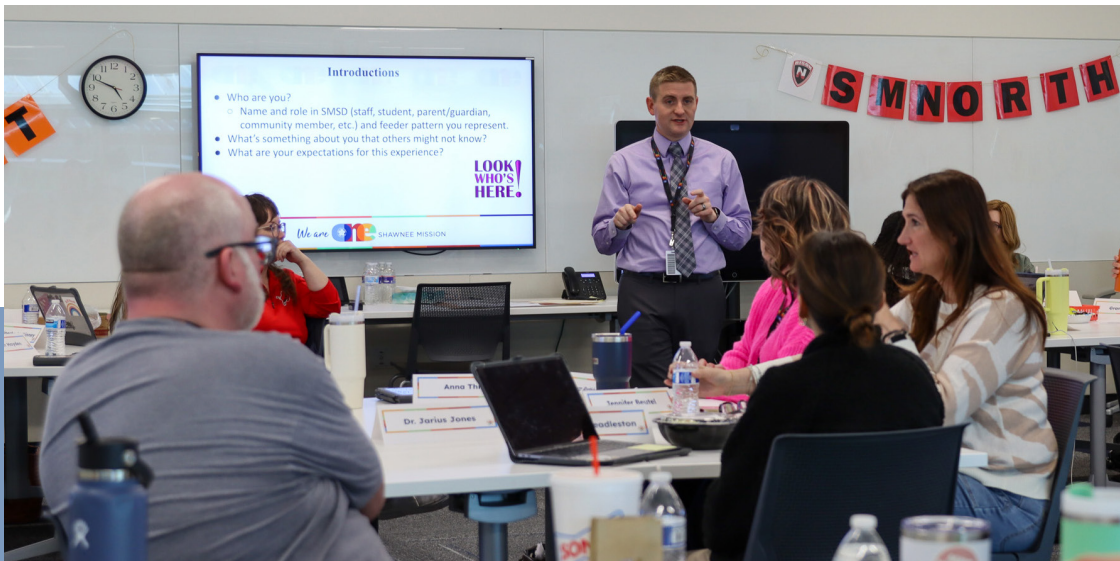
Action Team

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Melissa Molteni
Melvinesha McKinney
Rachael Wilson
Sara Purcell
Talia Ravis
Tim Garrels



Belonging Action Plan 2:1

Strategy Number:	2	ACTION PLAN
Action Plan Number:	2.1	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture to ensure belonging for all.
Specific Result	The Shawnee Mission School District will ensure equitable access for students, staff, and families to engage fully in all aspects of the SMSD experience.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
2.1.1	Implement training on restorative practices for all staff to foster relationships, facilitate equitable dialogue, and address causes of conflict and harm.	Coordinator of DEIB	Qtr. 1 2025-26	
2.1.2	Review and revise district-wide discipline policies and procedures to ensure an equitable, consistent, restorative, and effective disciplinary approach.	Director of Athletics and Activities	Qtr. 3 2024-25	
2.1.3	Explore and research the addition of Family Advocate position(s) per feeder pattern to provide support, resources, and guidance between home and school for culturally and linguistically diverse students.	Director of Student/ Family Services	Qtr. 1 2026-27	
2.1.4	Ensure student, staff, and community belonging through the implementation of evidence-based feedback cycles, including surveys, focus groups, and town hall meetings..	Chief of Student Services/ DEIB	Qtr. 2 2025-26	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 2:1

Strategy Number:	2	COST-BENEFIT ANALYSIS
Plan Number:	2.1	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture to ensure belonging for all.
Specific Result:	The Shawnee Mission School District will ensure equitable access for students, staff, and families to engage fully in all aspects of the SMSD experience.

COSTS	BENEFITS
Tangible:	Tangible:
Action Step 2.1.1 Restorative Practices training Action Step 2.1.2 Committee and district oversight of proposed changes Action Step 2.1.3 Explore and research a Family Advocate position. Classified positions = \$53,000 per position x 5 feeders = \$265,000 per year, possible oversight by DEIB Coordinator Action Step 2.1.4 Current subscription to ThoughtExchange would be essential to continue, or an outside consulting group	Action Step 2.1.1 Decreased discipline referrals, decreased suspensions and expulsions, and improved healthy relationships as measured by surveys and focus groups Action Step 2.1.2 District-wide consistency of equitable discipline practices, as evidenced by revised discipline policy, implemented with fidelity throughout district Action Step 2.1.3 Increased family engagement as measured by surveys and focus groups Action Step 2.1.4 New channels for all voices to be heard; qualitative and quantitative data
Intangible:	Intangible:
- Time - Stress - Community education and onboarding - Additional duties for district officials who are assigned oversight	Action Step 2.1.1 Increased student success, increased graduation rate, increased class attendance, and improved building culture Action Step 2.1.2 Decreased legal risk, increased class attendance Action Step 2.1.3 Increased focus on educational outcomes for English Language Learners Action Step 2.1.4 Increased staff, student, community engagement, deeper sense of trust among students, staff, and community



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 2.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Create and maintain a positive school culture and climate, foster relationships, facilitate equitable dialogue, and address causes of conflict and harm through restorative practices.	
Desired Outcome:	A decrease in discipline referrals; decrease in suspensions and expulsions; improve healthy relationships as measured by surveys and focus groups.	
Estimated Cost:	• Estimated cost of \$250,000 to \$400,000, spread throughout the strategic plan cycle • Will not be a recurring cost.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Restorative practices training may include • Train-the-trainer model to ensure all staff have introductory/foundational knowledge	
Could this be combined with other strategy training?	Yes	No
	☐	☒
	Comments: Currently this professional learning is specific to this strategy and action plan.	

NOTES

Belonging Action Plan 2:2

Strategy Number:	2	ACTION PLAN
Action Plan Number:	2.2	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture, to ensure belonging for all.
Specific Result	The Shawnee Mission School District will implement a unified, accessible, cohesive, and consistent communication strategy that informs and solicits engagement at all community levels.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
2.2.1	Create a streamlined set of communication policies and procedures: best practices, requirements for website, newsletter, social media platforms, email communication, and public engagement skills.	Communications Coordinator	Qtr. 2 2024-25	
2.2.2	Provide internal training to ensure consistent implementation of communication policies and procedures.	Director of Professional Learning	Qtr.4 2024-25	
2.2.3	Provide multiple learning opportunities for SMSD families to ensure awareness and access to all District communications and systems.	Director of Student/Family Services	Qtr. 1 2026-27	
2.2.4	Ensure accessible communication for all community levels through translation and assistive technology.	Communications Coordinator	Qtr. 4 2024-25	
2.2.5	Gather and analyze data from the community to measure the effectiveness of communication methods.	Communications Coordinator	Qtr. 4 2025-26	

Responsible Strategy Team Leader	Communications Coordinator
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Cost Benefit Analysis 2:2

Strategy Number:	2	COST-BENEFIT ANALYSIS
Plan Number:	2.2	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture, to ensure belonging for all.
Specific Result:	The Shawnee Mission School District will implement a unified, accessible, cohesive, and consistent communication strategy that informs and solicits engagement at all community levels.

COSTS	BENEFITS
Tangible:	Tangible:
2.2.1 Costs for Translatable Newsletter Platform - Currently spending about \$14,000 on separate translatable newsletters across the district. - To purchase a district-wide subscription for a translatable newsletter, it would be approximately \$25,000-\$30,000 2.2.1 Cost of Unified Communication Platform - Approximately \$125,000 2.2.4 Cost Speech to Text/Increase accessibility - Costs could vary based on user and viewership	All Action Steps - Consistency across school websites, district and school newsletters, social platforms, and e-mail communications. - District, school, and classroom communications in a unified platform. - Mass notifications, 1:1 communications, newsletters, events, and scheduling. - Families are opted in by default, and administrators/teachers can create targeted communications through the efficiency provided by student information system rostering. - Communications are translated into 130 languages to meet the needs of all families. - Text, web, app, email - all modalities to meet the needs of all families. - Cost-effective.
Intangible:	Intangible:
- Time spent on initial training for existing staff members. - Stress on existing staff due to changing systems and procedures. - Loss of individuality or autonomy due to communication consistency.	- Increased transparency and improved engagement with SMSD community members. - Improved staff and family relationships. - Consistency among all buildings as to available communication that is user-friendly for all.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 2.2		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Ensure consistent implementation of communication policies and procedures.	
Desired Outcome:	Consistent understanding and improved communication policies and procedures to ensure access and belonging for all district users.	
Estimated Cost:	Free to minimal cost as it can be built in to regular professional training.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Training of all staff members who communicate with SMSD students, parents, and/or the community-at-large would be at the start of the plan. Ongoing training will occur as changes are incurred and during onboarding for new staff.	
Could this be combined with other strategy training?	Yes	No
	☒	☐
	Comments: This could connect to the work of the People and Technology Strategies.	

NOTES



SHAWNEE MISSION SCHOOL DISTRICT

Belonging Action Plan 2:3

Strategy Number:	2	ACTION PLAN
Action Plan Number:	2.3	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture, to ensure belonging for all.
Specific Result:	The Shawnee Mission School District will facilitate community events and district-wide programs that create a more connected and inclusive school environment that cultivates belonging for all students, families, staff, and community members of SMSD.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
2.3.1	Develop mentorship programs that pair students with peer models and/or community partner members to provide guidance, support, and foster safe and caring relationships.	Coordinator of DEIB	Qtr. 3 2024-25	
2.3.2	Strengthen belonging support groups for marginalized or underrepresented groups of staff and students within the SMSD community.	Coordinator of DEIB	Qtr. 1 2024-25	
2.3.3	Increase district-wide events/gatherings that build relationships with community partners and facilitate connections among all SMSD students, families, staff, and community members.	Director of Student/ Family Services	Qtr. 1 2025-26	
2.3.4	Continue ongoing professional development for staff and increase student voice and student learning opportunities that foster a sense of belonging for all.	Director of Professional Learning	Qtr. 1 2024-25	
2.3.5	Develop and strengthen feeder pattern collaboration and connections for staff, students, and community members to increase involvement and support a stronger sense of belonging at SMSD.	Coordinator of DEIB	Qtr. 1 2025-26	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 2:3

Strategy Number:	2	COST-BENEFIT ANALYSIS
Plan Number:	2.3	
Date:	June 24, 2024	

Strategy:	Belonging: We will intentionally strengthen our unified, equitable, inclusive culture, to ensure belonging for all.
Specific Result:	The Shawnee Mission School District will facilitate community events and district-wide programs that create a more connected and inclusive school environment that cultivates belonging for all students, families, staff, and community members of SMSD.

COSTS	BENEFITS
Tangible:	Tangible:
2.3.1, 2.3.2, 2.3.3 - Explore establishing a Department of Belonging & Engagement with a Program Specialist/Coordinator position - oversee mentor program, coordinate district-wide events - Certified position \$65-80,000 - Department could include the work of the possible Family Advocate position(s) (2.1.3) 2.3.2-Stipend Support for Staff/Student Group Facilitators (\$100-\$1000/per staff member) 2.3.4 Additional Work days if professional learning cannot be done during work hours for classified staff 2.3.5 Transportation costs if high school students are bused to feeder pattern schools for engagement activities	2.3.1 - Increased student attendance, participation and sense of belonging 2.3.2 - Increased participation in student and staff belonging groups 2.3.3 - Increased family engagement and attendance as measured by surveys and focus groups 2.3.4 - Increased staff knowledge and skills to foster a sense of belonging and impact student achievement
Intangible:	Intangible:
All Action Steps - Time - Stress - Community education and onboarding - Additional duties for district officials who are assigned oversight.	All Action Steps - Increased student sense of belonging and improved building culture - Teacher confidence and capacity to ensure sense of belonging for all students - Improved staff, student, and community engagement that creates a deeper sense of trust - Improved collaborative relationship with SMSD community



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 2.3		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Continue DEIB professional learning opportunities for staff and students.	
Desired Outcome:	Build capacity for staff and create a more connected and inclusive school environment that cultivates belonging for all students, families, staff, and community members of SMSD.	
Estimated Cost:	\$5,000-\$20,000 *Based on types of out-of-district resources and number of staff trained.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	DEIB team members/classified staff groups (i.e. food service, nurses, interpreters) Both groups would likely receive learning opportunities 1-2 times a year.	
Could this be combined with other strategy training?	Yes	No
	☒	☐
	Comments: Connections with 2.1.1 as well as potential connections with trauma-informed learning (mental health).	



STRATEGY 3 - PEOPLE

Action Team

Facilitators:

Dr. John McKinney
Kristen Jones

Alma Friendt
Dayana Rosales
Deanna McCracken
Dr. Chris Kase
Dr. Jeremy Higgins
Dr. Todd Dain
Elizabeth Ault
Erica Benson
Jen Duke
Jordyn Burke
Kip Smilie
Lisa Feingold
Madson Prince

Maria (Isabel) Prieto-Marcos
Megan Ellis
Megan Grey
Megan Hergenrader
Michelle Lord
Mya Williams
Natalie Hepper
Neyda Venzor
Nick Van Deventer
Nick Walters
Pam Lewis
Rachel McGrath
Renee Kloeblen Lawrence
Sarah Dent
Shelby Johnson
Tiffany Dixon
Vicky Kopp



People Action Plan 3:1

Strategy Number:	3	ACTION PLAN
Action Plan Number:	3.1	
Date:	June 24, 2024	

Strategy:	People: We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result	The Shawnee Mission School District will grow, develop, mentor, and support diverse and exemplary certified team members by being the best place to learn, work and connect.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
3.1.1	Consider the expansion of mentorship opportunities to support cooperating teachers, 1st-5th year teachers, and "new-to-position" teachers.	Director of Elementary HR	Qtr. 3 2024–25	
3.1.2	Consider the expansion of opportunities for aspiring educators through Teacher Ed, student teaching, and other grow your own programs, for example para/SPED, leadership.	Director of Secondary HR	Qtr. 1 2026-27	
3.1.3	Support the growth of certified team members by implementing the SMSD retention plan, enhancing the comprehensive evaluation process, and focusing on systematic and consistent communication.	Director of Elementary HR	Qtr. 2 2024-25	
3.1.4	Establish new partnerships and continue current partnerships with post secondary institutions that promote and enhance all exemplary candidates in education.	Director of Secondary HR	Qtr. 1 2026-27	
3.1.5	Continue to explore and implement equitable hiring practices in an effort to hire highly qualified and diverse certified team members.	Coordinator of DEIB	In-Progress	
3.1.6	Grow teacher efficacy by implementing current best practice and research based professional development	Director of Professional Learning	In-Progress	

Responsible Strategy Team Leader	Director of Elementary HR
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Cost Benefit Analysis 3:1

Strategy Number:	3	COST-BENEFIT ANALYSIS
Plan Number:	3.1	
Date:	June 24, 2024	

Strategy:	We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result:	We will grow, develop, mentor, and support diverse and exemplary certified team members by being the best place to learn, work and connect.

COSTS	BENEFITS
Tangible: • Mentorship: Cooperating Teacher (Approx. 100x \$500= \$50000), Possible for 3-5 year mentors, and “new to position” mentors. Sub’s for 1 year mentors, Possible increase in mentor pay. • Grow & Develop Aspiring Educators: SPED grow your own (Funded through SPED; \$160K /2 years). • Support and Assistance for Educators: Building Substitutes Continued (\$2.2 M) • College/University Partners: HR Travel (\$200-500 per travel). • Equitable Hiring Practices: Outside Training. • Professional Development: Professional development opportunities/training. (\$150K/Year (235 teachers).	Tangible: • Mentorship: National Education Association (NEA) data says that 50% of educators in years 1-5 will leave the profession. (Retention, supporting educators) ◦ Mentoring strong mentors as leaders. Creating a strong community of aligned educators throughout the district. Consistency for students. • Grow & Develop Aspiring Educators: Educators already in our building becoming special education educators in the same building. • Support and Assistance for Educators: Meeting coverage, support roles for ease of contract for teachers/leadership. • College/University Partners: Research states that retention and recruitment of new teachers comes from a 75 mile radius. • Equitable Hiring Practices: Reflection of our student base, teacher/student mirroring, perspective in learning/teaching, connections to our DEIB work, highly knowledgeable in culturally responsive learning/teaching. • Professional Development: Continues to build teacher efficacy and capacity which impacts students.



SHAWNEE MISSION SCHOOL DISTRICT

Intangible:	Intangible:
• Mentorship: Professional learning (in house). In-building leaders in the classroom. • Grow & Develop Aspiring Educators: Professional learning communities (PLC), feeder pattern meetings, and substitutes. • Support and Assistance for Educators: Evaluation tool creation. • HR/Leadership Equity: Training for Human Resources. • Professional Development: In-building leaders in the classroom.	• Mentorship: Creating environments that are best for students and communities. This will spill over to all community partners. • Grow & Develop Aspiring Educators: PLC's; develop a curriculum that is appealing to future educators that is bringing in new educators. • Support and Assistance for Educators: Retention, consistency with evaluation tools that are reflective and objective. Consistent communication, provides a cohesive understanding of needs in the community, building, and district. • Professional Development: Grow teachers capacity/efficacy which benefits students.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 3.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Provide ongoing professional development for cooperating teachers/mentors/leaders around Mentorship, Equitable Hiring, and Evaluation Practices	
Desired Outcome:	We will enhance our community-centered environment to recruit and retain diverse, and exemplary certified and classified team members and families by being the best place to learn, work, and connect.	
Estimated Cost:	Dependent on professional development utilized	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Mentorship & Cooperating Teachers • Human Resources • Pre-Service/Quarterly Equitable Hiring Practices • Human Resources & Coordinator of DEIB • Pre-Service/Quarterly/As Needed Evaluation Practices • Leadership and Learning & Human Resources • Pre-Service/Quarterly	
Could this be combined with other strategy training?	Yes	No
	☒	☐

People Action Plan 3:2

Strategy Number:	3	ACTION PLAN
Action Plan Number:	3.2	
Date:	June 24, 2024	

Strategy:	People: We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result	The Shawnee Mission School District will recruit, develop, and connect to retain diverse and exemplary classified team members that fosters a culture of excellence and inclusivity.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
3.2.1	Develop a team to recruit current classified team members into better fit positions and make connections to recruit new classified team members.	Director of Classified HR	Qtr. 1 2025-26	
3.2.2	Develop a Superintendent's Classified Advisory Council as a companion to the Superintendent's Certified Advisory Council.	Director of Classified HR	Qtr. 1 2024-25	
3.2.3	Identify classified team members to provide specialized, expert onboarding for new staff in the same role, prioritizing frequently hired positions (paras, admin. assistants, nurse aide).	Director of Classified HR	Qtr. 1 2025-26	
3.2.4	Continue to develop Real World Learning opportunities for students to shadow, intern, or apprentice with current SMSD classified team members and earn a Market Value Asset (MVA).	Director of Classified HR	Qtr. 2 2026-27	
3.2.5	Identify and develop data collection specific to classified team members.	Director of Classified HR	Qtr. 2 2024-25	

Responsible Strategy Team Leader	Director of Classified HR
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Cost Benefit Analysis 3:2

Strategy Number:	3	COST-BENEFIT ANALYSIS
Plan Number:	3.2	
Date:	June 24, 2024	

Strategy:	We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result:	Recruit, develop, and connect to retain diverse and exemplary classified team members to foster a culture of excellence and inclusivity.

COSTS	BENEFITS
Tangible:	Tangible:
- Hourly pay for Staff Recruit Team - Hourly pay for additional days for professional learning opportunities - Stipend or hourly pay for district staff serving in an onboarding or mentoring role. - Hourly pay for iFair prep/presenting - Pay for costs involved with real world learning opportunities - Costs associated with professional learning	- Reduced number of open positions - Increased current classified team member retention rate - Positive outcomes on perception surveys - Classified team members are more prepared and qualified to perform their duties - More qualified candidates available to fill jobs - Current classified team members will be able to move into new opportunities within the district. - Increase in referral program success - Broadened opportunities for earning Market Value Assets (MVA) - Increased student achievement - Reduced load on all building staff to cover vacant positions
Intangible:	Intangible:
- Perception that classified team members are underworked - Perception that classified team members are spending less time with students - Reallocation of time and resources of District departments	- Improved classified team member and student morale - Improved feelings of value, representation, and connection - Classified team members are more confident and effective - Improved feelings of job satisfaction - Students prepared for post-secondary careers



PROFESSIONAL LEARNING 3.2		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Increased classified team members preparedness to effectively perform job duties.	
Desired Outcome:	• Improve student achievement • Improve classified team member retention rate • Improve feelings of value, representation, and connection • Improve classified team members' confidence and effectiveness • Improve sense of job satisfaction	
Estimated Cost:	Dependent on training	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	• All classified team members prioritizing frequently hired positions (paraeducators, administrative assistants, nurse aides)	
Could this be combined with other strategy training?	Yes	No
	☒	☐



People Action Plan 3:3

Strategy Number:	3	ACTION PLAN
Action Plan Number:	3.3	
Date:	June 24, 2024	

Strategy:	People: We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result	The Shawnee Mission School District will develop a family recruitment and retention plan that provides a map to guide our collective action and signal our priorities for attracting and retaining families in a competitive public education environment.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
3.3.1	Conduct a district-wide survey to include town-hall style meetings designed to reach a diverse representation of families and assess their wants and needs. Analyze and prioritize the survey and town-hall assessment results.	Director of Student/Family Services	Qtr. 2 2026-27	
3.3.2	Identify and implement best practices to be applied in all buildings PK-12.	Director of Elementary Services & Director of Secondary Services	Qtr. 3 2026-27	
3.3.3	Identify grant and partnership opportunities that will provide funding and support to expand on existing or to initiate new district-wide projects that attract and retain families (i.e. affordable housing, state and federal programs/funding, outside grants, corporate partnerships, etc.). Communicate and advocate for state-funded resources (i.e., programs in early childcare).	Director of Student/Family Services	Qtr. 2 2027-28	
3.3.4	Create a marketing plan to effectively promote/market SMSD to families. Communication platforms must be consistent across all buildings, (i.e. one communication hub, website and/or app).	Chief Communications Officer	Qtr. 3 2027-28	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 3:3

Strategy Number:	3	COST-BENEFIT ANALYSIS
Plan Number:	3.3	
Date:	June 24, 2024	

Strategy:	We will enhance our community-centered environment to recruit and retain diverse and exemplary certified and classified team members and families by being the best place to learn, work, and connect.
Specific Result:	A family recruitment and retention plan that provides a map to guide our collective action and signal our priorities for attracting and retaining families in a competitive public education environment.

COSTS	BENEFITS
Tangible:	Tangible:
- Survey - Town Hall - Incentive for families to participate - Interpreters/translators - Data analysis - Potential costs for practices include: - Build CTE Vocational Training facilities - Hire CTE Vocational Educators - Increased FTE - Build/Renovate Athletic Facilities - Parent Academy/Education - Curriculum - Expand Early Childhood program - Travel / lodging / stipends for lobbyist & government advocates - Campaign about PreK programs - Campaign about Transition to HS - Campaign about Individual Plan of Studies	- Input/data from large data set - Data analysis and report - Increased Enrollment - Increased Student Achievement - Improved Graduation Rates - Career Relevant Learning - Improve graduation rate - Recruit/Retain athletes/families from leaving SMSD for other districts - Expansion of early childhood program can help to recruit families - Kinders are further ahead and well-prepared - State/Federal funding for school programs - Increased Enrollment - More involvement/Engagement/ volunteerism - Increased Parent Communication - Greater Voter Support
Intangible:	Intangible:
- Loss of time for task force members - Not reaching the whole community	- Feelings and emotions of SMSD public - Community comradery - Positive news about the district - Diverse educational community - Parent ability to advocate and support students' educational journey - Families have better understanding and clarity of district initiatives/roles, etc.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 3.3		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	• Education on connecting and communicating with families for teachers and reaching out to diverse families • Learning a new communication platform	
Desired Outcome:	Providing a consistent, accessible means of communication for all families. Ensuring staff understand the expectations and have access to a consistent means of communicating with all families.	
Estimated Cost:	Dependent on communication platform chosen	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Administration and certified staff will need training at the start of the year and as needed throughout the year.	
Could this be combined with other strategy training?	Yes	No
	☒	☐



STRATEGY 4 - TECHNOLOGY

Action Team

Facilitators:

Tayler Ramsey
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Ali Bivona
Barb Sullivan
Brandon Worf
Brennan Mills
Brian Klinzing
Chris Huff
Claire Sizemore
Doug Von Mosch
Dr. Abby Morgan
Drew Lane
Elyse Biggs
Emily Brown

Gamaliel Espino
James Morgan
Jenny Collier
Jeremy Wayne
Jim Sharp
Kelsi Horner
Kevin Unruh
Kim Whitman
Laura Venn
Leslie Schrader
Millie Norden
Richard Chudley
Taylor Smith
Trish Guthrie
Wendy Oviatt





Technology Action Plan 4:1

Strategy Number:	4	ACTION PLAN
Action Plan Number:	4.1	
Date:	June 24, 2024	

Strategy:	Technology: We will ensure the intentional and innovative use of relevant technology throughout the district to achieve our mission.
Specific Result:	The SMSD will support teaching and learning with research-based and developmentally appropriate technologies to <i>guarantee</i> student success.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
4.1.1	Develop a curriculum and instruction team (representation from all grade levels, content areas, and schools) for instructional technology to assist in the implementation of the Strategic Plan Strategy 4.	Chief Academic Officer	Qtr. 1 2024-25	
4.1.2	Develop an auditing process/cycle that examines the current instructional use of technology to determine the ways in which tools and resources are empowering learners and teachers in meeting learning and teaching goals.	Coordinator of Instructional Technology	Qtr. 2 2024-25	
4.1.3	Create a developmental guide related to age-appropriate usage of technology (to include the use of personal devices) with consideration for students who may require individualized support.	Director of Elementary Services & Director of Secondary Services	Qtr. 1 2024-25	
4.1.4	Adopt and implement an evidence-based framework for instructional technology that supports the differentiated needs of all students.	Coordinator of Instructional Technology	Qtr. 4 2024-25	

Responsible Strategy Team Leader:	Coordinator of Instructional Technology
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Cost Benefit Analysis 4:1

Strategy Number:	4	COST-BENEFIT ANALYSIS
Plan Number:	4.1	
Date:	June 24, 2024	

Strategy:	Technology: We will ensure the intentional and innovative use of relevant technology throughout the district to achieve our mission.
Specific Result:	The SMSD will support teaching and learning with research-based and developmentally appropriate technologies to guarantee student success.

COSTS	BENEFITS
Tangible: Developing a PreK-12 Curriculum and Instruction Team (similar to content cadres) with representation of teachers, coaches, and support team members.	Tangible: Updated maps and guidance for instructional technology
About 60-70 subs, 4 times a year at \$179/day= \$50,120. This would vary depending on if every member of the team needs a sub (4.1.1)	- Specific instructional recommendations for specific units by grade-level (4.1.1, 4.1.4) - Allow for more consistency rather than leaving it up to individual teachers to figure out (4.1.1) - Student success and life skills - Equity amongst the school district in regards to access to technology (4.1.1, 4.1.2, 4.1.3, 4.1.4)
Intangible: Time	Intangible: Consistency Across the District
- Time away out of the classroom and away from students while creating the work of the curriculum cadre (4.1.1) - Time for development, implementation, and analysis of information gathered from the auditing process (4.1.1, 4.1.2) - Weight of having "one more thing"	- Identification of technology strengths and weaknesses (4.1.2) - Data-driven decision making (4.1.1) - Continuously improving instructional design (4.1.1, 4.1.2, 4.1.3, 4.1.4) - Transparency and accountability across the district (4.1.1, 4.1.2, 4.1.3, 4.1.4) - Effective Professional Development (4.1.4)



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN 4.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	The professional learning needs/costs and time will be driven by the results of action steps 4.1.1, 4.1.3, and 4.1.4.	
Desired Outcome:	A technology cadre would help provide equity amongst the school district. The cadre would not only help give equal access but it would assist in building capacity with technology.	
Estimated Cost:	• There would be an associated cost with developing a technology curriculum cadre, which has been proposed in action step 4.1.1. We estimate this could cost \$50,120. This cost includes 60-70 subs, 4 times a year, with a rate of \$179 a day. This would be dependent on each team member needing a sub. • Action Step 4.1.2 - 4.1.4: The exact cost details are unknown. They could be significant. However, this is an invaluable opportunity to build capacity in our teachers.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Professional learning would be on-going, and over time dependent on the outcomes established by the subcommittee work that comes out of Action Step 4.1.1.	
Could this be combined with other strategy training?	Yes	No
	☒ It could also be combined with Learning	☐



Technology Action Plan 4:2

Strategy Number:	4	ACTION PLAN
Action Plan Number:	4.2	
Date:	June 24, 2024	

Strategy:	Technology: We will ensure the intentional and innovative use of relevant technology throughout the district to achieve our mission.
Specific Result:	The SMSD will provide professional learning resources and staffing on an ongoing basis to ensure all employees and students are equipped to utilize current, accessible, and future technology to promote self-efficacy and effectively impact instruction.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
4.2.1	Create a needs assessment to measure certified and classified team members' proficiency, receive feedback regarding comfort levels and needs, and schedule regular assessments of district technology for efficacy (both current and emerging), resiliency, and adaptability.	Director of Assessment and Research	Qtr. 1 2025-26	
4.2.2	Create a comprehensive set of baseline digital fundamentals tailored to SMSD's technology, individualizing them for students, families, and employees.	Executive Director of Information and Communication Technologies	Qtr. 2 2025-26	
4.2.3	Based upon the data-gathering information from 4.2.1, consider providing adequate staffing to support platform management and access to ensure no interruptions in access and/or timely support.	Executive Director of Information and Communication Technologies	Qtr. 1 2026-27	
4.2.4	Provide resources and establish a regular schedule of learning assessment loops, for students, families, and employees to establish and maintain baseline digital fundamentals for both current and emerging technologies.	Director of Assessment and Research	Qtr. 4 2025-26	

Responsible Strategy Team Leader:	Director of Customer Service
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Cost Benefit Analysis 4:2

Strategy Number:	4	COST-BENEFIT ANALYSIS
Plan Number:	4.2	
Date:	June 24, 2024	

Strategy:	Technology: We will ensure the intentional and innovative use of relevant technology throughout the district to achieve our mission.
Specific Result:	SMSD will provide professional learning resources and staffing on an ongoing basis to ensure all stakeholders are equipped to utilize current, accessible and future technology to promote self efficacy and effectively impact instruction.

Scenarios:

- Bare Minimum** - \$800,000 per annum (9 FTE: 4 FTE in Critical systems, 5 in Support)
 - Moderate** - \$950,000 per annum (11-12 FTE: 5-6 in Critical Systems, 7 in Support)
 - Good** - \$1.2 million per annum (14-15 FTE: 6-7 in Critical Systems, 8 in Support)
 - Exceeding needs** - \$1.5 million+ per annum (18-19 FTE: 8-9 in Critical Systems, 10 in Support)
- "Critical Systems" encompasses systems that are highly impactful to student learning.
 - Cost estimates are based on current market-rate salaries for equivalent positions.
 - Costs may go up or down over time due to advances in technology or software resulting in increases in efficiency and productivity

COSTS	BENEFITS
Numbers next to items in parentheses correspond to Action Step numbers for 4.2	
Tangible:	Tangible:
• Staff Development, time and resources in order to provide extended learning opportunities (4.2.4) • Salaries and benefits for additional staff (4.2.3) ◦ Estimation for 1.0 FTE would be \$85,000 ◦ The anticipated number of FTE is unknown at this time. • New technologies: hardware, software, licenses (4.2.1, 4.2.2, 4.2.3, 4.4.4) • Staff time to develop surveys/assessments, software/platform fees, potential printing costs, data analysis (4.2.1, 4.2.2, 4.2.4)	• Established glossary of resources for all students, ensures equitable learning experiences for all students, increased parent participation in accessing platforms, reduced absenteeism due to improved communication tools, identify and track strengths and weaknesses in technology usage, and data driven decisions for improvement (4.2.1, 4.2.2, 4.2.4) • Employees and students will be immersed in relevant classroom activities using tech to support, employees will be able to facilitate instruction that leads to students constructing knowledge through technology (4.2.3, 4.2.4) • Increased revenue from grants or programs enabled by technology (4.2.2, 4.2.4) • Uniform training across the district, improved efficiency in technology rollouts (4.2.2) • Reduce downtime due to technical issues, improved problem resolution rates (4.2.3)



SHAWNEE MISSION SCHOOL DISTRICT

Intangible:	Intangible:
• District staff time (4.2.1, 4.2.2, 4.2.3, 4.4.4) • Added roles/responsibilities of current staff, there may be dissonance as the focus to meet the demands of educating around future technologies, time commitment for constituents to participate, and potential frustration with repetitive evaluations (4.2.1, 4.2.2, 4.2.4) • Potential staff turnover, impact on existing staff workload (4.2.3) • Investment is ongoing maintenance and updates to keep fundamentals relevant	• Better awareness of technology usage, students increased skill in tech, increased district awareness of resources available, increased staff, student, and family efficacy, Improved school climate and culture, improved constituent engagement, increased sense of control and ownership over technology use, promotes a culture of continuous learning, and fosters a growth mindset around technology (4.2.1, 4.2.2, 4.2.3, 4.4.4) • Recoup instructional time, reduce confusion and frustration, increased time spent on productive technology use (4.2.1, 4.2.2, 4.2.3, 4.4.4) (but with a focus on 4.2.2 for reducing confusion/frustration) • Increased constituent satisfaction, greater confidence in technology use and support (4.2.3) • Quicker response time (4.2.3) *While initial costs exist, effective learning around technology can lead to improved student outcomes, increased efficiency, and reduce future support needs.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN 4.2		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	The professional learning would have an initial and ongoing cost to maintain baseline digital fundamentals for both current and emerging technologies. The work of the next group will determine the professional learning needed to ensure the results statement is achieved. If we can build into an existing professional learning day, that would be intangible, but there would be an (estimated) need for additional days beyond existing professional learning days.	
Desired Outcome:	We would ensure that all constituents are equipped to utilize current, accessible and future technology to promote self efficacy and effectively impact instruction	
Estimated Cost:	The cost is ongoing, but to be established dependent on the needs identified through Action Step 4.2.1 and 4.2.4	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Who will be trained • Certified • Classified • Student/families Who will provide training • Administrators • Instructional coaches • Cadre members • Possible outside agencies	
Could this be combined with other strategy training?	Yes	No
	☒ Possibly/Hopefully	☐



STRATEGY 5 - MENTAL HEALTH

Action Team

Facilitators:

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Chongbei Zhao
David Aramovich
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Elizabeth Rogers
Erin Aldrich
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Paula Bunde
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Stefanie Kelley
Tina Regier
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SHAWNEE MISSION SCHOOL DISTRICT

Mental Health Action Plan 5:1

Strategy Number:	5	ACTION PLAN
Action Plan Number:	5.1	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result	The Shawnee Mission School District will promote mental health awareness within the Shawnee Mission School District community.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
5.1.1	Partner with mental health professionals to provide ongoing community education opportunities focused on overall well-being.	Director of Student/ Family Services	Qtr.2 2026-27	
5.1.2	Develop goals and objectives for professional learning on mental health topics for all staff. Use these objectives to develop a comprehensive plan for professional learning.	Director of Student/ Family Services	Qtr. 1 2026-27	
5.1.3	Establish a shared understanding of mental health in the Shawnee Mission community, including a common language.	Director of Student/ Family Services	Qtr. 4 2026-27	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 5:1

Strategy Number:	5	COST-BENEFIT ANALYSIS
Plan Number:	5.1	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result:	We will promote mental health awareness within the Shawnee Mission School District community.

COSTS	BENEFITS
Tangible:	Tangible:
- Professional learning opportunities (participants, space, time, substitutes) - Mental health resources (presenters, facilities, materials)	- Reduction of office referrals - Increased attendance - Staff retention - Decreased health care costs (cost of premiums)
Intangible:	Intangible:
- Use of professional learning time - Time spent by staff developing resources and professional learning opportunities	- Access to mental health support for the community - Increased community knowledge of mental health



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 5.1		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	Develop goals and objectives for professional learning on mental health topics for all staff. Use these objectives to develop a comprehensive plan for professional learning.	
Estimated Cost:	To be determined based on identified needs in the next phase of the Strategic Planning process.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	All staff will participate in training. Mental health professionals and other local experts will develop and deliver the training.	
Could this be combined with other strategy training?	Yes	No
	☐	☒

Mental Health Action Plan 5:2

Strategy Number:	5	ACTION PLAN
Action Plan Number:	5.2	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result	The Shawnee Mission School District will create a centralized resource platform to support the well-being of the SMSD community.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
5.2.1	Complete a comprehensive inventory of the existing well-being resources available in our SMSD community.	Coordinator of Health Services	Qtr. 2 2024-25	
5.2.2	Explore and consider additional resources that would complement our existing well-being resources.	Coordinator of Health Services	Qtr. 1 2025-26	
5.2.3	Create a Community Well-Being resource that includes tools and resources that can be utilized at school, home, and across our community.	Coordinator of Health Services	Qtr. 2 2024-25	
5.2.4	Continuously promote, analyze, and seek feedback about the created Community Well-Being resource. Incorporate tools for data usage analysis.	Coordinator of Health Services	Qtr. 1 2025-26	
5.2.5	Explore possibilities for incorporating real world learning student projects in the creation of the Community Well-Being resource.	Coordinator of Health Services	Qtr. 2 2025-26	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 5:2

Strategy Number:	5	COST-BENEFIT ANALYSIS
Plan Number:	5.2	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result:	We will create a centralized resource platform to support the well-being of the SMSD community.

COSTS	BENEFITS
Tangible:	Tangible:
• Securing subscriptions or additional resources (i.e. apps promoting calming strategies). • Marketing and promotional materials. • Staff time dedicated to the creation of the resource platform, could include the cost of substitutes or extra duty pay.	• Improve student achievement by supporting student well-being needs. • Increase staff retention by supporting well-being needs. • Increased mental health resource accessibility.
Intangible:	Intangible:
• Staff time to create site and link resources • Staff time to monitor site • Staff time to update resources on site • Staff time for development of analytics • Staff time to develop promotional items	• Simplified access to a wide variety of well-being resources. • Improved student and family well-being • Promoting a positive SMSD community culture. • Fostering the health of future community members.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 5.2		
Does this plan require professional learning?	Yes	No
	☐	☒
Professional Learning Goal #1:		
Desired Outcome:		
Estimated Cost:		
Summary of learning (who will be trained, who will provide training, frequency, etc.)		
Could this be combined with other strategy training?	Yes	No
	☐	☐

Mental Health Action Plan 5:3

Strategy Number:	5	ACTION PLAN
Action Plan Number:	5.3	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result	The Shawnee Mission School District will ensure adequate and reasonable access to school-based mental health professionals in partnership with community resources.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
5.3.1	Review the ratios of personnel and develop a plan to increase staffing in order to improve support for the social, emotional, and academic needs of all students PreK-12. (e.g. counselors, social workers, school psychologists, behavior support, etc.) This would include the exploration of opportunities to add counselors at the PreK-6 grade levels.	Director of Elementary HR	Qtr. 1 2024-25	
5.3.2	Clarify and define mental health professionals' roles/job descriptions to ensure effective collaboration between professionals in order to meet the mental health needs of all learners PreK-12.	Director of Student/Family Services	Qtr. 2 2024-25	
5.3.3	Collaborate with community partners and mental health professionals to expand access to parent education and therapeutic resources for students in school and the community.	Director of Student/Family Services	Qtr. 3 2026-27	
5.3.4	Ensure expanded opportunities for education related to drug and alcohol education for students and families. This would provide support for those students living with addiction, as opposed to discipline as the only response.	Chief of Student Services/DEIB	Qtr. 3 2026-27	

Responsible Strategy Team Leader	Chief of Student Services/DEIB
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Cost Benefit Analysis 5:3

Strategy Number:	5	COST-BENEFIT ANALYSIS
Plan Number:	5.3	
Date:	June 24, 2024	

Strategy:	Mental Health: We will foster an environment that supports the mental, social, and emotional well-being of the entire SMSD learning community, including physical well-being.
Specific Result:	Ensure adequate and reasonable access to school-based mental health professionals in partnership with community resources.

COSTS	BENEFITS
Tangible: • \$85,000/position at the Masters degree level (37 EC/Elementary positions) + Secondary positions by ratios. (5.3.1) • Time and people to complete the research on job description, evaluation, and needs alignment across positions. • Facility space to support potential delivery of therapy in schools. • Possible full time equivalent position based on building staffing to support implementation of therapy within the school day • Staffing, training, and parent/community education and events.	Tangible: • Increased number of personnel to address mental health/social emotional needs of students in schools. • Retention of staff. • Increase in student engagement, learning outcomes, and attendance. • Increase in teacher ability to meet educational objectives. • Increased ability to complete individualized plans of study. • Increased retention, satisfaction in doing what they are trained to do. Student needs are met. Increased collaboration and support for teachers. • Expanded access to education and therapeutic resources. Removes or reduces barriers to accessing therapy (transportation, time, reluctance, costs, etc.) • Support for expanded drug and alcohol education for students and families. Improved physical and emotional health for students dealing with addiction.
Intangible: • Dissatisfaction of employees due to potential change. • Concern for maintaining confidentiality.	Intangible: • Increased comfort of students. • Improved self-coping skills in students. • Clear understanding of mental health professional roles for staff, students, and families. • Improved mental health of students. • Improved family wellness and stability.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 5.3		
Does this plan require professional learning?	Yes	No
	☒	☐
Professional Learning Goal #1:	School personnel will receive professional development related to the roles and responsibilities of mental health professionals.	
Desired Outcome:	Student needs are met. Increased collaboration and support for teachers.	
Estimated Cost:	To be determined Time during a district or building professional learning day to present the information to staff.	
Summary of learning (who will be trained, who will provide training, frequency, etc.)	Social Workers and Counselors will receive job specific training related to mental health supports and job roles. Administrators and classroom teachers would receive professional learning related to mental health support for staff and students. Frequency and delivery methods may vary based on further planning and the needs of specific groups.	
Could this be combined with other strategy training?	Yes	No
	☐	☒



STRATEGY 6 - FACILITIES

Action Team

Facilitators:

Sherry Dumolien
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Judd Remmers
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Steve McCord
Jack Lewis
Mike Wood
Keri Schulteis

Chris Crockett
Staci Chivetta
Pat Kost
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Connie Espinoza-Springfield
Dr. Travis Gatewood
Jay Sharbutt
Brock Peterson
Jo Pierce
Eric Vacek
Josh MacKiewicz



Facilities Action Plan 6:1

Strategy Number:	6	ACTION PLAN
Action Plan Number:	6.1	
Date:	June 24, 2024	

Strategy: 6	Facilities: We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.
Specific Result	The Shawnee Mission School District will develop a strategic bond plan that builds community connections through sustainable, energy efficient, state-of-the-art educational environments and facilities that serve as hubs for collaboration, engagement, and shared experiences.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
6.1.1	Create a list of recommended facility projects.	Director of Facilities	Qtr. 1 2025-26	
6.1.2	Recommend board approval of a minimal tax increase bond referendum. Plan, create, and communicate an informational plan.	Deputy Superintendent	Qtr. 3 2025-26	
6.1.3	Engage in ongoing occupancy feedback and needs assessments.	Deputy Superintendent	Qtr. 1 2025-26	
6.1.4	Generate and maintain ongoing community partnerships to leverage state-of-the-art educational environments and energy efficient facilities.	Deputy Superintendent	Qtr. 4 2025-26	

Responsible Strategy Team Leader	Director of Facilities
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Cost Benefit Analysis 6:2

Strategy Number:	6	COST-BENEFIT ANALYSIS
Plan Number:	6.1	
Date:	June 24, 2024	

Strategy	Facilities: We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.
Specific Result:	The Shawnee Mission School District will develop a strategic bond plan that builds community connections through sustainable, energy efficient, state-of-the-art educational environments and facilities that serve as hubs for collaboration, engagement, and shared experiences.

COSTS	BENEFITS
Tangible: - Allocate bond funds based on assessment of buildings and determine a priority list. - Assess over all district needs for ongoing maintenance and upgrades to buildings and facilities.	Tangible: Provide equal access to all students.
Intangible: Allocate funds for unforeseen circumstances	Intangible: - Remain within bond. - Stay relevant with today's learner.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 6.1		
Does this plan require professional learning?	Yes	No
	☐	☒
Professional Learning Goal #1:		
Desired Outcome:		
Estimated Cost:		
Summary of learning (who will be trained, who will provide training, frequency, etc.)		
Could this be combined with other strategy training?	Yes	No
	☐	☒

Facilities Action Plan 6:2

Strategy Number:	6	ACTION PLAN
Action Plan Number:	6.2	
Date:	June 24, 2024	

Strategy:	We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.
Specific Result	The Shawnee Mission School District will utilize a projected cycle of building maintenance, enhancements and future developments that meet the financial resources of the district to serve our students, staff and community.

#	Action Step (each step should be numbered)	Assigned To:	Start Date:	Completion Date:
6.2.1	Conduct independent audits of sustainable factors impacting human health and well-being, safety and security, accessibility, infrastructure, and learning spaces to meet the mission for all students, staff, and community.	Director of Facilities	In-Progress	
6.2.2	Analyze and prioritize audit assessment results.	Director of Facilities	Qtr. 1 2025-26	
6.2.3	Identify and implement best practices to be applied to all facilities.	Director of Facilities	In-Progress	
6.2.4	Maximize and maintain appropriate bond and capital budgets to enhance district facilities and provide opportunities to increase achievement for all students, staff and community.	Deputy Superintendent	In-Progress	
6.2.5	Identify grant and partnership opportunities that will provide funding for district wide projects for facilities in support of college and career readiness.	Deputy Superintendent	Qtr. 1 2025-26	

Responsible Strategy Team Leader	Director of Facilities
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Cost Benefit Analysis 6:2

Strategy Number:	6	COST-BENEFIT ANALYSIS
Plan Number:	6.2	
Date:	June 24, 2024	

Strategy:	Facilities: We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission, and objectives.
Specific Result:	The Shawnee Mission School District will utilize a projected cycle of building maintenance, enhancements and future developments that meet the financial resources of the district to serve our students, staff, and community.

COSTS	BENEFITS
Tangible: - Allocate funds to conduct audits necessary to identify needs. - Allocate funds for school upgrades and repurposing.	Tangible: - Provide equal access to all students. - Allow for development of capital improvement plan.
Intangible: Allocate funds for unforeseen circumstances	Intangible: - Remain within capital outlay budgetary boundaries. - Stay relevant with today's learner.



SHAWNEE MISSION SCHOOL DISTRICT

PROFESSIONAL LEARNING 6.2		
Does this plan require professional learning?	Yes	No
	☐	☒
Professional Learning Goal #1:		
Desired Outcome:		
Estimated Cost:		
Summary of learning (who will be trained, who will provide training, frequency, etc.)		
Could this be combined with other strategy training?	Yes	No
	☐	☒



LETTER FROM THE BOARD OF EDUCATION

Five years ago, the Shawnee Mission School District (SMSD) community came together to chart the future of the school district. In a process commissioned by the Board of Education that involved months of work from 180 people along with input from hundreds more, the community developed a set of beliefs, a mission statement, parameters to guide the work, objectives, strategies and specific action steps. These all came together in the Strategic Plan, which has served to guide the district's work for the period 2019 – 2024.

This Strategic Plan has been a living, breathing document. The district has made critical progress in a number of areas articulated in the plan, including reducing the course load for secondary teachers in order to improve instruction; and training all staff in the critical work of Diversity, Equity, Inclusion and Belonging. The district also passed a \$264 million bond referendum in January, 2021 which among many other things provided for rebuilding five elementary schools, along with significant facilities upgrades to all our secondary schools. This plan has lived on the district website, and the Board of Education has received regular updates on its implementation.

In February, 2024, the Board of Education kicked off the second strategic planning cycle. Like before, the Board commissioned the superintendent to appoint a Steering Committee, which met to develop six strategies for the next strategic plan cycle and provide guidelines to support the work of the action teams. Those action teams met three (or more) times over the course of two months to flesh out the action plans to achieve the six strategies. They did amazing work, and it is all contained in the plan above.

By their nature, strategic plans should be aspirational, speaking not only to who the district is, but also to whom we want to be. Our objectives, as outlined in the previous Strategic Plan, have not changed: Each student will have a personalized learning plan that will prepare them for college and career, with the interpersonal skills necessary for life success. At the same time, the world has changed profoundly in the last five years, not least from the impact of a global pandemic. This plan directly addresses our new realities, while continuing to maintain the focus on our North Star – being a district where each student is able to achieve their personal best.

We are deeply grateful to this community, and especially to the hundreds of volunteers who gave so much so willingly to make this plan a reality. This plan belongs to the entire Shawnee Mission community. The course for the next five years has been set, and now it is up to all of us - the Board of Education, district staff, students, families and our community – to roll up our sleeves and get to work. Our children are counting on us!

