



SHAWNEE MISSION
SCHOOL DISTRICT



June 21, 2019

Dear Board of Education Members,

It is with great excitement and deep pride in our community that I am informing you that the strategic planning process you commissioned in January is complete. With this document, I am recommending approval of Shawnee Mission School District's strategic plan, which builds upon the previous five-year strategic plan, and will govern the district's work through 2023-24. Over the last five months, our community has engaged in thoughtful work, which has led to the development of a road map which will guide our work for the next five years and beyond.

The recommendation for approval of this strategic plan is done with several assumptions. It is critical to state these assumptions publicly. They are as follows:

- 1) All expenditures presented in this plan are subject to the normal budgetary process, and must occur in the context of careful fiscal planning. This includes the examination and reallocation of existing resources when possible, as well as the development of a clear plan for sustainable funding sources for expenditures which were not anticipated in the current budget. Normal budgetary processes include the approval of expenditures by the Board of Education; therefore, approval of the plan commits to the study of the action steps presented, not a de facto budgetary commitment the district cannot meet or sustain.
- 2) The plan will be implemented in phases. While all work defined in the plan is important, we must take the long view and ensure the action steps are completed with high fidelity, and at a manageable pace. Our goal is to achieve quality outcomes as defined by the three objectives, and to avoid the temptation of simply checking items off the list.
- 3) Successful implementation of the plan requires community engagement and collective staff commitment to achieving the three objectives. Work by district committees and task forces, site councils and building improvement teams must focus on achieving the three objectives. It requires a commitment to evidence-based measurable outcomes that inform continuous improvement. Most importantly, our collective focus must be on students. The plan states our commitment to creating learning opportunities that help our students develop a personalized learning plan. This plan informs their journey to college and career readiness, and supports the development of strong interpersonal skills which lead to life success.

The approval of this recommendation brings with it a series of next steps. Some of the action steps require immediate attention. Others will involve district level groups that work on specific actions in clearly defined ways. Some of those groups already exist and others may need to be formed. Work will take place in July and August to iron out details on implementation of the plan, and will be shared at Board of Education meetings. That sharing of details will keep the Board, staff and community up-to-date on the strategic plan. Program evaluations will be included in the updates, where we will report on measurable outcomes related to the objectives and associated action steps.

Shawnee Mission has a proud tradition of excellence and this plan is designed to build on the past to create an even better future.

With gratitude,

A handwritten signature in black ink, appearing to read "Mike Fulton", written in a cursive style.

Mike Fulton
Superintendent

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**A Message from Superintendent Mike Fulton to the
Shawnee Mission School District Community**

Schools exist to prepare students for their future. That happens best when caring adults come together to support student success. This strategic plan reflects a commitment by our Shawnee Mission School District (SMSD) community to support student success in their learning journey. The plan serves as a road map, giving clarity to our destination and the pathway to get there.

Our strategic plan is the result of a process commissioned by the Board of Education and implemented by planning teams that involved approximately 180 individuals, including students, parents, staff and community members. Supported by a consultant with expertise in preK-12 strategic planning, groups worked from February through June 2019 to develop a set of beliefs, a mission statement, parameters for the work, objectives, strategies and specific action steps.

Strategic plans are often long and complex, resulting in a document that simply sits on a shelf. Our SMSD strategic plan is designed to be a public document that is known and used by all stakeholders. It is a living document which will have mile-markers added to provide on-going feedback to our SMSD community on progress made toward achieving our objectives. It is a plan that lives in our hearts and prioritizes daily work.

Strategic planning is aspirational in nature. Its purpose is not to document who we are, but rather to give voice to who we want to be through a small number of clearly articulated objectives. This plan emphasizes our belief in the importance of personalized learning plans, college and career readiness and the importance of interpersonal relationship skills in daily life. These objectives apply to ALL students, with an expectation of inclusivity. The objectives are supported by a set of interconnected action plans, creating a wholistic approach to district and school improvement. This approach allows us to avoid the tyranny of the urgent or the pursuit of shiny objects that detract from achieving our objectives. We are empowered to engage in this work with a set of beliefs and clearly defined parameters which support student academic success. This can and must be done in an environment where we intentionally seek to create a high quality, diverse workforce that reflects all of who we are as a community.

Achieving our objectives requires a clearly-defined curriculum with evidence-based instructional strategies and assessments which support students in monitoring and understanding their learning growth. It also requires the timely and effective use of data within defined processes that support action planning at the school, feeder system and district levels. Beginning in the fall of 2019, Site Councils and Building Leadership Teams will be trained on their roles in this process. Regular updates on key aspects of planning, including both quantitative and qualitative data, will be provided at Board meetings according to a published calendar. Once approved, all work in the district will focus on achieving the three objectives within the context defined by the Strategic Plan.

I am grateful to the thousands of individuals who have given their ideas, voice, expertise and time to this process. It is clear this is a strong community, committed to focusing on what is best for students' success in life. Now, we continue the process of building on our legacy of excellence. Together, we will make the Shawnee Mission School District an even better place for each child to live, learn and grow.

District Steering Committee

The district steering committee is comprised of approximately 30 district stakeholders representing both the school and district communities. This committee, representing a broad range of stakeholder groups (parents, students, classified and licensed staff, PTA representatives, business leaders, community services, etc.) and representative of the district's demographic profile, is responsible for implementing the strategic planning process, including:

- Overseeing the work
- Developing a mission, beliefs, objective, strategies and parameters
- Supporting continuous improvement

Steering committee members serve with defined term limits and meet as needed but at least annually.

Steering Committee Members

Superintendent

Dr. Mike Fulton

Board Members

Laura Guy

Heather Ousley

Staff Members

Samantha Feinberg – High School, East

Jonathan Ferrell – Elementary, West

Travis Gatewood – High School, South/District

Gloria Hastings – Elementary, North

Laura Moore – Elementary, East

Wraye Royle – Middle School, Northwest

Felicia Smith – Middle School, North

Parents

Jennifer Burns – South

Leah Mothersill – West

Laura Robeson – East

Arcie Rothrock – North

Katy Seibold – Northwest

Students

Harmony Bailey – Northwest

Beau Barnes – South

Sarah Bledsoe – East

Brenda Garcia – West

Nkemjika (Glory) Obi – North

Community Members

Brian Brown

Andre Carnegie

Maria Ibarra

Angelique Rodriguez-Gunion

Wanda Vaughn

School Administrator

Josie Herrera – Elementary School

David Conrady – Middle School

Ryan Flurry – High School

At-Large

Suzy Hall – Shawnee Mission Education Foundation

Linda Sieck – NEA

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.

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.

OBJECTIVES:

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

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

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

STRATEGIES:

We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences.

We will relentlessly create a fully unified, equitable, and inclusive culture.

We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.

We will design systems that support our mission and beliefs.

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

PARAMETERS:

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

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

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

We will not compromise our commitment to academic excellence.

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

Action Teams

These teams (25-30 people) worked on the identified strategies to establish action plans as well as costs associated with these plans. These plans are reflective of current and projected resources available to the District and are fiscally responsible and sustainable. These teams were appointed by the superintendent. Action team memberships included community volunteers, building and district level leadership team members, teachers, classified staff, site council members, students and parents. Action team recommendations were presented to the district steering committee. Work by the action teams supported meeting the requirements of the Kansas Education Systems Accreditation (KESA) process, which include:

- Academic Readiness - Kindergarten Readiness, High School Readiness, College/Career Readiness
- Student Success
- Facilities
- Connecting Community

Strategy Action Team 1

“We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences.”

Team Co-Leaders: Jenny Collier and Kevin Hansford

Team Members

Kristoffer Barikmo
Kathryn Bigelow
Carla Broadnax
Dava Bunyarattaphantu
Lesla Childers
Sherry Dumolien
Jon Durham
Leena Fry
Scott Klein
Abby Morgan
Darren Dennis
Jeremy Higgins
Sara Holmes
Kristen Jones
Joys Lind

Theresa Love
Heather Mayfield
Liliana Mariaca
Kristin McClasky
Leigh Anne Neal
Ruby Reynolds
Barbara Schoell
Lisa Siegel
Heath Sigg
Darcy Swan
Jessica Tickle
Rita Toliver
Vanessa Watkins
Elisabeth Winston
Kristen Zuck

Strategy 1: We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences. (Assistant Superintendent for Leadership and Learning)

ACTION PLAN 1

Responsible: Principal of CTE

Specific Result: We will ensure relevant, engaging, and applied learning experiences for all students that are tailored to their strengths, challenges, and interests.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1.	Formalize a shared definition and common language for personalized learning.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
2.	Create a framework including an intentional feedback loop to fully support personalized learning from Pre-K through 12th grade.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
3.	Expand and integrate Career and Technical Education pathways.	TBD	Qtr 2 2019-20	Qtr 4 2019-20 Ongoing	
4.	Develop on-going job-embedded professional learning around personalized learning to address	TBD	Qtr 3 2019-20	Qtr 4 2019-20 Ongoing	

	student voice, choice, pace, and place.				
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Strategy 1: We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences. (Assistant Superintendent for Leadership and Learning)

ACTION PLAN 2

Responsible: Director of Curriculum, Instruction and Assessment

Specific Result: All students will have relevant learning experiences directly connected to community, industry, citizenship and life-long learning opportunities.

#	Action Step	Assigned to	Starting Date	Complete Date	Progress Monitoring
1.	Define research-based best practices in community, industry, citizenship partnerships/experiences and what they look like at Pre-K - 12th grade.	TBD	Qtr 1 2019-20 Qtr 1 2019-20	9-12 - June 2020 PreK-8 - TBD	
2.	Identify current partnerships within the district, evaluate for relevance and effectiveness, and establish new partnerships.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
3.	Analyze ways that other districts are collaborating currently with	TBD	Qtr 4 2019-20	Qtr 4 2020-21	

	community and businesses in our area. What is already working locally?			Ongoing	
4.	Determine a customized plan of implementation and define vertical and horizontal alignment for implementation using results from 1-3.	TBD	Qtr 2 2020-21	Qtr 4 2020-21 Ongoing	

Strategy 1: We will reimagine teaching and learning to guarantee relevant opportunities for personalized learning experiences. (Assistant Superintendent for Leadership and Learning)

ACTION PLAN 3

Responsible: Director of Curriculum, Instruction and Assessment

Specific Result: The Shawnee Mission School District will reimagine teaching and learning to guarantee academic and interpersonal success for all students.

#	Action Step	Assigned to	Starting Date	Complete Date	Progress Monitoring
1.	Identify/define essential competencies (academic and interpersonal) that will be systematically integrated to become the Shawnee Mission School District curriculum in grades PreK-12.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
2.	Revise curriculum documents and resources to reflect competencies.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
3.	Implement high-impact, research-based instructional strategies that will be used to effectively teach the essential competencies.	TBD	Qtr 1 2020-21	Qtr 4 2020-21 Ongoing	
4.	Identify appropriate methods/structures for feedback	TBD	Qtr 1 2021-22	Qtr 4 2021-22	

	(self-reflection, evidence-based grading, proficiency scales, data) to determine levels of proficiency of the identified essential competencies.			Ongoing	
5.	Align grading practices to accurately reflect student growth and proficiency of essential competencies.	TBD	Qtr 1 2021-22	Qtr 4 2021-22 Ongoing	
6.	Provide professional development in the areas of the essential competencies, instructional strategies, and feedback structures.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	

Strategy Action Team 2

“We will relentlessly create a fully unified, equitable, and inclusive culture.”

Team Co-Leaders: Todd Dain and Dustin Springer

Team Members

David Aramovich	Pedro Miller
Jen Beutel	Acia Morley
Katie Black	Michele Morse
Finn Crowell	Varshini Muruges
Rebecca Dolphiede	Pam Palermo
Deb Dupree	Randy Lopez
Janine Estrada-Lopez	David Muhammad
Shanna Groves	Brianna Presto
Lisa Jones	Britt Pumphrey
Jenny Kempfer	Linda Sanchez
Katie Laird	Kendra Shamburg
Tim Leffert	Anthony Springfield
Susan Leonard	Ed Streich
John McKinney	Diana Sun

Strategy 2: We will relentlessly create a fully unified, equitable, and inclusive culture. (Deputy Superintendent)

ACTION PLAN 1

Responsible: Director of Student Services

Specific Result: Implement systemic policies, procedures, and practices that recognize and safeguard the rights of all students, staff, and community members.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Review and consider revising board policy prohibiting discrimination to be more inclusive of: race, color, ethnicity, national origin, sex, gender, disability, age, religion, sexual orientation, gender identity, citizenship, economic status, and veteran status.	Superintendent and Board Policy Review Committee	TBD - Board of Education	TBD	
2	Review and update all current board policies to identify and revise areas to ensure an equitable and inclusive practices.	Superintendent and Board Policy Review Committee	TBD - Board of Education	TBD	
3	Create a collaborative team to calibrate consistency in discipline coding practices. Evaluate discipline data for disproportionality and	McKinney	Qtr 2 2019-20	Qtr 4 2019-20	

	implement a plan to address disparity.				
4.	Create district-wide administrative guidelines related to inclusive practices and procedures for transgender students (bathroom, name change, pronouns, fieldtrip/lodging, athletics).	McKinney	Qtr 1 2020-21	Qtr 4 2020-21	

Strategy 2: We will relentlessly create a fully unified, equitable, and inclusive culture. (Deputy Superintendent)

ACTION PLAN 2

Responsible: Director of Secondary HR

Specific Result: Ensure a culture of diversity through recruitment and hiring practices and procedures.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1.	Collect and analyze data on staff diversity (certified & classified).	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
2.	Develop and promote hiring practices that seek and prioritize opportunities for minority candidates.	TBD	Qtr 1 2019-20	Qtr 4 2019-20 Ongoing	
3.	Develop, grow, and expand Teacher Education program.	TBD	Qtr 1 2020-21	Qtr 4 2020-21 Ongoing	
4.	Establish 'Grow Your Own' grants/scholarships to hire back SMSD graduates.	TBD	Qtr 1 2021-22	Qtr 4 2021-22 Ongoing	

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5.	Establish partnership(s) with post-secondary institution(s) that promote & enhance diverse candidates in education. • Practicum/Fellows platform for early placement of undergrads. • Partner to increase enrollment in intro-teaching courses. • Para-Certification program for current employees. • Non-Traditional Education program to encourage SMSD parents to enter profession.	TBD	Qtr 3 2019-20	Qtr 3 2020-21 Ongoing	
6.	Develop training/on-boarding plan for new staff to enhance culture of diversity and equity.		Qtr 1 2020-21	Qtr 4 2020-21 Ongoing	

Strategy 2: We will relentlessly create a fully unified, equitable, and inclusive culture. (Deputy Superintendent)

ACTION PLAN 3

Responsible: Director of Student Services

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

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Implement Deep Equity Training for all staff; ongoing professional development centering around inclusion and diversity	TBD	Qtr 1 2019-20	Qtr 4 2021-22	
2.	Implement Social Emotional Learning (student surveys, climate surveys, data disaggregation, and parent communication vehicle).	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
3.	Coordinate community stakeholders regarding the promotion of, education and exposure to diverse cultures (i.e., promoting events, establishing forums, etc.)	TBD	Qtr 3 2019-20	Ongoing	

Strategy Action Team 3

“We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.”

Team Co-Leaders: Erin Smith and Jessica Risinger

Team Members

Dhaval Bhavsar	Grace Mendoza
Carrie Buchta	Amber Pagan
Camron Carnegie	Autumn Roberts
Rebecca Colwell	Kristin Ridgeway
Dean Davison	Kathleen Rush
Liz Epstein	Amie Schick
Aimee Hagedorn	Michael Schumacher
Andrew Hargis	Cara Soukup
Kimpton Hopkins	Meghan Stigge
Joy Jones	Rylie Stone
Chris Kase	Jenna Teddy
Beth Kemper	Brenda Vandenbos
Steve Loe	Andy Walter

Strategy 3: We will create the climate to cultivate quality educators so they flourish in pursuit of our mission. (Assistant Superintendent for Human Resources)

ACTION PLAN 1

Responsible: Coordinator of Elementary Education (Dr. Smith)

Specific Result: Develop a comprehensive, sustainable professional learning plan that fulfills individualized learning needs.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Create a district level position to coordinate professional development.	TBD	Qtr 1 2019-20	Qtr 3 2019-20	
2.	Ensure that the Building Professional Development Coordinator is a member of the Building Leadership Team, and is empowered to drive improvements and change in professional development with the guidance and direction of the principal.	TBD	Qtr 2 2019-20 (see 4:1)	Qtr 4 2019-20	
3.	Develop lab classrooms for the school district, beginning with one elementary lab in each feeder pattern, one lab at the middle level, and one lab at the high school level.	TBD	Qtr 1 2021-22	TBD	

	<i>*a lab classroom shall be defined as an in-house professional development model that takes place in a host teacher's room during the normal school day, framed by a pre-observation meeting and a debriefing session.</i>				
4.	Implement peer-to-peer observations and other job-embedded professional development opportunities.	TBD	Qtr 1 2021-22	TBD	
5.	Ensure reflection time for all professional learning activities.	TBD	Qtr 1 2021-22	TBD	

Strategy 3: We will create the climate to cultivate quality educators so they flourish in pursuit of our mission. (Assistant Superintendent for Human Resources)

ACTION PLAN 2

Responsible: Director of Secondary Human Resources

Specific Result: Maintain a working environment that promotes the social/emotional health of all staff.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Continue to provide access for all employees to quality mental health professionals. The wellness committee will evaluate ways to better advertise current available services and survey what additional needs there may be and will act upon those needs.	TBD	Qtr 1 2019-20	Qtr 3 2019-20 - Ongoing	
2.	Analyze the feasibility of increasing teacher planning and collaboration time by having secondary teachers teach five classes and elementary teachers have one grade level planning period and one individual planning period. Options to explore:	TBD	Qtr 1 2019-20	Qtr 4 2019-20 - Ongoing	

	• Provide protected Professional Learning Community time for elementary/middle/high by building the time into the schedule for each week • Provide policy which will ensure that the structure of Professional Learning Communities is consistent and applied at all levels.				
3.	Analyze the feasibility to reduce class sizes across all grade levels.	TBD	Qtr 1 2020-21	Qtr 3 2020-21	

Strategy 3: We will create the climate to cultivate quality educators so they flourish in pursuit of our mission. (Assistant Superintendent for Human Resources)

ACTION PLAN 3

Responsible: Chief Communications Officer

Specific Result: Establish clear protocols for communicating information relevant to staff.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Create a consistent set of surveys and communicate timely analysis of results within the system to all staff. Ensure that teams are assigned to follow-up on key issues.	TBD	Qtr 1 2019-20	Qtr 3 2019-20	

2.	Review and improve communication protocols and channels to ensure that there is clear and consistent communication throughout the organization.	TBD	Qtr 1 2019-20	Qtr 3 2019-20	
3.	Establish a tool, such as a district maintained web page, to ensure information from the district is disseminated accurately and made available to all staff in a timely, consistent manner.	TBD	Qtr 1 2019-20	Qtr 3 2019-20	

Strategy Action Team 4

“We will design systems that support our mission and beliefs.”

Team Co-Leaders: Pam Lewis and Joanne Roche

Team Members

Kim Barney	Drew Lane
Drew Billingsley	Jamie Ledbetter
Derrick Braxton	Whitney Livengood
Roslyn Christopher	Michelle Lord
Jorge Coromac	Kathy Mason
Lauri DeNooy	Jeremy McDonnell
Amy Drinnon	Pamela McGary
Mary Estrada	Kristine Mesh
Lisa Gruman	Kelly Nelson
Trish Guthrie	Chris Oliver
Olivia Henry	Micah Schools
Megan Hergenrader	Lachelle Sigg
Carol Hess	Angela Smart
Erica Jablonski	Monica van der Zee
Joel Johnson	Christy Ziegler
Ruby Kalirai	

Strategy 4: We will design systems that support our mission and beliefs. (Assistant Superintendent for Leadership and Learning)

ACTION PLAN 1

Responsible: Director of Elementary Services (K. Hansford)

Specific Result: Establish a system to ensure communication and collaboration connecting district and building leadership groups to promote and achieve the mission and objectives of the strategic plan.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Define and state the purpose and role of district and building leadership groups. • Site Council • Building Leadership Team	TBD	Qtr 2 2019-20	Qtr 4 2019-20 Ongoing	
2.	Make connections and establish ownership between each leadership group to support the mission and objectives of the strategic plan.	TBD	Qtr 2 2019-20	Qtr 4 2019-20 Ongoing	
3.	Establish a framework to support vertical and horizontal collaboration across the district.	TBD	Qtr 1 2020-21	Qtr 4 2020-21	

4.	Create a shared format to facilitate communication to and from building and district leadership groups and the school community.	TBD	Qtr 1 2020-21	Qtr 4 2020-21	
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Strategy 4: We will design systems that support our mission and beliefs. (Assistant Superintendent for Teaching and Learning)

ACTION PLAN 2

Responsible: Chief Communications Officer

Specific Result: Gather multidimensional data from all stakeholders to evaluate and adjust systems to support district objectives.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Identify stakeholders and develop communication plan to gather input.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
2	Create district survey for stakeholders to provide feedback annually on strategic action plans and utilize feedback to monitor progress.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
3	Identify data that will be reviewed to measure effectiveness of each action plan.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
4	Identify the time of year and the frequency for data collection.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	
5	Collect baseline data and establish targets to measure progress in	TBD	Qtr 1 2019-20	Qtr 4 2019-20	

	implementing the strategic plan objectives.				
6.	Establish process for data review and decision making with a focus on being responsive not reactionary as strategic plan is implemented over time.	TBD	Qtr 1 2019-20	Qtr 4 2019-20	

Strategy 4: We will design systems that support our mission and beliefs. (Assistant Superintendent for Teaching and Learning)

ACTION PLAN 3

Responsible: Coordinator of Elementary Curriculum (D. Swan)

Specific Result: Implement a district-wide Response to Intervention system to ensure social-emotional and academic growth for all students to achieve personal excellence.

#	Action Step (Number	Assigned to	Starting Date	Due Date	Progress Monitoring
1	Consider creating a position for a RTI coordinator to lead district process.	TBD	Qtr 2 2019-20	Ongoing	
2.	Develop a district -wide RTI Instructional Team with defined members/roles. (40 representatives) • (Coordinator of RTI) • Teachers prek-12 • Instructional coaches • Innovation specialists • Curriculum coordinators • Special education (teachers/itinerant staff) • Social Workers • ELL staff • Administration	TBD	Qtr 2 2019-20	Ongoing	

3.	Clearly define each tier and identify research-based resources that meet academic and social-emotional needs of all students.	TBD	Qtr 2 2019-20	Ongoing	
4.	Identify the benchmark assessments and progress monitoring tools for measuring student academic and social emotional growth district-wide.	TBD	Qtr 2 2019-20	Ongoing	
5.	Develop a system of training that provides ongoing RTI professional development.	TBD	Qtr 2 2020-21	Ongoing	
6.	Develop a building structure that ensures implementation of all tiers.	TBD	Qtr 1 2021-22	Ongoing	
7.	Identify a data management system that will ensure all student information is accessible year to year.	TBD	Qtr 1 2021-22	Ongoing	

Strategy Action Team 5

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

Team Co-Leaders: Kristie Darby and Joe Gilhaus

Team Members

Emory Apodoca	Dick Kramer
Brett Bendure	Joan Leavens
Gary Bressman	Annette Luikart
Elizabeth Cenicerros	Linda Mau
Tyler Clubb	Michael Orr
Paul Colwell	Nico Platko
Audrey Diggs	Judd Remmers
Brent Fuson	Bob Robinson
Angelo Giacalone	Danielle Russell
Amy Hersch	Kim Schultz
Tasha Howard	Bill Shaffer
Terrie Huntington	Scott Sherman
Russ Knapp	Kenny Southwick
Jon Kirby	

Strategy 5: We will strategically focus resources to support state of the art facilities to accomplish beliefs, missions and objectives. (Deputy Superintendent)

ACTION PLAN 1

Responsible: Executive Director of Facilities

Specific Result: A 2020 Strategic Bond Plan that provides a map to guide our collective action and signal our priorities for maintaining and developing state of the art facilities.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1.	Create a list of recommended facility projects.	TBD	Qtr 1 2019-20	Qtr 1 2019-20	
2.	Recommend board approval of the no tax increase bond referendum.	TBD	Qtr 1 2019-20	Qtr 1 2019-20	
3.	File with Johnson County Election Office and Attorney General's office.	TBD	Qtr 1 2019-20	Qtr 1 -2 2019-20	
4.	Plan informational campaign to support the no tax increase bond referendum and educate the community about the proposal.	TBD	Qtr 1 2019-20	Qtr 1 -2 2019-20	
5.	Partner with Committee of Excellence to promote the no tax increase bond referendum.	TBD	Qtr 1 2019-20	Qtr 1 -2 2019-20	

6.	Vote - Mail in ballot	TBD	Qtr 3 2019-20	Qtr 3 2019-20	
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Strategy 5: We will strategically focus resources to support state of the art facilities to accomplish beliefs, missions and objectives. (Deputy Superintendent)

ACTION PLAN 2

Responsible: Executive Director of Facilities

Specific Result: A 2020 Strategic Bond Plan that provides a map to guide our collective action and signal our priorities for maintaining and developing state of the art facilities.

#	Action Step	Assigned to	Starting Date	Due Date	Progress Monitoring
1.	Conduct independent audits of factors impacting human health and well-being, safety and security, infrastructure and learning spaces to meet the mission for all students, staff and community.	TBD	In Progress	On-going	
2.	Analyze and prioritize audit assessment results.	TBD	Qtr 1 2019-20	Qtr 2 2019-20	
3.	Identify and implement best practices to be applied to all facilities.	TBD	Qtr 1 2019-20	Qtr 2 2019-20 On-going	
4.	Maximize and maintain appropriate bond and capital budgets to enhance district facilities and provide opportunities to increase achievement	TBD	Qtr 1 2019-20	On-going	

	for all students, staff and community.				
5.	Identify grant and partnership opportunities that will provide funding for district-wide projects for facilities in support of college and career readiness.	TBD	Qtr 1 2019-20	On-going	