



SHAWNEE
MISSION
SCHOOL DISTRICT



SEMI-ANNUAL REPORT

Spring 2022

EXECUTIVE SUMMARY

- Commitment to supporting beliefs, mission, and objectives of the strategic plan remained our focus.
- Report contains progress completed by teams during 2021-2022 and a look ahead to next steps and what's coming up in 2022-2023.



Mission

MISSION:

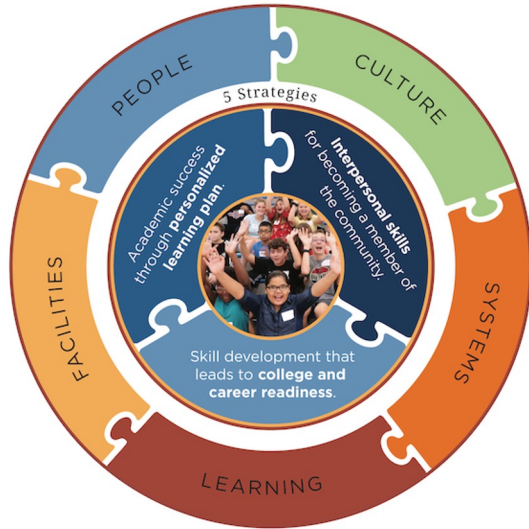
The mission of the Shawnee Mission School District, the bridge to unlimited possibilities yet to be discovered, is to ensure students construct their own foundation for success in life's endeavors through relevant, personalized learning experiences orchestrated by talented, compassionate educators and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

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

Mission

Every student will:

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



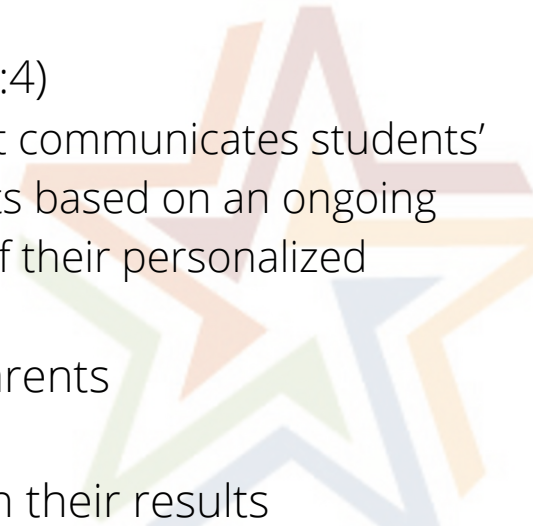


TEACHING & LEARNING

Strategy 1

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

Celebrations from 2021-2022:

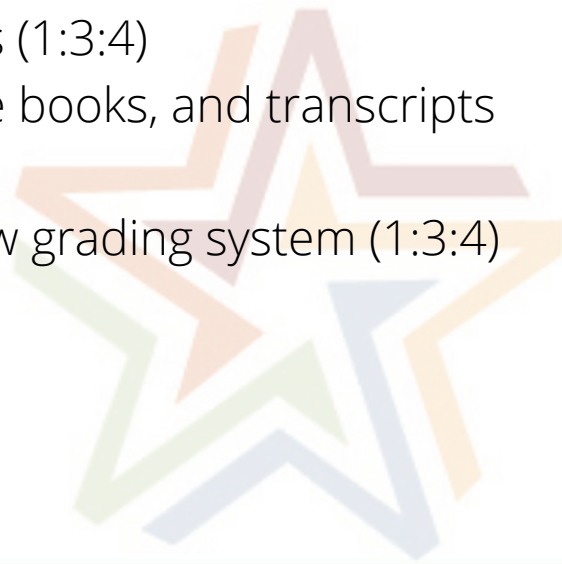
- Action Team 1:3:4-5 formed to identify feedback structures and align grading practices
 - Created a definition of evidence-based grading (1:3:4)
 - Evidence-based grading is a feedback system that communicates students' level of understanding of essential learning targets based on an ongoing collection of multiple pieces of evidence as part of their personalized learning plan.
 - Created, administered, and reviewed a survey to parents
 - Conducted research on effective practices
 - Reviewed what other districts have done, along with their results
- 

Strategy 1

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

Look ahead to 2022-2023:

- Administer a staff survey about grading practices (1:3:4)
- Clearly define the purpose of report cards, grade books, and transcripts (1:3:4)
- Visit schools that have made a transition to a new grading system (1:3:4)
- Develop a new system for Team 512 (1:3:4)



Strategy 1

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

Artifacts:

[Parent Survey](#)

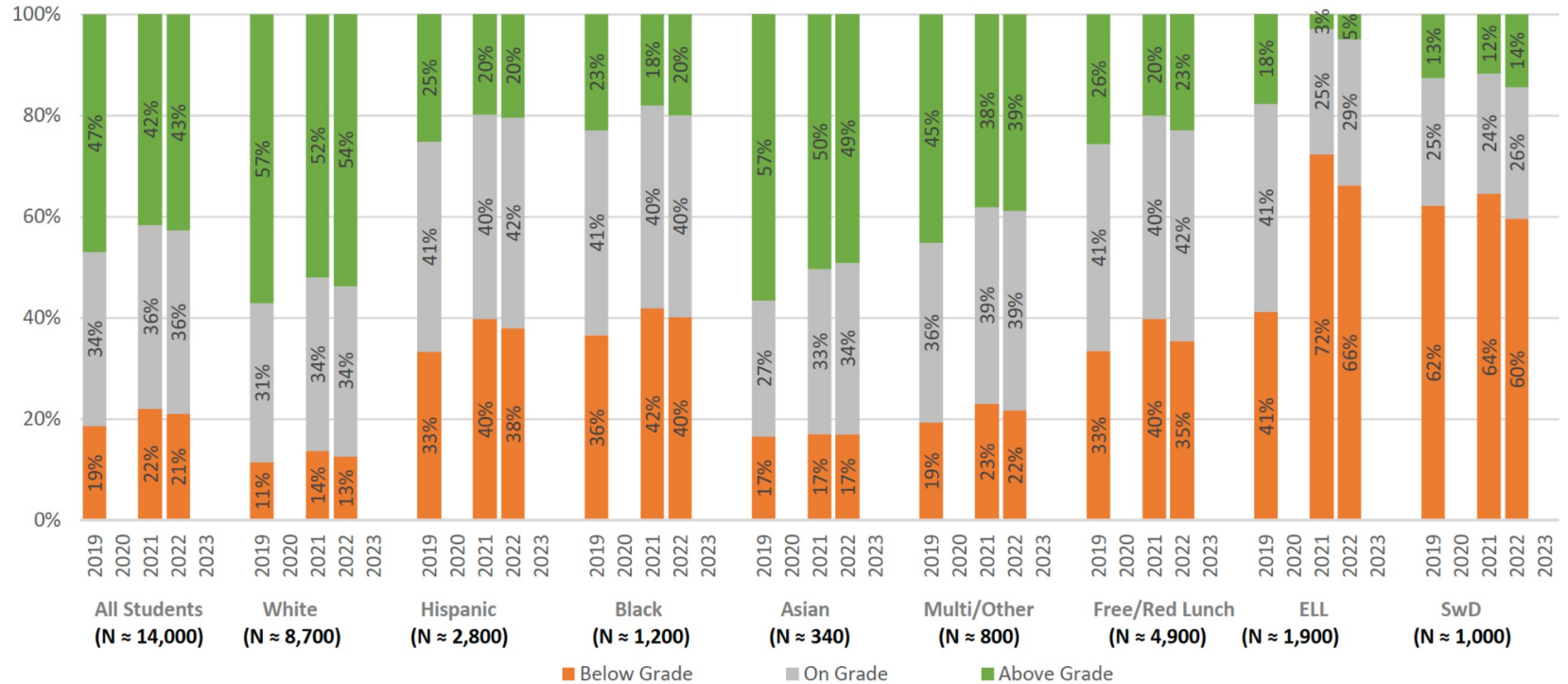
[Definition of Evidence-based Grading](#)



Data Update: NWEA MAP

NWEA MAP Performance - READING

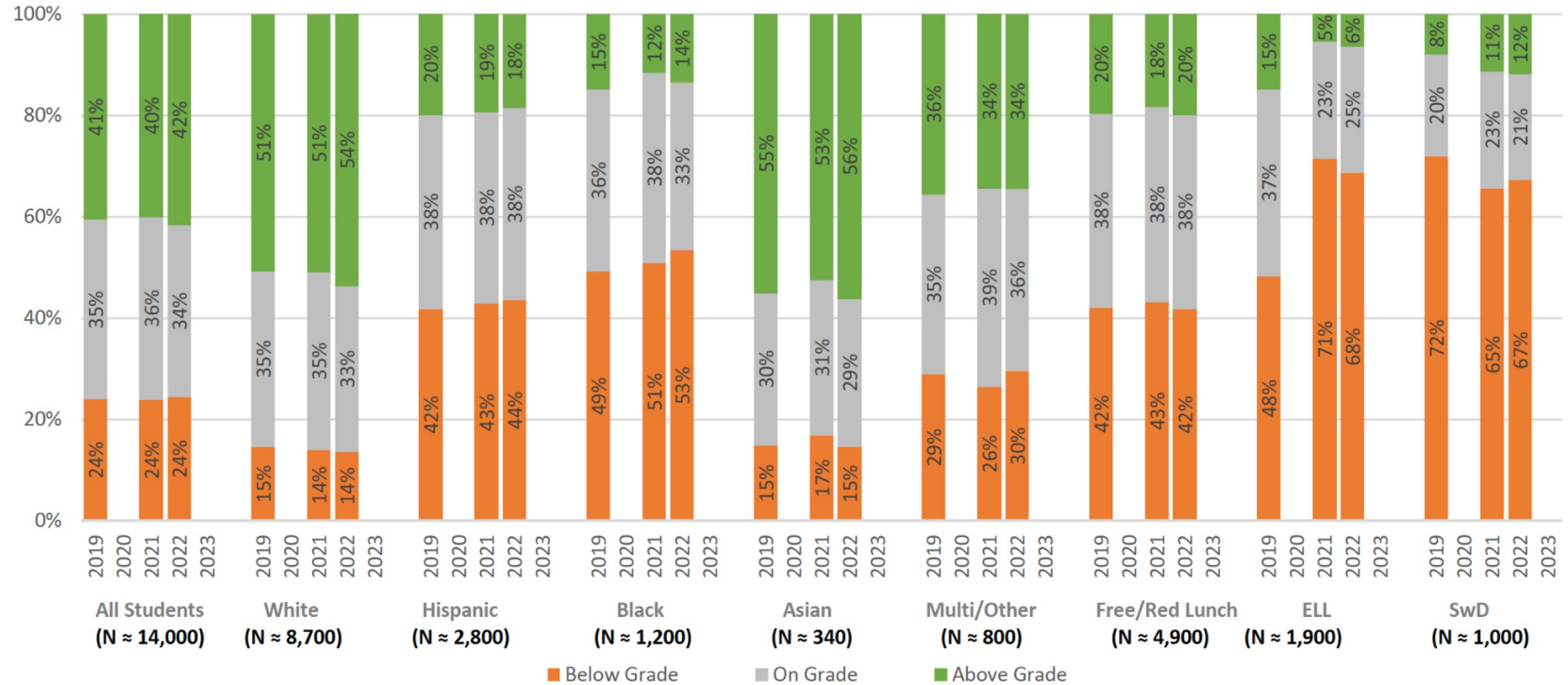
Results from Spring of Each School Year, Grades 3-9



Data Update: NWEA MAP

NWEA MAP Performance - MATHEMATICS

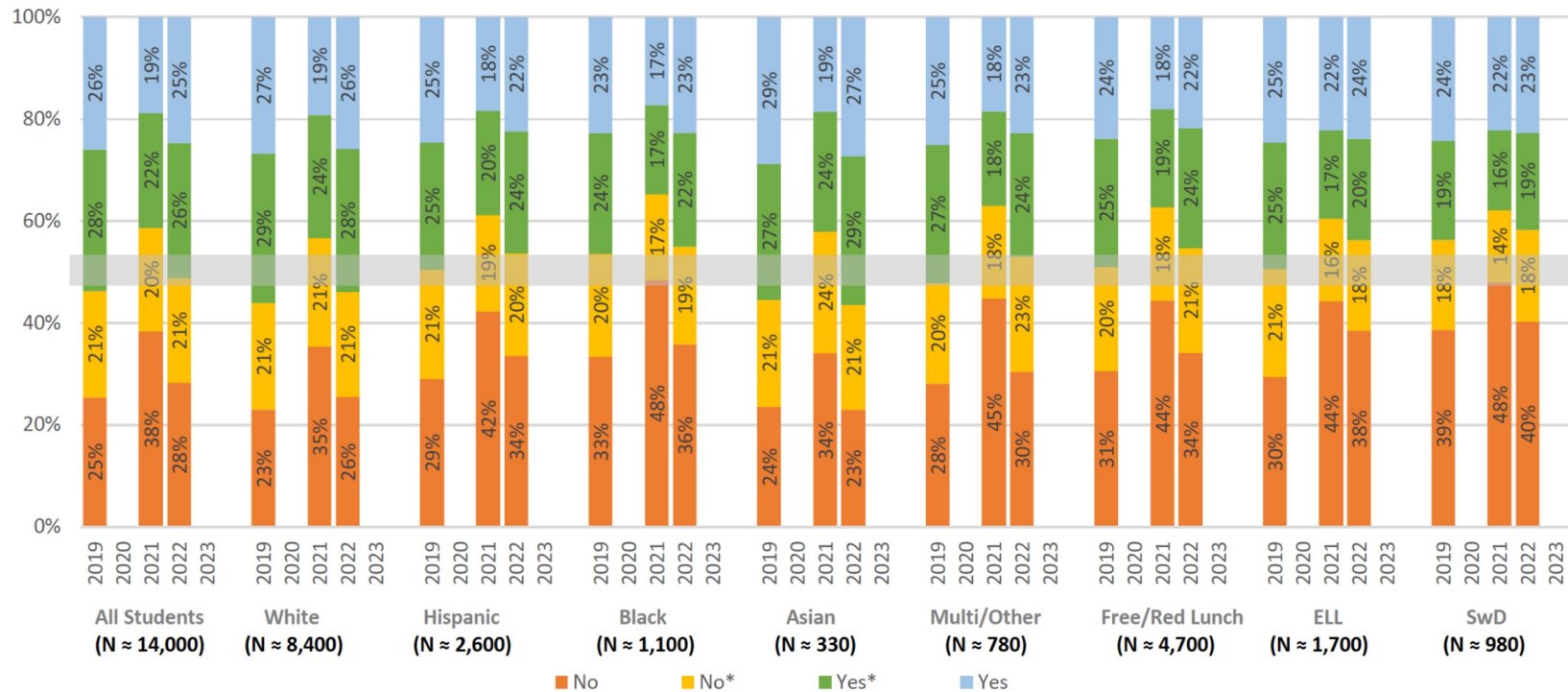
Results from Spring of Each School Year, Grades 3-9



Data Update: NWEA MAP

NWEA MAP Annual Growth - READING

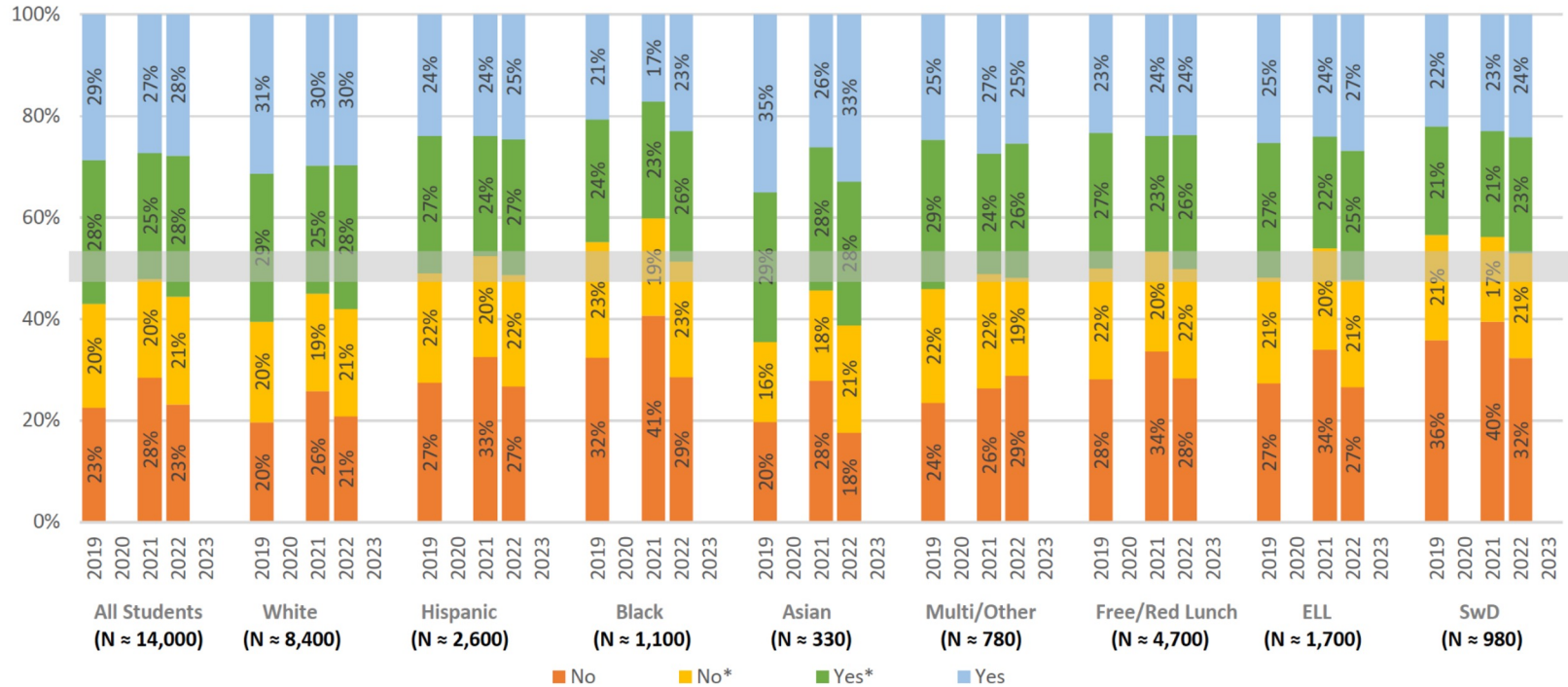
Percent Meeting or Exceeding Expected Growth from Fall to Spring



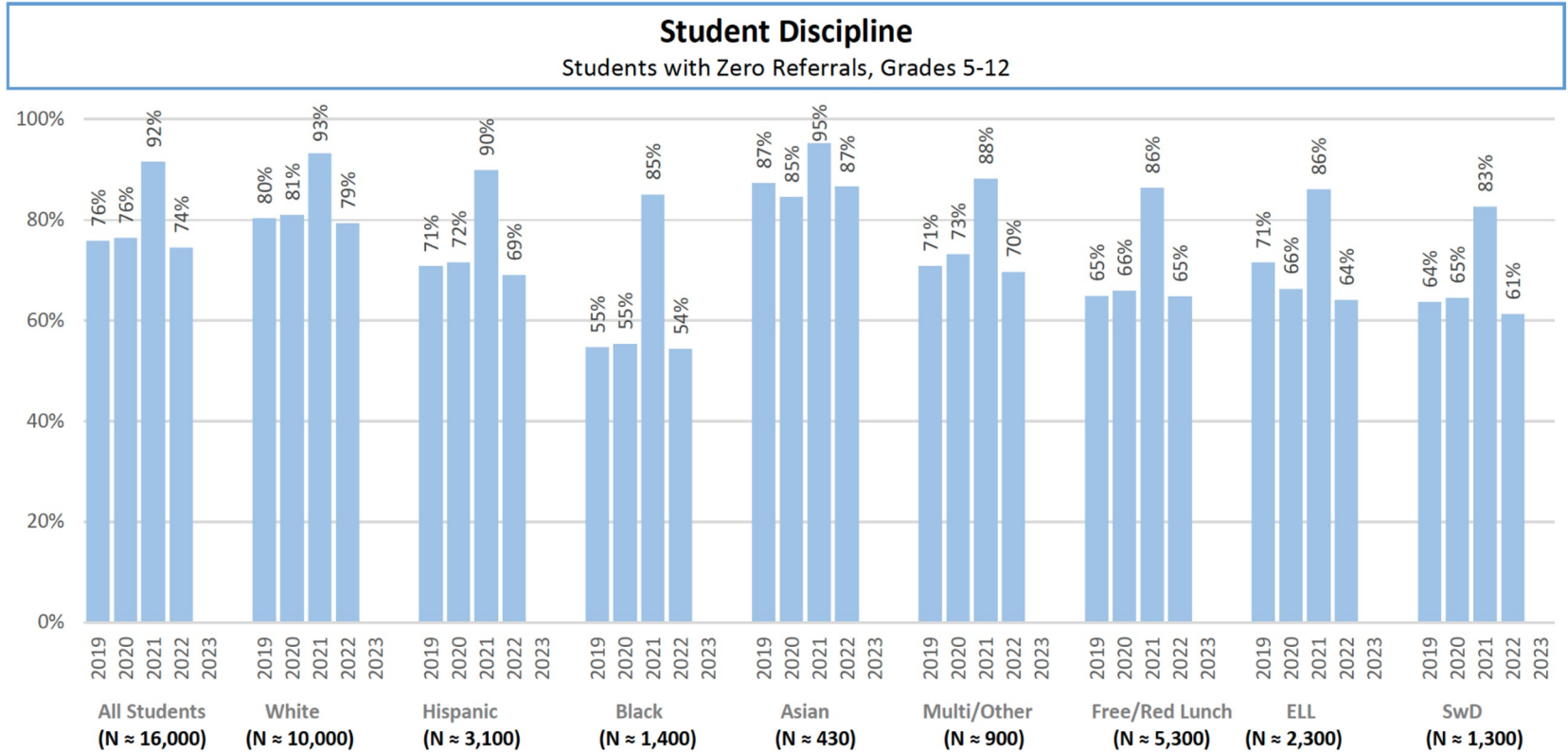
Data Update: NWEA MAP

NWEA MAP Annual Growth - MATH

Percent Meeting or Exceeding Expected Growth from Fall to Spring



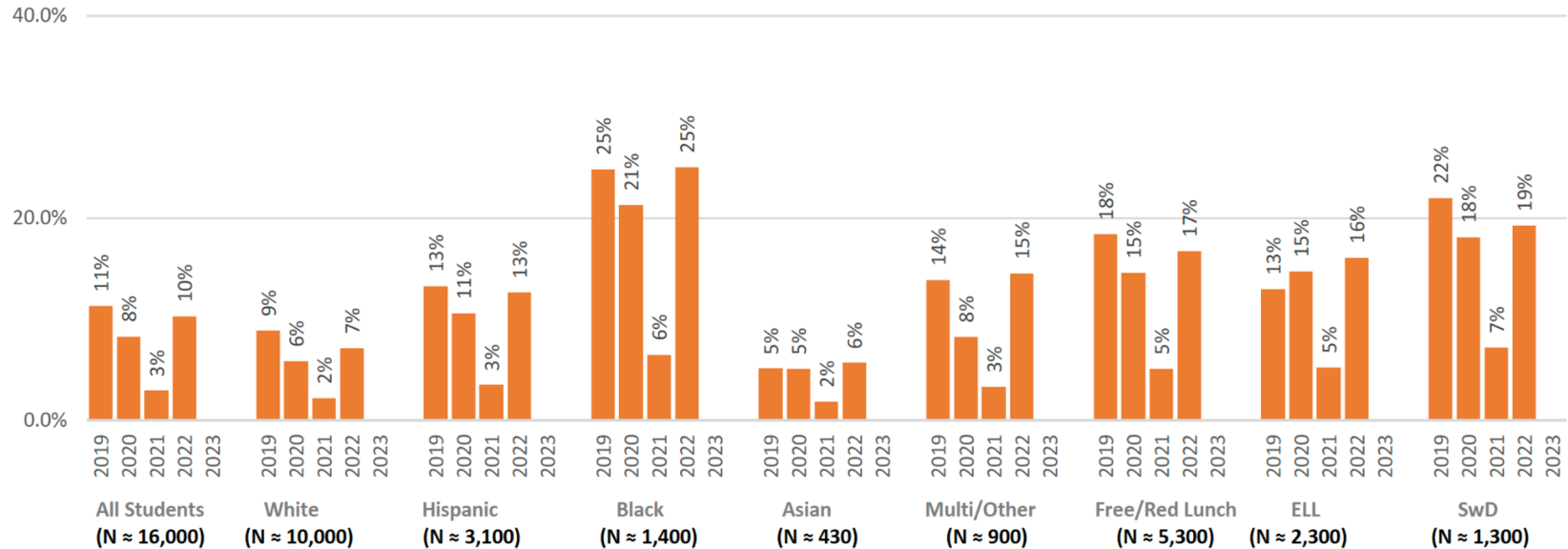
Data Update: Discipline



Data Update: Discipline

Student Discipline

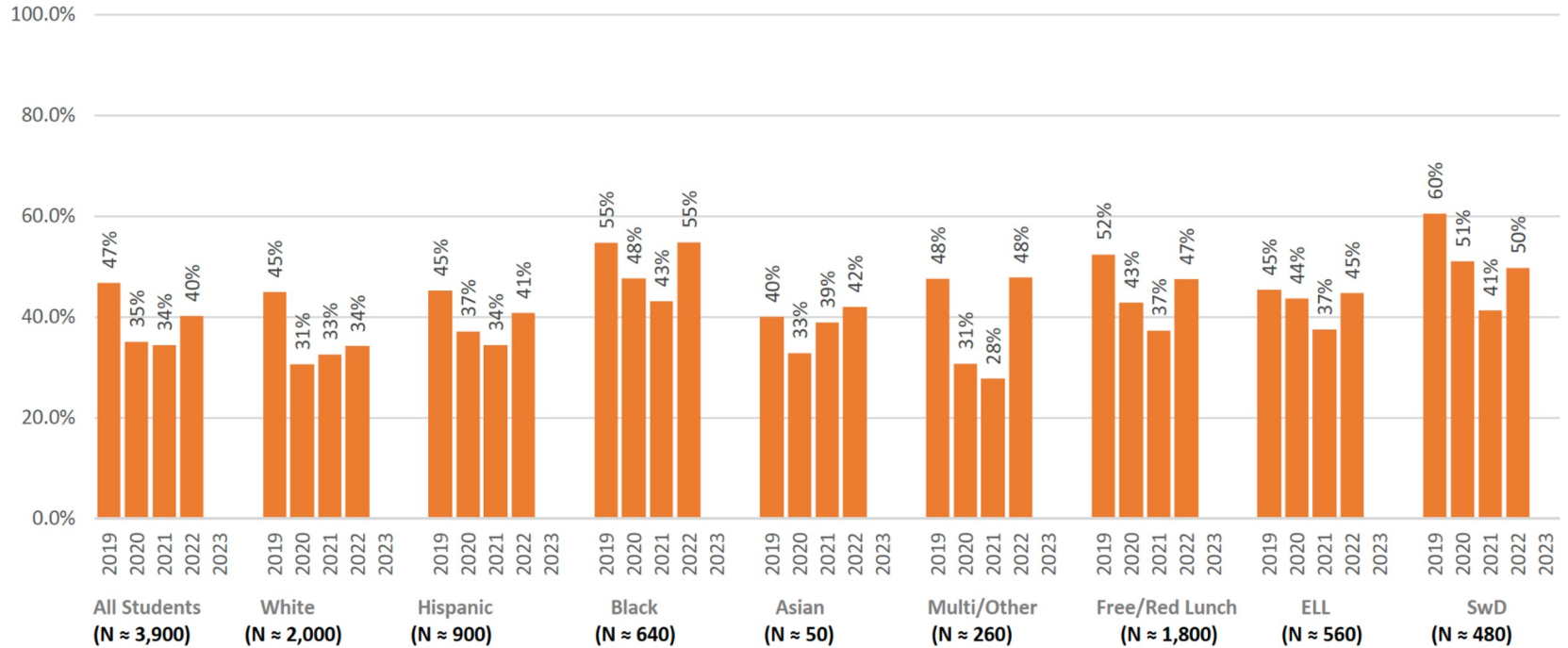
Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Population, Grades 5-12



Data Update: Discipline

Student Discipline

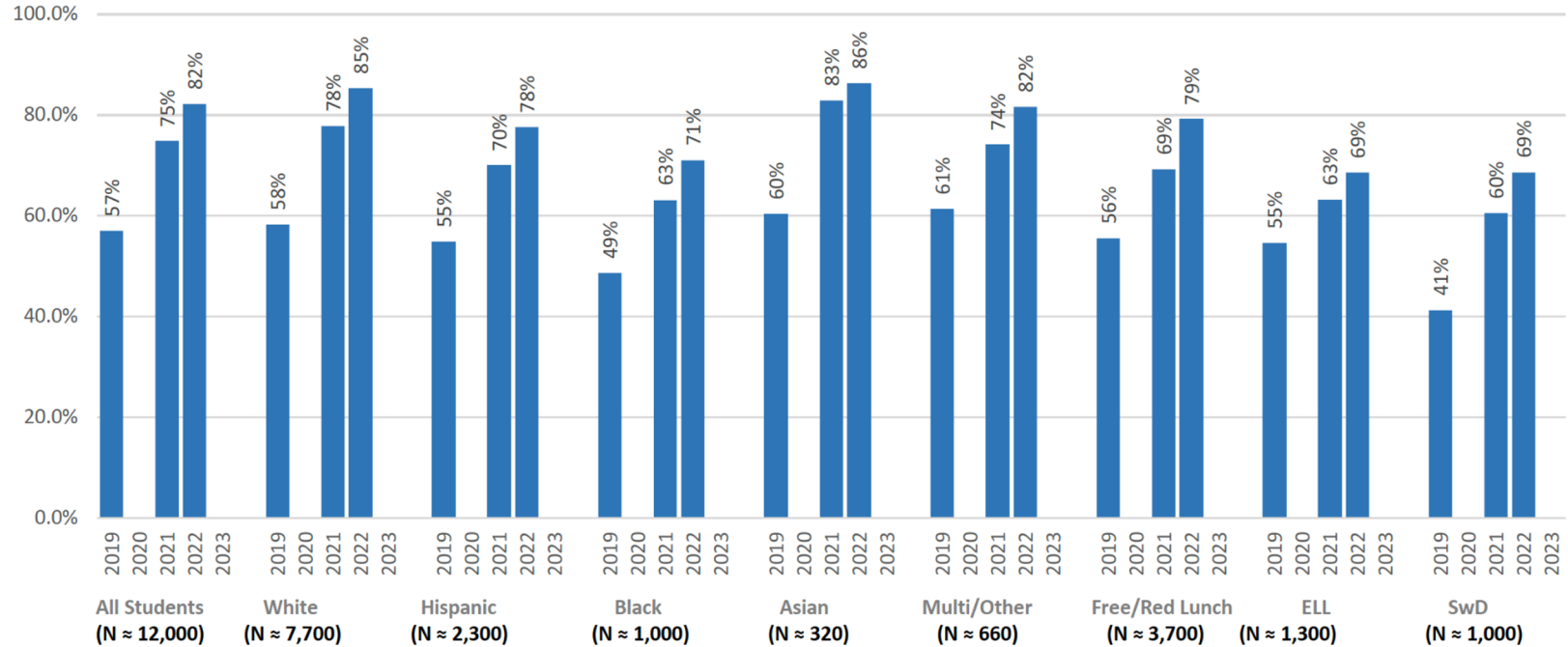
Suspensions & Expulsions (ISS, OSS, EXP) – Percent of Students with One or More Incidents, Grades 5-12



Data Update: IPS

Student Individual Plans of Study

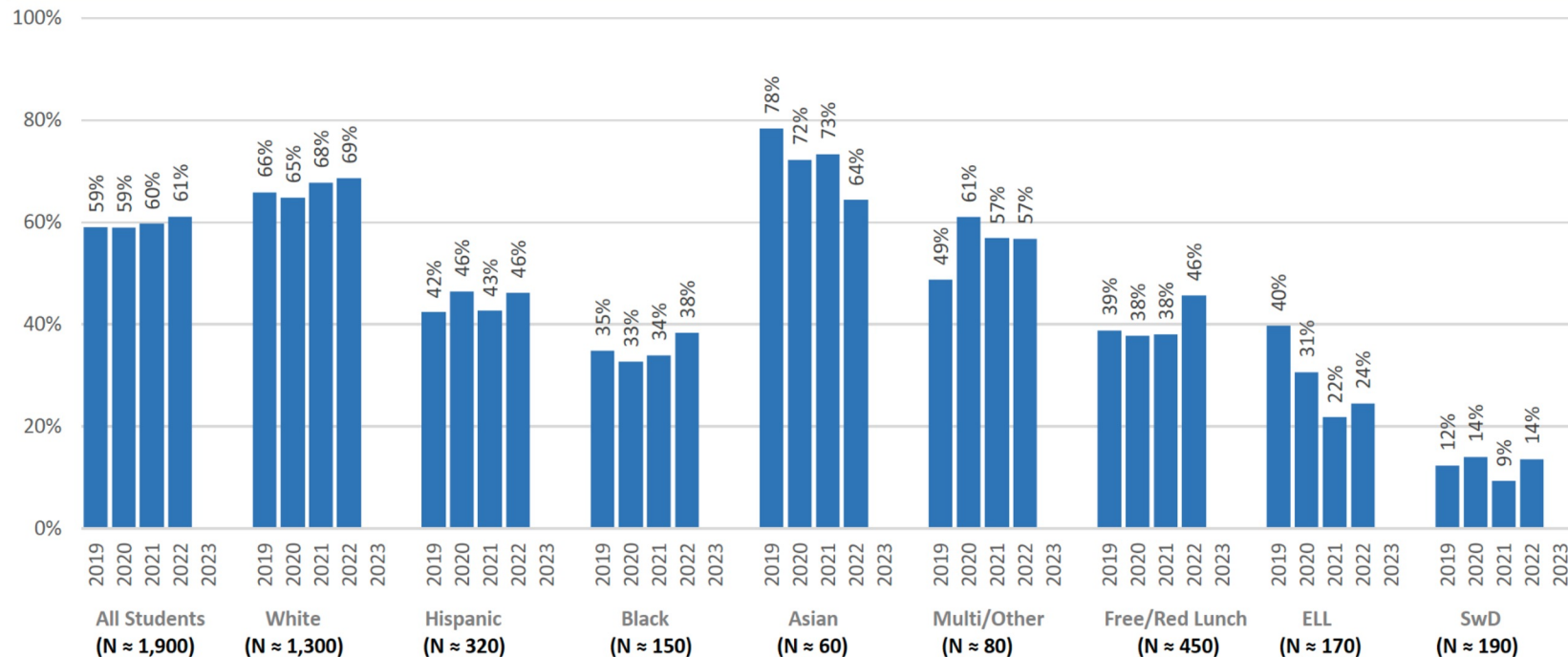
Task Completion in Xello – Grades 7-12



Data Update: Algebra 2

Student Course Success

Algebra 2 Success (C or better) by End of Grade 12



Kansas Assessment Status

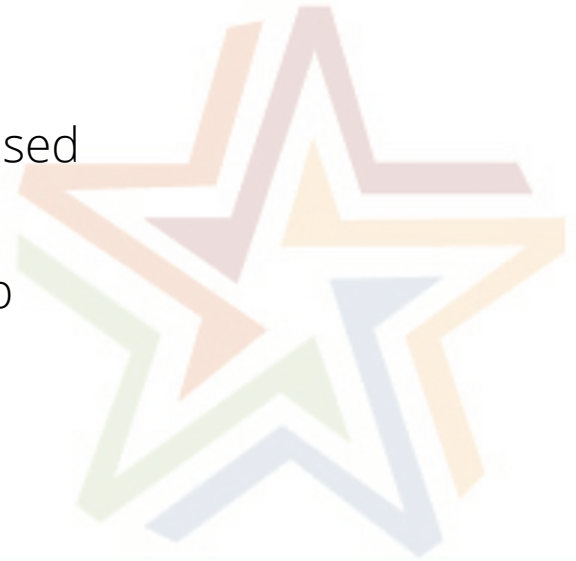
May 2022 - Student-level results available to schools and parents

- All subjects except Grade 10 math.
- Building Principals have student data & basic statistics of their students' performance. (no subgroup data)

July 2022 - Data auditing window

September or October 2022 - Additional data released

- Release of Grade 10 math results
- Release of performance results by student group





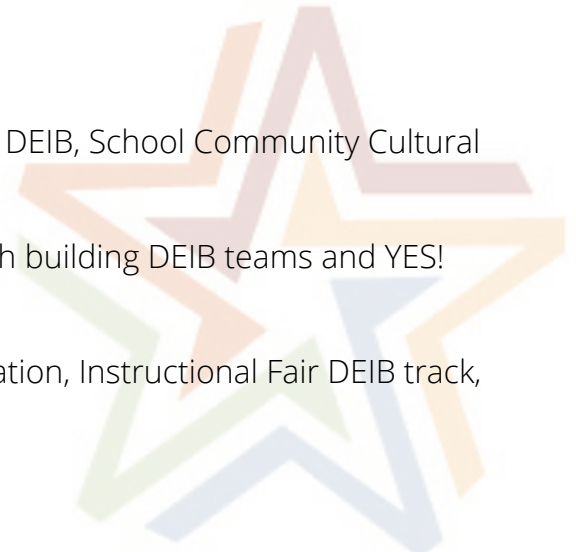
CULTURE

Strategy 2

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

Celebrations from 2021-2022:

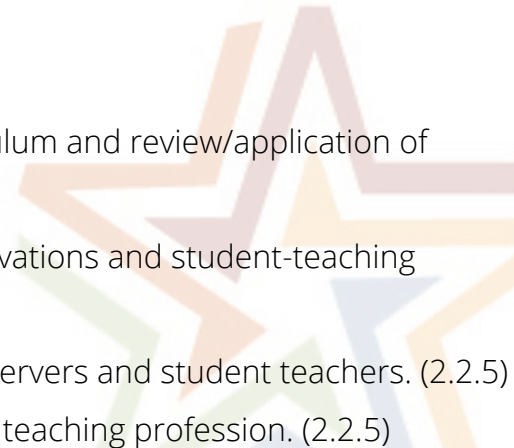
- Strategy 2 Teams continued meeting to develop recommendations for continuous improvement. (2:1:4, 2:2:3, 2:2:4, 2:2:5)
- FHSU/SPED Cohort #2 kicks off in Aug. 2022. (2:2:5)
- Coordinate Community Stakeholders. (E.g. Superintendent's Advisory for DEIB, School Community Cultural Events, Migrant Family Engagement) (2:3:3)
- Completion of the 7 Deep Equity Professional Development Sessions with building DEIB teams and YES! Kickoff with 5 sessions completed. (2:3:1)
- Increased DEIB Focus. (E.g. Kansas City Equity in Schools Cohort Participation, Instructional Fair DEIB track, Building Plans and Goals Reflect Focus on DEIB) (2:3:1)



Strategy 2

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

Look ahead to 2022-2023:

- Transition from Corwin's Deep Equity training to support from District Equity Practitioners and School DEIB Teams. (2.3.1)
 - YES! - Complete 3 sessions. (continued from 2021-22) (2.3.1)
 - Continued development and implementation of Cornerstone SEL curriculum and review/application of Panorama Data. (2.3.2)
 - Continue and enhance college/university partnerships for student observations and student-teaching placements. (2.2.5)
 - Enhanced partnership with JCCC to help with recruitment of student observers and student teachers. (2.2.5)
 - Create Career Opportunity Fair to assist individuals on ways to enter the teaching profession. (2.2.5)
- 

Strategy 2

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

Artifacts:

- Promotion/Communication for FHSU/SMSD Cohort 2. (2.2.5)
- KC Equity in Schools Cohort Equity Work Plan. (2.3.1, 2.3.3)
- [District DEIB Impact Survey](#) (2.3.1)
- [Panorama Data](#) - DEIB, School Climate, Student & Teacher Relationships (2.3.2)





QUALITY EDUCATORS

Strategy 3

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

Celebrations from 2021-2022:

- Conducted an RFP for a new EAP Vendor. Curalinc began serving our employees in January.
- Wellness Committee and HR team continue to advertise ways for staff to engage in self-care and find work/life balance. (3:2:1)
- HR team implemented the 2nd half of the plan for secondary schools to begin teaching 5 out of 7 periods. (3:2:2)
- The District “noticed” in negotiations elementary/middle school PLC time and sub-committee work continued. Middle School late starts beginning in Fall 2022. Elementary PLCs will be able to choose an option for their PLC meetings beginning Fall 2022. (3:2:2)
- Through ESSER funding HR team will continue to reduce elementary class sizes in the 22-23 school year. (3:2:3)

Strategy 3

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

Celebrations from 2021-2022:

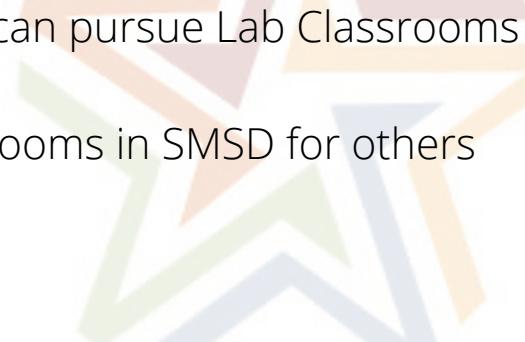
- First semester the team completed a book study and read current research/ case studies on the topic of Lab Classrooms to build a shared understanding. (3:1:3)
- We reviewed the purpose of Lab Classrooms and analyzed how they help achieve the mission of the Strategic Plan. (3:1:3)
- We learned from our neighbors in NKC about their experiences implementing Lab Classrooms and the different formats they have tried. (3:1:3)
- We determined the Lab Classroom method that best links to our purpose in SMSD. (3:1:3)
 - A purpose statement was drafted.

Strategy 3

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

Look ahead to 2022-2023:

The purpose of Lab Classrooms in SMSD is to provide a structure for collaborative, job-embedded professional learning that leverages collective teacher efficacy to improve student learning outcomes. (3:1:3)

- Determine what things need to be in place before we can pursue Lab Classrooms on a system-wide level.
 - Clearly define the functions and purpose of Lab Classrooms in SMSD for others based on a Peer Learning Lab model.
 - Collaborate with PDC
 - Build a timeline for implementation.
- 

Strategy 3

Peer Learning Lab Model (3:1:3):

- Voluntary groups of teachers
- Could be lists of topics to choose from based on building PD goals (inquiry questions written by principal or BLT)
- First step is to research the topic together
- Then observe in each other's classes, debrief, observe, etc.
- Reflection & share out after all observations completed



Strategy 3

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

Artifacts:

- Purpose statement
- Book Study- *Lab Class: Professional Learning Through Collaborative Inquiry and Student Observation* by Lisa Cranston
- White Paper
- Team agendas, notes, & presentations





SYSTEMS

Strategy 4

We will design systems that support our mission and beliefs.

Action Plan 4:3, Specific Result

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

Celebrations from 2021-2022:

- Develop a **system** of training that provides ongoing RTI professional development. (4:3:5)
 - A system is/is not...
 - Competencies and Learning Targets



Strategy 4

We will design systems that support our mission and beliefs.

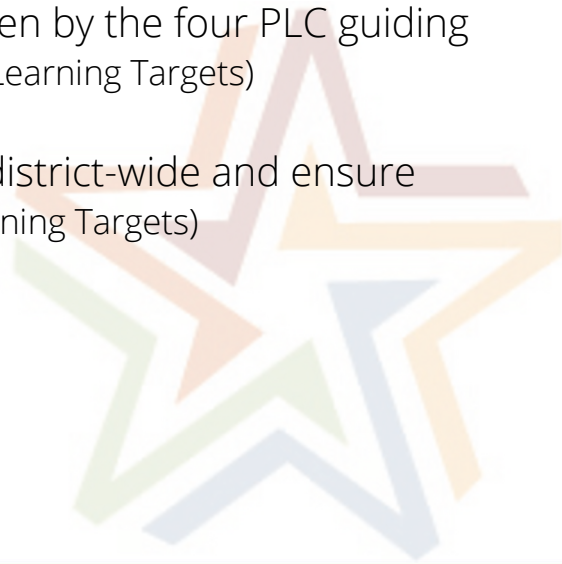
Artifact:

Develop a SYSTEM of training.			
IS		IS NOT	
Replicated across classrooms/buildings/ district	Documented	One & done	Temporary
Ongoing	Expected	Isolated	A feeling or opinion
Data-driven	Common understanding	OPTIONAL	Subjective
Research-based/ Evidence-based	Fluid	1 person leading	Random
Cyclical	Proactive	Dependent on one	Teacher dependent
Job embedded	Purposeful	One way	One size fits all
Sustainable	Objective	Fragmented	Reactive
Collaborative	Differentiated	Only on paper	
District-wide	Intentional		
Accountable	Impactful		
Steps and procedures	Transferable		
Both loose and tight	Accessible		
	Flexible within structure		
	Consistent		
	Organized		

Strategy 4

Competencies (4:3:5)

1. Demonstrate understanding of the three tiers of an RTI system necessary to meet the academic and social-emotional needs of all our students. (9 Learning Targets)
2. Teacher Teams implement high-leverage team actions driven by the four PLC guiding questions through the Team Teaching-Assessing Cycle. (8 Learning Targets)
3. Implement the structures of a comprehensive RTI system district-wide and ensure implementation of all tiers at all buildings including, (15 Learning Targets)
 - a. Universal Screening
 - b. Data-Informed Decision Making
 - c. Monitoring Progress
 - d. Collaborative Problem Solving




Strategy 4

We will design systems that support our mission and beliefs.

Artifacts:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Competency 1		Demonstrate understanding of the three tiers of an RTI system necessary to meet the academic and social-emotional needs of our students.																
Learning Target		C&I	SPED	ELEM/SEC Services	Professional Learning	Student/Family Services	SMECEC	Apache IS	Belinder	Birmingham	Bluejacket-Flint	Briarwood	Broken Arrow	Brookridge	Brookwood	Conanche	Corinth	Crestview
RTI 101																		
1.1	We can distinguish between the three tiers of support by defining the characteristics of Tier 1, Tier 2, and Tier 3 academically and/or social-emotionally.																	
1.2	We can identify and define academic behaviors and social behaviors.																	
1.3	We can understand our roles in the tiered system.																	
1.4	We can identify methods of intervening with students who need additional support.																	
Data																		
We can understand how to interpret data for the																		



Self-Assessment
RTI Part 1: Implementation

Tier 1	1	2	3	4	Evidence
Building Responsibilities	No Evidence	Limited Evidence	Sufficient Evidence	Exemplary Evidence	
Tier 1, Action 1: Ensure Student Access to Priority Grade-Level Curriculum					
Guarantee that teachers teach the priority standards using the most up-to-date district provided curriculum maps and supporting materials.					
Ensure time is allocated within the master schedule for core Tier 1 instruction.					
Tier 1, Action 2: Identify and Teach Priority Academic and Social Behaviors					
BLT dedicates time to lead the school's focus on academic and social behaviors.					
Monitor student progress towards SECO priority standards.					
Tier 1, Action 3: Provide Preventions to Proactively Support Student Success					
Be predictive: Use data to determine gaps in prerequisite skills and developmental needs.					
Ensure the appropriate documentation is communicated from one grade level to the next.					
Revisit action plans to determine successes and areas that need improvement.					
Tier 1 Next Steps	Tier 1 Needs				

Strategy 4

We will design systems that support our mission and beliefs.

Look ahead to 2022-2023:

- Refine the system for accountability (4:3:4)
- Develop a building structure that ensures implementation of all tiers. (4:3:6)
- Identify a data management system that will ensure all student information is accessible year to year. (4:3:7)

Revisit

- Clearly define each tier and identify research-based resources that meet academic and social-emotional needs of all students. (4:3:3)
- Identify benchmark assessments and progress monitoring tools for measuring student academic and social-emotional growth district-wide. (4:3:4)



Response to Intervention (RTI)
**Guidebook for
Student Success**

SHAWNEE MISSION
SCHOOL DISTRICT

Last Updated February 5, 2021



FACILITIES

Strategy 5

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

Celebrations from 2021-2022:

- Westwood View to open August 2022
- Indian Woods 3-story addition and restroom renovations
- SMNW remodel in commons area and restroom renovations
- SM North weight room addition and restroom renovations
- Security cameras, keyless entry and CAT 6 upgrades district wide
- HVAC replacement
- Playgrounds
- Furniture replacement



Strategy 5

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

Look ahead to 2022-2023:

- Diemer scheduled to open January 2023
- Pawnee anticipated to be completed by July 2023
- Groundbreaking of Rushton scheduled for January 2023
- Horizons, Westridge, SM East and SMECEC remodels to be completed
- HVAC upgrades
- Playgrounds
- Furniture replacement



Strategy 5

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

Artifacts:

- [Board Policy DBB: Minimum Operating Fund Balance and Use of Capital Outlay Fund for Salaries](#)
- [SMSD Bond Webpage](#)
- [Bond Update Gantt Chart](#)





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