STRATEGIC PLAN

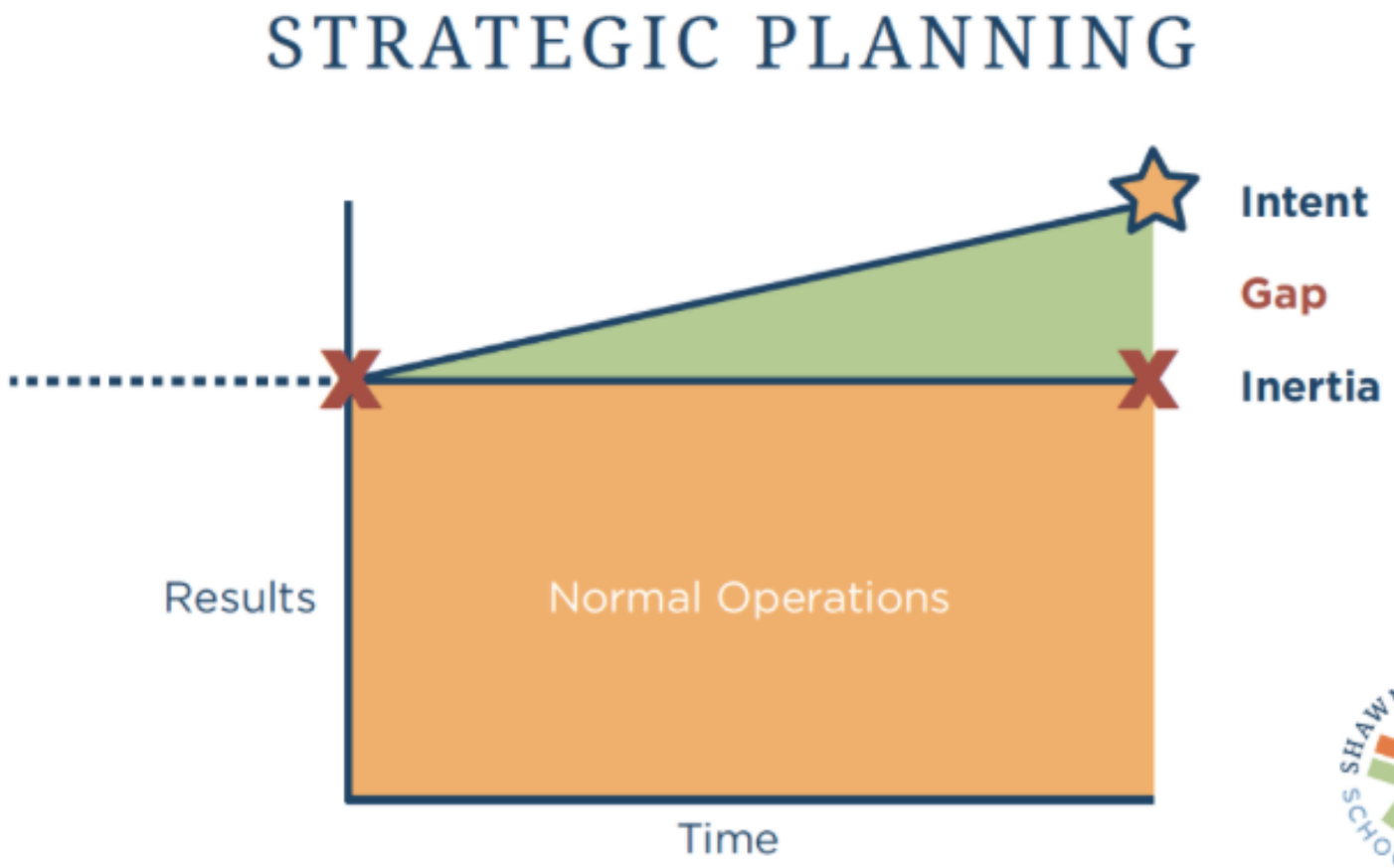
2019

SHAWNEE MISSION SCHOOL DISTRICT

Courage to Create

Preparing our Students for a World Not Yet Invented

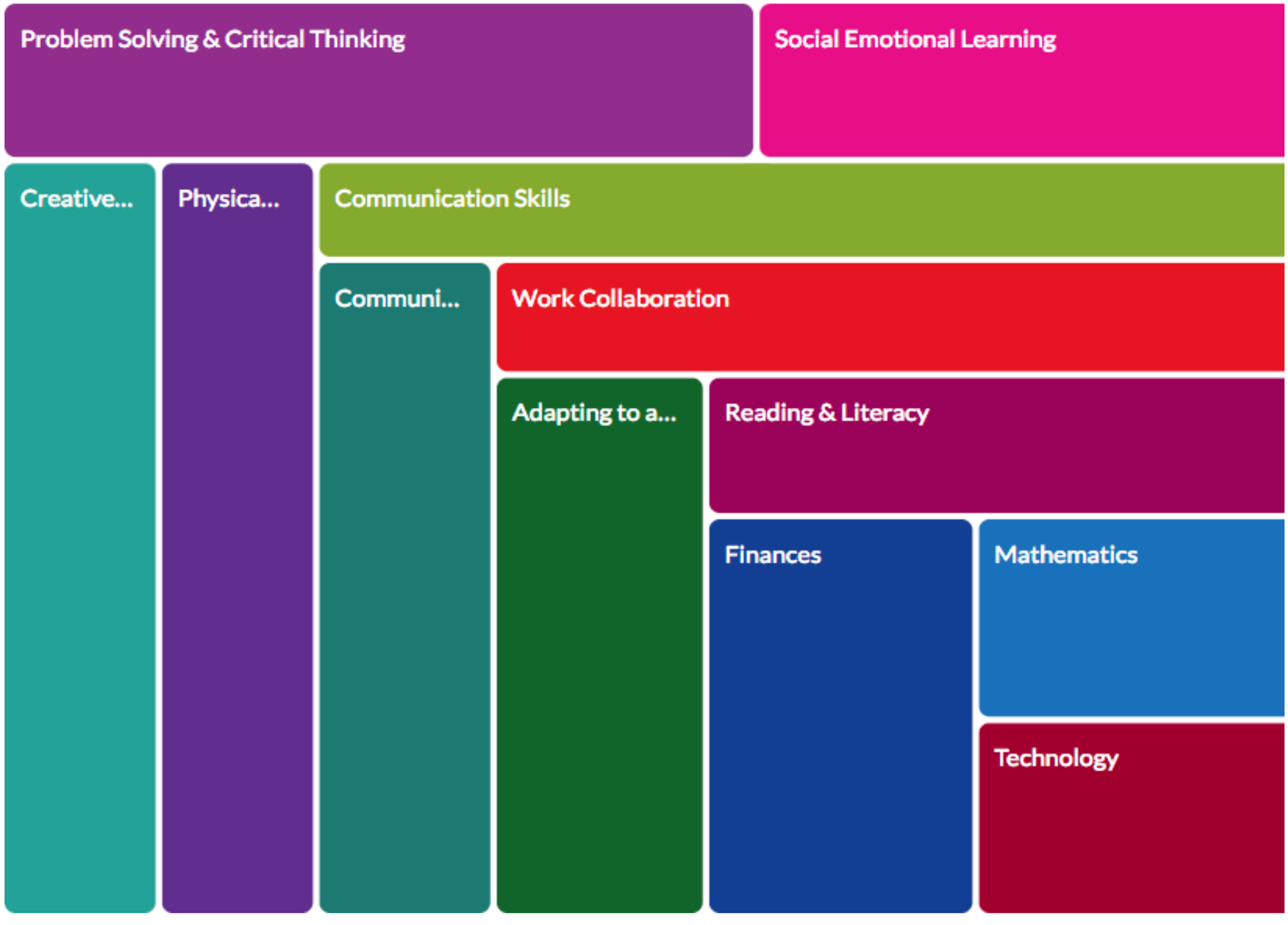
Aspirational North Star



Thought Exchange

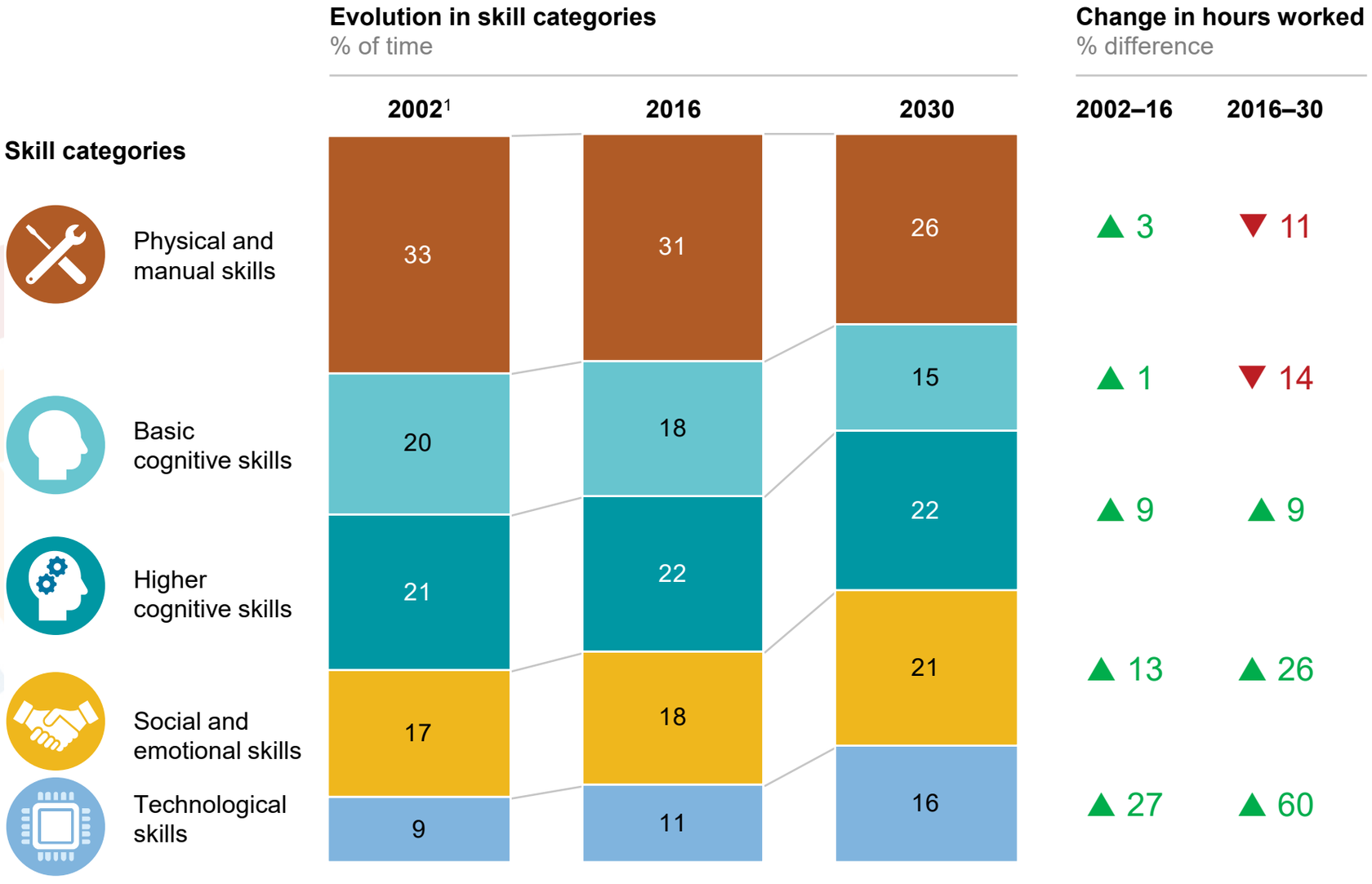
What are the skills our current first graders (Class of 2030) will need to be success-ready graduates?

Problem Solving & Critical Thinking
Communication Skills
Social Emotional Learning
Creative Thinking
Work Collaboration
Adapting to a Changing World
Reading and Literacy
Mathematics
Finance
Technology



Automation and AI will accelerate skill shifts.

Based on McKinsey Global Institute workforce skills model
United States, all sectors, 2002–30



1 Calculated using the 2004 to 2016 CAGR extrapolated to a 14-year period.
NOTE: Based on difference between hours worked per skill in 2016 and modeled hours worked in 2030. Numbers may not sum due to rounding.

SOURCE: U.S. Bureau of Labor statistics; McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

Exhibit 6

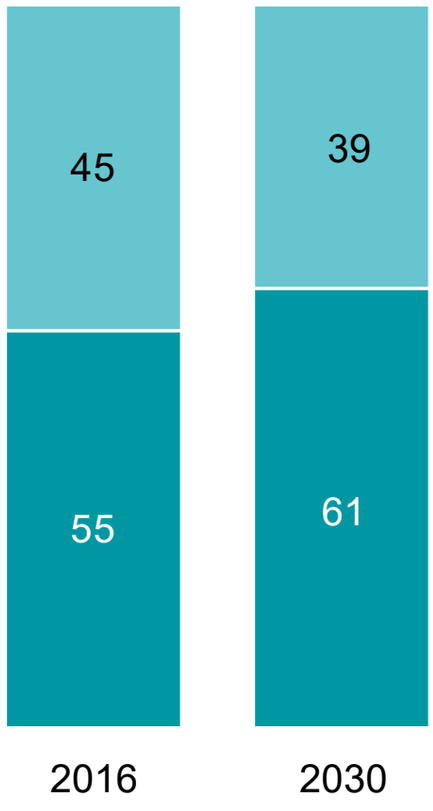
Higher cognitive skills are increasingly displacing basic cognitive skills across occupations.

Based on McKinsey Global Institute workforce skills model

United States and Western Europe
% of time spent on cognitive skills

Basic cognitive skills
- Basic literacy, numeracy, and communication
- Basic data input and processing

Higher cognitive skills
- Advanced literacy and writing
- Quantitative and statistical skills
- Critical thinking and decision making
- Project management
- Complex information processing and interpretation
- Creativity



Example activities

- Take customer orders
- Provide basic information to customers
- Maintain operational and sales records
- Prepare sales or other contracts
- Explain technical information to customers
- Maintain and manage product inventories

NOTE: Western Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. Numbers may not sum due to rounding.

SOURCE: McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

American Association of School Administrators College Readiness Indicators

Academic Indicators

GPA 2.8 out of 4.0 and **one** or more of the following academic indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

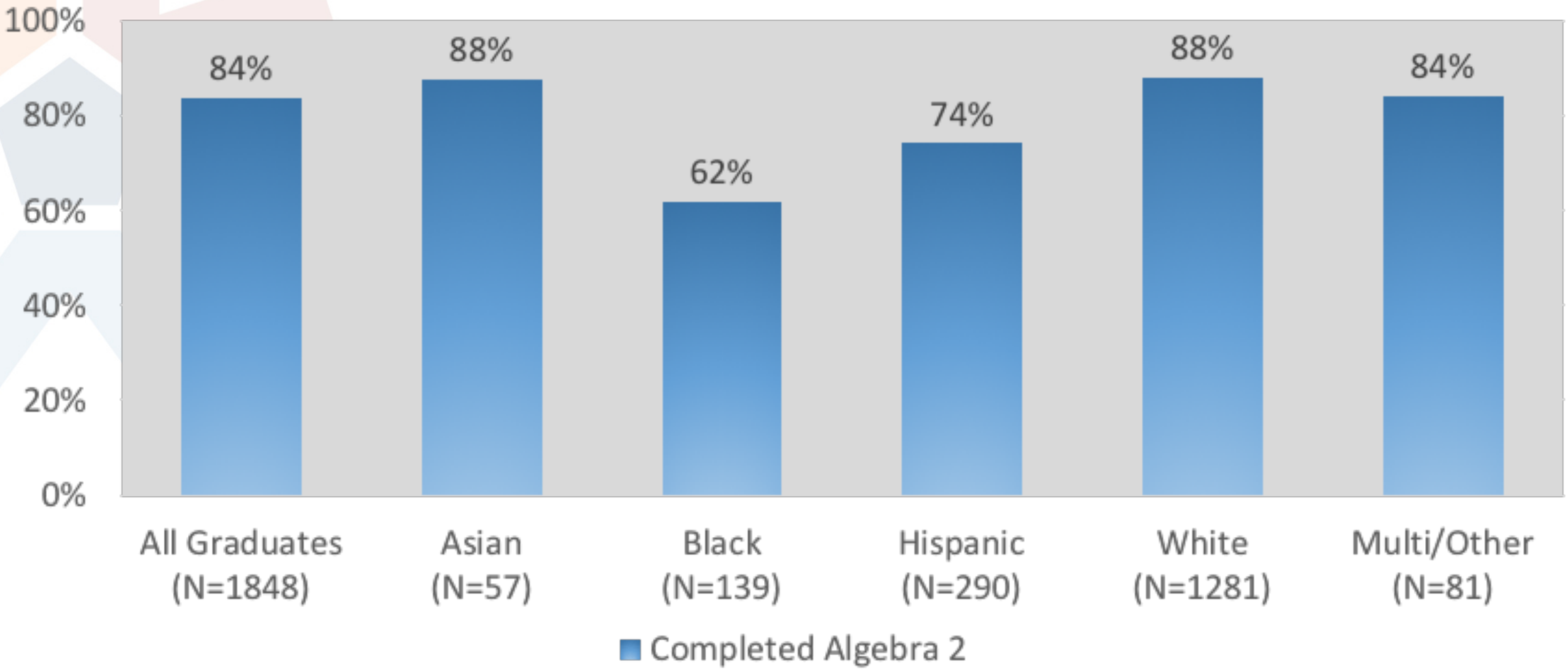
- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

American Association of School Administrators Career Ready Indicators

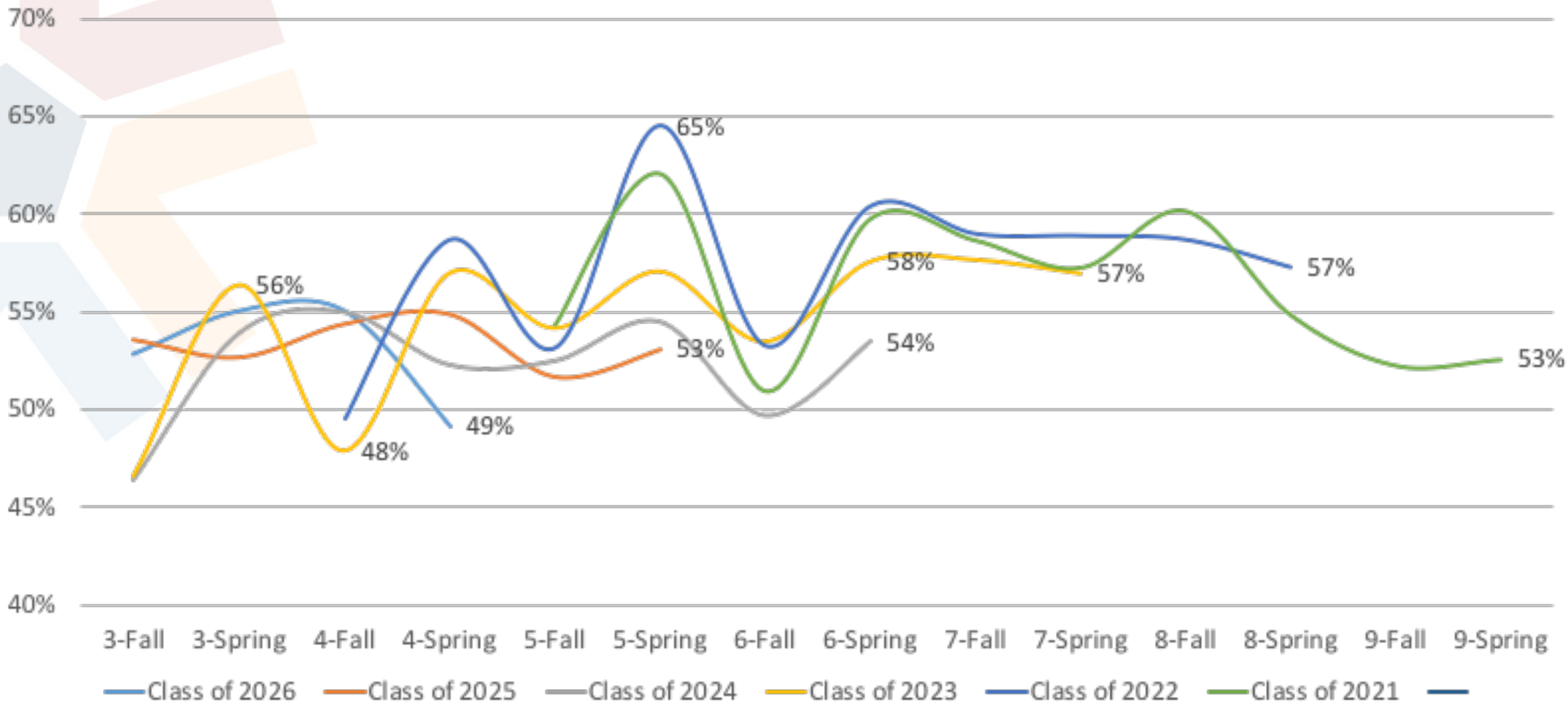
Career Pathway identified and **two** or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

Class of 2018 Graduates – Completing Algebra II and Above



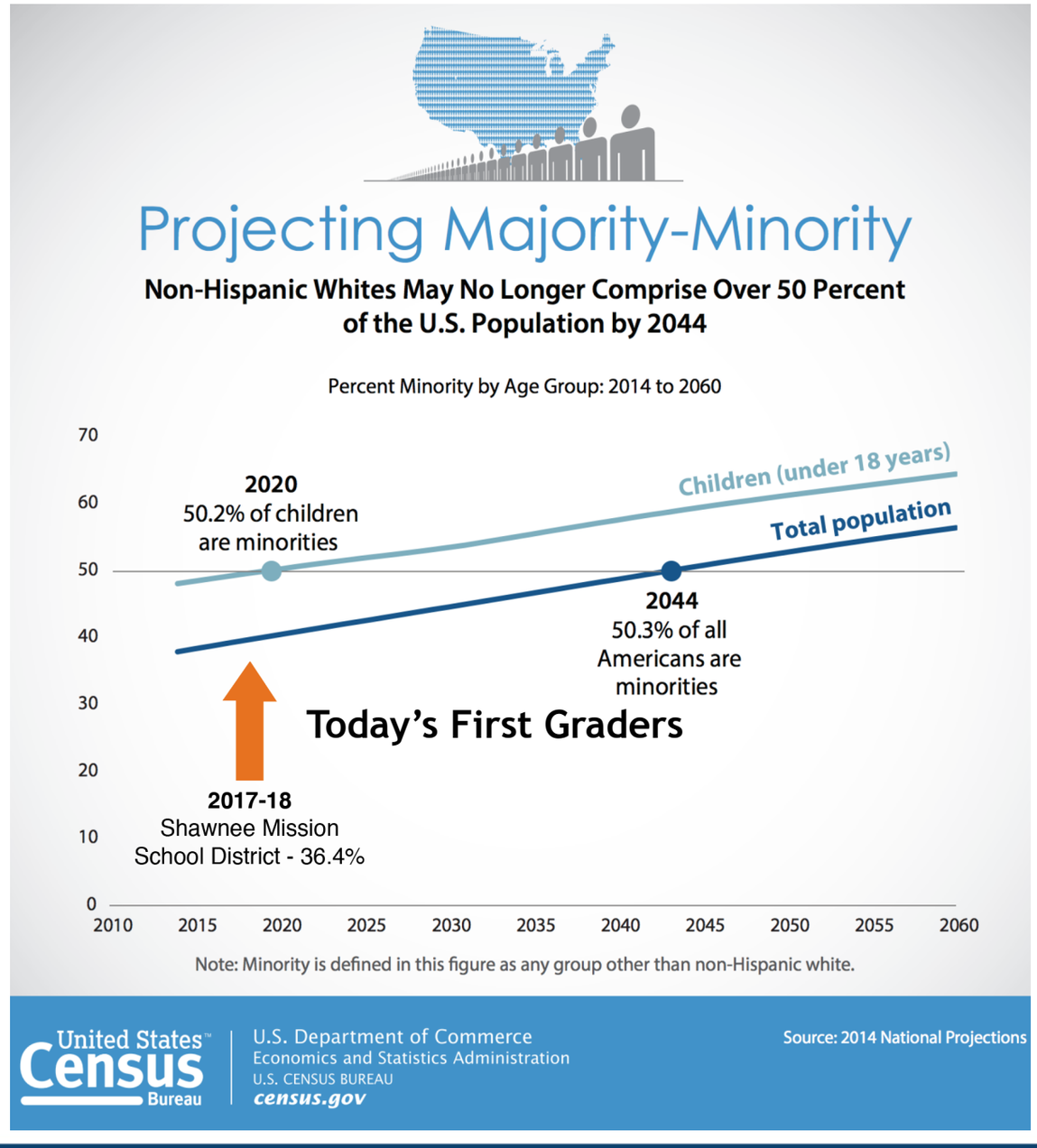
Students On-Track for Algebra I by 9th Grade



*On track for success in Algebra 1 by 9th grade

AMERICA FORWARD

Percent Minority by Age Group 2014-2060



	U.S. News and World Report	Niche State / National	Zillow Great Schools
East	Silver	5 / 362 (NR*)	8
North	Bronze	46 / 3663 (1107)	3
Northwest	Silver	10 / 798 (6314)	6
South	Silver	14 / 1030 (7398)	6
West	Bronze	20 / 1723 (1442)	3
	Silver	19 / 934 (1424)	6

Niche
State 319
National 18,841

***Kansas 274 out of 347**

Personalized Learning

Defined by learning (age does not determine grade (content) when time is the variable.

Learning Ladder

Traditional Time/Age Based

Defined by time (your age determines your grade level); Learning is variable.

Success Ready Graduates

College and Career Readiness

Grade 12

Grade 11

Grade 10

Grade 9

When learning is the constant and time is the variable, students progress through learning levels after they've mastered important content (competencies).

Grade 8

Grade 7

Grade 6

Grade 5

Grade 4

Grade 3

High School Course Content Readiness

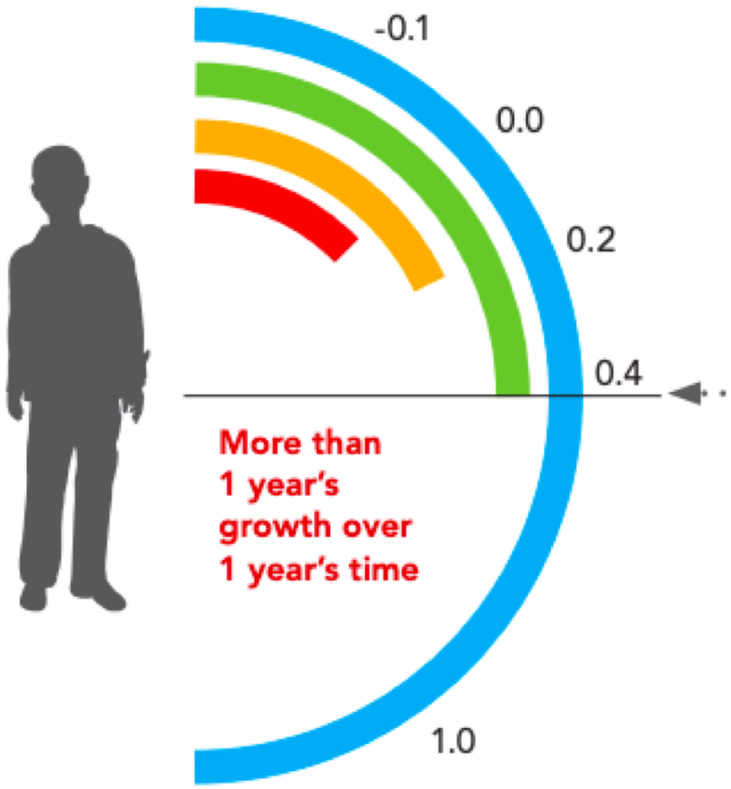
Grade 2

Grade 1

Kindergarten

Pre-Kindergarten

Foundational Readiness



In his research, John Hattie found that an effect size of 0.4 represents one year's growth over the course of one school year.

Desired Effects

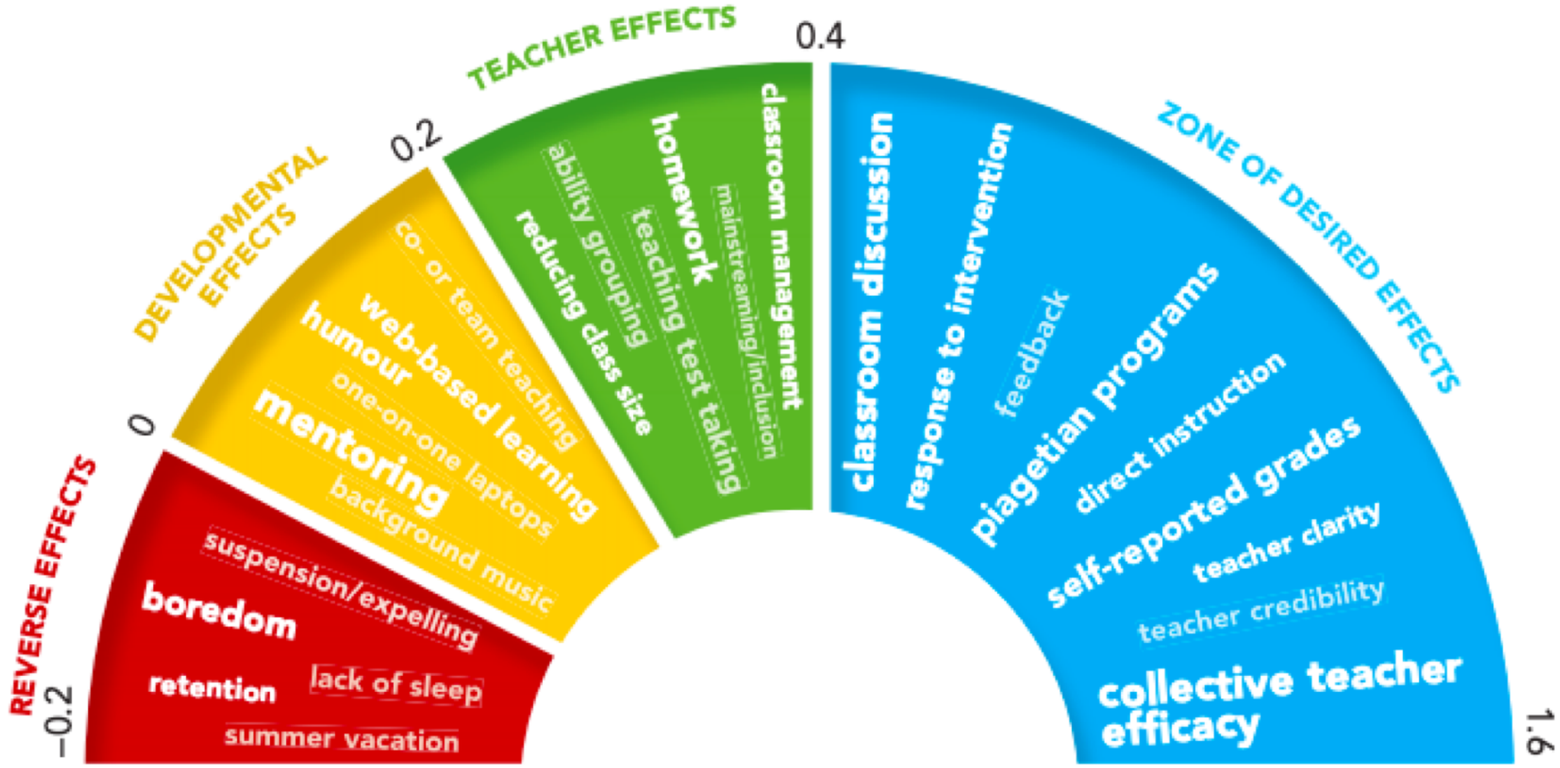
Developmental Effects

Typical Teacher Effects

Reverse Effects

When educators use strategies that have high effects (greater than 0.4), they can accelerate student learning and maximise their impact.

The *power* of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so they can begin making strategic decisions based on evidence to maximise their time, energy, and resources.



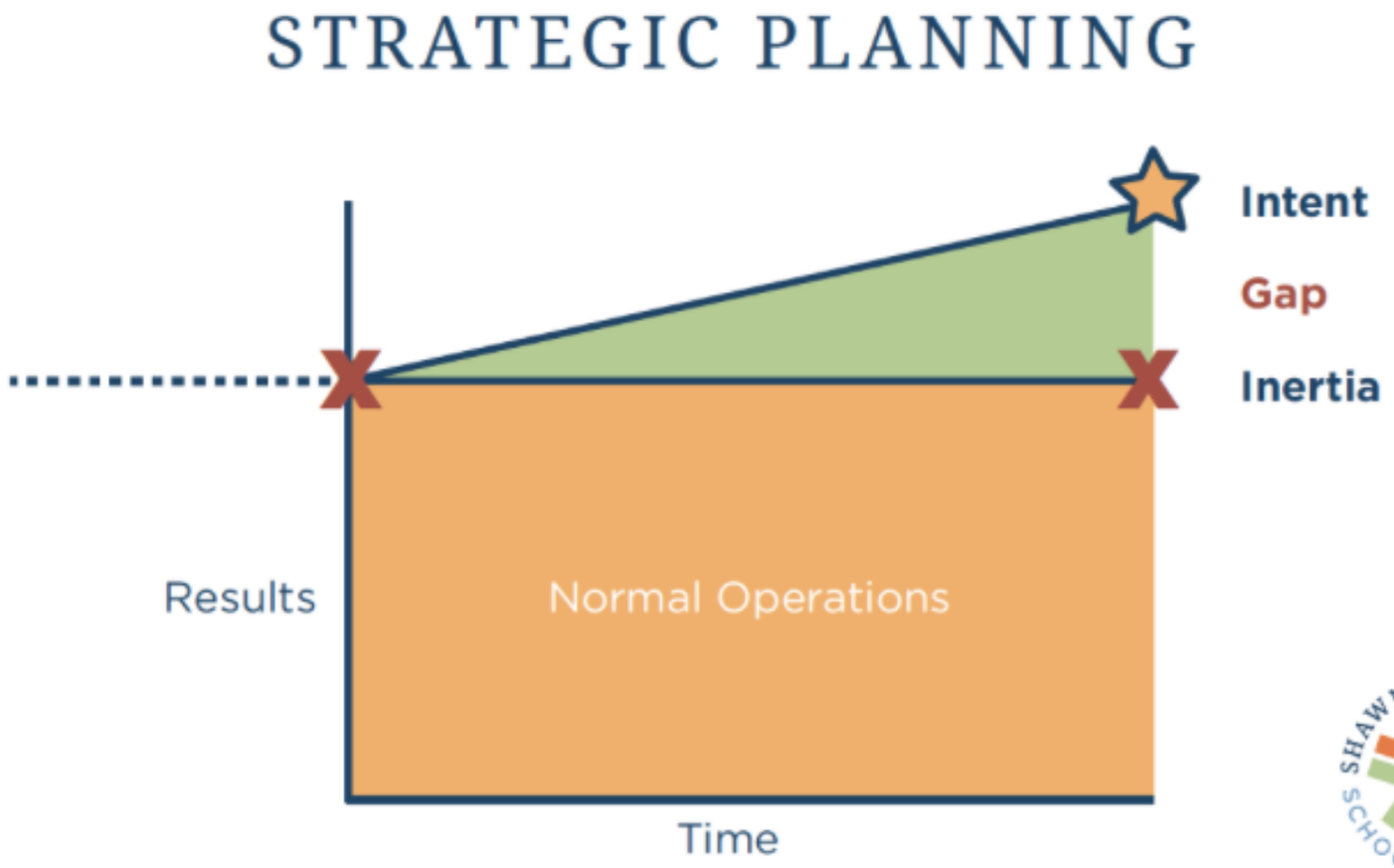
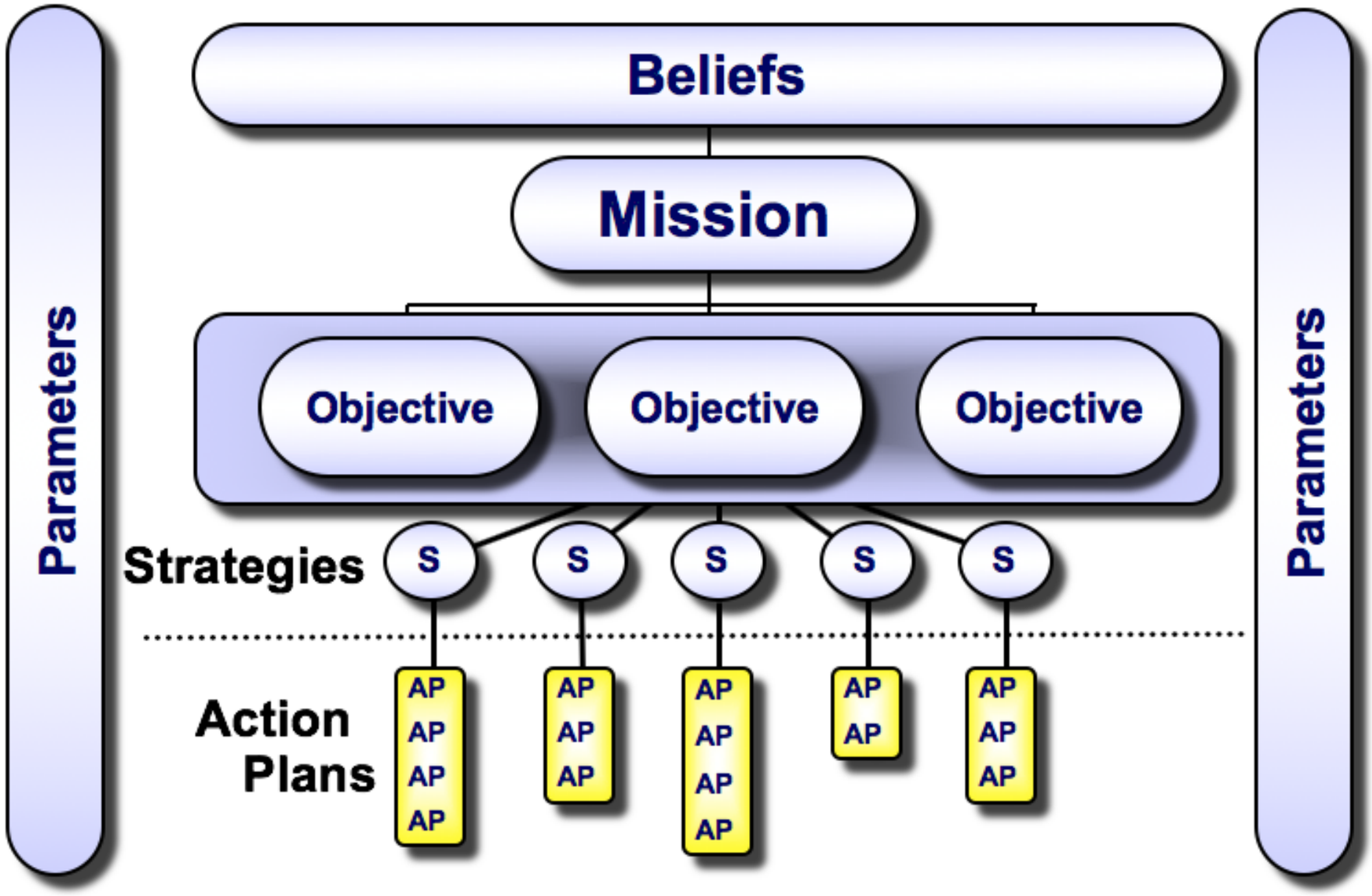
Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

Student Self-Reported Grades

Children are the most accurate when predicting how they will perform. This strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Once the student has performed at a level that is beyond their expectations he or she gains confidence in his or her learning ability.

Aspirational North Star



Strategic Plan