

# Lee's Summit R-7 School District Comprehensive School Improvement Plan

## “Destination 2021”

### Revisions/Updates 2019-2020 school year



LEE'S SUMMIT  
R-7 SCHOOLS  
*Learning for Life*

#### Progress Codes

NA – No Action  
P -- Progressing  
C -- Completed  
RR -- Recommended Revisions

#### Focus Areas:

Governance - Superintendent (Dr. Miller)  
Student Performance - Academic Services (Dr. Kephart)  
Highly Qualified Staff - Human Resource (Dr. Delsemme)  
Facilities, Support & Instructional Resources - (Kyle Gorrell & Operations)  
Parent and Community Involvement - (Public Relations, Laura Maxwell & Sheryl Franke)

Focus Area: Shaded in Light Blue

Goals: Shaded in Light Yellow

Action Plans: Shaded in Light Gray

Task: No Shading

Break between Focus Areas

June 2020

**Focus Area: Governance - Superintendent (Dr. Miller)**

Govern the LEA (Local Education Agency) district in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district; supporting the foundational principles of a Professional Learning Community.

<b>Goal I:</b> Vision and Accountability: In collaboration with administration, the Board will establish and monitor annual goals for student achievement and instruction, as well as efficient and effective operations and fiscal planning.	17-18 P	18-19 P	19-20 P	20-21
<b>ACTION PLAN A</b> Annually review and communicate data related to student performance, academic programs, and instructional practices to ensure continuous improvement.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Annually conduct Board work sessions with staff to review assessment data and evaluate progress toward established teaching and learning goals.	P			
<b>Task 1 update 18-19</b> Assessment data relative to Annual Performance was conducted Spring of 2019. Additional data summaries relative to student performance were shared at an October Board of Education work session. A variety of data is provided and/or analyzed and presented for both internal and external stakeholders as requested.	--	P		
<b>Task 1 update 19-20</b> As state assessment information became available, incremental data was shared with the board weekly culminating in a Board Work Session that was held in November 2019.	--	--	P	
<b>Task 2</b> Review progress toward district instructional program goals using the Annual Program Review Schedule.	P			
<b>Task 2 update 18-19</b> Annual Program written report evaluations continue to be provided to the Board of Education per the district defined program evaluation schedule.  Additionally, a schedule was designed to allow schools the opportunity to present their successes and unique school goals during each monthly open board meeting.	--	P		
<b>Task 2 update 19-20</b> Updates were made to the Program Evaluation form to include a deeper focus on data-driven goals and action step alignment.	--	--	P	
<b>Task 3</b> Annually develop and promote data talking points that assist with Board and district stakeholders' understanding of status, progress, and response.	P			

<p><b>Task 3 update 18-19</b> This process is not yet finalized. There is opportunity to do so with more depth relative to the findings in the Communication's Audit of 2019. Each building principal provides updates about school goals and performance per school newsletters of state of the schools addresses at school sites.</p>	--	P		
<p><b>Task 3 update 19-20</b> No update/revision for 19-20</p>	--	--	NA	
<p><b>ACTION PLAN B</b> Annually review the district's facility and financial planning to ensure alignment with database needs and identified goals.</p>	17-18 P	18-19 P	19-20 C	20-21
<p><b>Task 1</b> Conduct semi-annual Board work sessions with staff to review current enrollment growth to ensure that the current Comprehensive Facility Master Plan is designed to meet the needs of the district.</p>	P			
<p><b>Task 1 update 18-19</b> The Board approved a Comprehensive Facility Master Plan Phase 1 recommendation with associated parameters to adjust school boundaries for the 2019 - 2020 school year across all school levels. Associated transition plans were activated at the building level to support students and parents in these transitions.</p>	--	P		
<p><b>Task 1 update 19-20-</b> The Comprehensive Facility Master Plan was utilized with the Citizens Advisory Council to set the Bond package for the April/ June ballot.</p>	--	--	C	
<p><b>Task 2</b> Conduct periodic Board work sessions with staff to ensure that the district budget resources are prioritized to meet the collective goals of the district identified in the Comprehensive School Improvement Plan.</p>	P			
<p><b>Task 2 update 18-19</b> Staff have conducted finance work sessions with the Board of Education. Monthly finance sessions prior to open Board of Education meetings delineate scheduled and planned expenditures, rationale for expenditures, associated program and school supports and the aforementioned are expected to align with the district's strategic plan.</p>	--	P		
<p><b>Task 2 update 19-20</b> No update/revision for 19-20</p>	--	--	P	
<p><b>Task 3</b> Establish and maintain an appropriate range for annual operating fund balances that ensures long term fiscal stability.</p>	P			
<p><b>Task 3 update 18-19</b> Ongoing in cooperation with district administration and the Board of Education to ensure sound fiscal sustainability.</p>	--	P		

<p><b>Task 3 update 19-20</b> Ongoing in cooperation with district administration and the Board of Education to ensure sound fiscal sustainability.</p>	--	--	P	
<p><b>ACTION PLAN C</b> Annually review Mission, Vision, Commitments and the yearly goals being emphasized in the Comprehensive School Improvement Plan with stakeholders.</p>	NA	P	P	
<p><b>Task 1</b> In collaboration with staff, include an overview of the CSIP Goals, Action Plans, and Tasks that are the major focus for the current year with established committees and teams such as CSIP Committee, Citizens Advisory Committee, Business Roundtable, and PTA Council.</p>	P			
<p><b>Task 1 update 18-19</b> Updates are provided as appropriate to the appropriate stakeholder groups. Instruction acknowledges opportunities to communicate actions more broadly associated with strategic plan task actions to improve student achievement and increase innovation. Progress related to the CFMP were widely communicated to these groups and the community at large.</p>	--	P		
<p><b>Task 1 update 19-20</b> Due to the Bond Speaker's Bureau, district representatives were able to share the district mission, vision, commitments and goals as aligned with the bond package to a variety of stakeholders.</p>	--	--	P	
<p><b>Task 2</b> Annually ensure the status of CSIP Goals and priorities for the current school year are shared with a broad range of stakeholders via multiple methods of communication.</p>	P			
<p><b>Task 2 update 18-19</b> This occurs annually each May or June and updates are publicized via the district web page. Adjustments or updates are made available to building administrators and can be accessed directly at the building level by staff. There is opportunity for additional explicit updates to Team Lee's Summit as time allows and is appropriate given the agenda(s) and overall charge of the team.</p>	--	P		
<p><b>Task 2 update 19-20</b> Updates for the CSIP continue to be reviewed annually and shared with the CSIP Stakeholders team in June.</p>	--	--	P	
<p><b>Task 3</b> Annually seek input from stakeholder groups related to the goals and priorities of the district's CSIP.</p>	P			
<p><b>Task 3 update 18-19</b> This occurs annually each May or June. A revision or rewrite of the district strategic plan provides opportunity for broader community input and updates on an ongoing basis. Additionally, it is a recommendation at the strategic plan to be written in five year increments but an annual year update and revision occur</p>	--	P		

so the document is a palpable living document that is constantly ongoing and guiding district work. At the greatest extent general practice is for a revision at three years into the plan incorporating a wide range of community input.				
<b>Task 3 update 19-20</b> Annual feedback on the CSIP occurs during the June CISP meeting as well as with survey input throughout the school year.	--	--	P	
<b>Goal II:</b> Policy and Community Leadership: Through collaboration among the board and administration; establish and maintain policies and procedures that create a foundation for maximizing student achievement and managing district resources effectively.	17-18 P	18-19 P	19-20 P	20-21
<b>ACTION PLAN A</b> Regularly review board policies and ensure compliance with existing statutes, rules, and regulations.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> A member of the Board of Education will collaborate with the Superintendent's Leadership Team (SLT) in evaluating and recommending revisions of board policies to the Superintendent for recommendation to the Board of Education for consideration.	P			
<b>Task 1 update 18-19</b> Ongoing via the Board work session process given recommendations, presentations and recommendation from district administration as informed by the Missouri School Board Association.	--	P		
<b>Task 1 update 19-20</b> During the upcoming Board Retreat (June 2020), the Board will discuss the creation of a committee to work with administrators on board policy review.	--	--	P	
<b>Task 2</b> Develop a process to assess policy effectiveness with regard to best practice, student success and management of district resources.	P			
<b>Task 2 update 18-19</b> Refer to Action Plan A. Ongoing, Not complete. Opportunity for further dialogue and decision	--	P		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>ACTION PLAN B</b> Ensure effective communication with the school community, staff, and students to stay abreast of attitudes, opinions, desires, and ideas related to policies and procedures.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Encourage staff, student, and public input to inform the review and revision of board policies through participation at meetings,	P			

Invitations to serve on teams, focus groups, and through electronic means such as surveys and the district's website.				
<b>Task 1 update 18-19</b> Ongoing	--	P		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 2</b> Create opportunities to rebuild and repair public perception and trust.	P			
<b>Task 2 update 18-19</b> Ongoing	--	P		
<b>Task 2 update 19-20</b> Internal and external stakeholders participated in meetings and surveys to identify criteria for the superintendent search process. Additionally, students, parents, and staff participated in interviews with superintendent finalists to provide feedback to the Board of Education.	--	--	P	
<b>ACTION PLAN C</b> Collaborate with appropriate stakeholders to advocate for policy at the local, state, and national levels that is in the best interest of public schools.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Regularly inform stakeholders about state and federal public policy discussions that have an impact on the R-7 School District and encourage them to engage in advocating for public schools.	P			
<b>Task 1 update 18-19</b> The R-7 Public Relations Department in cooperation with the Superintendent seeks to update the Board of Education, internal and external stakeholders regarding policy discussions at the state and federal level which have an impact on the organization and its students.  Legislative advocacy newsletter serves a conduit for this communication.	--	P		
<b>Task 1 update 19-20</b> - No update/revision for 19-20	--	--	P	
<b>Task 2</b> R-7 School District representatives will maintain an active role in shaping public policy through membership in or collaboration with organizations that advocate for public schools.	P			
<b>Task 2 update 18-19</b> Ongoing involving members of administration, Board of Education, and the Citizens Advisory Committee, and others.	--	P		
<b>Task 2 update 19-20</b> The Citizens Advisory Committee, administration and the Board	--	--	P	

of Education were involved in organizing the bond package that was presented and passed on the April/June ballot.				
<b>Task 3</b> Continue to publish an annual scorecard to share legislator's voting records on behalf of public education as a catalyst for statewide policy discussions.	<b>P</b>			
<b>Task 3 update 18-19</b> No update/revision for 19-20	--	<b>P</b>		
<b>Task 3 update 19-20</b> No update/revision for 19-20	--	--	<b>NA</b>	
<b>Goal III:</b> Board and Superintendent as a Team: The Board and Superintendent will respectively govern and administer the school district in a collaborative manner that leads to a positive impact on student achievement and efficient and effective operations.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>ACTION PLAN A</b> The Board and Superintendent will collaborate to outline roles and define how they will support one another in the implementation of expected responsibilities and behaviors.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>Task 1</b> The Board of Education and Superintendent will annually review the Board Superintendent Agreement, discuss any needed revisions and commit to working together in support of the agreement.	<b>P</b>			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	<b>P</b>		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	<b>NA</b>	
<b>Task 2</b> The Board of Education will conduct periodic board workshops and attend training sessions to provide all board members with professional development tools needed to effectively perform as board members and collaborate with the Superintendent.	<b>P</b>			
<b>Task 2 update 18-19</b> Ongoing. Members of the Board of Education complete a variety of professional development opportunities individually or as a Board as appropriate as offered by the Missouri School Boards Association.	--	<b>P</b>		
<b>Task 2 update 19-20</b> The Board of Education continues to attend training throughout the state and has received several member recognitions for service and learning to the district.	--	--	<b>P</b>	

<b>Task 3</b> Develop a Stakeholders' Academy aimed at providing participating individuals with insight into the operations of the district and how the Board of Education and district staff work together to govern and lead toward agreed upon priorities.	NA			
<b>Task 3 update 18-19</b> No update/revision for 18-19	--	NA		
<b>Task 3 update 19-20</b> No update/revision for 19-20	--	--	NA	
<b>ACTION PLAN B</b> The Board and Superintendent will strive to foster a consensus driven decision making culture that supports the ideas of a Professional Learning Community.	17-18 NA	18-19 P	19-20 P	20-21
<b>Task 1</b> Collaborate to ensure that appropriate avenues for discussion are a regular part of the decision-making process.	NA			
<b>Task 1 update 18-19</b> Ongoing	--	P		
<b>Task 1 update 19-20</b> Ongoing	--	--	P	
<b>Task 2</b> Foster and promote the "chartering" of Process Action Teams and Quality Focus Teams to facilitate leadership and decision-making in a continuous improvement culture.	P			
<b>Task 2 update 18-19</b> This is a continued goal with a desire in the age of innovation to ensure the organization is agile and responsive to student and system needs.	--	P		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	NA	
<b>Task 3</b> Board members will serve as active members of assigned teams and committees providing governance perspective to assist with decision making.	P			
<b>Task 3 update 18-19</b> These committee assignments occur annually for members of the Board of Education.	--	P		
<b>Task 3 update 19-20</b> Board members continue to participate in committee assignments and communication of service during monthly Board of Education meetings.			P	
<b>Action Plan C</b> The Board will annually conduct a self-evaluation and an evaluation of the Superintendent in an effort to measure effectiveness, to identify opportunities for improvement, and to	P	P	NA	



set aligned goals that lead to the success of the district.				
<b>Task 1</b> Each year the Board will evaluate its performance, reviewing status of goals and establishing or reaffirming governance goals based on the annual self-evaluation results.	P			
<b>Task 1 update 18-19</b> Ongoing	--	P		
<b>Task 1 update 19-20</b> This year the Board of Education received the 2020 MSBA Governance Team Award due to their participating, learning and advocacy.	--	--	NA	
<b>Task 2</b> Prior to the start of each school year the Board and Superintendent will collaborate with the Superintendent's Leadership Team to establish Action Items addressing identified priorities of the district.	P			
<b>Task 2 update 18-19</b> This is an annual process. The movement toward Board Priorities was determined to ensure the work of the district was focused, tight, and in alignment with the strategic plan. This approach allows increased parallelism of the work across district departments and building improvement planning.	--	P		
<b>Task 2 update 19-20</b> This continues to be ongoing through the establishment of Board Priorities and monthly communication on those priorities during the Board of Education meetings.	--	--	P	
<b>Task 3</b> Annually the Board will evaluate Superintendent performance and work with the Superintendent to set goals aimed at efficient and effective operations and high levels of student achievement.	P			
<b>Task 3 update 18-19</b> Ongoing per the approved upon evaluation cycle and agreed upon protocol(s) as informed by the state.	--	P		
<b>Task 3 update 19-20</b> During the process of hiring a permanent superintendent, the Board expressed a desire to revise the current process used for the superintendent's evaluation.  Services to facilitate a new process will be planned during 20-21.	--	--	P	
<b>Focus Area: Student Performance - Academic Services (Dr. Kephart and IOT)</b> Develop and enhance quality educational programs and experiences to improve performance and enable students to meet their personal academic and/or career readiness goals.				

<b>Goal I:</b> Each student will be provided a personalized learning experience that creates student ownership of learning thereby demonstrating growth in student achievement as evidenced by local, state, and national norm comparisons.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>ACTION PLAN A</b> The District will create a personalized learning environment for each student.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>Task 1</b> Identify a team of appropriate stakeholders to research and define viable personalized learning models which could be implemented in R-7 within a defined timeframe. (Instructional Framework)	<b>P</b>			
<b>Task 1 update 18-19</b> An Instructional Framework Team was initiated representative of classroom teachers, building administration, district administration, & district instructional teacher leadership. The team studied a variety of instructional approaches & instructional delivery models. The team concurred that an inquiry-based approach to instruction is applicable to all levels and for all learners allowing for professional learning to be easily linked to a variety of instructional models which may be best suited for application in various grade levels / content areas with the connecting approach of inquiry as the common denominator. An approach for communication and professional development will be defined to support and communicate this work. This endeavor came as a result of a student performance as studied in the ASR.	--	<b>P</b>		
<b>Task 1 update 19-20</b> The Instruction Framework Team continued to meet this year for deeper determination and alignment with other district goals such as Real World Learning and Instructional MTSS. Continuing to focus on an approach of inquiry, the team has determined a three- year implementation plan beginning next year with MTSS alignment, foundational belief development with building leaders and professional growth opportunities for building leaders and key teachers.	--	--	<b>P</b>	
<b>Task 2</b> Construct a working definition of personalized learning for R7 students.	<b>P</b>			
<b>Task 2 update 18-19</b> The instructional team did not narrowly define personalized learning as an overall goal. Instead, within the R-7 Instructional Framework document methodology and framework terminology will be defined so all educators are operating from common understanding and definition of very common terms in education. The emphasis remained on student ownership of learning.	--	<b>P</b>		

<p><b>Task 2 update 19-20</b></p> <p>The aligned work with the Instructional Framework team, the Real World Learning team, and the development of MTSS core tenets focus on cultivating individual passions, learning strength and academic/behavior needs of students. This work becomes focused on the personalized instruction and experiences that are provided for students with Market Value Asset attainment, interest inventories, NWEA data collection, progress monitoring and daily classroom interactions.</p>	--	--	P	
<p><b>Task 3</b></p> <p>Identify and recommend resources required to implement personalized learning.</p>	P			
<p><b>Task 3 update 18-19</b></p> <p>The digital learning environment facilitated via a tool called Schoology was expanded and enhanced this year. All teachers and opportunity for training. All curriculum and corresponding resources were moved within this system. Teacher collaboration cafes were developed to enhance collaboration for teachers outside of meetings or late start Wednesdays. These cafes have allowed teachers to collaborate across buildings and departments / levels in some instances. The feedback has been very positive. In addition, Schoology as a tool for use with parents to become better connected to their student experience was employed. The use of Schoology as a tool and the expansion of the digital learning environment is part of a larger concept referred to as The Hub. The HUB assists with connecting students, parents, and teachers and can become a common entry point for school connection.</p>	--	P		
<p><b>Task 3 update 19-20</b></p> <p>Instructional materials and resources have continued to be added to the LSR-7 Digital Learning Environment. Teacher expectations for use were provided in the Fall. Library Media Specialists and Instructional Technology Specialists met regularly as a team to further develop resource integrations inside Schoology. The existence of the Digital Learning Environment was critical to the success of student virtual learning during the COVID-19 crisis.</p>	--	--	P	
<p><b>Task 4</b></p> <p>Provide high-quality instruction and interventions to increase student learning. Instruction will be designed to create student ownership of learning and meet the needs of each student.</p>	P			
<p><b>Task 4 update 18-19</b></p> <p>The Multi-Tiered System of Support model has expanded relative to system approach. Both middle school and elementary continue to expand their programs of intervention and support for students in both the academic and behavioral realm. The district model continues to receive recognition from other districts and the state as a model approach to supporting students and creating a system which decreases the likelihood of student failure as a result of the absence of monitoring learning and social / emotional / behavioral development on a</p>	--	P		

<p>regular basis. Examples of interventions and supports for students at the high school level during 2018 - 2019 which will continue and even expand, to some extent, at the middle school level include AVID and EOS. Both are designed to direct students who may previously not considered college or higher level courses to access higher level courses and to develop college readiness skills. Both of these are a point of pride for our R-7 secondary schools and the realized success stories may well be turning into models of success from which other districts can learn.</p>				
<p><b>Task 4 update 19-20</b>  The District MTSS met 3 times during the school year to learn about developing a district wide Multi-Tiered System of Support that integrates and aligns initiatives and focus areas within the district. They reviewed current universal and core practices and protocols in an effort to see what can be easily integrated. In addition, they studied various district frameworks and visual references for staff and families and a smaller team formed to make recommendations aligning with MSIP 6. Elementary and secondary teams met 3 times to review best practices for universal and core resources and supports for students, including materials and processes for assessing, reviewing data regularly and determining needs for additional support or enhancement of the core. We also discussed the need to consider methods for additional support to include both intervention and enrichment, as appropriate, like a diamond versus a pyramid. In addition, elementary studied the integration of academic and social, emotional, and behavioral problem solving into their problem solving process. With a history of RTI, we spent time understanding RTI as a component of the broader multi-tiered system of support.</p>	--	--	P	
<p><b>Task 5</b>  Design and recommend a staff development model which is inclusive of but may not be limited to: choice, variety, job embedded experiences, individual learning plans, varying delivery models (online, in person, year-round), etc.</p>	P			
<p><b>Task 5 update 18-19</b>  This is a task in progress and will be finalized 2019 - 2020. Much progress has been made in alignment with building improvement plans with the district CSIP and, therefore, professional development narrowing in terms of scope and focus for commonality of learning of the professionals across the district.</p>	--	P		
<p><b>Task 5 update 19-20</b>  A collaborative effort with members of the Instructional Operations Team has taken place during the 2019-20 school year to assess current professional learning initiatives and plan for upcoming needs for the next two years. A plan will be rolled out for the 2020-21 school year for both certified and classified staff. That plan has been adjusted to go two years out (2021-22 &amp; 2022-23) rather than three years.</p>	--	--	P	

<b>Goal II:</b> The District will increase student connectedness and engagement to the school experience as measured by student participation	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>ACTION PLAN A</b> The District will provide a variety of opportunities for students to connect and engage in school.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>Task 1</b> Analyze current student engagement opportunities for students at each school level and determine areas of deficit.	<b>NA</b>			
<b>Task 1 update 18-19</b> Each school has employed "connectivity" opportunities for students to ensure each child has an adult and an organization to connect to in the school setting. There are multiple examples of advances in this area with recognition being owed to our staff & building administrators to wrap arms around each student.	--	<b>P</b>		
<b>Task 1 update 19-20</b> We are expanding opportunities for our students throughout our system by engaging students in elementary exploration, igniting passions in middle school and providing experiences to students in high school that support specific industry sectors and career readiness. As we move forward, we will be helping teachers plan for instruction in design thinking strategies for authentic work experiences.	--	--	<b>P</b>	
<b>Task 2</b> Annually measure students' connectivity to school through participation in extracurricular activities and clubs to determine opportunities to direct students to choices and opportunities for increased connectedness.	<b>P</b>			
<b>Task 2 update 18-19</b> Ongoing	--	<b>P</b>		
<b>Task 2 update 19-20</b> We will continue to measure and support a variety of student participation in extracurricular activities and clubs that meet the interests of our students.	--	--	<b>P</b>	
<b>ACTION PLAN B</b> The District will continue to study and explore programming options to increase continuity of learning throughout the calendar year.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>Task 1</b> Explore and compare options for expansion of elementary summer school, an extended school calendar and online learning opportunities for students.	<b>P</b>			
<b>Task 1 update 18-19</b> Elementary continued to expand options for students for summer school. Further exploration is required to consider	--	<b>P</b>		

<p>offering transportation as an option for all students thereby increasing student attendance at summer school. Summer school was expanded to include students from the incoming class of kindergarten students. This allows for pre-initiation to schools and the function of a school day. On-line student summer learning opportunities continue to be offered with a new option from an Online Learning Process Action Team that met this year to expand online options for K-12 students in compliance with new state legislation relative to online learning options and district responsibilities to expand such offerings. This expansion meets the goal of increased student ownership and tailoring school to fit each child's needs.</p>				
<p><b>Task 1 update 19-20</b> We continue to explore expansion of online summer learning opportunities as well as expanded course selections throughout PreK-12 Summer Learning. As we continue with Diploma PLUS experiences, we would like to bring this work into our summer learning opportunities as well.</p>	--	--	P	
<p><b>Task 2</b> Analyze and determine financial feasibility of an extended school year calendar option for a limited number of school sites.</p>	NA			
<p><b>Task 2 update 18-19</b> Extended School Year was and is being studied relative to the Comprehensive Facility Master Plan Phase II work in 2019. This option appears most feasible for singular school options and potentially for some early childhood programming purposes. The PrAT will not be recommending year round school options as a whole system or as an option across an entire feeder system. Instead the option may follow relative to a few identified schools with the goal of decreasing the annual "summer slide" when students do not have opportunities for exposure for continued learning during the summer months.</p>	--	P		
<p><b>Task 2 update 19-20</b> In continuation with this work, research was completed on the fiscal impact on Extended School Year and determination was made to hold on this expansion.</p>	--	--	C	
<p><b>Task 3</b> Develop an early initiation experience for incoming kindergarten students consistent with recommendations from the Early Childhood PrAT.</p>	P			
<p><b>Task 3 update 18-19</b> or incoming kindergarten students consistent with recommendations from the Early Childhood PrAT.  In progress with little significant action taken in 2019 - 2020. Early Childhood is providing staff support for kindergarten students in the elementary schools the first days of the school year to support transition.</p>	--	P		
<p><b>Task 3 update 19-20</b> In progress with little significant action taken in 2019 - 2020.</p>	--	--	P	

Early Childhood is providing staff support for kindergarten students in the elementary schools the first days of the school year to support transition.				
<b>Goal III:</b> Students will demonstrate academic achievement as measured by identified targets at the district, elementary and secondary levels.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>ACTION PLAN A</b> The district will provide and deliver a guaranteed and viable curriculum by providing effective instruction and support.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>NA</b>	<b>19-20</b> <b>NA</b>	<b>20-21</b>
<b>Task 1</b> Identify Balanced Assessment classroom implementation goals related to look-fors as related to Balanced Assessment and the Learning Cycle. Continue to monitor the work toward full implementation of Balanced Assessment and the Learning Cycle.	<b>P</b>			
<b>Task 1 update 18-19</b> No progress. Refer to commentary on Goal I Action Plan A Task 1 -3.	--	<b>NA</b>		
<b>Task 1 update 19-20</b> While the general philosophy of balancing summative and formative assessments as part of solid Tier 1 instruction remains relevant, LSR7 is no longer specifically focusing on Balanced Assessment or the Learning Cycle specifically, but instead has shifted thinking to best align with MTSS and Tier 1 instruction.	--	--	<b>NA</b>	
<b>Task 2</b> Continue to provide the necessary staff development and work toward full implementation of Balanced Assessment and the Learning Cycle.	<b>P</b>			
<b>Task 2 update 18-19</b> While there was less emphasis on The Learning Cycle administrators participated in several staff development opportunities around Artisan Teacher Instructional Moves. Buildings had the opportunity to learn more about these instructional moves that are high yield practices relative to student results. In these sessions and others supported by Tier 1 Specialists an emphasis on lesson design is at the heart of conversations and even coaching training for various instructional specialists across the district.	--	<b>NA</b>		
<b>Task 2 update 19-20</b> As a result of the shift addressed in Task 1, minimal professional development specific to Balanced Assessment/Learning Cycle occurred.	--	--	<b>NA</b>	
<b>Task 3</b> Build capacity in teachers to develop formative assessments that are differentiated as part of the learning cycle.	<b>P</b>			

<p><b>Task 3 update 18-19</b> An example of progress in this area is the Leveraging Collaboration for Instruction Cohort designed out of the Assessment Office. Teachers across levels and departments participating in this cohort learned about strategies to employ relative to review of student data and examination of student work to inform teacher practices which enhanced collaboration and therefore created adjustments to instruction. (IOT) The Instructional Operations Team acknowledges learning around formative assessment used to guide instruction is an on-going spoken and unwritten goal. A variety of tools have been provided and can be accessed through collaboration between teachers within Schoology which has enhanced the presence of formative assessment in classrooms.</p>	--	P		
<p><b>Task 3 update 19-20</b> The primary focus for formative assessment professional development during 19-20 was the focus on using NWEA data to guide instructional decisions. A NWEA trainer provided data training for hundreds of teachers in October 2019 and principals encouraged the continued use of NWEA data as an instructional tool throughout the year.</p>	--	--	P	
<p><b>Task 4</b> Ensure that collaboration continues to focus on supporting the Learning Cycle and examining student work when appropriate.</p>	P			
<p><b>Task 4 update 18-19</b> Refer to commentary from Action Plan A - Task 3</p>	--	NA		
<p><b>Task 4 update 19-20</b> Refer to commentary from Action Plan A--Task 2</p>	--	--	NA	
<p><b>Task 5</b> Develop and recommend a long-range plan to respond to emerging early education programming needs.</p>	P			
<p><b>Task 5 update 18-19</b> This is a task in progress relative to CFMP Phase II work. This work will be presented to the Board in June.</p>	--	P		
<p><b>Task 5 update 19-20</b> Early childhood expansion is part of the Bond package and deeper level discussions have been held to renovate Prairie View North as an early childhood program. This would allow for additional classrooms to bring classrooms to one location vs. satellite elementary school locations and opportunities to grow and serve more students.</p>	--	--	P	
<p><b>Task 6</b> Investigate and make recommendations for the creation of a system to bring together demographic, discipline, assessment, attendance, finance, asset and purchasing data into a centralized and easy to use data dashboard to help drive district decision making.</p>	P			



<p><b>Task 6 update 18-19</b></p> <p>This investigation is still occurring and a final decision has not been made for recommendation of a data warehouse tool. This will likely occur 2019 - 2020.</p>	--	NA		
<p><b>Task 6 update 19-20</b></p> <p>The Panorama Student Success pilot of three schools began in Jan. 2020. All district schools participated in the Climate Culture &amp; Equity and Inclusion surveys. An aggregate data dashboard is available for all buildings. We have not found a system to assist with the work above with finance, asset and purchasing data.</p>	--	--	P	
<p><b>ACTION PLAN B</b></p> <p>The District will meet the unique needs of diverse learners through a well identified system of support and extension for each R7 Student.</p>	17-18 P	18-19 P	19-20 P	20-21
<p><b>Task 1</b></p> <p>Analyze achievement data to determine if disparities exist between subgroups and if so, design a plan to decrease and close existing gaps.</p>	P			
<p><b>Task 1 update 18-19</b></p> <p>Subgroup data was reviewed and shared with district and school leadership, the Board of Education and public stakeholders. An R-7 Equity Plan was approved by the Board of Education which entails action steps to address said opportunities within the data for student benefit. Both academic and discipline data was considered in this review. Efforts associated with Portrait of a Graduate, definition of the desired student experience through the Instructional Compass, and creation of a Curriculum Management Plan and the Assessment Plan are all designed to ensure access to high quality educational experience for all students. Expansion of the district Multi-Tiered System of Supports is intended to also address these opportunities within performance and disciplinary data. Efforts aimed at supporting teachers through high quality professional development to see, understand, and address the needs of each diverse learner is anticipated to also have impact on these data.</p>	--	P		
<p><b>Task 1 update 19-20</b></p> <p>Achievement data was analyzed by subgroup and presented to the Board of Education. The district proceeded with year one of implementation of the Board of Education approved Equity Plan, including substantial professional development for various stakeholder groups led by Educational Equity Consultants (EEC) in the area of equity.</p>	--	--	P	
<p><b>Task 2</b></p> <p>Develop a systemic plan to provide support for students' social, emotional and behavioral needs.</p>	P			
<p><b>Task 2 update 18-19</b></p> <p>Refer to Goal III Action Plan B Task 1. Additionally, the district has made early attempts to review,</p>	--	P		

<p>analyze and consider curriculum options for social / emotional curriculum at appropriate school levels. The district has partnered with a variety of community resources to implement programs and events in schools to create an increased mindfulness on this topic and to support students with a variety of strategies to facilitate their social and emotional development and well-being. The district also implemented a district - wide tip line to report instances associated with safety &amp; bullying concerns. Training has occurred in all schools relative to bullying prevention and response. Additionally, Elementary Behavior RTI teams, Secondary MTSS teams <a href="#">Secondary MTSS Talking Points</a>, and the district MTSS team <a href="#">District MTSS Team Talking Points</a> have discussed the implementation of MTSS as part of the equity plan. Tiered supports have been identified through each group. The discussion continues regarding relationships and instruction for meaningful engagement of all students. In addition, we have touched on social emotional learning and culturally relevant practices. Existing screening and progress monitoring tools have been discussed and will continue to be systematized to support students as the groups move forward with the work. <a href="#">LSR-7 MTSS Timeline</a>. The district TIC representatives received training from Truman Medical Center - Center for Trauma Informed Innovation (Oct. 2018) and received tools and strategies to share with their staff members from internal and external presenters (May 2019).</p>				
<p><b>Task 2 update 19-20</b> A foundational learning of MTSS was provided for the district, secondary, and elementary MTSS teams. The teams provided feedback to assist in constructing an MTSS framework draft. Researching and developing a district SEL Framework based on CASEL model. The SEL framework would: align with all district priorities, build foundational support and planning, strengthen adult SEL competencies and capacity, promote SEL for students, and practice continuous improvement.</p>	--	--	P	
<p><b>Task 3</b> Meet the requirements of the Title IA federal grant by providing supplemental services to low performing students in Title IA schools and in early education programs.</p>	C			
<p><b>Task 3 update 18-19</b> The District continues to maintain compliance with federal regulations associated with Title funding and support. Title IA schools are Westview Elementary, Lee's Summit Elementary, Hazel Grove Elementary, Meadow Lane Elementary, and Prairie View Elementary. Title IV allocations allow support to all Pre-K - 12 schools in association with Action Plan B Task 2 above.</p>	--	C		
<p><b>Task 3 update 19-20</b> The District continues to maintain compliance with federal regulations associated with Title funding and support. Title IA schools are Lee's Summit Elementary, Meadow Lane Elementary, Westview Elementary, and Prairie View Elementary. Title IV allocations allow support to all Pre-K-12 schools in association with Action Plan B Task 2 above.</p>	--	--	C	

<b>Task 4</b> Ensure equitable practices and programming to ensure each students is prepared for college, career, and /or the workforce.	C			
<b>Task 4 update 18-19</b> The district implemented fully in 2019 the Innovation Track which allowed students to access up to 30 hours of college credit by graduation at a reduced or free rate based on free and reduced lunch status. The Secondary Programs Expansion Team out of the CFMP Phase II work is designed to expand opportunities for all students and increase their market value as graduates and preparedness for college, career, and life a point of receipt of an R-7 diploma. Additionally, the Lee's Summit School District will be entering year four of EOS in 2019-2020. This phase of the program is "Sustaining Equity". This level is designed for partners who are prepared to take nearly full ownership of the process for closing, and keeping closed, opportunity gaps in AP/IB participation, with remote thought-partnership and support from EOS. Maintaining equity requires ongoing monitoring of participation trends and strategically recruiting students who might otherwise be overlooked for this opportunity to experience a rigorous academic environment. Furthermore, the district will be entering year three of AVID and will have nearly 200 students participating in 2019-2020. This summer, 15 high school staff will attend summer institute to continue the sustained implementation of AVID's school wide college and career readiness program. All secondary certification and coaching instrument (CCI) have been submitted for approval. Also, all three middle school principals will be looking to take teams to AVID national conference in December to prepare for middle level implementation. Finally, JAG is in the initial implementation phase and will have staff members and administrators from all three high schools and SRA attend summer training and a national conference to prepare for launch in the fall. Refer to Action Plan B Task 1 and Goal 1 Action Plan A Task 4 progress notes.	--	C		
<b>Task 4 update 19-20</b> No update/revision for 19-20 - completed in 18-19	--	--	--	
<b>Task 5</b> Meet the requirements of the Title ID federal grant by providing academic supplemental services and behavioral interventions to meet the needs of at-risk students.	C			
<b>Task 5 update 18-19</b> The district continues to meet compliance for Title ID and supports students through our Hilltop program.	--	C		
<b>Task 5 update 19-20</b> The district continues to meet compliance for Title ID and supports students through our Hilltop program.	--	--	C	
<b>ACTION PLAN C</b> Responded to findings from the Academic Systems Review (ASR).	17-18 P	18-19 C	19-20 P	20-21

<b>Task 1</b> Analyze the results of the fall 2016 Academic Systems Review (ASR) and implement a measured, appropriate, and fiscally responsible response to the Academic Systems Review (ASR)..	<b>C</b>			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	<b>P</b>		
<b>Task 1 update 19-20</b> ASR Findings are aligned with the Academic Plan for Performance goals and action steps through the Instructional Operations Team	--	--	<b>P</b>	
<b>Task 2</b> Execute a multi-layered communication plan regarding ASR findings and associated next steps.	<b>C</b>			
<b>Task 2 update 18-19</b> No update/revision for 18-19 completed in 17-18	--	<b>C</b>		
<b>Task 2 update 19-20</b> The Plan for Performance academic goals and action steps were presented to the Board of Education during a fall worksession and progress was shared during the summer retreat.	--	--	<b>P</b>	
<b>Focus Area: Highly Qualified Staff - Human Resource (Dr. Delsemme)</b> Recruit, attract, develop and retain highly qualified staff to carry out the LEA/District mission, goals and objectives.				
<b>Goal I:</b> Attract and retain quality staff while increasing gender and ethnic diversity ten percent each year as measured with annual reporting data.	<b>17-18</b> <b>P</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
<b>Goal I: update 18-19</b> No update/revision for 18-19		<b>P</b>		
<b>Goal 1 update 19-20</b> 2019-2020 August Board approved Goal revision - The District will continue to recruit diverse candidates to serve our students within legal parameters.			<b>P</b>	
<b>ACTION PLAN A</b> Provide staff with a competitive salary when compared to regional school districts as identified in compensation surveys.	<b>17-18</b> <b>P</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
<b>ACTION PLAN A - UPDATE 2018-19</b> HR and Business Services worked collaboratively with TeamLS to recommend a competitive salary schedule for LSR7. The 2019-2020 Teacher Salary schedule has a beginning teacher salary starting at \$40,326 which is the highest in the KC metro area.	--	<b>P</b>		
<b>ACTION PLAN A update 19-20</b>	--	--	<b>P</b>	

HR and Business Services continue to work collaboratively with TeamLS to recommend a competitive salary schedule for LSR7. The 2020-2021 Teacher Salary schedule reflects a beginning teacher salary starting at \$40,326 which continues to be in the top one-third of the metro area.				
<b>Task 1</b> Develop a financial plan providing resources for identified salary improvement targets.	P			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 2</b> Implement the recommended long range financial plan.	P			
<b>Task 2 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>ACTION PLAN B</b> Provide a competitive benefit package compared to regional school districts as identified in benefit surveys.	17-18 P	18-19	19-20	20-21
<b>ACTION PLAN B - UPDATE 2018-19</b> LSR7 continues to provide a healthy benefit compensation package for all employees. The insurance team began meeting for the upcoming renewal process for the 2020-2021 school year.	--	P		
<b>ACTION PLAN B</b> No update/revision for 19-20	--	--	P	
<b>Task 1</b> Develop and implement a regional survey to obtain comparison data.	C			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	C		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	C	
<b>Task 2</b> Develop a marketing plan to increase awareness of the compensation value of R7's benefit package.	P			
<b>Task 2 update 18-19</b> No update/revision for 18-19	--	P		

<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 3</b> Expand opportunities for additional benefits through community based partnerships.	P			
<b>Task 3 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 3 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 4</b> Identify metrics to monitor and assess changing staff benefit needs.	P			
<b>Task 4 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 4 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>ACTION PLAN C</b> Promote the Teacher Cadet Program and other learning opportunities available to students interested in pursuing educational careers.	17-18 P	18-19	19-20	20-21
<b>ACTION PLAN C - UPDATE 2018-19</b> The Grow Your Own program led by teachers in collaboration with the HR Team has over 70 students and climbing. Students involved are from middle school and high schools at all six of our sites. Additionally, the group hosted a variety of events this school year for students.	--	P		
<b>ACTION PLAN C - UPDATE 2019-20</b> The Lee's Summit Teacher Academy (LSTA) program led by teachers in collaboration with the HR Team with climbing enrollment and success. Students involved in the program are from MS and HS at all six of our sites. Additionally, the group hosted a variety of events this school year for students.	--		P	
<b>Task 1</b> Promote teaching as a viable early college program.	P			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 2</b> Develop strategies and community partnerships for scholarship opportunities and/or other financial incentives to promote pursuit of educational careers for R-7 students.	P			

<b>Task 2 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 3</b> Establish and promote middle school programs targeting students who may have interest in educational careers.	P			
<b>Task 3 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 3 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>ACTION PLAN D</b> Recruit diverse and highly qualified staff members.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Partner with regional universities for the purpose of building relationships, recruiting, and ensuring School of Education students understand what is included in a total compensation package.	P			
<b>Task 1 update 18-19</b> The HR department partnered with UMC to develop a Grow Your Own program for paraprofessionals to continue their education and completion as teachers.	--	P		
<b>Task 1 update 19-20</b> The HR department continues the partnership with UMC to expand a paraprofessional Grow Your Own program to continue their education and completion toward teacher certification.	--	--	P	
<b>Task 2</b> Study the impact of timing, posting positions, and evaluate the current hiring process (e.g., adding a district recruitment fair) to attract quality candidates.	P			
<b>Task 2 update 18-19</b> HR posted all positions as “anticipated vacancies” in November to generate a pool of early candidates.	--	P		
<b>Task 2 update 19-20</b> HR continued for the second year to post all positions as “anticipated vacancies” in November to generate a pool of early candidates to draw applicants for early hiring considerations.  Unified Talent was incorporated for 2019-2020 as an HRIS encompassing the full employee lifecycle.  SparkHire was incorporated for 2019-2020 as a video interview tool to broaden capacity and reach in recruitment.	--	--	P	

<b>Task 3</b> Hire a consultant with expertise in diversity recruitment/diversity interview training.	P			
<b>Task 3 update 18-19</b> HR worked for a second year with Dr. Ngomsi on recruitment efforts for LSR7.	--	RR		
<b>Task 3 update 19-20</b> HR worked for a third year with Dr. Ngomsi on recruitment efforts for LSR7.  2019-2020 sunsets the consultants contract - HR and Academic Services are partnering with a variety of groups to explore next steps in recruitment and retention	--	--	P	
<b>Task 4</b> Adjust job descriptions and posting notices to include language which encourages applicant diversity.	P			
<b>Task 4 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 4 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 5</b> Place strategic marketing on website to attract diverse applicants.	P	--	--	
<b>Task 5 update 18-19</b> Historically Black Colleges and Universities(HBCU) print and online recruitment. Facebook “boosts” for critical job postings. HR Twitter account for job postings to instantly tweet positions. Hot 103.3 Jamz advertisements for all positions in LSR7 Partnered with KCTeach for recruiting.	--	P		
<b>Task 5 update 19-20</b> Strategic marketing continued through the 2019-20 hiring season. Continued prior year: Historically Black Colleges and Universities(HBCU) print and online recruitment. Facebook “boosts” for critical job postings. HR Twitter account for job postings to instantly tweet positions. Hot 103.3 Jamz advertisements for all positions in LSR7 Partnered with KCTeach for recruiting.  New: B & B movie Theater pre show advertising bus drivers.	--	--	P	
<b>Task 6</b> Revise job application questions to include applicant interests, experiences and background with diverse student populations.	P	--	--	
<b>Task 6 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 6 update 19-20</b>	--	--	P	



No update/revision for 19-20				
<b>Goal II:</b> Provide high quality professional learning that prepares each staff member to successfully support an inclusive learning environment as measured annually by published staff and student surveys.	<b>17-18</b> <b>P</b>	<b>18-19</b> <b>P</b>	<b>19-20</b> <b>P</b>	<b>20-21</b>
<b>ACTION PLAN A</b> Develop a systemic diversity training plan for staff.	<b>17-18</b> <b>P</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
<b>ACTION PLAN A update 2018-19</b> Diversity training will occur for staff in alignment with the district equity plan and professional development designed for all staff related to this plan. Required training will continue to occur through annual online SafeSchools training for classified and certified staff.	--	<b>P</b>		
<b>ACTION PLAN A - No update/revision for 19-20</b>	--	--	<b>P</b>	
<b>Task 1</b> Utilize building/department representatives to develop a train-the-trainer model.	<b>P</b>			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	<b>P</b>		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	<b>P</b>	
<b>Task 2</b> Implement an ongoing training program.	<b>P</b>			
<b>Task 2 update 18-19</b> No update/revision for 18-19	--	<b>P</b>		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	<b>P</b>	
<b>Task 3</b> Monitor the program using the annual staff diversity survey.	<b>P</b>			
<b>Task 3 update 18-19</b> No update/revision for 18-19	--	<b>P</b>		
<b>Task 3 update 19-20</b> No update/revision for 19-20	--	--	<b>P</b>	
<b>ACTION PLAN B</b> Monitor staff, student and parent perceptions of diversity training and culture of inclusion.	<b>P</b>			
<b>ACTION PLAN B - update 2018-19</b> Survey of staff relative to diversity training and a culture of inclusion will occur in alignment with the newly approved district	--	<b>P</b>		

equity plan and its associated action steps.				
<b>ACTION PLAN B - No update/revision for 19-20</b>	--	--	P	
<b>Task 1</b> Design an annual survey that effectively measures the perceptions of students, staff and parents.	P			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>Task 2</b> Share results with R-7 internal and external stakeholders.	NA			
<b>Task 2 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 2 update 19-20</b> No update/revision for 19-20	--	--	P	
<b>ACTION PLAN C</b> Seek alternate opportunities to adequately address professional learning in collaboration with other departments.	P			
<b>ACTION PLAN C - update 2018-19</b> As the district professional learning opportunities plan evolves as referenced under Student Performance, cooperation will occur in conjunction with HR to ensure the reality of the tasks within Action Plan C of the goal of Highly Qualified Staff.	--	P		
<b>ACTION PLAN C</b> No update/revision for 19-20	--	--	P	
<b>Task 1</b> Research delivery models of professional learning and develop district recommendations.	P			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 1 update 19-20</b> The professional development department is creating a two year plan for professional learning for classified and certified staff.	--	--	P	
<b>Task 2</b> Develop a financial plan providing resources for alternate opportunities for professional learning.	NA			
<b>Task 2 update 18-19</b> No update/revision for 18-19	--	P		

<b>Task 2 update 19-20</b> Virtual training and professional growth opportunities have increased through school closure which has decreased the funding necessary for some training.	--	--	P	
<b>Task 3</b> Implement alternative opportunities for professional learning.	P			
<b>Task 3 update 18-19</b> No update/revision for 18-19	--	P		
<b>Task 3 update 19-20</b> Virtual training and professional growth opportunities have increased through the district and plan to continue as an alternative opportunity for some professional learning in the future.	--	--	P	
<b>Task 4</b> Meet the requirements of the Title IIA federal grant to provide staff with high quality staff development.	C	--		
<b>Task 4 update 18-19</b> No update/revision for 18-19	--	C		
<b>Task 4 update 19-20</b> The requirements of Title IIA continue to be met by the district.	--	--	C	
<b>Focus Area: Facilities, Support and Instructional Resources - Operations (Kyle Gorrell &amp; Operations team)</b> Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.				
<b>Goal I:</b> Develop and evaluate the annual budget for alignment of district resources with the Comprehensive School Improvement Plan, Comprehensive Facilities Master Plan and other budget planning processes to ensure compliance with the Board of Education's targeted financial fund balance reserves.	17-18 P	18-19 P	19-20 P	20-21
<b>ACTION PLAN A</b> Provide an innovative, safe and healthy learning environment for each student.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Explore and recommend the use of innovative learning environments including flexible furniture, efficient use of spaces, and instructional equipment that encourages collaboration.	P			
<b>Task 1 update 18-19</b> The district completed the Comprehensive Facility Master Planning process with the assistance of consultants from DLR and Gould Evans. They have developed a Playbook for any future facility renovations or new construction. In addition, Kyle Gorrell and Christa Battaglia are facilitating a furniture design standard for the district. This will also include classroom	--	P		

furniture that allows for flexible seating and classroom configurations.				
<b>Task 1 update 19-20</b> The design teams of DLR, Gould Evans, and Hollis + Miller will continue developing and implementing the CFMP playbook to support effective learning environments. The Furniture Standards Team will finalize the process and catalog for furniture that supports the District's needs.	--	--	P	
<b>Task 2</b> Conduct a feasibility study of healthy options for students which investigates whole foods versus processed foods and community partnerships for locally grown produce.	P			
<b>Task 2 update 18-19</b> Nutrition Services has instituted salad bars that have a variety of fruits and vegetables throughout all 18 elementary schools. Lori Danella is currently working on grants to provide a comparable option for secondary schools. In addition, the department is investigating with community partnerships that can support 1-2 schools as a pilot.	--	C		
<b>Task 2 update 19-20</b> Pilots with KC Food Hub and local farmers were successful and more schools will participate in our Farm to School Program to provide more local fresh fruits and vegetables. Grants have been secured for 6 salad bar units to be implemented during 2020-2021 for our secondary schools. Two of our elementary schools participated in the Fresh Fruit and Fresh Vegetable Program through a FFVP grant.	--	--	C	
<b>Task 3</b> Maintain the district energy performance plan that supports efficient, environmentally friendly campuses.	P			
<b>Task 3 update 18-19</b> The largest consumption of energy in the district is by mechanical systems. All educational buildings in the district are monitored by a building automation system that allows for scheduling, setback of temperatures, and fine tuning of equipment.  The second largest consumer of energy is lighting. As opportunities arise on small and large scale projects, LED lighting retrofits are implemented. The district's energy cost is regularly evaluated by staff through logging and double checking energy bills.	--	P		
<b>Task 3 update 19-20</b> The District's HVAC building automation system will continue to be evaluated and fine tuned to manage and schedule systems.  LED lighting upgrades are scheduled annually through the District's Long Range Capital Plan.	--	--	P	

<b>Task 4</b> Evaluate and make appropriate modifications to district procedures and guidelines to provide safe and secure facilities for students and staff.	P			
<b>Task 4 update 18-19</b> The district has continued to work on updating its District Security Standard for the purpose of designing and implementing safety and security best practices. These best practices are ever changing with new technologies and emerging techniques to ensure we create a safe and secure learning environment.  Ryan Hall has worked with the Missouri School Safety Task Force to form state recommendations for safety and security procedures and measures in schools.	--	P		
<b>Task 4 update 19-20</b> Standards have been developed for implementing surveillance camera systems, access control systems, and physical keying. Funding will be provided through the 2020 Bond Issue.  Standards are also being evaluated to determine the best practice for safety and security in flexible learning environments.	--	--	P	
<b>ACTION PLAN B</b> Provide a transparent long range financial plan to maintain a sound fiscal position while supporting the goals of the district.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Develop a Comprehensive Facility Master Plan that provides quality learning facilities that meet the needs of a projected growing student population while efficiently utilizing the current buildings throughout the district.	P			
<b>Task 1 update 18-19</b> The district completed the Comprehensive Facility Master Planning process with the assistance of consultants from DLR and Gould Evans. This year, the district completed a comprehensive boundary study that moved approximately 750 students to different schools to reduce crowding in specific schools. In 2019-20 the district will need to address a plan to more future and projected growth.	--			
<b>Task 1 update 19-20</b> The District's CFMP team will meet annually in the fall to review growth projections and other District facility needs.	--	--	C	
<b>Task 2</b> Promote and encourage district leadership to evaluate sustainable alternative resources that support the overall district goals and objectives.	P			
<b>Task 2 update 18-19</b> Not met - This is an area that needs continued attention.	--	RR		

<p>The difficulty in meeting this task is the word “sustainable”. Numerous departments in the district work on grant opportunities as a means of alternative resources.</p> <p>For example, the district has worked with the Kauffman Foundation and has received a significant grant for MLE and Phase I Real World Initiatives. However, these resources are finite, yet provide an opportunity to build a foundation.</p>				
<p><b>Task 2 update 19-20</b></p> <p>This area will continue to be evaluated to determine true “sustainable” alternative resources.</p>	--	--	P	
<p><b>Task 3</b></p> <p>Research and evaluate the benefits of centralized purchasing strategies to increase buying power, reduce costs, and improve the overall quality of goods and services.</p>	P			
<p><b>Task 3 update 18-19</b></p> <p>The Purchasing &amp; Distribution department has actively worked with district and building leadership to centralize purchasing. This is demonstrated in the increased number of RFPs and RFQs. However, this continues to be an area of growth to train departments and schools to use Purchasing as their starting point.</p>	--	P		
<p><b>Task 3 update 19-20</b></p> <p>The Purchasing department purchased a software system for bids and RFPs, that also contains a module for contract administration. This system creates greater vendor exposure for bid and RFP responses, therefore creating more competition for our business and better buying power for the district. It also helps keep track of contracts and their expiration dates giving advanced notifications for timely renewals or bids.</p>	--	--	C	
<p><b>ACTION PLAN C</b></p> <p>Maintain and improve technology resources and infrastructure to support instructional programs and administrative systems for staff and students.</p>	17-18 P	18-19 P	19-20 P	20-21
<p><b>Task 1</b></p> <p>Fully implement and utilize the district’s learning management system (LMS) to design lessons, promote access to high quality and relevant digital content, assess learning in order to support personalization and ownership of student learning by everyone involved in a student’s education, both inside and outside of the classroom.</p>	P			
<p><b>Task 1 update 18-19</b></p> <p>The district continued to train staff in the use of Schoology, the district LMS. Curriculum was migrated away from Google Sites and is now housed in Schoology groups. Schoology use by students and staff continues to increase with an average of 25,000 student and 1900 staff visits per day. Also, the district continues to integrate 3rd party resources into Schoology, such</p>	--	P		

as Respondus Lockdown Browser, in order to enhance the overall LMS experience for teachers and staff.				
<b>Task 1 update 19-20</b> No update/revision for 19-20	--	--	p	
<b>Task 2</b> Investigate and make recommendations for the creation of a system to bring together demographic, discipline, assessment, attendance, finance, asset and purchasing data into a centralized and easy to use data dashboard to help drive district decision-making.	P			
<b>Task 2</b> No update/revision for 18-19	--	P		
<b>Task 2 update 19-20</b> The Panorama Student Success pilot of three schools began in January 2020. All schools in the district participated in the Climate Culture & Equity and Inclusion surveys. An aggregate data dashboard is available for all buildings.  We have not found a system to assist with the work above alongside finance, asset, and purchasing data.	--	--	P	
<b>Task 3</b> Develop a long-range cycle for assessing, maintaining, replacing, and improving technology systems to ensure reliability and support the District's continued classroom and operational growth.	P			
<b>Task 3 update 18-19</b> The technology department continued to work with the Associate Superintendent of Business and Operations this year to develop a longer range infrastructure and data center budget. The goal was to plan for these types of hardware/software costs to become part of the capital budget in future years.	--	P		
<b>Task 3 update 19-20</b> The district developed a long-range capital plan and technology is now part of this plan moving forward in the 2020-21 school year.	--	--	P	
<b>Task 4</b> Evaluate, monitor, and make improvements to the security of technology resources, staff and student information, and other data in accordance with industry best practices, organizational needs, and regulatory guidelines.	P			
<b>Task 4 update 18-19</b> Replacement of network firewall infrastructure allowed for upgrades to enterprise-level security features. Work is ongoing to improve processes and standards to ensure the security of resources, data, and information with continually evolving best practices, guidelines, and needs.	--	P		

<b>Task 4 update 19-20</b> The district will be replacing the outdated and end-of-life data center equipment during summer 2020. This was board approved in March 2020.	--	--	P	
<b>Focus Area: Parent and Community Involvement - PR (Katy Bergen with Laura Maxwell &amp; Sheryl Franke)</b> facilitate and enhance parent, student, and community involvement in LEA/District educational programs.				
<b>Goal I:</b> Increase the number of community members volunteering in individual school and district locations by enhancing relationships and more fully engaging citizens.	17-18 P	18-19 P	19-20 P	20-21
<b>ACTION PLAN A</b> Create a districtwide consistent, user-friendly system for volunteers (parents and nonparents) in terms of recruitment, sign-ups, training, and engagement.	17-18 P	18-19 P	19-20 P	20-21
<b>Task 1</b> Encourage the use of technology to enhance and track volunteer recruitment and assignments.	NA			
<b>Task 1 update 18-19</b> No update/revision for 18-19	--	NA		
<b>Task 1 update for 19-20</b> Summer 2020 an intern will be updating all business information for businesses/organizations that support various district programs (PIE, Real World Learning, Special Services) into a single, shared location to foster greater district utility.	--	--	P	
<b>Task 2</b> Utilize technology to encourage creative and innovative volunteering activities.	P			
<b>Task 2 update 18-19</b> Our current school access safety system for guests and volunteers allows the district and each school to maintain records and gather data relative to volunteer hours, the purpose of school visits and individuals that visit for volunteer purposes. This is most widely recorded at the middle and elementary level but is available across all levels.	--	P		
<b>Task 2 update for 19-20</b> No update/revision	--	--	P	
<b>Task 3</b> Meet the parent involvement requirement of the Title IA federal grant.	C			
<b>Task 3 update 18-19</b> The district meets compliance issues with the new federal education action and state requirements for Title funding relative to parent involvement and engagement planning at school sites. School plans are reported and approved by the state annually.	--	C		



**Task 3 update for 19-20**

The district is compliant in federal and state requirements for Title funding and for parent involvement and engagement planning at school sites.

-- -- C

District and school building plans are reviewed and approved by the state annually.

**ACTION PLAN B**

Develop districtwide systems/programs to provide student and staff volunteer opportunities within the community through outreach programs.

17-18 18-19 19-20 20-21  
P P P

**Task 1**

Build relationships with volunteers from other organizations.

P

**Task 1 update 18-19**

This continues to be a concerted effort on the part of Partners in Education school facilitators, Laura Maxwell, who oversees Partners In Education, and through our teacher leadership groups and school projects.

-- P

**Task 1 update for 19-20**

Collaboration among various district programs which utilize business resources has been initiated and a comprehensive database of all local businesses engaged with the districts is in process

-- -- P

**Task 2**

Develop a plan to engage community organizations in volunteer recruitment and activities.

P

**Task 2 update 18-19**

Partners in Education is planning for opportunities for visioning related to this goal in the future.

-- P

**Task 2 update for 19-20**

Working in concert with the Real World Learning team and others to expand opportunities.

-- -- P

**Task 3**

Implement a one student one hour a week mentor program as versioned by the Superintendent.

P

**Task 3 update 18-19**

Completed. hOur Power was initiated the first semester of 2019 reaching a variety of volunteers from across the district. These volunteers were invited and acknowledged at the sprint PIE celebration. There is an opportunity to expand hOur Power volunteerism by working with community organizations and businesses targeted at specific student needs and interests at all levels.

-- C

**Task 3 update for 19-20**

hOur Power continues to exist as initially implemented.

-- -- C

**ACTION PLAN C**

Create a comprehensive communications campaign to market volunteer opportunities.

17-18      18-19      19-20      20-21  
**P**            **P**            **P**

**Task 1**

Provide information and an improved support system for staff members about how to communicate the volunteer needs in identified schools to assist with recruitment.

**NA****Task 1 update 18-19**

No update/revision for 18-19

--            **P**

**Task 1 update for 19-20**

No update/revision for 19-20

--            --            **P**

**Task 2**

Include an emphasis on older adult non-parents, retirees, and other historically under involved groups for identified schools.

**NA****Task 2 update 18-19**

No update/revision for 18-19

--            **P**

**Task 2 update for 19-20**

No update/revision for 19-20

--            --            **P**

**Goal II:**

Increase contributions of time, talent, and treasure to Lee's Summit R-7 programs and organizations that supplement and support the mission of the school district.

17-18      18-19      19-20      20-21  
**P**            **P**            **P**

**ACTION PLAN A**

Communicate the needs of LSR-7 programs and organizations.

17-18      18-19      19-20      20-21  
**P**            **P**

**Task 1**

Explain the differences between district-wide efforts vs. school efforts in terms of fundraising and volunteer participation.

**NA****Task 1 update 18-19**

No update/revision for 18-19

**NA****Task 2 update for 19-20**

No update/revision for 19-20

--            --            **NA**

**Task 2**

Celebrate how donated money is spent and how it benefits students.

**P****Task 2 update 18-19**

The Lee's Summit Educational Foundation regularly provides updates regarding Foundation funding and the classrooms that are benefitting as a result of community generosity. This information is primarily provided through newsletters and social media.

--            **P**

**Task 2 update for 19-20**

The Lee's Summit Educational Foundation regularly communicates and celebrates donor generosity and how it

--            --            **P**

provides funding for students via the Foundation’s newsletter e-blasts, Facebook, Twitter, and Instagram posts.

**Task 3** P  
 Consistently express gratitude/give credit to donors - both individuals and organizations.

**Task 3 update 18-19** -- P  
 The Lee’s Summit Educational Foundation consistently expresses appreciation to donors through event recognition, donor wall acknowledgment, classroom visits, personal notes, and face to face visits.

**Task 3 update for 19-20** -- -- P  
 This year, LSEF expressed appreciation to donors via Race for the Future and Taste of LS recognition, through inviting donors to classroom visits, through personal emails, through website acknowledgment, and through a PEAK Grant recognition video.

**ACTION PLAN B** 17-18 18-19 19-20 20-21  
 Further assist the Lee’s Summit Educational Foundation and other school organizations in marketing efforts. P P P

**Task 1** P  
 Promote needs and results via a variety of communications avenues.

**Task 1 update 18-19** -- P  
 No update/revision for 18-19

**Task 1 update for 19-20** -- -- P  
 No update/revision for 19-20

**Task 2** P  
 Collaborate with local PTA units to identify consistent marketing strategies and timeframes for Lee’s Summit Educational Foundation fundraising.

**Task 2 update 18-19** -- P  
 PTA presidents were provided an overview of Foundation events and opportunities for involvement along with email updates.

**Task 2 update/revision for 19-20** -- -- P  
 The Foundation annually provides PTA presidents with a Foundation calendar and an update on Foundation funding assistance across R7. The Foundation also works closely with LSR7 Public Relations for cross-promotional opportunities.

**ACTION PLAN C** 17-18 18-19 19-20 20-21  
 Annually increase the number of businesses and individuals participating in Partners In Education. P P P

**Task 1** P  
 Explore possibilities to narrow the focus of engagement for Partners In Education volunteers at various age levels.

**Task 1 update 18-19**

No update/revision for 18-19

-- P

**Task 1 update for 19-20**

Conversation began as part of the Real World Learning initiative. Work continues in 2020-21.

-- -- P

**Task 2**

Identify ways to increase communication with and engagement of Partners In Education.

P

**Task 2 update 18-19**

No update/revision for 18-19

-- P

**Task 2 update for 19-20**

Individual contact with each Partner In Education is in process. Information will be used to guide recommendations for program revisions.

-- -- P