



Plan for Performance

The Lee's Summit R-7 School District has a rich tradition of excellence because of its students, staff, and families supported by a caring and actively engaged community. We are called to continue this tradition as we prepare each student for success in life.

The future quality of our instructional program is dependent upon the decisions and plans we make today. We must remember we are designing educational experiences to prepare our students for their tomorrows and not our yesterdays. With this in mind, we have designed a course forward for the next three years (Fall '18 - Spring '21) whose architecture will positively impact the trajectory of student learning for all students.

School Board Priority One for the 2018 - 2019 school year calls for increasing the achievement of every child through innovative practices, student well-being, and equity. Action plans have been developed to enhance educational programs and experiences in order to improve performance while enabling students to meet their personal academic and/or career readiness goals. The future belongs to our children!

Respectfully yours in education,

Dr. Katie Collier
Associate Superintendent
Academic Services



LEE'S SUMMIT
R-7 SCHOOLS
Learning for Life

Instructional Plan

Goal 1 : Student Achievement

Provide innovative learning experiences for students that prepare them for college, career, and/or the workforce. The foundation for these experiences will be built upon alignment between curriculum, assessment, and instruction. As a result, a plan will be implemented demonstrating such alignment in curricular, assessment, and instructional goals & expectations.

Through the curriculum management plan each teacher, administrator, and instructional support member will understand the development and review cycle for curriculum and related resources.

Provide high quality Tier I instruction reflective of the Instructional Compass in order to increase student ownership of learning and personalization.

Through the district assessment plan each teacher, administrator and instructional support member will monitor student academic growth and acquisition of defined learning standards.

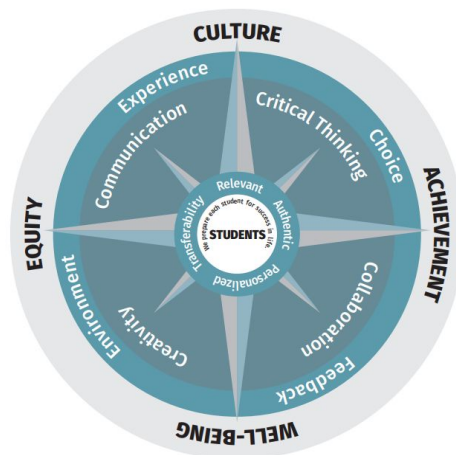
- Enhance, support, and maintain a robust digital one-to-one learning environment for all students, therefore, impacting positively the student learning experience.
- Increase student subgroup scores as measured by local and summative state assessments.
- Foster student development as defined in the R-7 Portrait of a Graduate.
- Expand early learning, gifted and online learning opportunities.

Goals and Actions

Goal 2: Student Well-Being

Facilitate each child's realization of his or her academic potential enhancing and maintaining school environments which foster the mental, physical, social and emotional well-being of students. Systemic supports are necessary to ensure this particular development, care and safety.

- Develop and communicate a Pre K-12 philosophy regarding social, emotional and behavioral supports.
- Apply a Multi-Tiered System of Support to enhance behavioral supports in a pre-K-12 approach to ensure continuity of student support across school levels.
- Implement partnership with local resources to provide on campus support to students with social, emotional or mental health needs.
- Increase student connectedness and engagement to the school experience.



Instructional Plan

Goals and Actions

Goal 3: Equity in Program Development and Implementation

Students must have access, support, and resources to achieve success in school to become productive citizens. There cannot be true educational excellence without educational equity. Equity exists when consideration is given a program's influence or impact upon race, ethnicity, gender, economic status, or any other relevant student characteristics. Deficiencies in student achievement are diminished when a coherent approach to program development and implementation is informed by application of an professional conscience grounded in equity.

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- Gather perception data from stakeholders about the state of equity in R7 instructional practices and programs.
- Implement a professional learning plan focused on equity for school and district leaders.
- Facilitate adult learning on equity by ensuring it is woven into the broader district professional development plan.
- Train staff on instructional practices that reflect culturally responsive pedagogy.
- Develop and recommend an R-7 guide to best practices in educational equity to serve as a resource during program design and implementation for use at the district, building and department level.



Professional Learning

Create a culture of learning by providing professional learning for staff is constant and directly parallels the learning of its students. The organization's professional capacity increases when educators commit to collaborate and share knowledge, skills, and experience to improve student achievement and well-being. An investment in staff growth is an investment in student learning (Fullan, 2016).

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- Design a prioritized district professional development plan aligned directly to the curricular and instructional goals of the district.
- Create job-embedded and differentiated learning opportunities within both district and building professional development plans for staff.
- Conduct a formal evaluation of late-start Wednesday collaboration to identify practices leading to improved student achievement.



