SPRING HILL SCHOOLS

2028
STRATEGIC PLAN

Updated 6/13/2022

SPRING HILL
SCHOOLS

USD 230

MISSION

To be a school district that engages students to learn, create, adapt and succeed in an ever-changing world.

VISION

Maintain small-town values and empower each student to achieve world-class success.

Spring Hill District Administrative Center
17650 W 199th Street, Spring Hill, KS 66083
(913) 592-7200

Spring Hill Early Learning Academy
300 E South Street, Spring Hill, KS 66083
(913) 592-7222

Dayton Creek Elementary School
21120 W 188th Terrace, Spring Hill, KS 66083
(913) 592-7266

Prairie Creek Elementary School
17077 W 165th Street, Olathe, KS 66062
(913) 592-7255

Spring Hill Elementary School
300 S Webster Street, Spring Hill, KS 66083
(913) 592-7277

Timber Sage Elementary School
15800 W 173rd Terrace, Olathe, KS 66062
(913) 592-7244

Wolf Creek Elementary School
19250 Ridgeview Road, Spring Hill, KS 66083
(913) 592-7233

Spring Hill Middle School
301 E South Street, Spring Hill, KS 66083
(913) 592-7288

Woodland Spring Middle School
17450 W 167th Street, Olathe, KS 66062
(913) 592-8188

Spring Hill High School
19701 Ridgeview Road, Spring Hill, KS 66083
(913) 592-7299

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SPRING HILL SCHOOLS

2028
STRATEGIC PLAN SUMMARY

USD 230

FOCUS AREA	ACADEMIC EXCELLENCE	PERSONAL DEVELOPMENT
OBJECTIVE	Each student will meet or exceed grade-level academic expectations in order to achieve academic excellence.	In partnership with families, each student will develop purpose and social-emotional skills in order to contribute to society.
FOUNDATION	**Strategic Planning Process** District leadership and building leadership teams work through the cycle of data analysis, identifying needs, and developing/executing projects to address those needs.	
FOUNDATION	**Professional Learning Communities** Educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.	
PROJECT 1	**Multi-tiered System of Supports (MTSS)**	
	Implement an effective multi-tiered system of supports (MTSS) for academic learning.	Implement an effective multi-tiered system of supports (MTSS) for social emotional learning and behavior.
PROJECT 2	**Real World Learning** Engage students in real world learning opportunities to prepare them for future work and learning.	**Social-Emotional Learning** Implement a district social-emotional learning curriculum in all grade levels.

PROCESS

PROCESS OVERVIEW

STEP 1 | **Develop a comprehensive understanding of the district plan and processes.**

STEP 2 | **Analyze current reality through clear, transparent, and traceable evidence.**
- Determine data/evidence to define current reality
- Data analysis protocol/root cause analysis
- Evaluate qualitative data

STEP 3 | **Identify district/department strengths and challenges (with evidence).**
- Determine strengths/resources to be more effective and efficient
- Define challenges and/or roadblocks to effectiveness/efficiency
- Evaluate interplay between these strengths and challenges

STEP 4 | **Leverage strengths and prioritize challenges in order to develop high-leverage tactics.**
- Consider high-leverage actions that we can build into a building/department strategy
- Prioritize action by return on investment (opportunity cost)

STEP 5 | **Develop a collective commitment to goals.**
- Write three to five unique improvement goals that are achievable and will make lasting impact on learning/effective and efficient operation.
- Narrow to two or three goals to sustain consistent focus for 3-5+ years

STEP 6 | **Identify and commit to broad tactics (with action steps) to achieve goals.**
- Establish 2-3 big picture tactics to drive improvement and achieve goals
- Research evidence of best practice for effectiveness of tactics
- Define the steps to implement tactic(s)

STEP 7 | **Evaluate progress using clear, track-able evidence.**
- Create vision/criteria of what success looks like
- Turn each criterion into track-able progress (Lead measure)
- Define criteria for reevaluating the plan and adapting action steps
- Evaluate lead measure for progress to goal

PROCESS DETAIL

STEP 1 | **Develop a comprehensive understanding of the district plan and processes.**

STEP 2 | **Analyze current reality through clear, transparent, and traceable evidence.**

In order to determine actions that will improve student learning, it is essential to take a deeper dive into the evidence behind what is currently contributing to positive results and/or what is impeding the desired outcome. To do this, typically a root-cause analysis protocol is performed to help determine the best data to review and, essentially, identify the primary reason(s) (root cause) for the performance that needs to improve. It also tends to elucidate bright spots and the cause for positive performance in a way that can help a team replicate that success. It is important to note that in addition to traditional "root-cause" analysis, designed to determine an area of improvement, "success trees" are becoming a tool for systems who are working to improve outcomes through analyzing success factors instead of areas of improvement. There are several tools that can help determine root causes or success factors. The district office is going to provide resources for completing the Ishikawa (Fishbone) Diagram process for determining root causes, but other methods such as "Five Whys", "Causal Factor Tree Analysis," and "Barrier Analysis" are acceptable in determining root causes. The district will also provide professional learning on the use of a success tree to determine methods of improvement. Some of the key components to effective root cause analysis include the following:

- Aggregate data to identify an area of improvement (What are the symptoms?)
- Triangulating data to confirm/refute initial hypotheses (Are the symptoms evidence of a larger issue or a measurement issue?)
- Disaggregating data to discover underlying trends or specific conditions. (Under what conditions are the symptoms being manifest or not being observed?)
- Asking deep questions ("Why" questions, typically) which require finding additional evidence to answer. (Are the symptoms masking or evidence of a deeper issue?)
- Using judgment to isolate a root cause that is within the "locus of control" and actions can be determined and implemented effectively and efficiently that may result in improvement.

Although this sounds very technical (and ambitious), the process relies heavily on individuals within the system to bring their observations and experiences to the table to brainstorm solutions. Evidence exists in the form of observations, perceptions, qualitative, and quantitative data. The quantitative data is essential to identify bias and the process is essential to allow participants to get past obvious (and probably already tried) solutions and find solutions which may have a greater leverage in creating the positive change. Without the human analysis, the process is as ineffective as guessing at a solution or randomly implementing programs based on "what we like." Data without analysis is meaningless; it is the human (often aided with technology) analysis that allows data to have a positive impact on outcomes.

The Fishbone Diagram process will be developed and resources will be provided to teams. The process may be modified to fit the needs of the team as long as the core components are retained and the essential purpose of the process is maintained. If the team would like to use another established process for root-cause analysis or a success tree, that is fine as well. Please contact the district office if additional resources for any approved root-cause analysis or success tree process is desired.

STEP 3 | **Identify district/department strengths and challenges (with evidence).**

One of the benefits of root-cause analysis is that in addition to finding the cause of a lack of performance, it makes all of the positive strengths

of the system more evident. These strengths form the foundation to the solution to the root-cause that was also uncovered. The district will provide a process and resources for teams to complete which highlights the strengths of the team, determines ways those strengths may be leveraged, and leads to an action plan for improvement. It is important that the whole staff participate in this process as it often leads to uncovering subtle or hidden strengths within the staff that can benefit everyone on the team. The process of identifying strengths and challenges may directly follow the data analysis process or may follow at a later date after the leadership team has had time to distill the results of the data analysis.

The process that the district will provide for diving deeper into the strengths in your staff and system and unearth the challenges that need to be addressed will be modeled after the instructional coaching process used by Kathy Bocchino and her company, Heart of Change. It is a process that is introspective, using the expertise of the system, instead of simply bringing outside suggestions into the system. One of the advantages of this system is that it recognizes the deeply personal aspect of change and system improvement and allows individuals to identify and evaluate their deeply held beliefs. Without this personal investment from each member of the staff, developing a collective commitment to a direction is difficult.

There are, however, many different ways to engage staff in the change process, understand the values of the team, evaluate deeply held beliefs, and create the common understanding of the strengths and challenges within a system. Which process a team chooses is less important than ensuring that everyone on the team has a deep understanding of the strengths the system will leverage and the potential barriers to successful implementation of a plan. Without this knowledge, the plan becomes a series of "good ideas" that if implemented in a vacuum might be great, but in the dynamic environment of a school or department could fall flat. A common understanding of the local system not only leads to a better plan, but allows the team to recognize and implement adaptations that will improve the plan along the way.

STEP 4 | Leverage strengths and prioritize challenges in order to develop high-leverage tactics.

Although it can be argued that the previous steps which build the foundation for improvement planning are the most important components of the success of the plan, this step tends to be the one that most people consider to be the "meat and potatoes" of the overall process. This is a more technical step and results in some tangible activities that the team can implement. Although many plans start at this point, caution must be taken not to put too many eggs in this basket. Yes, it is extremely important as it is going to identify the goals and tactics for success, it also needs to be a more pliable part of the plan, adaptable to both the culture of the system, identified previously, and the results that are produced, which are developed later in the plan. Without this part being subject to those important levers, it becomes that cliché, boilerplate "improvement plan" that sits on the shelf, looking fabulous, but not driving the improvement of the system. Every leader has completed this part of the process for his/her team and that experience will serve us well when determining meaningful goals and effective tactics for achieving those goals.

The district provided process will rely on the expertise of the team leadership while ensuring that the team vet every idea and proposed action through the lens of current data, team culture, and the district focus areas. It is less about "alignment" of the system than leveraging each team's unique talents and expertise to drive and support the overall success of all students in the system. Yes, a K-12 system must work as a coordinated, collaborative organization with a common direction, but a "one-size-fits-all" approach devalues the unique talents that each staff bring to the overall success of the district. It is why the district has focus areas, goals, and projects, but will also have unique local plans within those focus areas. It is also why this process relies on teams to develop their own objectives/goals with unique measures of success. It will also allow teams to measure success in "real time" with local scoreboards made up of "leading measures" which the team has total control in developing, monitoring, and impacting.

There is a lot of flexibility in the district process, but the core of that process will be iterative

feedback from all staff to a leadership team who revises the goals and tactics until satisfied with the outcome. Developing goals and tactics, from scratch, in a whole group setting typically results in a "word-smithing" session that is not very effective at creating a plan that is valued by all team members. Most leaders are familiar with the struggle of implementing this group work, even if it is difficult to realize the result is a "group-think" plan that often doesn't result in significant change. The district's iterative process between staff and leadership will end in a process for developing a collective commitment to the plan. The value of this commitment is outlined in the next section, but the team may choose for it to be part of this iterative process of building the plan. Certainly, there must be consensus-building embedded in this process, but having a specific point of commitment that a staff can identify at the end of the process is also extremely important. It is why it is given a separate section, even though many may add it to the final step in this part of the process.

STEP 5 | Develop a collective commitment to goals.

Building a collective commitment may be a poor title for this section. Although it is clearly the explicit purpose of this step, it could be confusing when compared to the process which is often termed "Creating Collective Commitments." The pluralized "Creating Collective Commitments" refers to a process of agreeing to common values or norms to which the team will adhere. Although this is an important and valuable activity, this should either be part of the identification of strengths and challenges or may have already been established prior to this process. If not done previously, it is a great activity that should be done either early in this process or prior to beginning this process.

What this step seeks to accomplish is develop ownership of the goals and activities developed in the last section. An important part of that ownership lies in the engagement each staff member must have in the previous step. Creating a culture that allows team members have their feedback genuinely valued, even when that feedback is contrary to the direction of the team. This step will differentiate agreement with the plan, signifying that they can "live with it" from truly committing to the plan which involves not only actively implementing the plan, but being brave

enough to call out team members who are not actively supporting the goals and tactics. Typically, most team members will fully support the goals of a plan, but when it comes to implementing the tactics which involve a change in practice, some individuals will waiver in their support. If not a fully committed team effort, these tactics will not produce the results identified as "success" in the next step.

"Fist to five" is a great technique for determining whether there is momentum for a decision and providing positive peer pressure to convince others to agree to the decision, it is not enough to invoke the commitment necessary to ensure effective implementation to a long-range plan that asks the team to change the way business is done in a system. Although a group aspect of this step will be presented by the district, there will also be opportunities embedded in the process for individuals to have private conversations voicing their concerns in an interactive manner. Additionally, there should be a small component of anonymous feedback in the process, but in the end, every team member must publicly commit to being an active supporter of the team and their plan.

STEP 6 | Identify and commit to broad tactics (with action steps) to achieve goals.

This is a separate step for two very important reasons. Although committing to goals and tactics is extremely important, if the team doesn't outline the specific steps to be taken and the timeline for implementing the tactics, there will be a lack of accountability for achieving the goals. Additionally, both members and leaders in the system must determine who are the responsible parties for each step in the process. If the principal or director is the only responsible party, then it will be a great plan for filing in a drawer somewhere and checking on at the end of each year to see if we actually did what we said we would.

It is also important for each team to make their plan public, both for their stakeholders and for the other teams in the district. This allows everyone in the district to know their part in actively supporting the plan of the school/department. When a school or department exists within the larger system of a district, each component is impacted by the others. True teamwork comes when we work together, not only for our "common goals," but we support each other in accomplishing their individual

goals that are part of the district focus. It also provides opportunities for outside stakeholders (parents and community) to support the work of the system and provide accountability to the staff for implementing the plan they created. More importantly, it serves as a barrier to outside entities planting "good ideas" into the system that were not part of the team's commitment.

There will be a common form for the plan and, together, these individual plans, along with the district component, will be the district's strategic plan. Each system will be able to monitor their plan using the measures they determined and changes may be made as needed, even after the plans are published. In fact, one of the two most important reasons to have leading measures as the foundation for monitoring the plan is that the data is readily available at all times during the plan and changes may be made whenever the team determines the evidence indicates it is time.

STEP 7 | Evaluate progress using clear, track-able evidence.

Lead measures are the "measures" of the high leverage tactics that the system has committed to implementing. Lead measures provide accountability to the "actions" of implementing the plan, not the results of the plan. It may seem obvious that if you don't implement the plan in all corners of the system effectively, then the desired results won't be realized. Lead measures are wildly motivating because they are directly impacted, visibly, by the actions of each individual on the team. Subsections of the system, like grade-level teams, are able to set their own course and monitor specific lead measures as well as the measures of the system. Keeping a visible "scoreboard" of these lead measures will allow team members to know what they need to do to ensure that all are contributing to the success of the system.

There will be MUCH more information regarding the development of lead measures and the implementation of a local scoreboard. This is certainly the most unique aspect of Spring Hill's strategic plan, but has been a critical component of the plan since it's inception and development of the district focus areas. The concept of lead measures was adopted from the book, "The 4 Disciplines of Execution" by Chris McChesney, Sean Covey (yes, that Covey), and Jim Huling. This Strategic Plan is designed not as a "top-down" mandate

as is typical, but is predicated on local control of actions (tactics) and the measures of those actions. There is an overarching umbrella that serves to keep the district moving in a common direction, but that umbrella is sufficiently large for schools and departments to develop a local plan that is meaningful for their individual system. This plan is also about action and not simply lagging measures that district leadership "hopes" will improve. It is nearly impossible for a district with more than 500 employees to develop a plan and ensure effective adherence to the plan which results in significant improvement of student outcomes, especially those that are measured 1-3 times per year. The success of this strategic plan is solely dependent upon the unique individual plans with their frequently observed leading measures which provide the flexibility for those local plans to change and adapt based on that data without causing ripples to other areas of the district.

Guidelines will be provided and a rubric-like document will be available for systems and subsections of the system to use to evaluate whether their measures are truly leading and are indicators of future success of the plan as a whole.

CULTURAL FOCUS POINTS

Partner with Families

Understanding that families are the primary source of learning for students and developing them into successful adults, the district will partner with families to support the whole child and to develop academic and social-emotional learning.

Support Teachers

Knowing that teachers and other instructional staff are the key to student learning, the district will provide professional learning, resources, structures, and defined-autonomy necessary to ensure instructional staff are able to effectively and creatively facilitate student learning.

Promote Productive Struggle

Knowing that successful adults encounter and overcome hardship, obstacles, and a variety of challenges in their lives, district educators will ensure that all students encounter difficult situations and learn the skills necessary to deal with challenges in a safe environment.

Use Data to Inform Instructional Decisions

Understanding that data and information come in many forms, such as teacher observations, student assessments, and classwork, the district will provide staff with the data tools and training to help them make quality decisions which enhance student learning.

DISTRICT STRATEGIC PLAN

ACADEMIC EXCELLENCE

USD 230 AE PROJECT 1

Implement an effective multi-tiered system of supports (MTSS) for academic learning.

USD 230 AE PROJECT 1, LEADING MEASURE

Spring Hill Schools will increase and maintain the percentage of K-12 students screened for academic performance to determine intervention need to 100%.

School Year	K-12 Students Screened	K-12 Student Enrollment	% of K-12 Students Screened
2021-2022	3,655	3,668	99.6%
2027-2028 (TARGET)	**N/A**	**N/A**	**100.0%**

USD 230 AE PROJECT 1, LAGGING MEASURE

Spring Hill Schools will increase the percentage of K-12 students above benchmark *(40th percentile on FastBridge assessment)* by moving 50% of students identified as below benchmark *("some risk" or "high risk")* to above benchmark *("low risk")* by Spring 2028.

ELEMENTARY, ABOVE BENCHMARK ("LOW RISK")

Testing Window	Grades K-1, earlyMath	Grades K-1, earlyReading	Grades 2-5, aMath	Grades 2-5, aReading
Fall 2021	81.0%	66.0%	69.9%	72.5%
Winter 2021	79.0%	57.0%	75.8%	68.8%
Spring 2022	82.0%	54.0%	77.1%	72.7%
2027-2028 (TARGET)	**91.0%**	**77.0%**	**88.6%**	**86.4%**

SECONDARY, ABOVE BENCHMARK ("LOW RISK")

Testing Window	Grades 6-8, aMath	Grades 6-8, aReading	Grades 9-12, aMath	Grades 9-12, aReading
Fall 2021	71.7%	62.5%	83.0%	77.1%
Winter 2021	70.0%	66.6%	71.2%	77.6%
Spring 2022	70.6%	66.5%	73.0%	72.6%
2027-2028 (TARGET)	**85.3%**	**83.3%**	**86.5%**	**86.3%**

SPRING HILL SCHOOLS

17640 W 199th Street, Spring Hill, KS 66083
(913) 592-7200

ACADEMIC EXCELLENCE (AE)
Each student will meet or exceed grade-level academic expectations in order to achieve academic excellence.

EXECUTIVE LEARNING TEAM
Dr. Wayne Burke,
Superintendent of Schools

Brad Willson,
Assistant Superintendent

Cindy Dziadosz,
Director of Special Services

Phil Elliott,
Director of Technology

Michelle Hackney,
Director of Human Resources

Dr. Erin Smith,
Director of Teaching & Learning

Dr. Christopher Villarreal,
Director of Communication & Engagement

ACADEMIC EXCELLENCE

USD 230 AE PROJECT 2

Engage students in real world learning opportunities to prepare them for future work and learning.

USD 230 AE PROJECT 2, LEADING MEASURE

Spring Hill Schools will increase and maintain the percentage of students in grades 9-12 exposed to available real world learning opportunities in the district to 100%.

School Year	9-12 Students Enrolled in CTE	9-12 Student Enrollment	% of 9-12 Students Enrolled in CTE
2021-2022	554	961	57.6%
2027-2028 (TARGET)	N/A	N/A	100.0%

USD 230 AE PROJECT 2, LAGGING MEASURE

Spring Hill Schools will increase the percentage of students who graduate with one or more market value assets *(MVAs)* to 100% by Spring 2028.

School Year	Grade 12 Students w/MVA(s)	Grade 12 Student Enrollment	% of Grade 12 Students w/MVA(s)
2021-2022	58	224	25.9%
2027-2028 (TARGET)	N/A	N/A	100.0%

SPRING HILL SCHOOLS

17640 W 199th Street, Spring Hill, KS 66083
(913) 592-7200

PERSONAL DEVELOPMENT (PD)
In partnership with families, each student will develop purpose and social-emotional skills in order to contribute to society.

EXECUTIVE LEARNING TEAM
Dr. Wayne Burke,
Superintendent of Schools

Brad Willson,
Assistant Superintendent

Cindy Dziadosz,
Director of Special Services

Phil Elliott,
Director of Technology

Michelle Hackney,
Director of Human Resources

Dr. Erin Smith,
Director of Teaching & Learning

Dr. Christopher Villarreal,
Director of Communication & Engagement

PERSONAL DEVELOPMENT

USD 230 PD PROJECT 1

Implement an effective multi-tiered system of supports (MTSS) for social emotional learning and behavior.

USD 230 PD PROJECT 1, LEADING MEASURE

Spring Hill Schools will increase and maintain the percentage of students screened for social-emotional learning and behavior to determine intervention need to 100%.

School Year	K-12 Students Screened	K-12 Student Enrollment	% of K-12 Students Screened
2021-2022	3,288	3,668	89.6%
2027-2028 (TARGET)	**N/A**	**N/A**	**100.0%**

USD 230 PD PROJECT 1, LAGGING MEASURE

Spring Hill Schools will increase the percentage of K-12 students above benchmark *(40th percentile on SAEBRS)* by moving 50% of students identified as below benchmark (*"some risk" or "high risk"*) to above benchmark (*"low risk"*) by Spring 2028.

K-12 STUDENTS, ABOVE BENCHMARK ("LOW RISK")

Testing Window	Grades K-2, SAEBRS	Grades 2-5, SAEBRS	Grades 6-8, SAEBRS	Grades 9-12, SAEBRS
Spring 2022	85.5%	85.6%	80.8%	76.0%
2027-2028 (TARGET)	**92.8%**	**92.8%**	**90.4%**	**88.0%**

PERSONAL DEVELOPMENT

USD 230 PD PROJECT 2

Implement a district social-emotional learning curriculum in all grade levels.

USD 230 PD PROJECT 2, LEADING MEASURE

Spring Hill Schools will increase and maintain the percentage of students in grades PK-12 receiving explicit social-emotional learning instruction through district curriculum to 100%.

School Year	PK-12 Students Receiving SEL Instruction	PK-12 Student Enrollment	% of PK-12 Students Receiving SEL Instruction
2021-2022	2,604	3,760	69.3%
2027-2028 (TARGET)	**N/A**	**N/A**	**100.0%**

USD 230 PD PROJECT 2, LAGGING MEASURE

Spring Hill Schools will increase the percentage of K-12 students above benchmark *(40th percentile on SAEBRS)* by moving 50% of students identified as below benchmark *("some risk" or "high risk")* to above benchmark *("low risk")* by Spring 2028.

K-12 STUDENTS, ABOVE BENCHMARK ("LOW RISK")

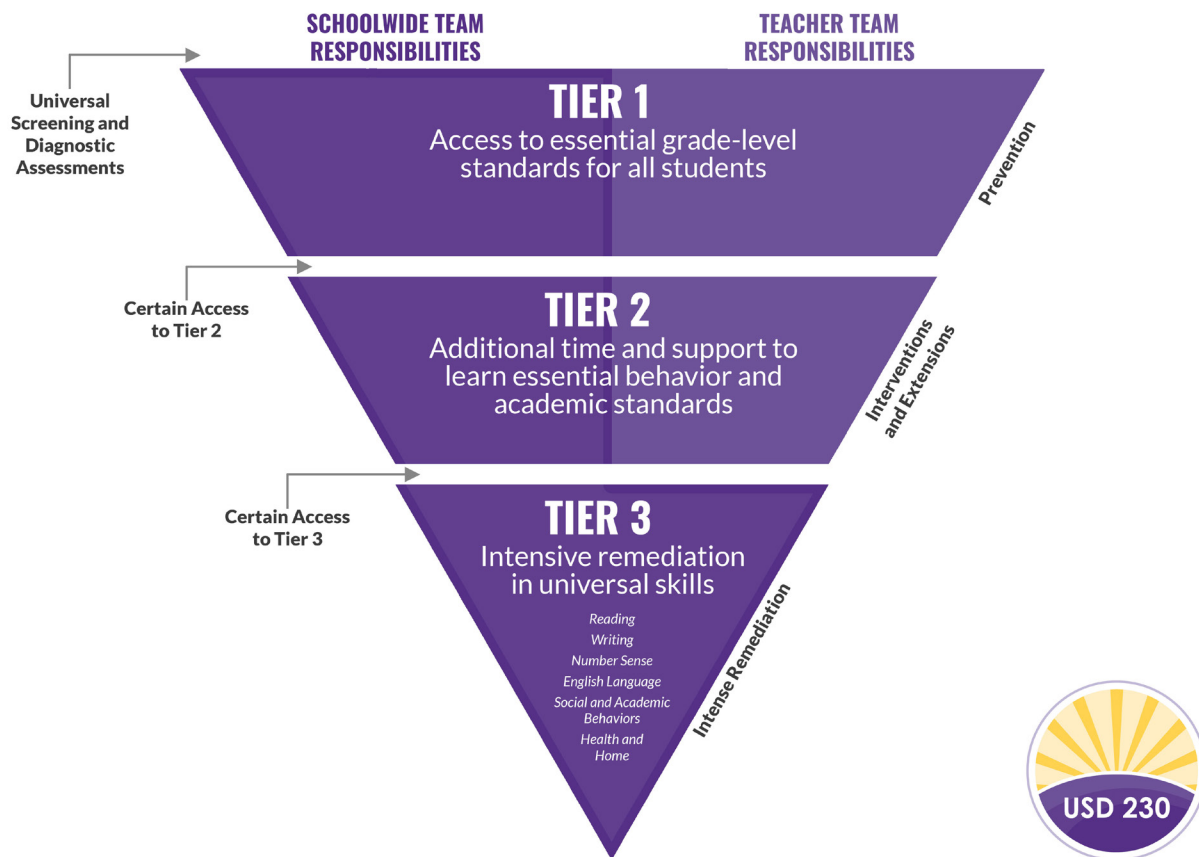| Testing Window	Grades K-2, SAEBRS	Grades 2-5, SAEBRS	Grades 6-8, SAEBRS	Grades 9-12, SAEBRS
Spring 2022	85.5%	85.6%	80.8%	76.0%
2027-2028 (TARGET)	**92.8%**	**92.8%**	**90.4%**	**88.0%**

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our Strategic Plan 2026 aims to build future-ready students, both in academic excellence and personal development. To implement MTSS, our district will provide the personnel, assessments, instructional resources, professional learning, and time to address the learning needs of all students through a comprehensive system.

During the 2021-22 school year, we added math and reading interventionists to each elementary school to support classroom teachers in providing intervention lessons to students with essential skill deficits. In addition to Math and Reading universal screeners, the district is implementing diagnostic and progress-monitoring assessments to identify specific instructional areas and track learning.

FRAMEWORK FOR
MULTI-TIERED SYSTEM OF SUPPORTS

SCHOOLWIDE TEAM RESPONSIBILITIES

TEACHER TEAM RESPONSIBILITIES

Universal Screening and Diagnostic Assessments

TIER 1
Access to essential grade-level standards for all students

Prevention

Certain Access to Tier 2

TIER 2
Additional time and support to learn essential behavior and academic standards

Interventions and Extensions

Certain Access to Tier 3

TIER 3
Intensive remediation in universal skills

Reading
Writing
Number Sense
English Language
Social and Academic Behaviors
Health and Home

Intense Remediation

USD 230

REAL WORLD LEARNING

Spring Hill School District and the Kauffman Foundation have partnered around Real World Learning, an initiative to better prepare students for life after high school. Through the partnership, students gain immersive experiences in careers through client-connected projects and internships. High school students graduate with Market Value Assets that ensure they are ready for future work and learning. We are working closely with the Kauffman Foundation to engage in learning, working, and being accountable together toward a common goal:

> By 2030, all high school students across our region graduate with skills and experiences (MVAs*), in addition to their diploma, that prepare them for future work and learning.

Regionally Adopted Market Value Assets (MVAs)

Work Experiences
Internships: Learners perform meaningful job tasks under the guidance of a qualified supervisor. Client-Connected Projects: Learners analyze and solve authentic problems, working in collaboration with a qualified supervisor.

Regionally Vetted Industry-Recognized Credentials (IRCs)
Learners earn IRCs based on current lists published by state education departments and will be reviewed with employers and validated for applicability and relevance.
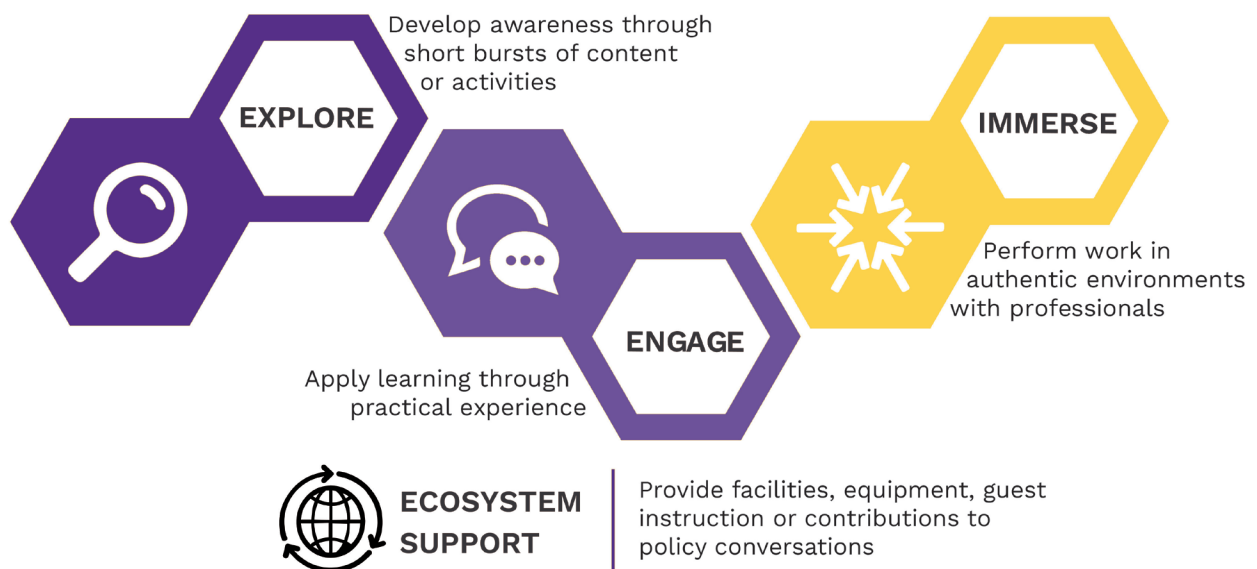
College Credit
High School learners earn nine or more hours of college-level credit, ideally representing a sequence of courses toward an industry-recognized degree or credential.

Entrepreneurial Experiences
Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect, and adapt potential solutions.

Real World Learning Framework

EXPLORE — Develop awareness through short bursts of content or activities

ENGAGE — Apply learning through practical experience

IMMERSE — Perform work in authentic environments with professionals

ECOSYSTEM SUPPORT — Provide facilities, equipment, guest instruction or contributions to policy conversations

Spring Hill SCHOOL DISTRICT | EWING MARION KAUFFMAN FOUNDATION | Real World Learning

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning supports children's' acquisition and application of the knowledge, skills, and attitudes needed to manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
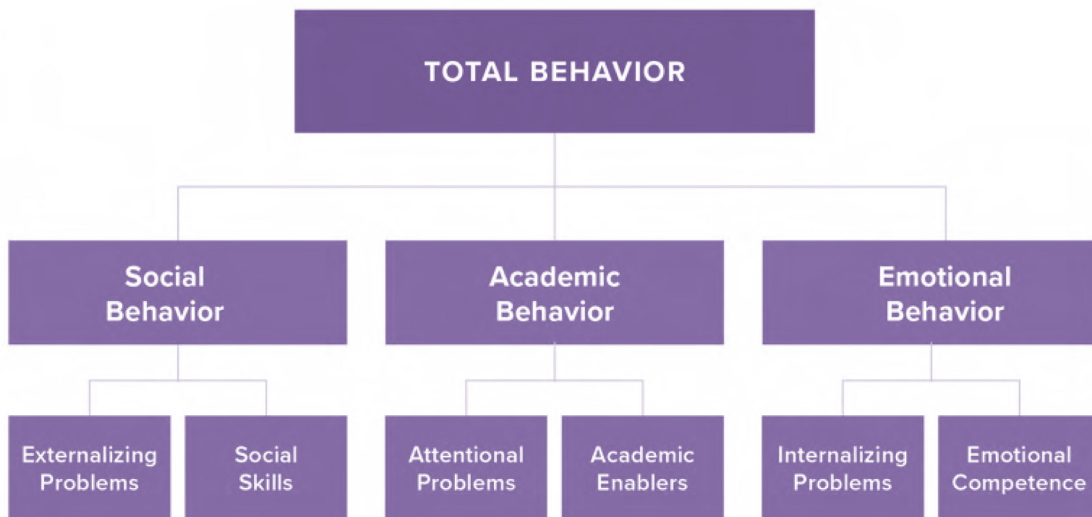
In Spring Hill, students are engaged in programs such as Leader in Me and Habitudes to develop and apply their social emotional skills. High school students receive support within their advisory course.

To ensure students' needs in the area of SEL are met, Spring Hill Schools will implement assessment tools called SAEBRs and mySAEBRs. The tools include both teacher perception and student perception for a complete picture of a students social-emotional functioning and overall well being.

Social, Academic, and Emotional Behavior Risk Screener

SAEBRS contains one broad scale and three subscales to measure students' social-emotional competencies.

TOTAL BEHAVIOR

- **Social Behavior**
  - Externalizing Problems
  - Social Skills
- **Academic Behavior**
  - Attentional Problems
  - Academic Enablers
- **Emotional Behavior**
  - Internalizing Problems
  - Emotional Competence

19-ITEM SCALE FOR OVERALL BEHAVIOR
- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

Kilgus & von der Embse, 2014

TIME-BASED (ADAPTABLE) PLAN

	TASK	PROJECT	FOCUS AREA
21-22	At the district level, collect relevant information and data to establish a baseline for targets.	Strategic Planning	District Foundations
	At the building level, develop building-based strategic plans with a focus on planning for Academic Excellence.	Strategic Planning	District Foundations
	PLC time restarts with professional collaboration being the vehicle for student learning improvement.	PLC	District Foundations
	PLC activities vary, by level, to meet the current needs of the schools and teachers.	PLC	District Foundations
	Phase 3: Implement - Putting Strategies/Interventions into Practice	KESA, Year 4	District Foundations
	Phase 4: Examine Data and Analyze Results	KESA, Year 4	District Foundations
	Provide elementary math and reading interventionists who will support classroom teachers in providing intervention lessons to students with essential skill deficits.	MTSS	Academic Excellence
	Implement Math and Reading universal screeners.	MTSS	Academic Excellence
	Implement diagnostic and progress-monitoring academic assessments to identify specific instructional areas and track learning.	MTSS	Academic Excellence
	Investigate Real-World Learning needs at the High School through a partnership grant with the Kauffman Foundation.	RWL	Academic Excellence
	Implement a social-emotional screener for all students K-8.	MTSS	Personal Development
	Implement "The Leader In Me" at K-5 and "Habitudes" at 6-8.	SEL	Personal Development
22-23	At the district level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	District Foundations
	At the district level, determine progress by measuring actual results versus the plan.	Strategic Planning	District Foundations
	At the district level, adapt plans to focus on areas of need based on data.	Strategic Planning	District Foundations

TASK	PROJECT	FOCUS AREA
At the building level, implement projects for Academic Excellence.	Strategic Planning	District Foundations
At the building level, finalize building-based strategic plans with a focus on planning for Personal Development.	Strategic Planning	District Foundations
Explore common formative assessments in Professional Learning Teams (PLTs).	PLC	District Foundations
Phase 4: Examine Data and Analyze Results	KESA, Year 5	District Foundations
Phase 5: Evaluate Results	KESA, Year 5	District Foundations
In collaboration with district stakeholders, develop an MTSS Handbook.	MTSS	Academic Excellence
Develop a Real-World Learning plan at secondary through a partnership grant with the Kauffman Foundation.	RWL	Academic Excellence
Hire a district coordinator/director of Real-World Learning.	RWL	Academic Excellence
Identify potential business partnerships and engage stakeholders in the development of Real-World Learning opportunities.	RWL	Academic Excellence
Implement SAEBERS and mySAEBERS screeners in grades K-12.	MTSS	Personal Development
Implement "Second Step" curriculum at PreK.	SEL	Personal Development
Evaluate the implementation and impact of "The Leader In Me" at K-5 and "Habitudes" at 6-8.	SEL	Personal Development
Identify a social-emotional curriculum for the high school level.	SEL	Personal Development
Enhance communication with families on social-emotional work.	SEL	Personal Development
At the district level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	District Foundations
At the district level, determine progress by measuring actual results versus the plan.	Strategic Planning	District Foundations
At the district level, adapt plans to focus on areas of need based on data.	Strategic Planning	District Foundations
At the building level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	District Foundations

22-23 (cont.) — rows 1 through 14

23-24 — rows 15 through 18

TASK	PROJECT	FOCUS AREA
At the building level, determine progress by measuring actual results versus the plan.	Strategic Planning	District Foundations
At the building level, adapt plans to focus on areas of need based on data.	Strategic Planning	District Foundations
Use data from common formative assessments to improve student learning and classroom instruction.	PLC	District Foundations
Phase 1: Collect and Examine Data - Needs Assessment Process and Analysis	KESA, Year 1	District Foundations
Phase 2: Determine Goals - Action Planning	KESA, Year 1	District Foundations
Provide MTSS training for all certified staff and classroom paraprofessionals using the MTSS handbook.	MTSS	Academic Excellence
Begin K-12 alignment and coordination of Real-World Learning plan.	RWL	Academic Excellence
Provide MTSS training for all certified staff and classroom paraprofessionals using the MTSS handbook.	MTSS	Personal Development
Use data to evaluate and improve the implementation of Social-Emotional development of students.	SEL	Personal Development

23-24 (cont.)

TASK	PROJECT	FOCUS AREA
At the district level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	District Foundations
At the district level, determine progress by measuring actual results versus the plan.	Strategic Planning	District Foundations
At the district level, adapt plans to focus on areas of need based on data.	Strategic Planning	District Foundations
At the building level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	District Foundations
At the building level, determine progress by measuring actual results versus the plan.	Strategic Planning	District Foundations
At the building level, adapt plans to focus on areas of need based on data.	Strategic Planning	District Foundations
Use data from common formative assessments to improve student learning and classroom instruction.	PLC	District Foundations
Re-evaluate the impact of PLC on student learning and adjust plan as necessary.	PLC	District Foundations
Phase 3: Implement - Putting Strategies/Interventions into Practice	KESA, Year 2	District Foundations

24-25

	TASK	PROJECT	FOCUS AREA
24-25 (cont.)	Phase 4: Examine Data and Analyze Results	KESA, Year 2	**District Foundations**
	Evaluate progress of academic implementation of MTSS and adjust plan as necessary.	MTSS	**Academic Excellence**
	Review data to identify gaps in the academic MTSS process.	MTSS	**Academic Excellence**
	Focus on Real-World Learning at all levels.	RWL	**Academic Excellence**
	Begin implementing pilot programs which change the student experience and better engage students in school and real-world learning projects.	RWL	**Academic Excellence**
	Evaluate progress of personal development implementation of MTSS and adjust plan as necessary.	MTSS	**Personal Development**
	Review data to identify gaps in the behavior/social-emotional MTSS process.	MTSS	**Personal Development**
	Use data to evaluate and improve the implementation of Social-Emotional development of students.	SEL	**Personal Development**
	All schools formalize school-wide PBIS structures to support the learning environment.	SEL	**Personal Development**
25-26	At the district level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	**District Foundations**
	At the district level, determine progress by measuring actual results versus the plan.	Strategic Planning	**District Foundations**
	At the district level, adapt plans to focus on areas of need based on data.	Strategic Planning	**District Foundations**
	At the building level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	**District Foundations**
	At the building level, determine progress by measuring actual results versus the plan.	Strategic Planning	**District Foundations**
	At the building level, adapt plans to focus on areas of need based on data.	Strategic Planning	**District Foundations**
	Use data from common formative assessments to improve student learning and classroom instruction.	PLC	**District Foundations**
	Use evaluation data to restructure or hone, if necessary, the PLC processes.	PLC	**District Foundations**

TASK	PROJECT	FOCUS AREA
25-26 (cont.)		
Establish a process for the development of measurable College-, Career-, and Life-Ready measurable indicators.	PLC	**District Foundations**
Phase 3: Implement - Putting Strategies/Interventions into Practice	KESA, Year 3	**District Foundations**
Phase 4: Examine Data and Analyze Results	KESA, Year 3	**District Foundations**
Evaluate progress of academic implementation of MTSS and adjust plan as necessary.	MTSS	**Academic Excellence**
Review data to identify gaps in the academic MTSS process.	MTSS	**Academic Excellence**
Implement programs which change the student experience and better engage students in school and real-world learning projects.	RWL	**Academic Excellence**
Evaluate progress of personal development implementation of MTSS and adjust plan as necessary.	MTSS	**Personal Development**
Review data to identify gaps in the behavior/social-emotional MTSS process.	MTSS	**Personal Development**
Use data to evaluate and improve the implementation of Social-Emotional development of students.	SEL	**Personal Development**
Use data to determine areas of need for family partnership.	SEL	**Personal Development**
26-27		
At the district level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	**District Foundations**
At the district level, determine progress by measuring actual results versus the plan.	Strategic Planning	**District Foundations**
At the district level, adapt plans to focus on areas of need based on data.	Strategic Planning	**District Foundations**
At the district level, begin the data collection and stake-holder feedback for development of strategic plan.	Strategic Planning	**District Foundations**
At the building level, implement projects for Academic Excellence and Personal Development.	Strategic Planning	**District Foundations**
At the building level, determine progress by measuring actual results versus the plan.	Strategic Planning	**District Foundations**
At the building level, adapt plans to focus on areas of need based on data.	Strategic Planning	**District Foundations**
Use data from common formative assessments to improve student learning and classroom instruction.	PLC	**District Foundations**

TASK	PROJECT	FOCUS AREA
Develop measurable College-, Career-, and Life-Ready measurable indicators.	PLC	**District Foundations**
Phase 3: Implement - Putting Strategies/Interventions into Practice	KESA, Year 4	**District Foundations**
Phase 4: Examine Data and Analyze Results	KESA, Year 4	**District Foundations**
Evaluate progress of academic implementation of MTSS and adjust plan as necessary.	MTSS	**Academic Excellence**
Review data to identify gaps in the academic MTSS process.	MTSS	**Academic Excellence**
Implement programs which change the student experience and better engage students in school and real-world learning projects.	RWL	**Academic Excellence**
Evaluate progress of personal development implementation of MTSS and adjust plan as necessary.	MTSS	**Personal Development**
Review data to identify gaps in the behavior/social-emotional MTSS process.	MTSS	**Personal Development**
Use data to evaluate and improve school-wide PBIS structures to support the learning environment.	SEL	**Personal Development**
Continue to enhance family engagement based on feedback from families.	SEL	**Personal Development**
Use plan evaluations to begin discussions of direction for the school/students in the next three-five years.	Strategic Planning	**District Foundations**
Reflect on the entirety of the strategic planning work over the past five years.	Strategic Planning	**District Foundations**
Use data and stake-holder feedback to work with BOE to develop next strategic plan.	Strategic Planning	**District Foundations**
Use data from common formative assessments to improve student learning and classroom instruction.	PLC	**District Foundations**
Re-evaluate the impact of PLC on student learning and adjust plan as necessary.	PLC	**District Foundations**
Integrate measurable College-, Career-, and Life-Ready measurable indicators into the curriculum.	PLC	**District Foundations**
Phase 4: Examine Data and Analyze Results	KESA, Year 5	**District Foundations**
Phase 5: Evaluate Results	KESA, Year 5	**District Foundations**

The first ten rows belong to period **26-27 (cont.)**. The remaining eight rows belong to period **27-28**.

TASK	PROJECT	FOCUS AREA
Evaluate progress of academic implementation of MTSS and adjust plan as necessary.	MTSS	Academic Excellence
Review data to identify gaps in the academic MTSS process.	MTSS	Academic Excellence
Evaluate Real-World Learning in terms of the development of the College-, Career-, and Life-ready skills as evidenced by the measured indicators.	RWL	Academic Excellence
Evaluate progress of personal development implementation of MTSS and adjust plan as necessary.	MTSS	Personal Development
Review data to identify gaps in the behavior/social-emotional MTSS process.	MTSS	Personal Development
Begin the integration of Social-Emotional Learning to the district measured College-, Career-, and Life-Ready measured indicators.	SEL	Personal Development

27-28
(cont.)