



Real World Learning Strategic Plan Proposal

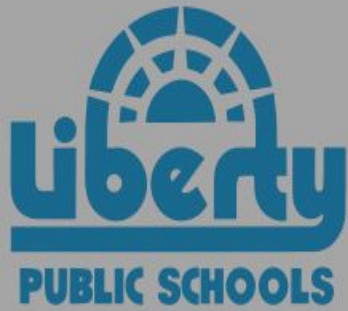
Liberty Public Schools



LPS Board of Education



OUR DISTRICT AT A GLANCE



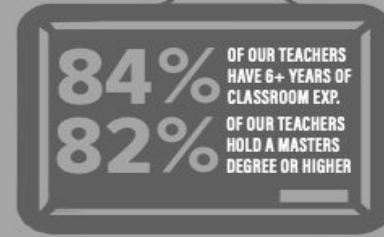
12,550

STUDENTS K-12

279

STUDENTS PRE-K

OUR TEAM



1,821

STAFF MEMBERS

956

CERTIFIED (TEACHERS, COUNSELORS, ETC.)

783

CLASSIFIED (SUPPORT STAFF, BUS DRIVERS, COOKS, ETC.)

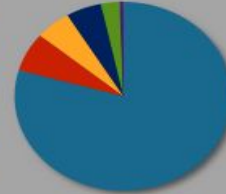
AVERAGE TEACHER'S SALARY

\$56,560



STUDENT DEMOGRAPHICS

WHITE 78%
 HISPANIC 8%
 MULTI 5%
 BLACK 5%
 ASIAN 3%
 OTHER 1%



1.2 MIL+ 7,000

LUNCHES SERVED ANNUALLY
 LUNCHES SERVED DAILY

2,357

FREE & REDUCED LUNCH STUDENTS

19%

FRL STUDENTS

LPS EDUCATES **257** STUDENTS FROM **31** DIFFERENT COUNTRIES THAT SPEAK **33** DIFFERENT LANGUAGES

95.3%
 GRADUATION RATE

78% OF OUR GRADUATES ATTEND A 2-4 YR COLLEGE

DISTRICT/COUNTY MAP

- 1 EARLY CHILDHOOD CENTER
- 11 ELEMENTARY SCHOOLS
- 4 MIDDLE SCHOOLS
- 2 HIGH SCHOOLS
- 1 LIBERTY ACADEMY

85 SQUARE MILES WITHIN DISTRICT BORDERS



WHERE OUR STUDENTS RESIDE (BY HOME ADDRESS)

54% K.C. 45% LIBERTY 1% KEARNEY 1% GLENAIRE 1% OTHER

394 BUS ROUTES DAILY
6,975 STUDENTS TRANSPORTED DAILY
904,181 MILES TRAVELED ANNUALLY

BUDGET



OVERALL LPS BUDGET

\$215.1 MILLION

OPERATING BUDGET

\$149.7 MILLION

REVENUE SOURCES

LOCAL 56%
 STATE 40%
 FEDERAL 3%
 OTHER 1%

AVERAGE ANNUAL COST PER STUDENT : **\$10,553**



LIBERTY PUBLIC SCHOOL DISTRICT STRATEGIC PLAN 2014 - 2019

inspire • invest • innovate

MISSION
Inspire and equip all learners to discover their voice and unlimited potential

GOALS

Goal I
Every student will graduate college and career ready.

Goal II
Every student will develop personal, social, and civic responsibility.

Annual Performance Targets

- Increase graduation rate 2%
- Increase the percent of students reaching the college and career readiness benchmarks 2% (ACT and/or COMPASS)
- Increase the percent of students earning a score of 3 or higher in AP courses or earning college credit 2%
- Increase state assessment scores for each grade and assessment level art 1%
- Increase the percent of students meeting annual growth targets on selected KP1 (Key Performance Indicators) measures 2%

Annual Performance Targets

- Students will demonstrate success in personal, social, and civic responsibility as measured by locally developed tools (measure to be determined).
- Increase the number of students participating in civic-oriented projects at all levels (baseline to be determined)
- Increase the number of secondary students engaging in a co- or extra-curricular activity 2% (baseline to be determined in 13/14).

inspire • invest • innovate

inspire • invest • innovate

inspire • invest • innovate

inspire • invest • innovate

Help all learners to discover their voice and unlimited potential

Pre-focused community with a passion for lifelong learning

Values
Excellence – Integrity – Collaboration – Innovation – Growth

Be college and career ready, and will develop personal, social, and civic responsibility.

Strategic Commitments

- 4** Future Focused Professionals
- 5** Community Partnerships & Communication
- 6** Fiscal Responsibility

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THRIVE

Paradoxical Moments

"We're at a paradoxical moment when we read weekly in the press about another college or university closing at the same time that people everywhere need to refresh their skills throughout their entire careers, more than ever in the history of humanity."

- Michael Feldstein, MindWires



THRIVE

LIBERTY PUBLIC SCHOOLS
GRADUATE PROFILE

EVERY STUDENT will:

ACADEMIC

Apply skills attained from literacy, mathematics, sciences, humanities, the arts and technology in physical education across a variety of contexts in a meaningful way.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented

CULTURAL

Engage and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

Empathetic | Active Listener | Civically Engaged | Culturally and Globally Aware

PERSONAL

Cultivate a deep understanding of self and the ability to leverage strengths, and the ability to recognize and addressing areas of needed growth.

Reflective | Learner | Leads with Integrity | Financially Literate | Manages Well-Being

ENTREPRENEURIAL

Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.

Collaborative | Effective Communicator | Self-Directed | Resourceful | Dependable

Recognize opportunities for success while applying divergent thinking and take toward action to their work.

Creative | Values Networks | Strategic | Adaptable | Perseverance

LIBERTY PUBLIC SCHOOLS

SEPTEMBER 2019

VISION

2019-2020

LIBERTY PUBLIC SCHOOLS





ACADEMIC
CULTURAL
PERSONAL
PROFESSIONAL
ENTREPRENEURIAL



THRIVE

LIBERTY PUBLIC SCHOOLS
GRADUATE PROFILE

EVERY STUDENT *will.*

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Apply skills obtained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of contexts in meaningful ways.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented

CULTURAL

To Our Mission to the Future, We Dedicate Ourselves to the People We Serve and the World We Inhabit.

Interact, work, and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

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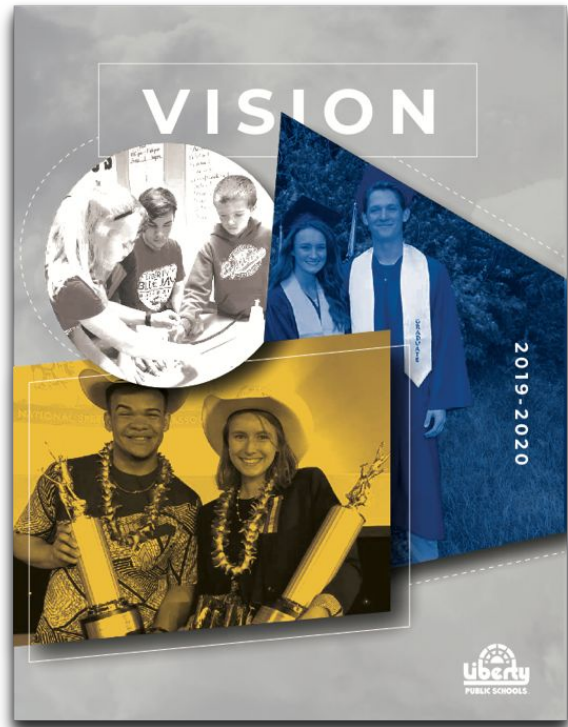
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SEPTEMBER 2019

Liberty PUBLIC SCHOOLS





TEACHING
LEARNING
PROFESSIONAL
GROWTH
LEADERSHIP
COMMUNITY



Liberty Public Schools Strategic Plan 2019/2020 @G&D Associates

Vision Area	Vision Statement	Deliverable	Owner	Project Title
Learning	Develop competency-based approaches across all grade levels and content areas to personalize learning for all of our learners.	Create a set of published learning progressions based on essential learning intentions measured using a competency-based system.	Jeanette Westfall	Develop a district-wide set of learning progressions that include competency-based measures of identified essential standards with a focus on success criteria and exemplars.
Learning	Our learners will be agents of their learning through collection of evidence to support completion of their goals.	Develop systems for student-led goal setting and monitoring.	Jeanette Westfall	Research, develop or refine, and pilot age-level appropriate systems for student-led goal setting and building learner agency through goal monitoring.
Learning	Learning experiences will extend beyond the classroom in partnership with mentors and experts from a variety of career fields.	Create experiential learning opportunities for students both inside and outside of the classroom.	Julie Moore Colleen Jones	Increase experiential learning opportunities across all grade levels and content areas through on-going collaboration with experts at the local, regional, and national levels.
	Tailor learning experiences to learner needs through flexible scheduling and a variety of learning spaces.	Assess and eliminate academic and operations barriers to learning beyond the walls of the classroom to ensure access for all.	Beth Heide	Identify learning strategies and opportunities.
	Leverage "anytime/anywhere" learning by ensuring equitable access to technology and connectivity through our learning platforms.	Develop and incorporate virtual learning opportunities for students across grade levels.	Beth Heide	Develop models and grade levels and "anytime/anywhere" learning.
	Teaching and learning experiences will be culturally responsive and inclusive of a diverse student population to meet the needs of all learners.	Research and develop culturally responsive teaching resources and practices.	Beth Heide Andrea Dixon-Seahorn	Research and develop culturally responsive teaching practices and models.
	Identify metrics to inform personalized plans in meeting the needs of our diverse learners.	Create and implement a District-wide Multi-tiered System of Support (MTSS) process to meet the academic and behavioral needs of all learners.	Jessica Melsenheimer	Develop and implement a District-wide Multi-tiered System of Support (MTSS) process.
Teaching	Flexible scheduling will provide greater access for all learners to real world learning opportunities.	Expand opportunities for learning beyond the classroom to increase accessibility outside of the regular school day while ensuring safe, secure, and complementary learning environments.	Julie Moore	Develop and implement schedules that allow for flexibility across grade levels/content areas.



UNCOMMON MEASURES



Liberty Public Schools
District Scorecard

Academic
District Scorecard: Reading, Mathematics, Science, Social Studies, English Language Arts, and Career/Technical Education.

HERE: State Testing
2019-2020 English Language Arts and Mathematics
2019-2020 Science

AP® MEASURES
AP® Exam Scores: AP® English Language, AP® English Composition, AP® Computer Science A, AP® Computer Science B, AP® Statistics, AP® Calculus AB, AP® Calculus BC, AP® Physics 1, AP® Physics 2, AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, AP® U.S. History, AP® World History, AP® Art History, AP® Music Theory, AP® Music Theory Exam: Aural Skills, AP® Music Theory Exam: Theory, AP® Music Theory Exam: Composition, AP® Music Theory Exam: Conducting, AP® Music Theory Exam: Music Business, AP® Music Theory Exam: Music Theory, AP® Music Theory Exam: Music Theory (Instrumental), AP® Music Theory Exam: Music Theory (Vocal), AP® Music Theory Exam: Music Theory (Instrumental/Vocal), AP® Music Theory Exam: Music Theory (Instrumental/Vocal) (Instrumental), AP® Music Theory Exam: Music Theory (Instrumental/Vocal) (Vocal).

DEISE: State Testing

ENGLISH
Overall percentage of all students performing at or above proficient: **63%**

Math
Overall percentage of all students performing at or above proficient: **51%**

Science
Overall percentage of all students performing at or above proficient: **53.8%**

LPS 2019 State Testing Highlights

ENGLISH TOP 10% District Finished
Overall MAP Performance Index in the State

MATH TOP 15% District Finished
Overall MAP Performance Index in the State

LPS 20 MEASURES - Annual Performance Report

Standard 1: Academic Achievement

ENGLISH
Math: 61% (Target 60%)

Standard 2: Subgroup Achievement

ENGLISH
Math: 61% (Target 60%)

Standard 3: College and Career

LPS College Readiness rate finished in the Top 20% in the State

LPS AP Placement finished in the Top 15% in the State

LPS Post-Secondary Placement finished with a 96.1%

Standard 4: Attendance
93.1%

Standard 5: Graduation Rate
95.5%

01 LPS MPI above the state average target status

02 LPS Received Target Status finished in Top 2%

03 LPS retained the highest level possible in Placement, and Post-Secondary Placement.

04 LPS reported a very strong 93.1% attendance rate for all K-12 students

05 LPS reported a 95.5% graduation rate for all K-12 students

Social Emotional
Students build understanding of self and the ability to manage strengths, while recognizing and addressing areas of needed growth.

Perennia SEL Surveys

Student Competencies Survey
SEL skills are critical to success in school, work, and life. LPS continues to provide students with the opportunity to learn and practice these skills through our SEL curriculum, social-emotional learning lessons, and other programs.

Student Supports Environment Survey
School and classroom environments play a critical role in supporting students' social-emotional learning. LPS continues to provide students with the opportunity to learn and practice these skills through our SEL curriculum, social-emotional learning lessons, and other programs.

Student Competencies Entry
Grade 3-5, Grade 6-12

Student Supports Environment Survey Topics
Fall 2019, Grade 3-5, Grade 6-12

Perennia SEL Survey Results - Student Competencies

Student Competencies Survey Topics Fall 2019 Results Grade 3-5

Self-Efficacy	62%
Resilience	58%
Learning Strategies	73%
Self-Management	62%
Self-Regulation	77%
Social Awareness	74%

Student Competencies Survey Topics Fall 2019 Results Grade 6-12

Self-Efficacy	50%
Resilience	50%
Learning Strategies	55%
Self-Management	45%
Self-Regulation	71%
Social Awareness	62%

Perennia SEL Survey Results - Supports Environment

Student Supports Environment Survey Topics Fall 2019 Results Grade 3-5

Engagement	65%
Program Expectations	83%
Adult Climate	70%
School Safety	74%
Sense of Belonging	72%

Student Supports Environment Survey Topics Fall 2019 Results Grade 6-12

Engagement	28%
Program Expectations	65%
Adult Climate	50%
School Safety	67%
Sense of Belonging	42%

Real World
Design and use of skills for work preparation in an ever-changing, global world. Measuring growth in the ability to manage strengths, while recognizing and addressing areas of needed growth.

Market Value Points

Market Value Points: 327
Students have participated in Internships

Market Value Points: 2,068
College Credits or Credit-Banking

Market Value Points: 123
Students have earned Entrepreneurial

Scorecard Summary Highlights and Growth Opportunities

ENGLISH TOP 10% District Finished

2,068 Market Value Points

95.5% Graduation Rate

88% SEL Grade 9-5 Above Expectations

28% SEL Grade 6-12 Engagement

Improving Math AP Course in Class of 2022

Improving Data Collection Method for Market Value Points





Our **MISSION** in LPS is to engage all learners through authentic, relevant problems, projects, and experiences that develop career awareness and readiness while enhancing skills and dispositions needed to **THRIVE!**



THRIVE



Explore | Experience | Expand

B2E

Diploma + 1

Skills & Dispositions





During the **2018-2019** school year our district began taking a look at the following questions:

- How can every student leave LPS with experiences that better prepare them for the real world?
- How can we implement innovative school practices and programs that allow students to personalize their learning?

Liberty Public Schools Strategic Plan 2019/2020 @G&D Associates

Plan Number	Vision Area	Vision Statement	Deliverable	Project Title
Plan 3	Learning	Learning experiences will extend beyond the classroom in partnership with mentors and experts from a variety of career fields.	Identify classrooms and programs incorporating experiential learning and develop a system of storytelling to capture learner, teacher, parent, and business partner experiences.	Experiential Learning Opportunities
Plan 11	Teaching	Clarity exists among teachers, all learners, and parents of career pathways and post-secondary opportunities.	Communication plan of experiential learning opportunities for learners, teachers, parents, and business/industry partners.	Real World Learning
Plan 12	Leadership	Teachers and administration collaborate and share innovative approaches taking place throughout our schools, emphasizing learner agency and real world learning opportunities.	Communication plan to showcase innovative practices taking place across schools.	Innovative Storytelling
Plan 21	Community	Exploratory, experiential, and immersive real world learning opportunities exist for all learners.	Establish XP53 at both high schools in support of College & Career Pathways, Common Sector Competencies, and Real World Learning.	Career Navigators
Plan 22	Community	Learners, parents, and teachers are fully aware of experiential learning opportunities and programs available throughout the District.	Branding of experiential learning opportunities available throughout Liberty Public Schools	Market Experiential Learning Opportunities

Our Graduate Profile was developed during the **2019-2020** school year with input from our entire LPS community. It serves as the foundation of our Strategic Plan. It captures the skills and dispositions we want all learners to possess upon graduation from LPS.

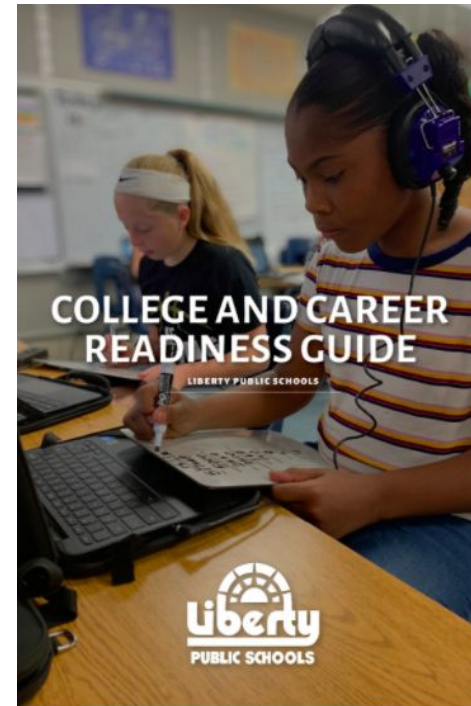




ACADEMIC

Apply skills attained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of contexts in meaningful ways.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented





CULTURAL

Interact, work, and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

Empathetic | Active Listener |
Civically Engaged| Culturally and
Globally Aware



PERSONAL

Cultivate a deep understanding of self and the ability to leverage strengths, while recognizing and addressing areas of needed growth.

Reflective | Learner | Leads with Integrity | Financially Literate |
Manages Well-Being





PROFESSIONAL

Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.

Collaborative | Effective Communicator |
Self-Directed | Resourceful | Dependable





ENTREPRENEURIAL

Recognize opportunities for success while applying divergent thinking and bias toward action to their work.

Creative | Values Networks |
Strategic | Adaptable | Perseveres





Our Real World Learning ***CURRENT CONDITIONS*** provide LPS students a variety of opportunities to access Market Value Assets (MVAs).

- Network 53 (Internships)
- Northland CAPS (Internships)
- Excelsior Springs Career Center (Internships and IRCs)
- Northland Career Center (Internships and IRCs)
- Early College at MCC
- Educational Internship Program for future teachers
- KC Tech Academy (College Credit and IRCs)
- Client-based projects with Youth Entrepreneurs
- Client-based projects with Sports Marketing
- ProStart II
- Unschool Challenge



CURRENT STATE

		Total Number of Students with an MVA (as of May 26, 2020)							
School	# of Grads	Work Experiences		College Credit (9)	Seal of Biliteracy	AP Courses (3+)	IRCs	Entrepreneurial Experiences	Emerging MVAs
		Internships	Client Projects						
LHS	426	101	21	150	22	105	18	17	15
LNHS	401	125	29	162	7	118	1	8	30
LA	36	0	30	0	0	0	0	0	0
Total	827	226	80	312	29	223	19	25	45

FUTURECASTING

District's Annual Targets for Increasing MVA Attainment

Year 1	<ul style="list-style-type: none">● Early College participation will increase MVAs by 10%● Increase KC Tech Academy participation by 5%● EIP participation increase by 5%
Year 2	<ul style="list-style-type: none">● Early College participation will increase MVAs by 10%● Increase KC Tech Academy participation by 5%● EIP participation increase by 5%● Participation in Micro Schools will increase MVAs by 10%● High School Portfolio implementation will increase MVAs by 10%● Virtual Internship course will increase MVAs by 20%
Year 3	<ul style="list-style-type: none">● High School Portfolio implementation increase MVAs by 30%● Increased transportation provides more access and will increase MVAs by 2%

GOALS

Overarching Goals for RWL Redesign

- Expanding experiential learning opportunities PK-12
- Flexible Scheduling
- Tiered Diploma System
- Create Interdisciplinary “By Design” Teams and Micro Schools
- Graduate Profile Portfolio System to Monitor MVAs

GOALS

Expanding experiential learning opportunities PK-12

The district will grow the opportunities for students to participate in experiential learning through expanded business partnerships, increased course access by 15% per year through year three.

GOALS

Flexible Scheduling

By the start of the 2021-22 school year, the district will implement a high school schedule that allows students to flex their time in an effort to increase real world learning opportunities by 10%.

GOALS

Tiered Diploma System & Augmented High School Transcript

By Fall 2020, the district will develop a Tiered Diploma system to incentivize students to collect MVAs throughout their high school years as well as provide a system to track and display MVA attainment throughout the high school experience. The improved transcript system would allow students to claim and present their MVAs to systems beyond the high school experience.

GOALS

Creation of Micro Schools

In the 2021-2022 school year, LPS will implement micro schools that will increase client-based projects and MVAs by 10% and will allow students to focus on specific career pathways.

GOALS

Graduate Profile Portfolio System

In the 2020-2021 school year, the district will create a portfolio system for students to collect evidence of real world learning experiences, market value assets, and microcredentials that they create and complete during their time in LPS from their PK-12 experiences. The portfolio system will conclude with a capstone presentation.

UNCOMMON MEASURES

1. Expand existing program to include MVA opportunities for students
2. Develop a System for tracking MVAs
3. Staff Development on Real World Learning in an effort to expand experiential learning PK-12
4. Ensure equity of opportunity for all students
5. Implementation of a Graduate Profile Portfolio System
6. Implementation of micro schools

UNCOMMON MEASURES

<p>Who will complete the work or benefit from it?</p>	<p>All students at LPS will ultimately benefit from the goals of our work by experiencing learner agency and building a structure for students to increase their achievement of MVAs through a pathway found inside the Graduate Profile. The primary work will be completed by select teams invited to participate in the work including the High School Study Team and the Graduate Profile Portfolio Team.</p>
<p>What is the activity or result expected to be achieved?</p>	<p>Ultimately, 100% of our LPS graduates will have earned at least one MVA by graduation. Students will be afforded the opportunity for rich, authentic real world learning experiences that come in a wide variety of options and modalities.</p>
<p>By when will it occur?</p>	<p>The program steps will be accomplished in the next three school years following the timeline established in this plan proposal.</p>
<p>How much will be done or accomplished?</p>	<p>By the end of our three year program, we feel we are able to establish every element of our proposal and be fully implemented. Each program element aligns with the District's Strategic Plan with identified goal champions, timelines and action steps to provide additional support.</p>

DESIGN TEAM

Dr. Jeremy Tucker , Superintendent of Schools	Liberty Board of Education
Dr. Julie Moore , Executive Director of Secondary Education	High School Study Team , consists of 40 administrators, counselors, and teachers
Colleen Jones , Director of College and Career Readiness and Community Partnerships	Parent Focus Groups Student Focus Groups Business Partner Focus Groups
Dr. Jeanette Westfall , Executive Director of Curriculum, Instruction, and Staff Development	Christopher Hand , Director of Assessment
Cindy Sullivant , Chief Financial Officer	Vision 2020 Committee Diversity, Equity & Inclusion Committee
Tim Anderson and Dustin Sollars , Career Navigators	Rebecca Midles , Consultation

BUDGET: YEAR 1

Year 1:

Professional Learning	\$10,000
Travel	\$20,000
Marketing costs	\$20,000
Early College Academy	\$160,000
Consulting with External Agencies	\$10,000
Teacher Externships/Collaboration	\$5,000
Student Opportunities	\$5,000
Portfolio Platform (K-12)	\$75,000
Student Credentialing Platform	\$25,000
ImBlaze Software	\$7,000
YouScience Software	\$8,000

\$345,000

BUDGET: YEAR 2

Year 2:

Professional Learning	\$15,000
Travel	\$20,000
Marketing	\$20,000
Early College Academy	\$175,000
Micro School Equipment/Software	\$25,000
Consulting with External Agencies	\$10,000
Graduate Profile Portfolio System	\$25,000
Teacher Externships/Collaboration	\$3,000
Student Opportunities	\$3,000
Student Credentialing Platform	\$25,000
ImBlaze Software	\$7,000
YouScience Software	\$8,000
Page 2 Transcript Project	\$15,000

\$351,000

BUDGET: YEAR 3

Year 3:

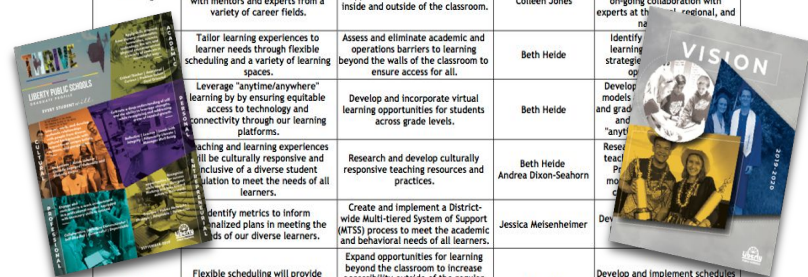
Professional Learning	\$10,000
Marketing	\$10,000
Early College Academy	\$180,000
Micro School Equipment/Software	\$25,000
Consulting with External Agencies	\$5,000
Graduate Profile Portfolio System	\$25,000
Teacher Externships/Collaboration	\$3,000
Student Opportunities	\$3,000
Student Credentialing Platform	\$25,000
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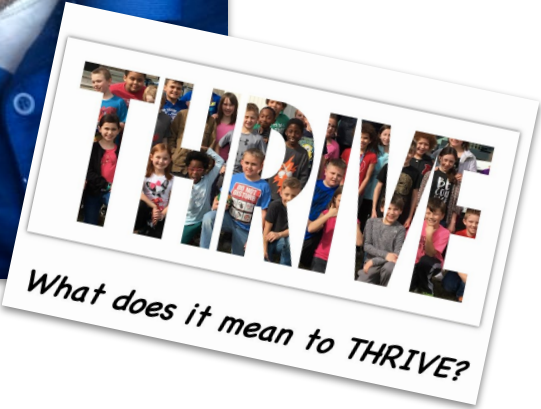
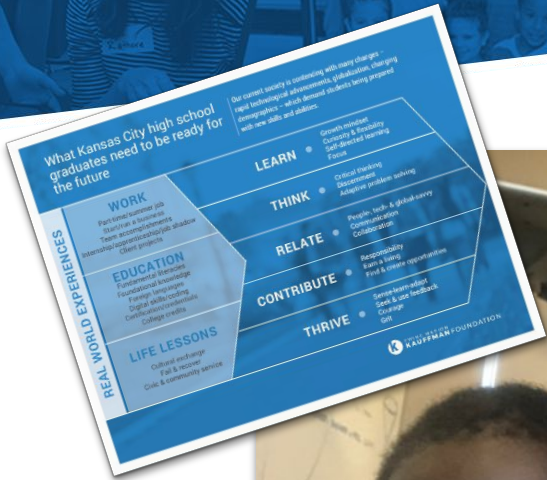
\$316,000



The **SUSTAINABILITY** of RWL in Liberty Public Schools is that it is an expectation of our community for all learners and threaded throughout our Strategic Plan, Vivid Vision, and Graduate Profile. It lives beyond attaining Market Value Assets and instead begins in the early years, in partnership with our entire community, so that learners develop the skills and dispositions needed to **THRIVE** in life.

Liberty Public Schools Strategic Plan 2019/2020 @G&D Associates				
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Teaching	Tailor learning experiences to learner needs through flexible scheduling and a variety of learning spaces.	Assess and eliminate academic and operations barriers to learning beyond the walls of the classroom to ensure access for all.	Beth Heide	Identify learning strategies to support all learners.
	Leverage "anytime/anywhere" learning by ensuring equitable access to technology and connectivity through our learning platforms.	Develop and incorporate virtual learning opportunities for students across grade levels.	Beth Heide	Develop models and grade-level specific "anytime/anywhere" learning experiences.
	Teaching and learning experiences will be culturally responsive and inclusive of a diverse student population to meet the needs of all learners.	Research and develop culturally responsive teaching resources and practices.	Beth Heide Andrea Dixon-Seahorn	Research and develop culturally responsive teaching resources and practices.
	Identify metrics to inform personalized plans in meeting the needs of our diverse learners.	Create and implement a District-wide Multi-tiered System of Support (MTSS) process to meet the academic and behavioral needs of all learners.	Jessica Helsenheimer	Develop and implement a district-wide MTSS process to meet the academic and behavioral needs of all learners.
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THRIVE