

# **CSIP Mid-Year Team Meeting**

**January 24, 2023**

# Agenda

- Welcome
- Parent Survey Results
- MAP Update
- Implementation of Action Steps
  - Feedback Activity
- Portrait of Graduate Update
  - Feedback Activity
- MSIP 6 Update

# Introductions

In your small groups, please state your name, affiliation to the district, and years you have lived in the district.

Next write down something about yourself no one knows.

The table facilitator will read the slips of paper and others guess whom the person is.

Keep track of the individual who guessed the most correctly.

Write on your Post-It Notes:

★ Three Focus Areas

★ Two Positives

★ One Question

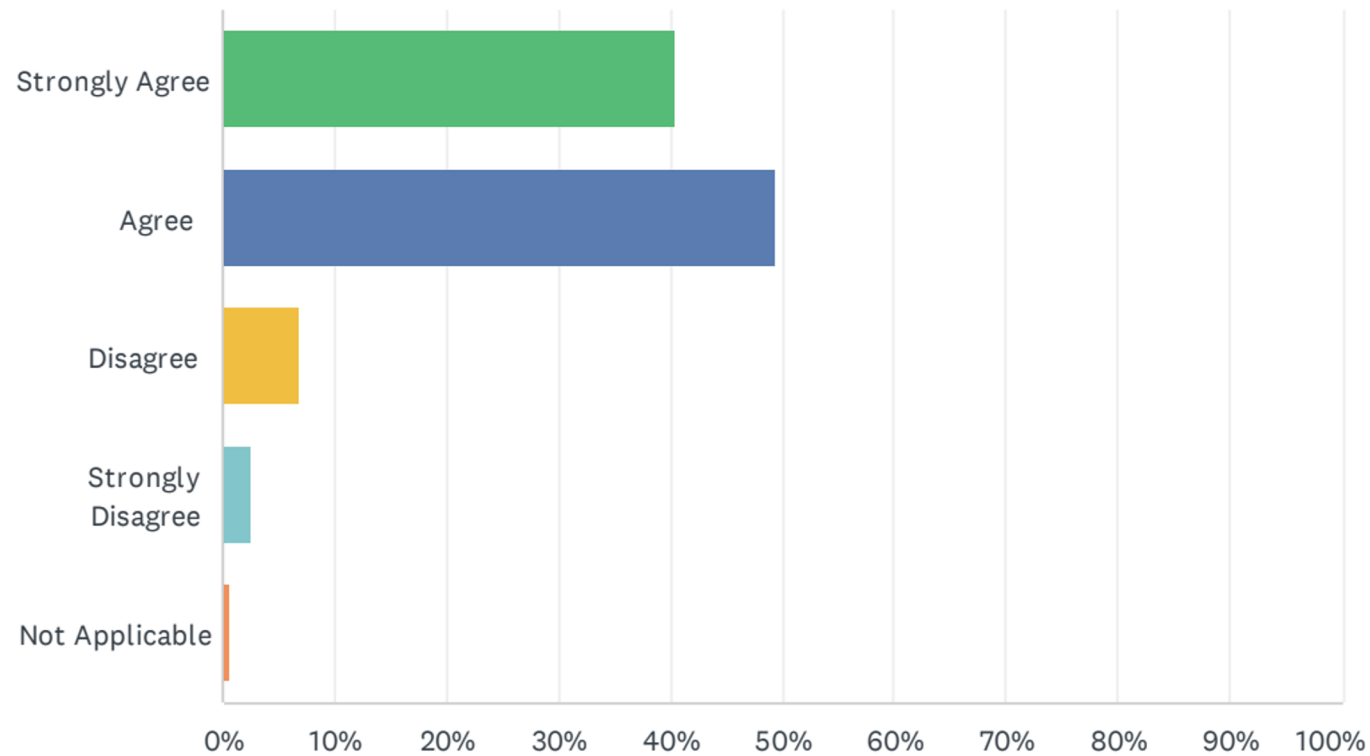
Once Completed please put on the corresponding poster.



# Parent Survey

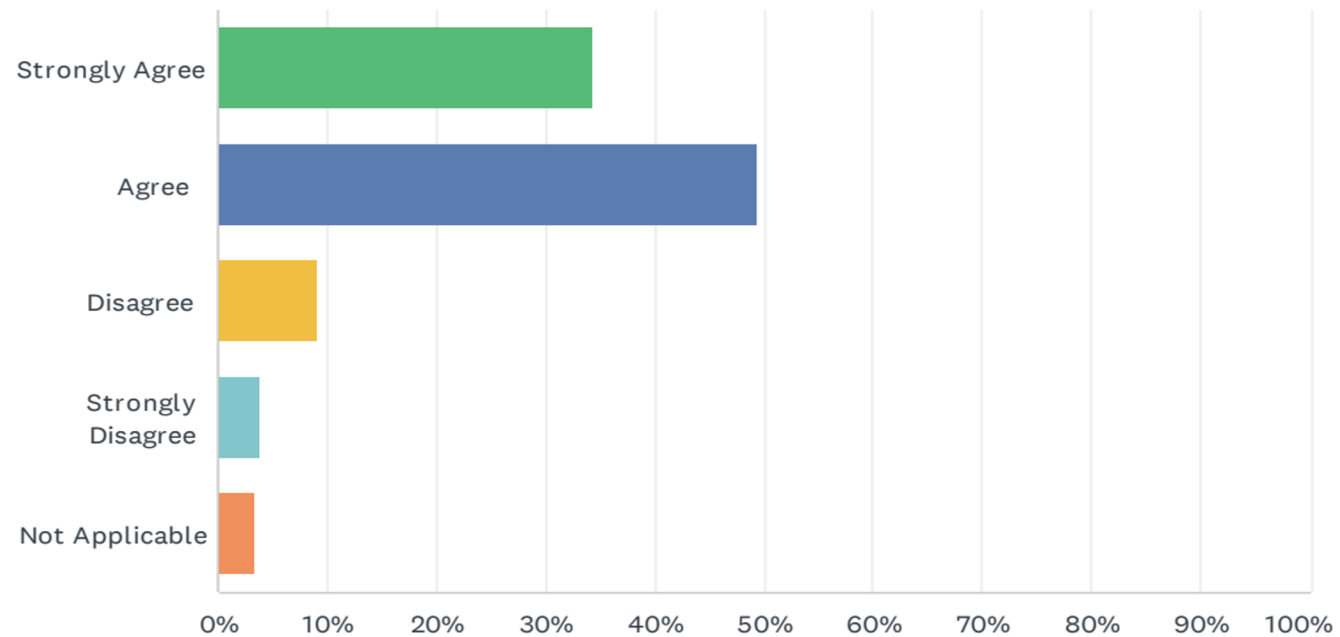
## Q4 My child receives the educational support they need.

Answered: 1,059 Skipped: 0



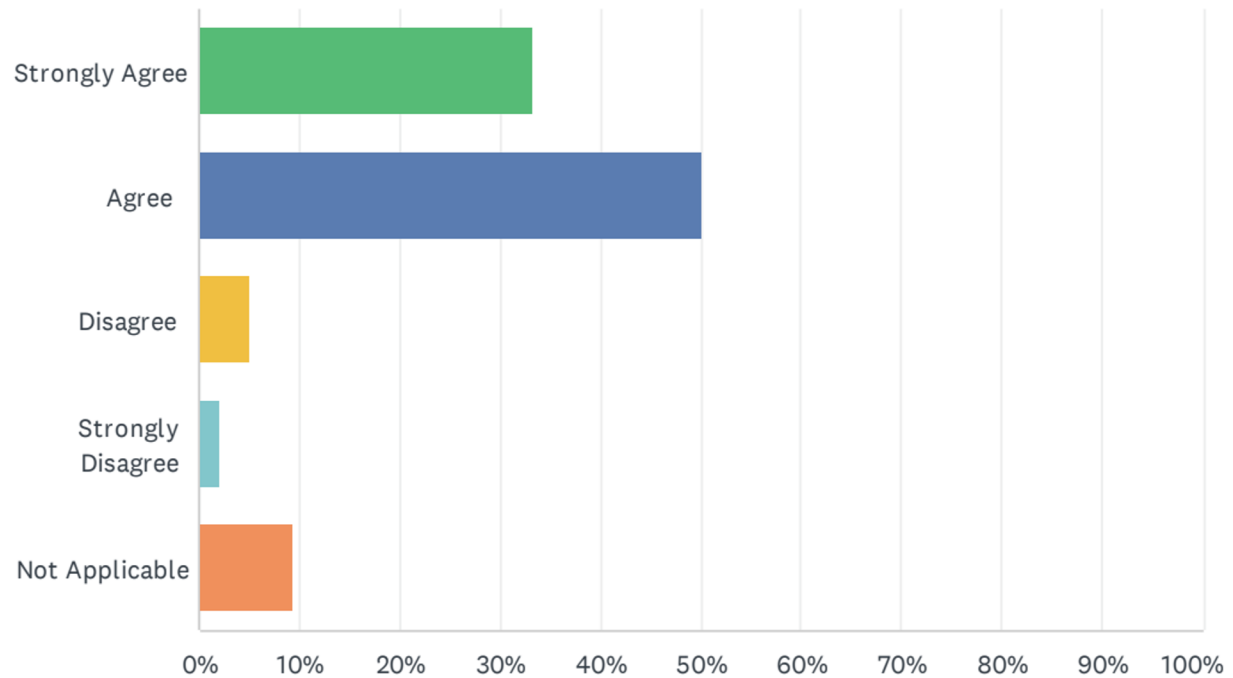
## Q5 My child's opinions are valued by teachers.

Answered: 1,059 Skipped: 0



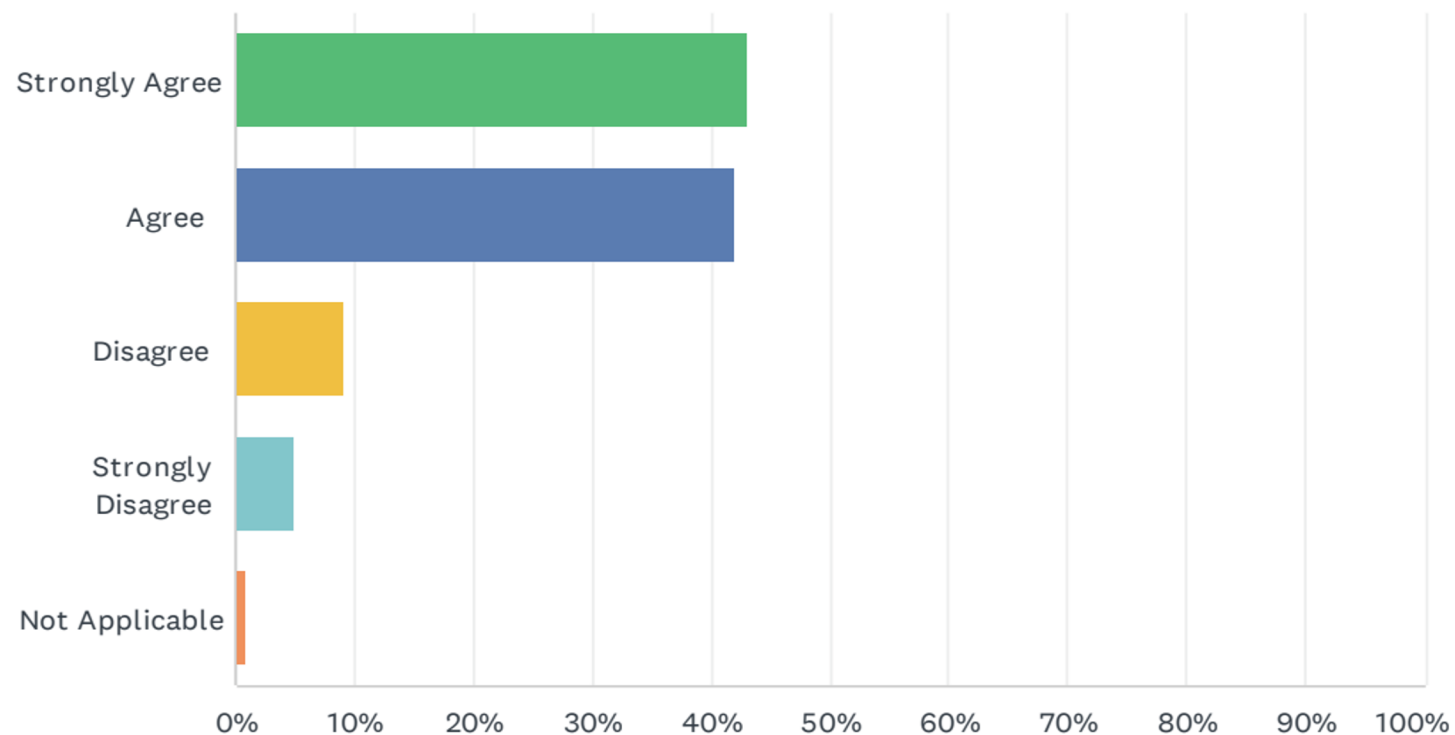
## Q6 My child has been taught in school about respect for other cultures.

Answered: 1,059 Skipped: 0



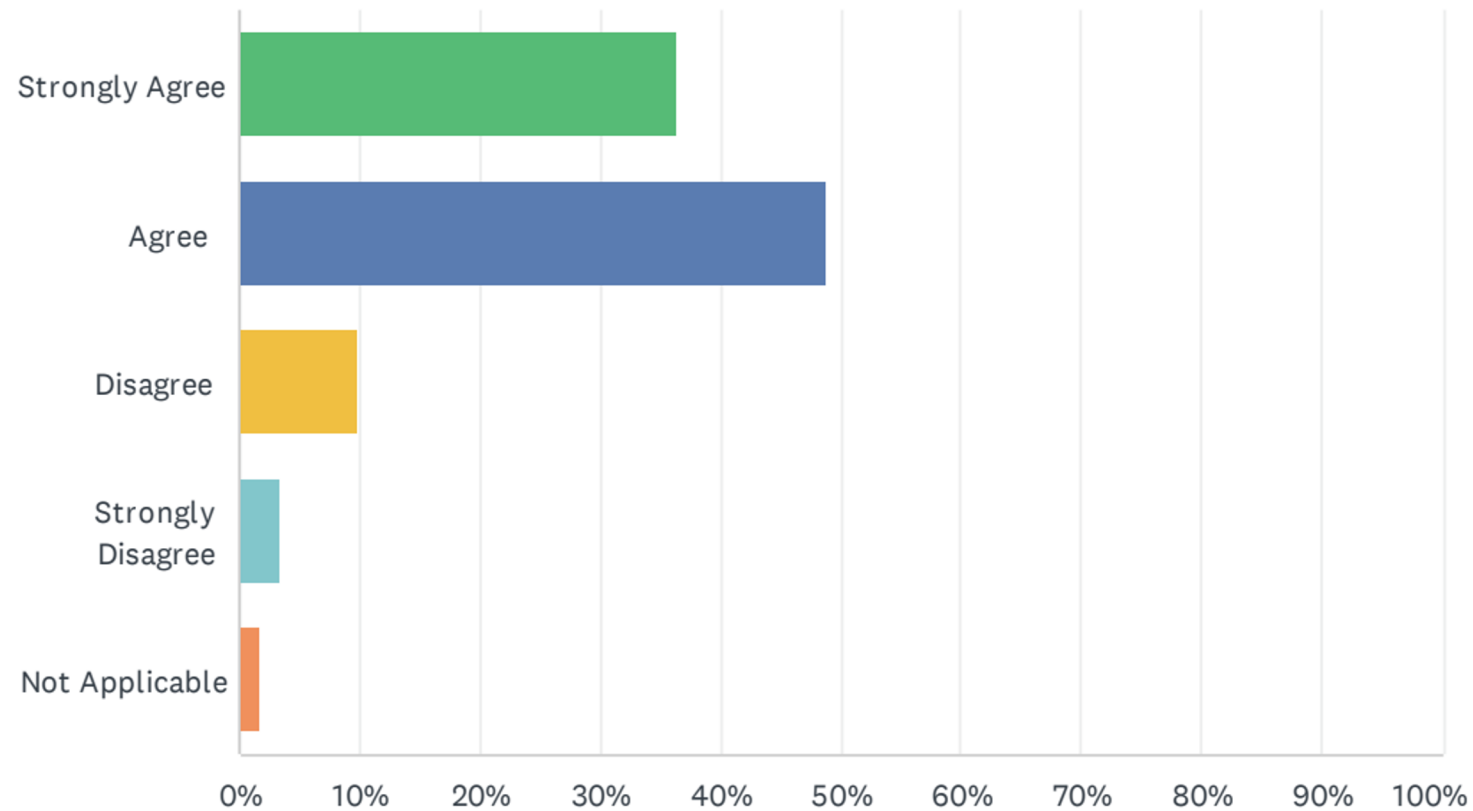
## Q7 My child likes attending this school.

Answered: 1,059 Skipped: 0



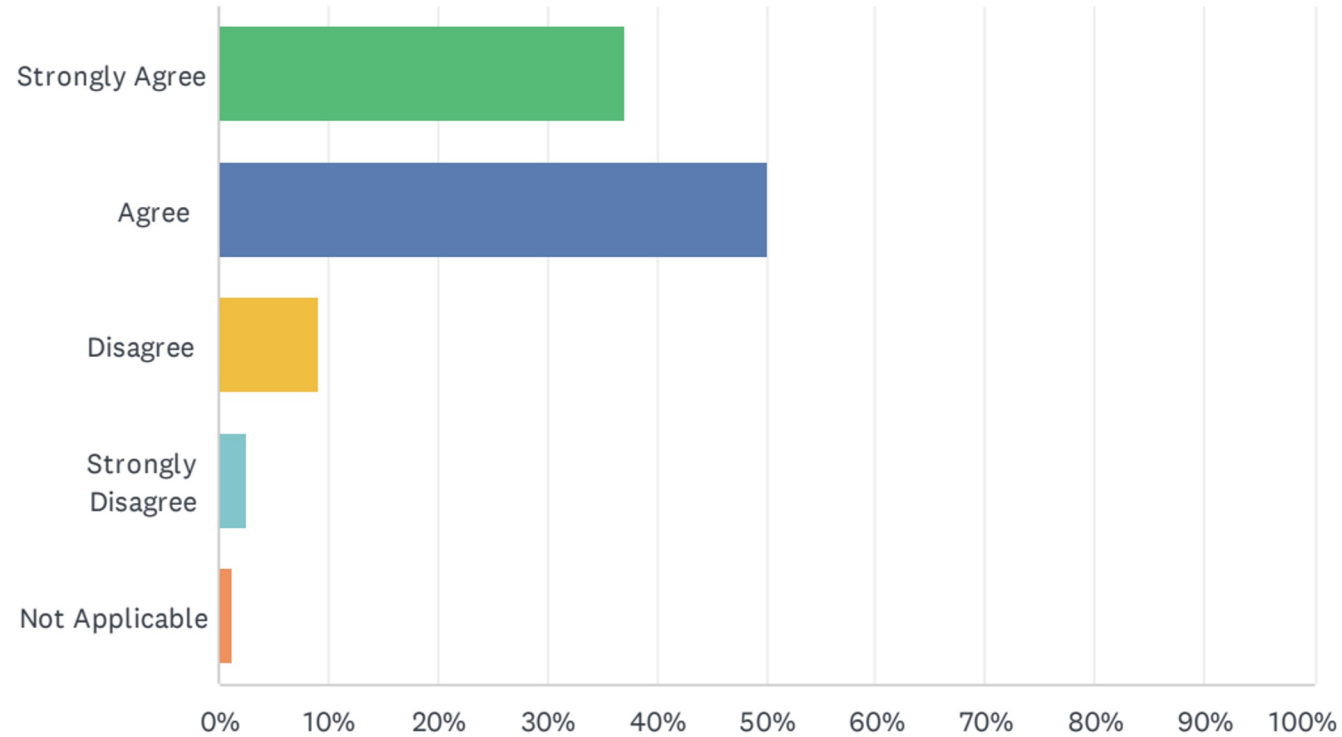
## Q8 My child is treated fairly at school.

Answered: 1,059 Skipped: 0



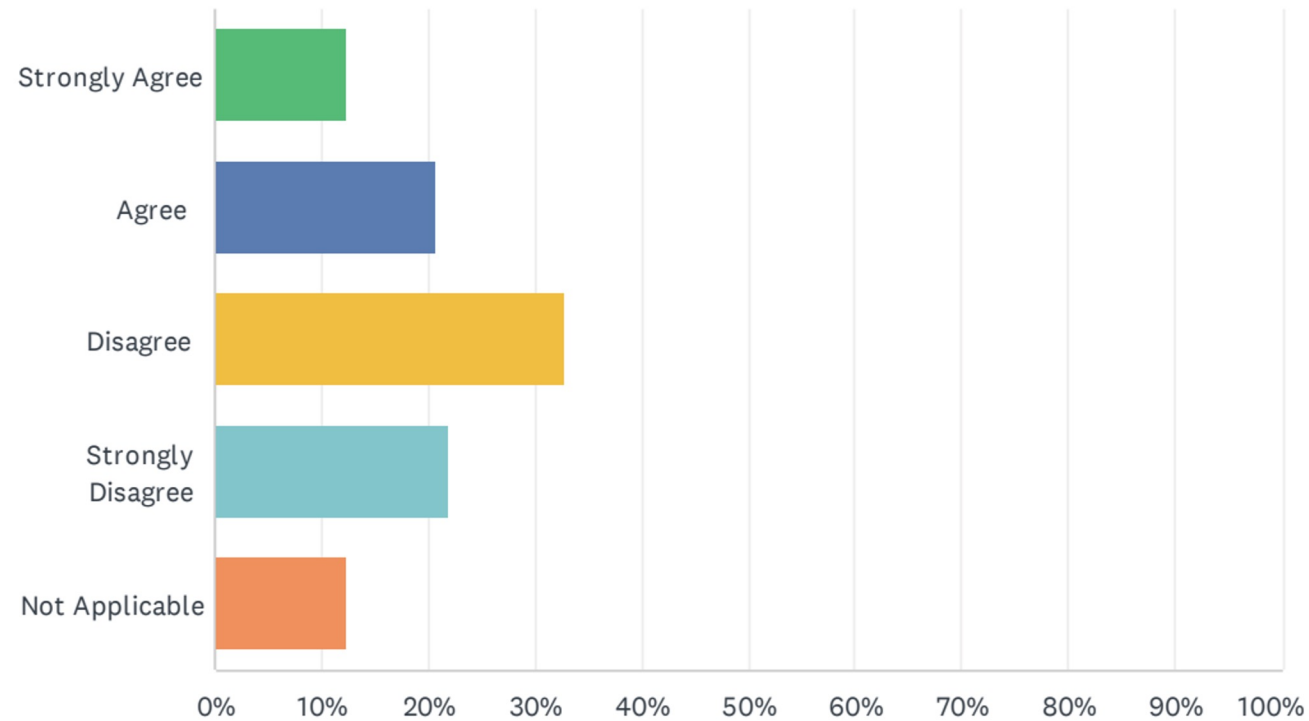
## Q9 My child feels physically safe at this school.

Answered: 1,059 Skipped: 0



## Q10 My child has been teased or bullied at school this year.

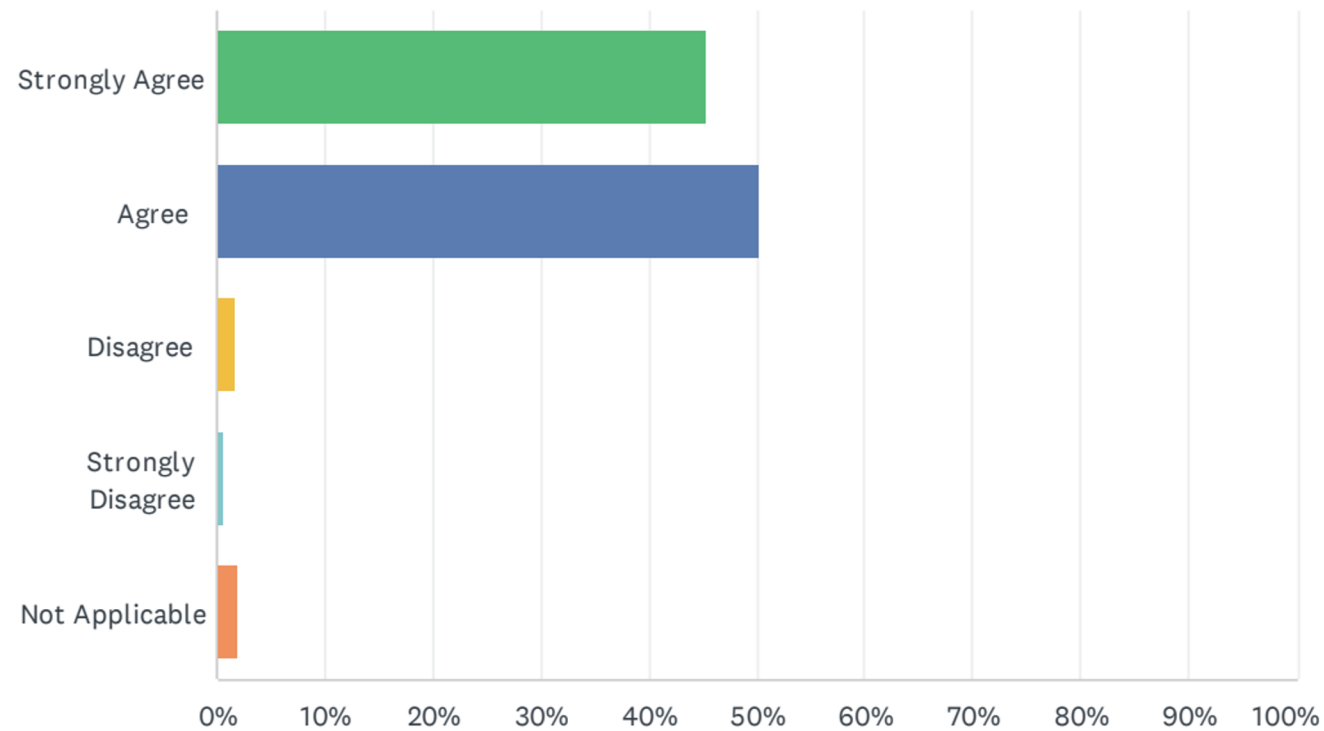
Answered: 1,059 Skipped: 0





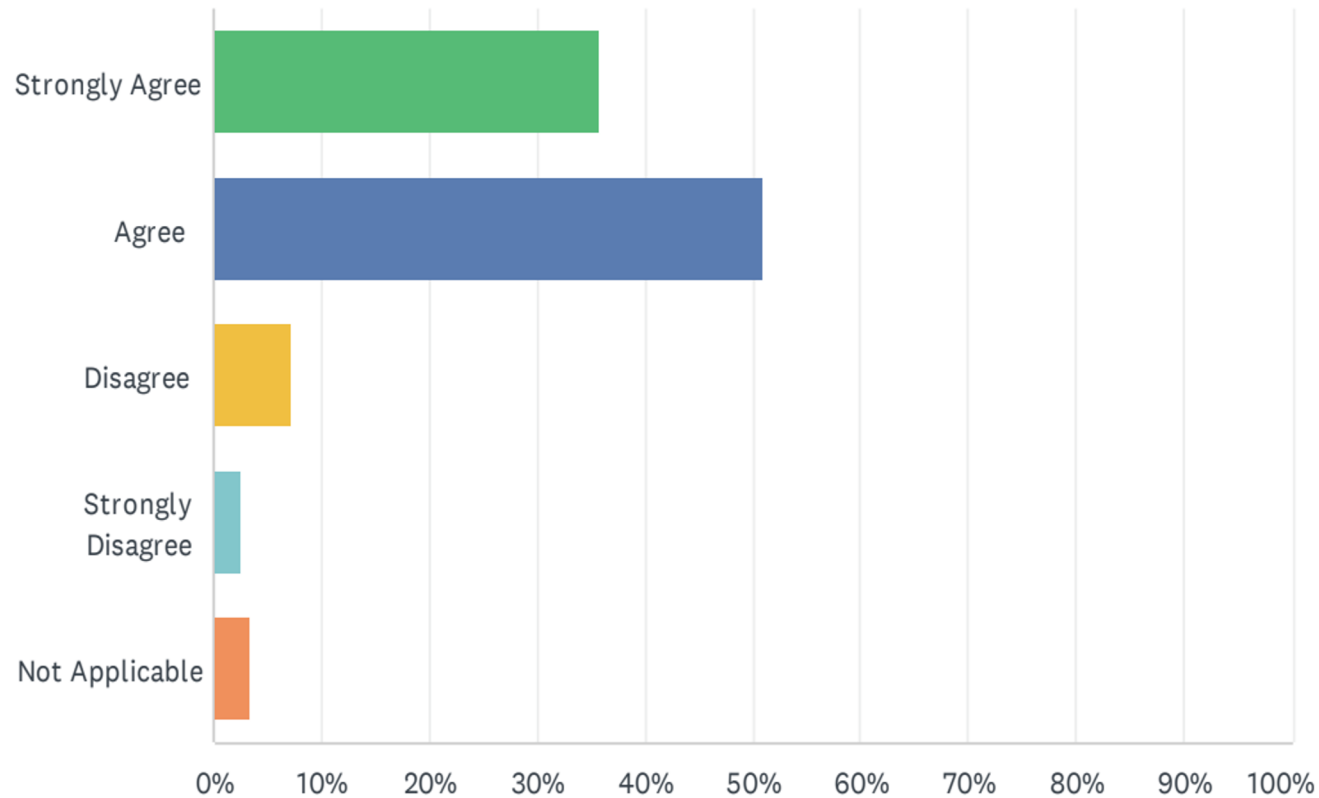
## Q11 My child's school building is in good condition.

Answered: 1,059 Skipped: 0



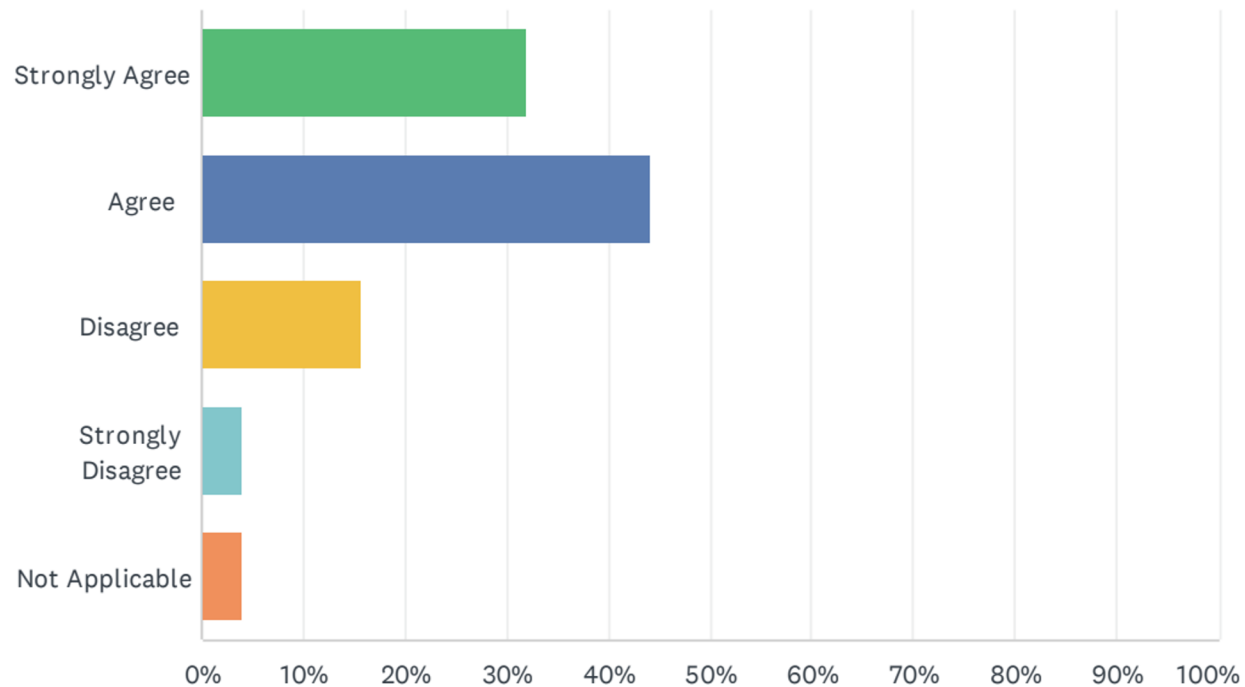
## Q12 If my child has a problem, there is someone at school who can help.

Answered: 1,059 Skipped: 0



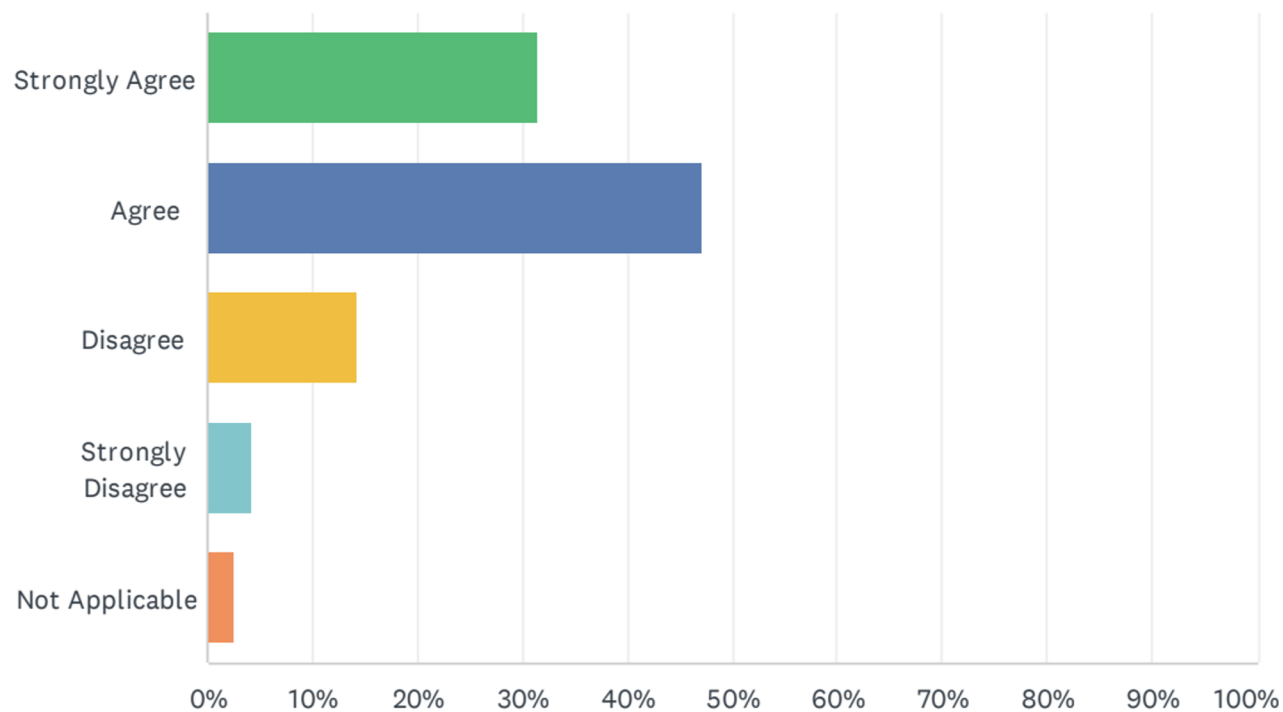
## Q13 I receive communication about the school system's progress toward meeting its goals.

Answered: 1,059 Skipped: 0



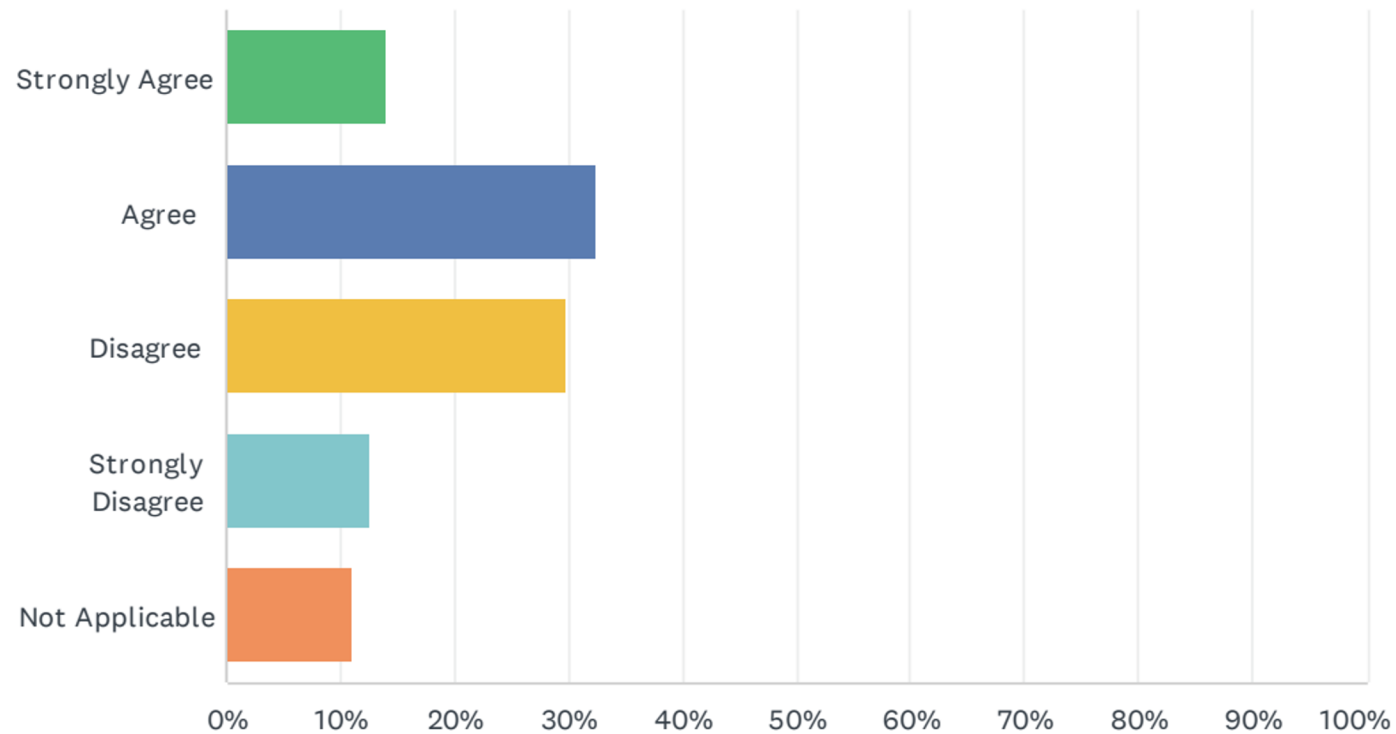
## Q14 I receive information about the educational services available to my child at school.

Answered: 1,059 Skipped: 0



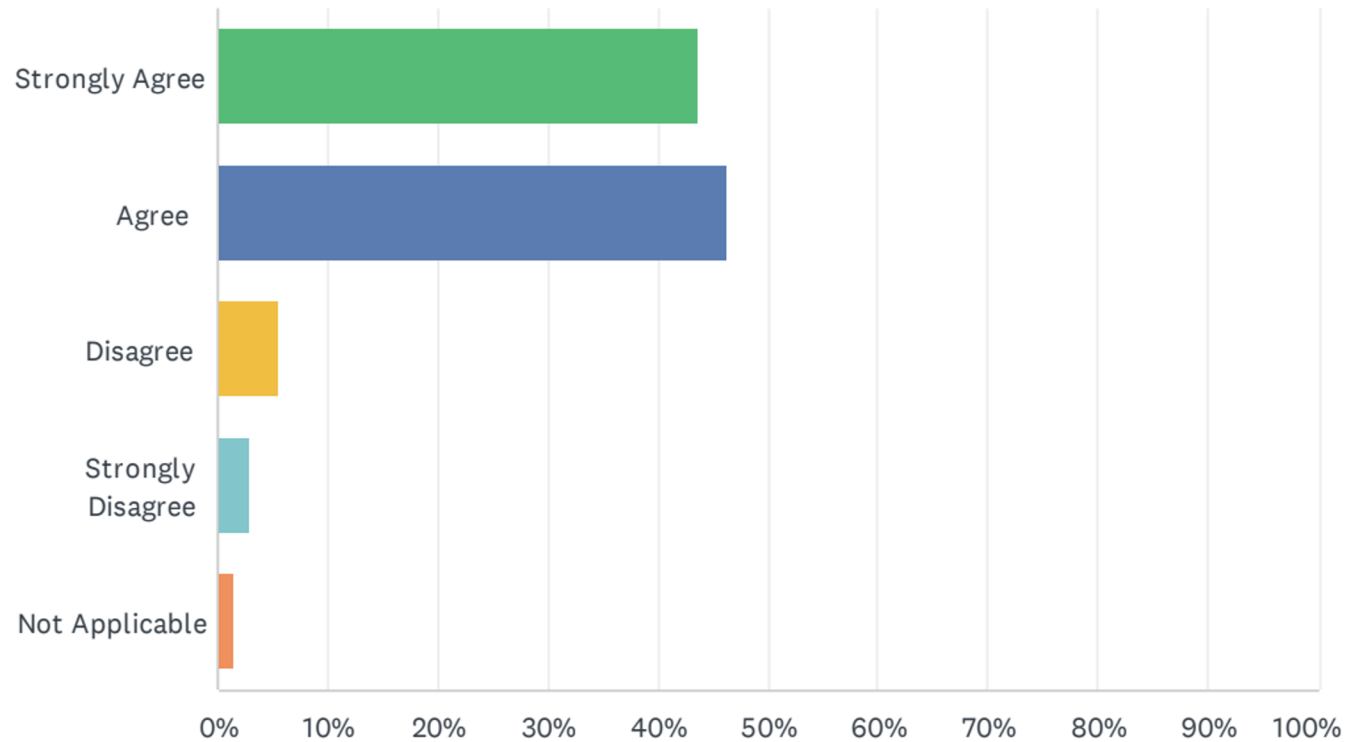
## Q15 I am asked for input about school decisions.

Answered: 1,059 Skipped: 0



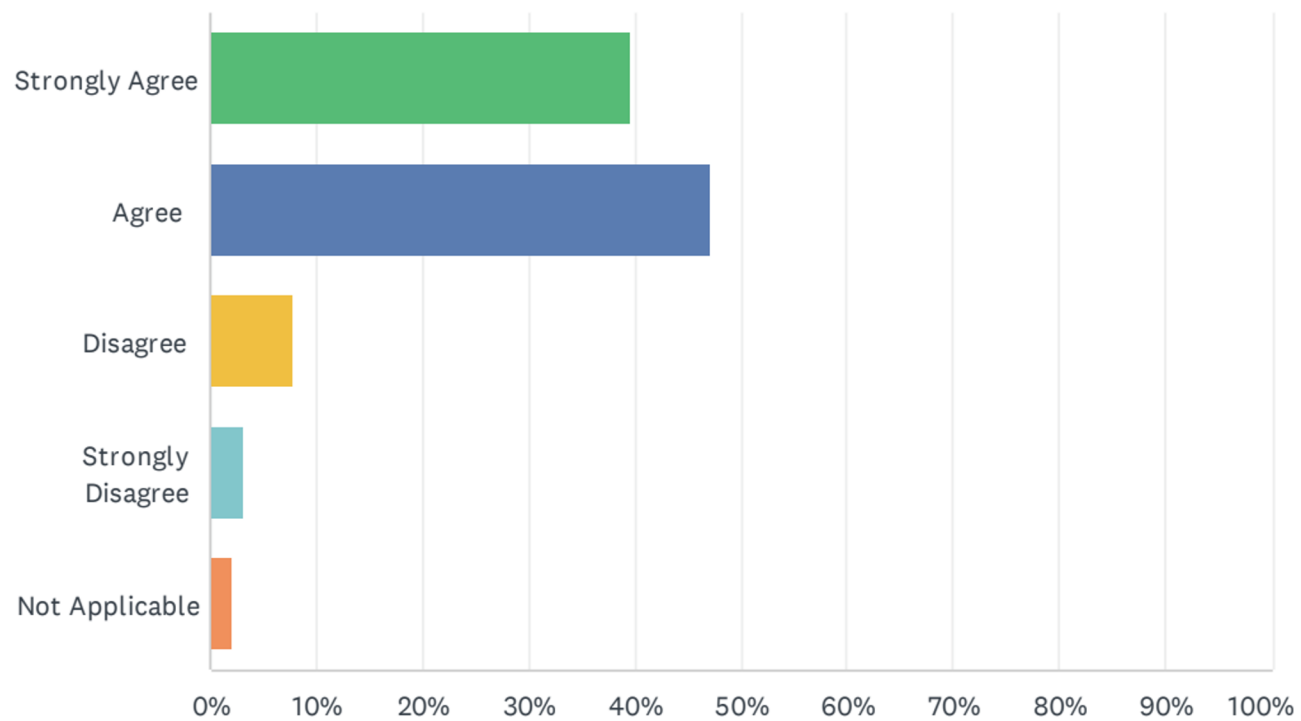
## Q16 I am comfortable talking to teachers at this school.

Answered: 1,059 Skipped: 0



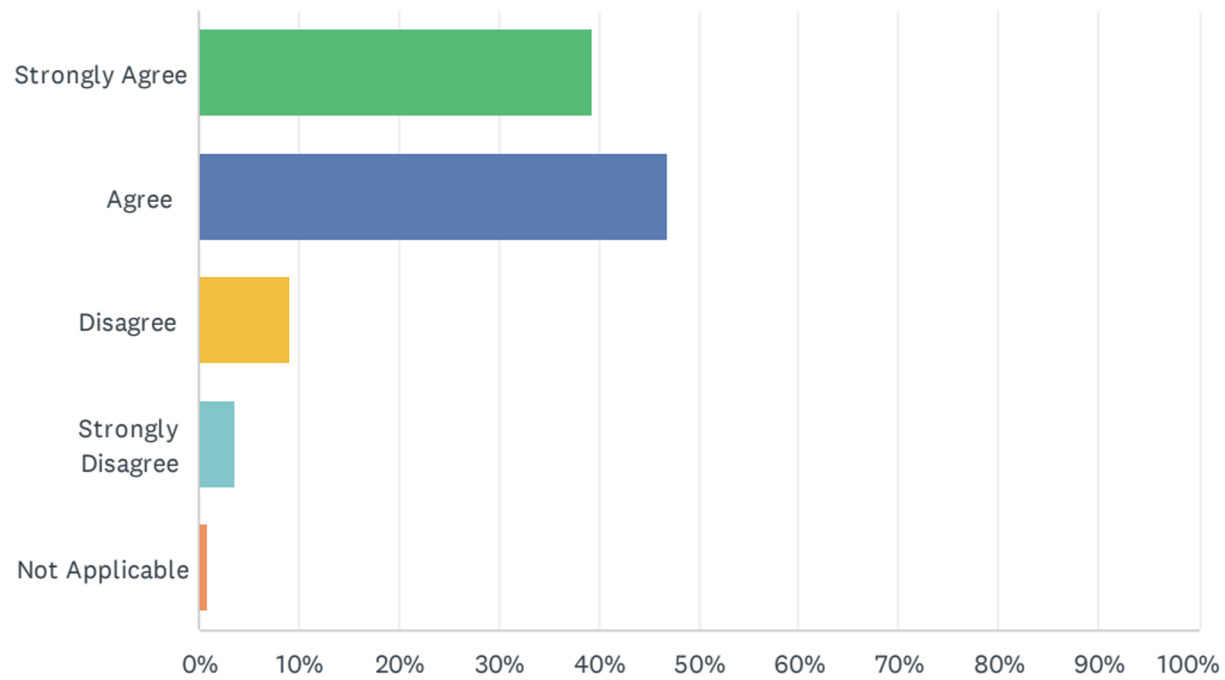
## Q17 I feel welcome at this school.

Answered: 1,059 Skipped: 0



## Q18 I know who to contact or where to find contact information if I have questions or concerns about safety at my child's school.

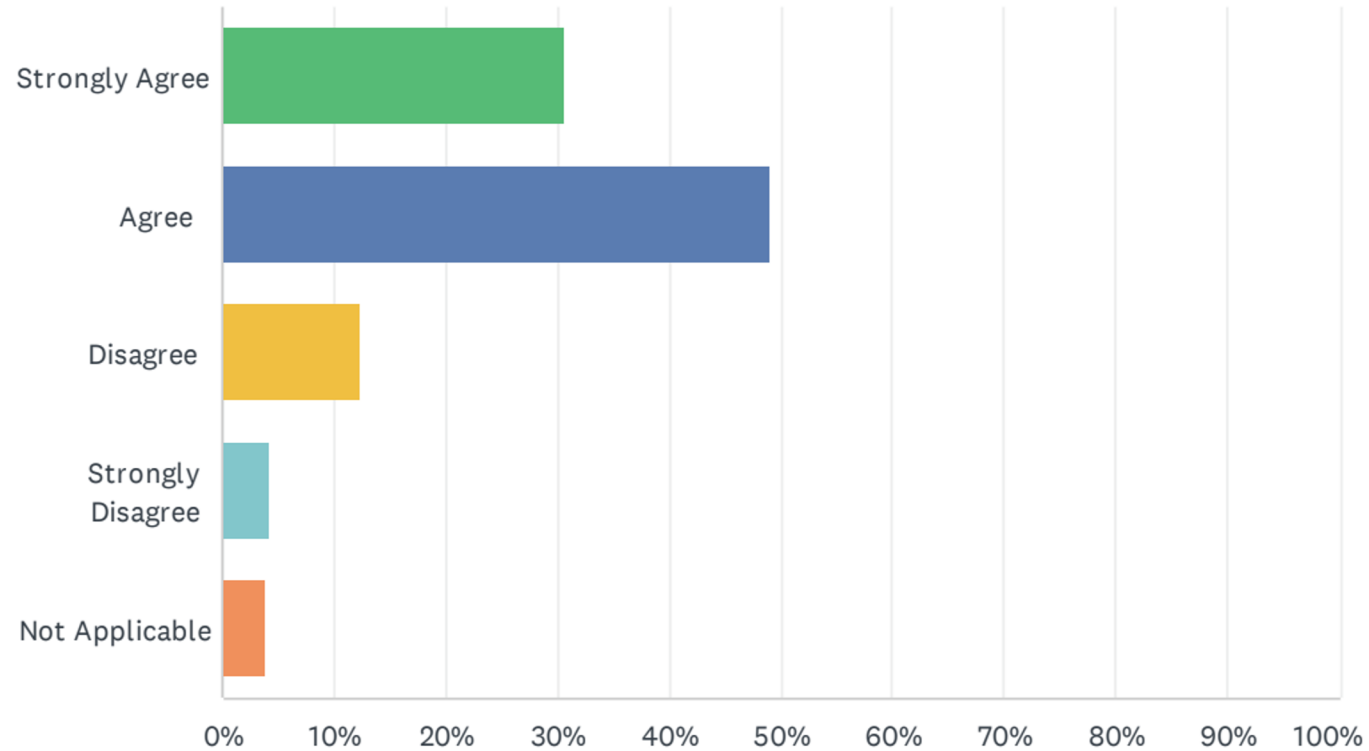
Answered: 1,059 Skipped: 0





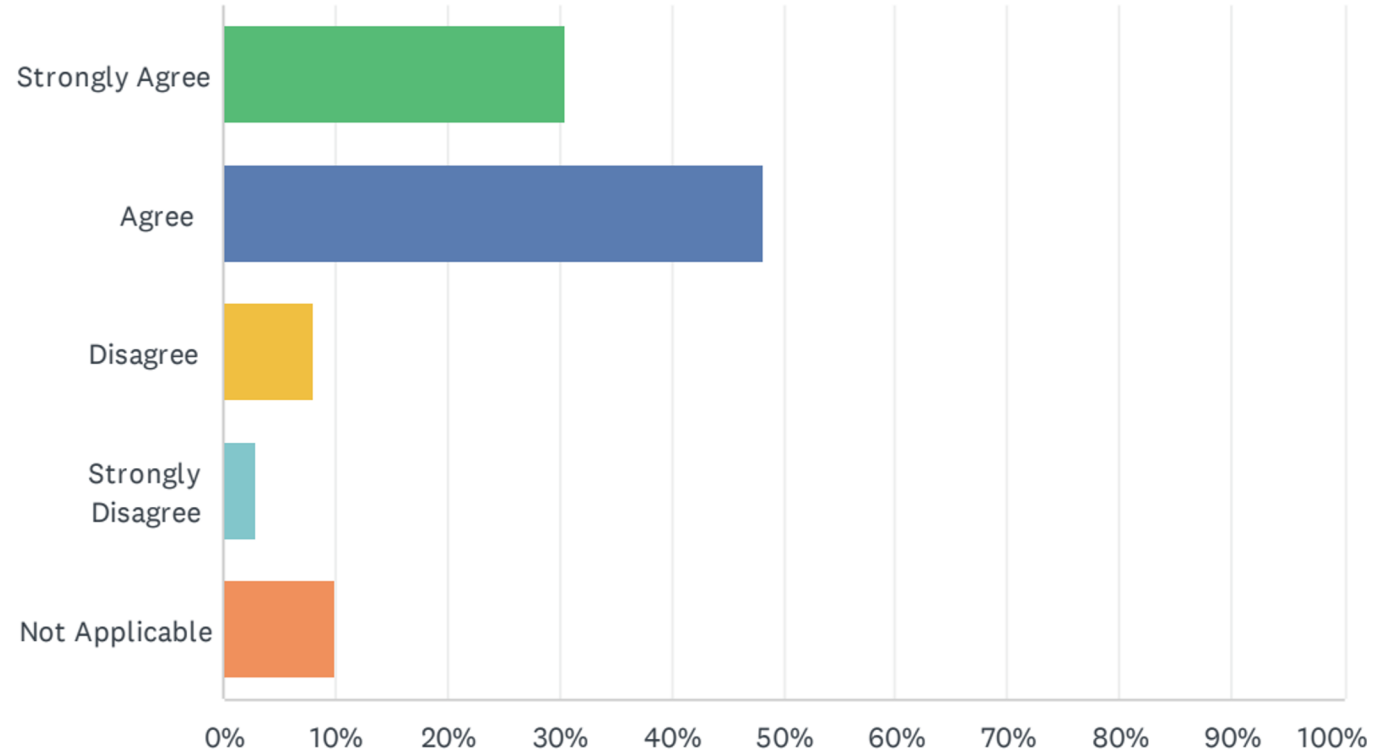
## Q19 This school sets high expectations for all students.

Answered: 1,059 Skipped: 0



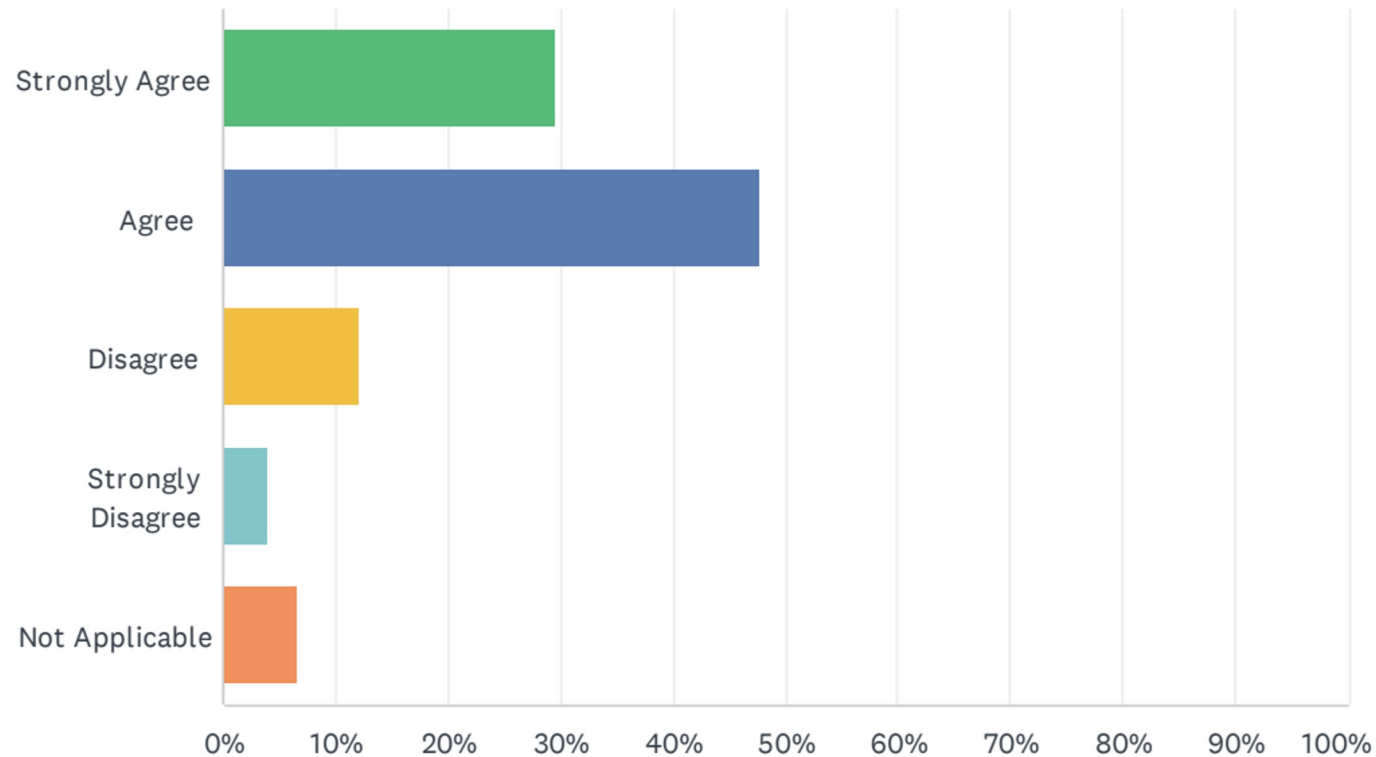
## Q20 This school has programs for my child's talents, gifts, or special needs.

Answered: 1,059 Skipped: 0



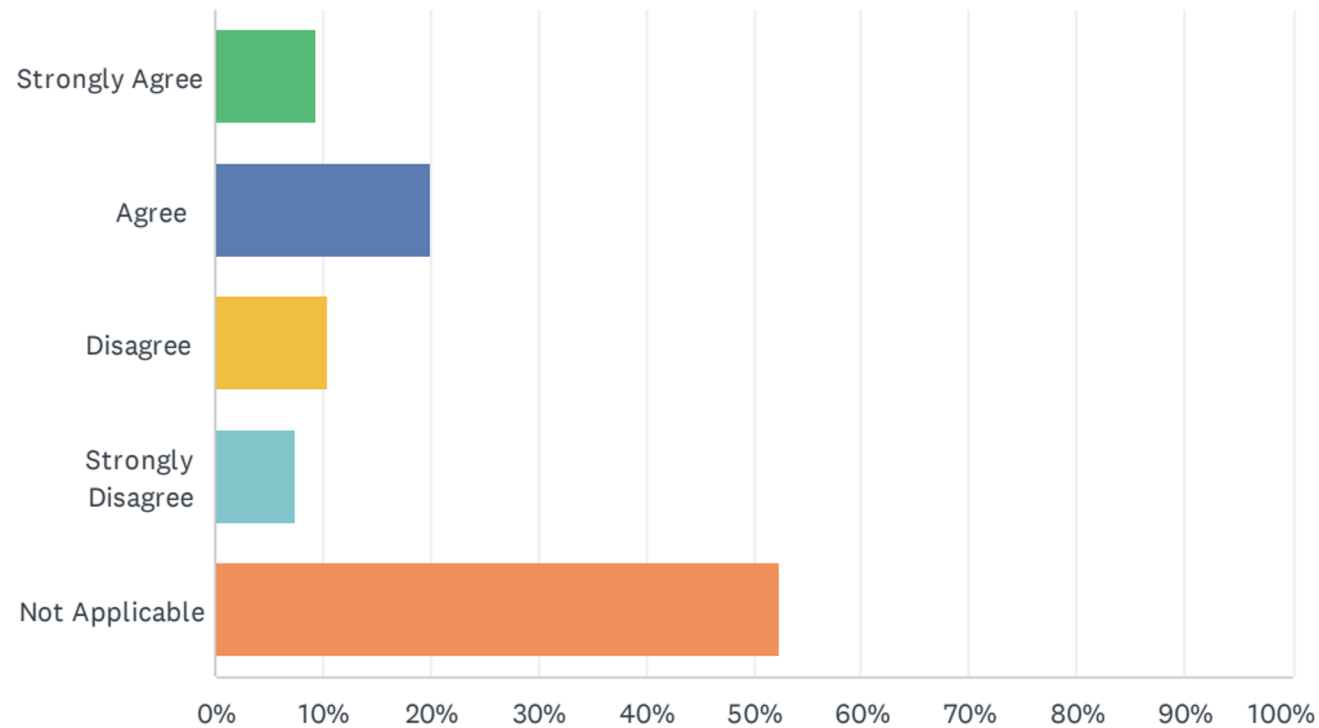
Q21 This school has programs that develop my child's self-control, responsibility, problem solving, and respect for others.

Answered: 1,059 Skipped: 0



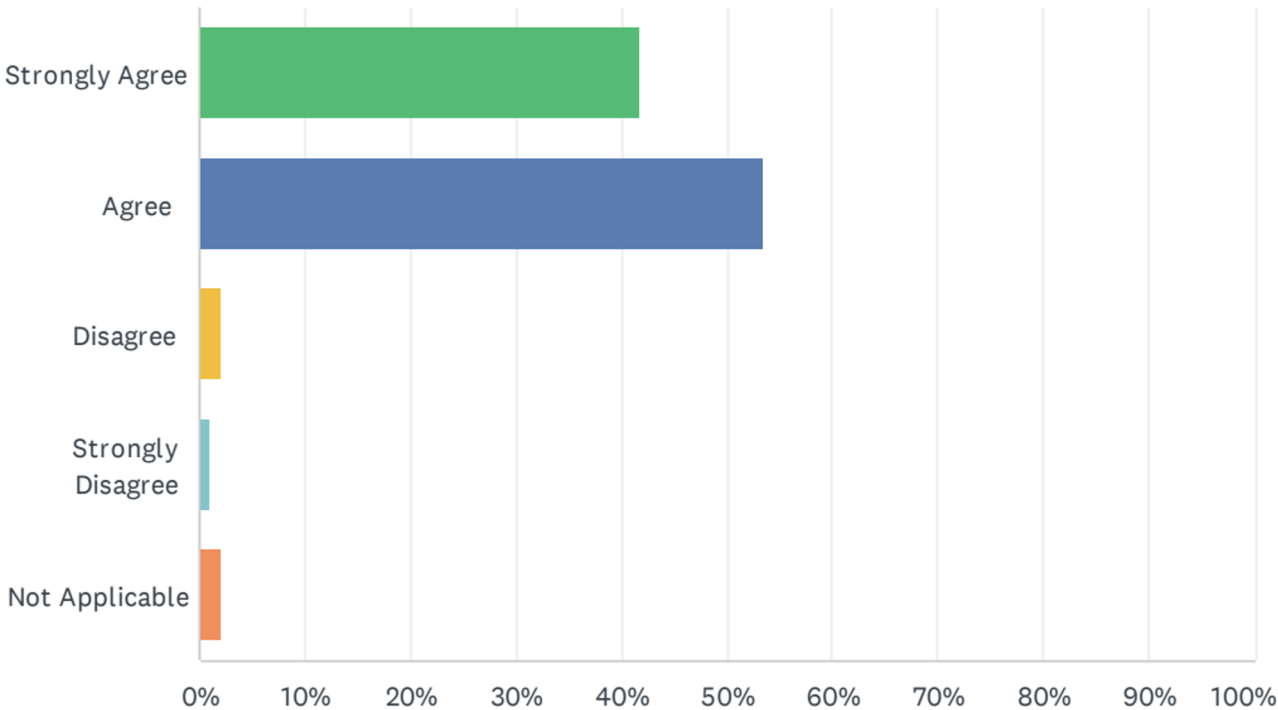
## Q22 There are programs available for the birth through pre-kindergarten population.

Answered: 1,059 Skipped: 0



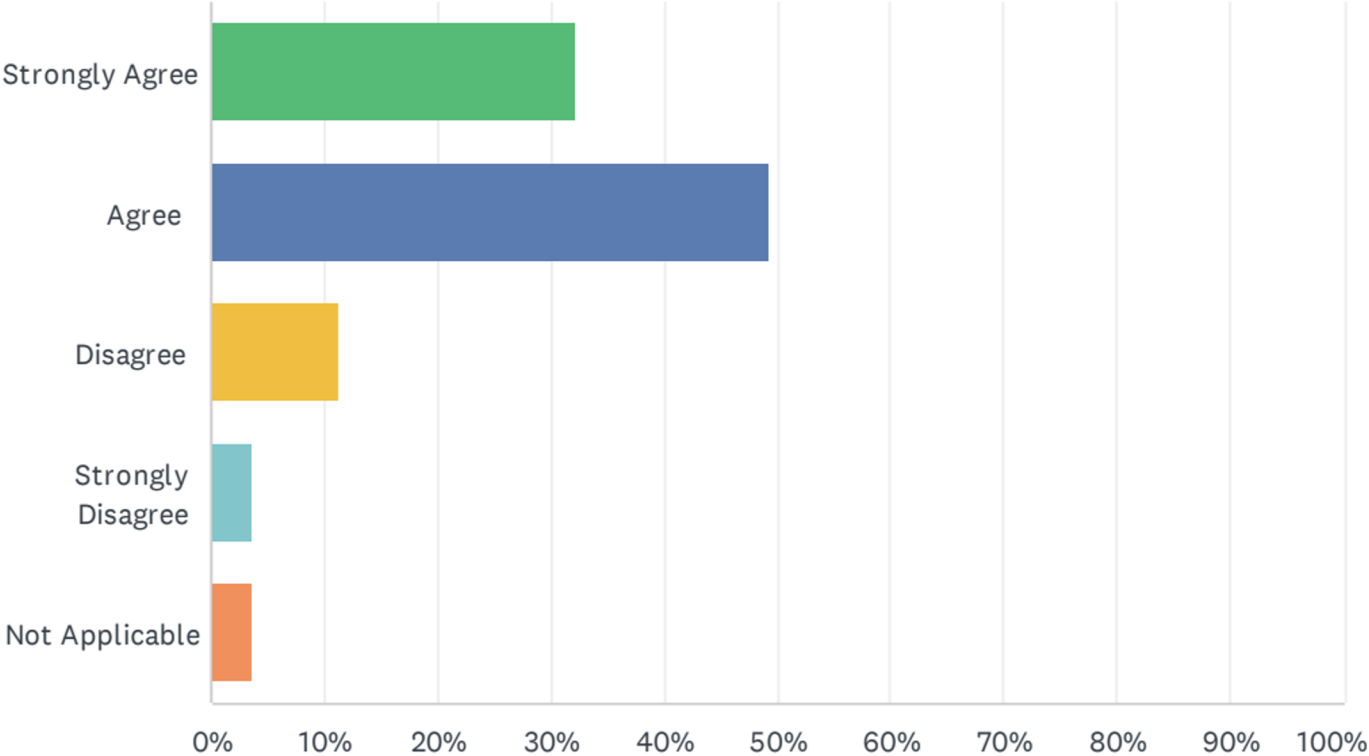
Q23 This school provides the technology (devices, connectivity, support) necessary to promote student learning.

Answered: 1,059    Skipped: 0



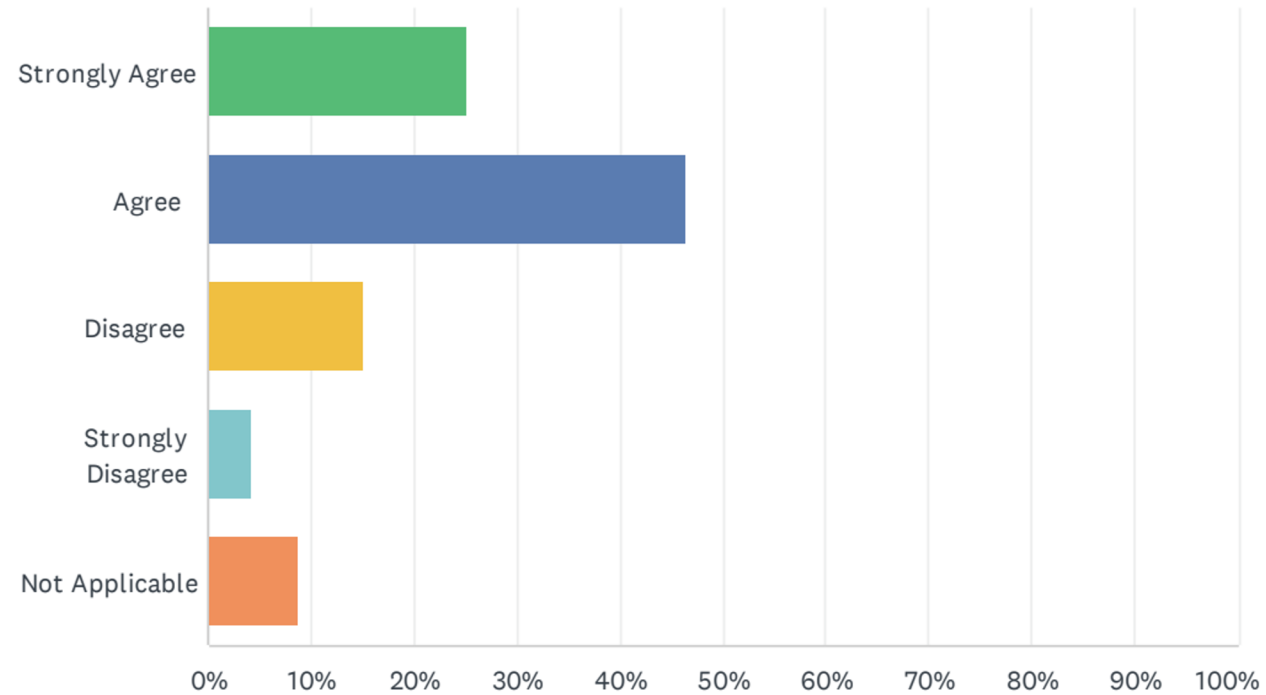
# Q24 This school recognizes the accomplishment of my child.

Answered: 1,059    Skipped: 0



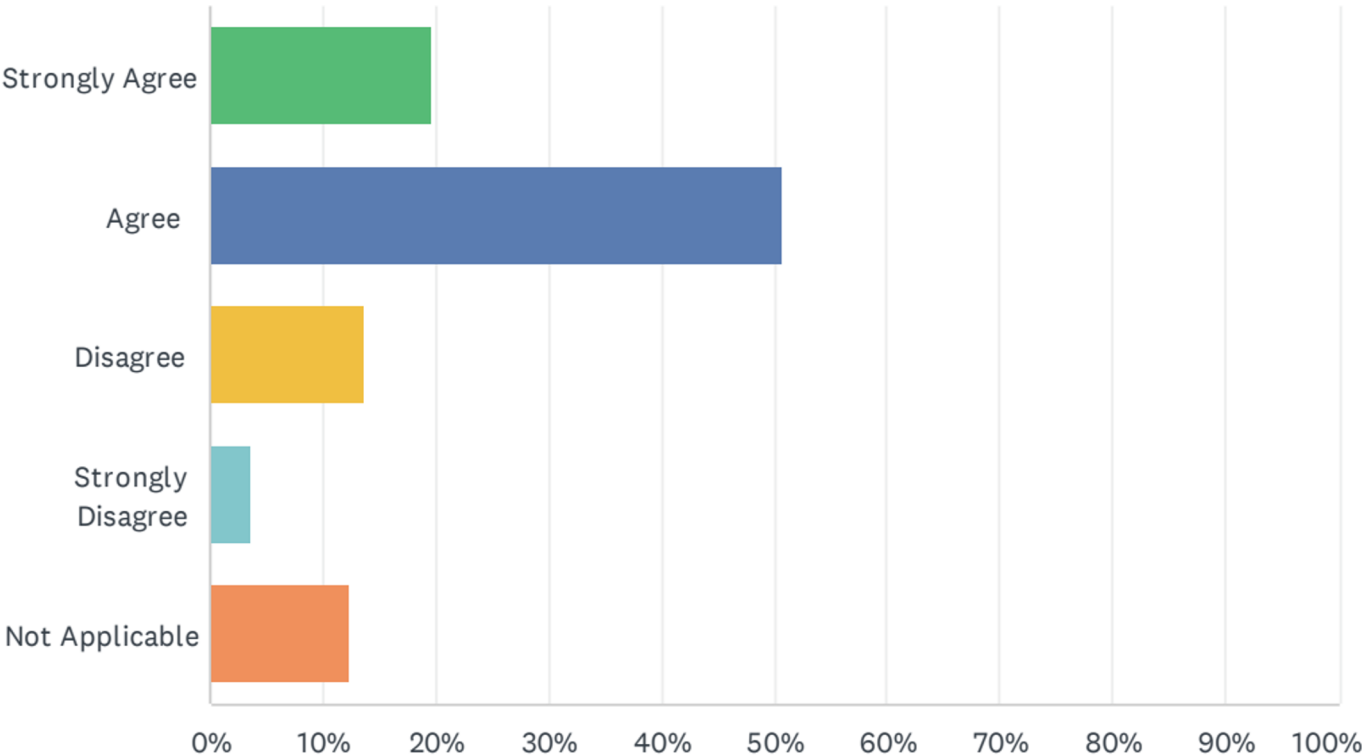
## Q25 This school has helped my child establish educational and career goals.

Answered: 1,059 Skipped: 0



# Q26 This school prioritizes closing achievement gaps among students.

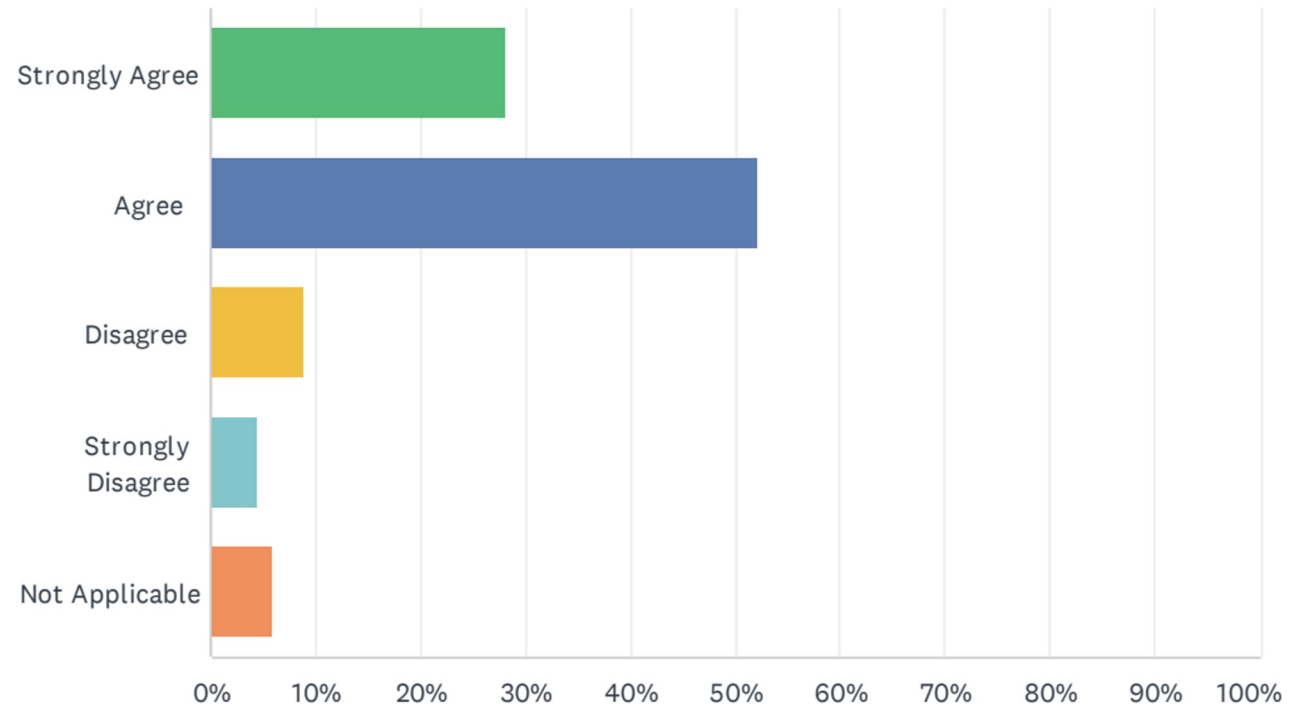
Answered: 1,059    Skipped: 0





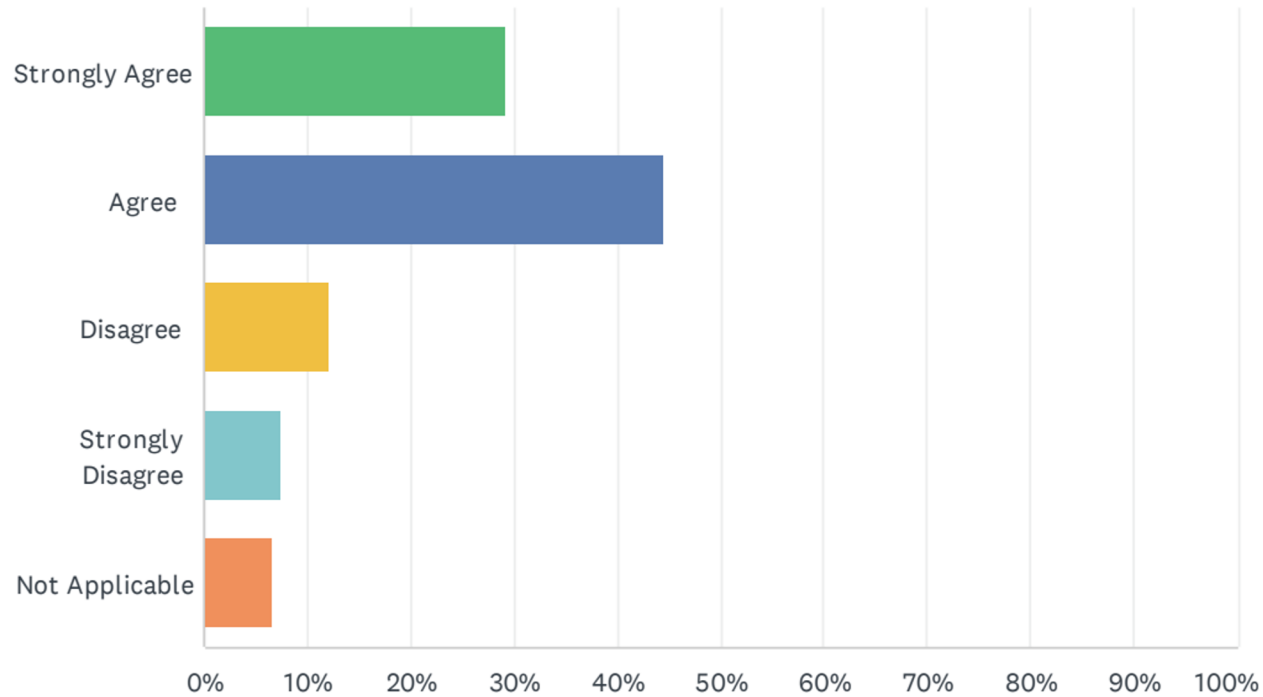
## Q27 This school values and respects differences among students and their families.

Answered: 1,059 Skipped: 0



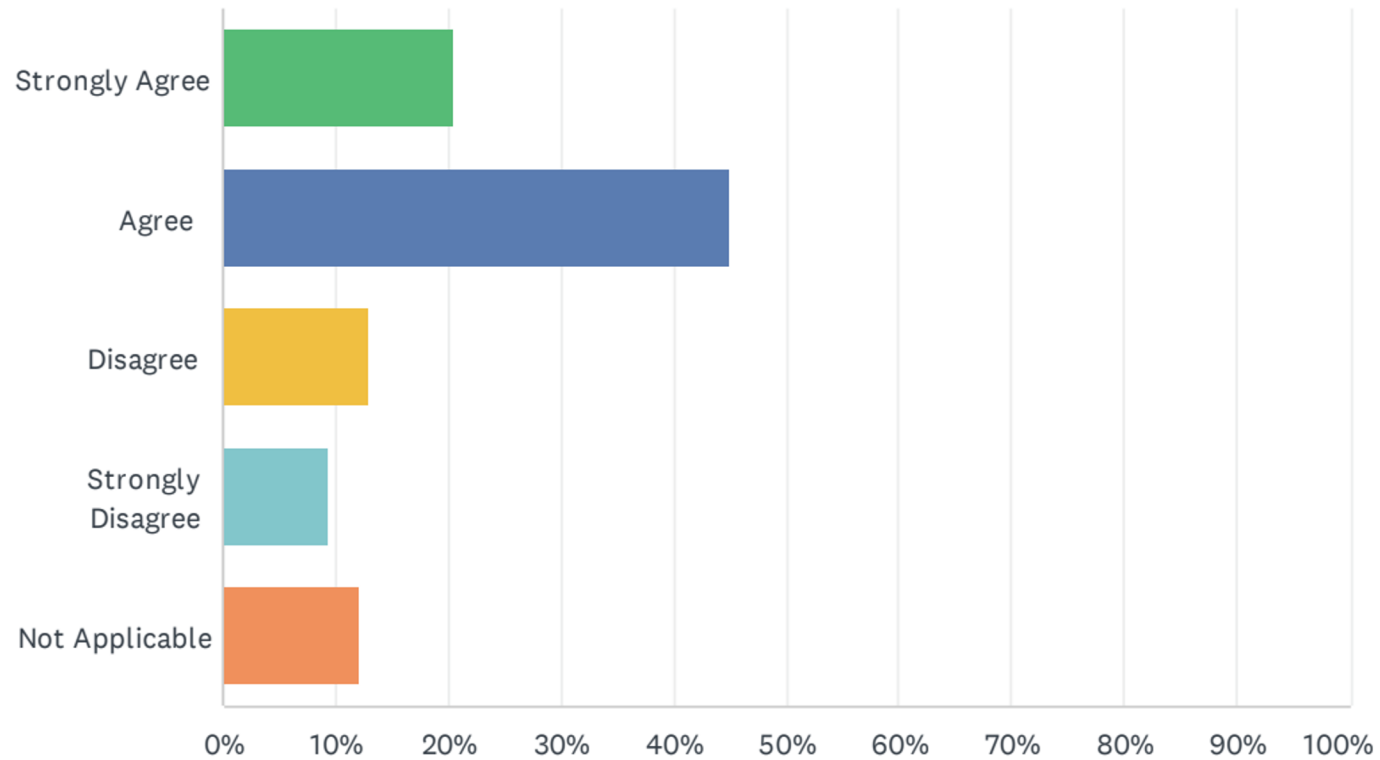
## Q28 This school treats all children the same regardless of their background.

Answered: 1,059 Skipped: 0



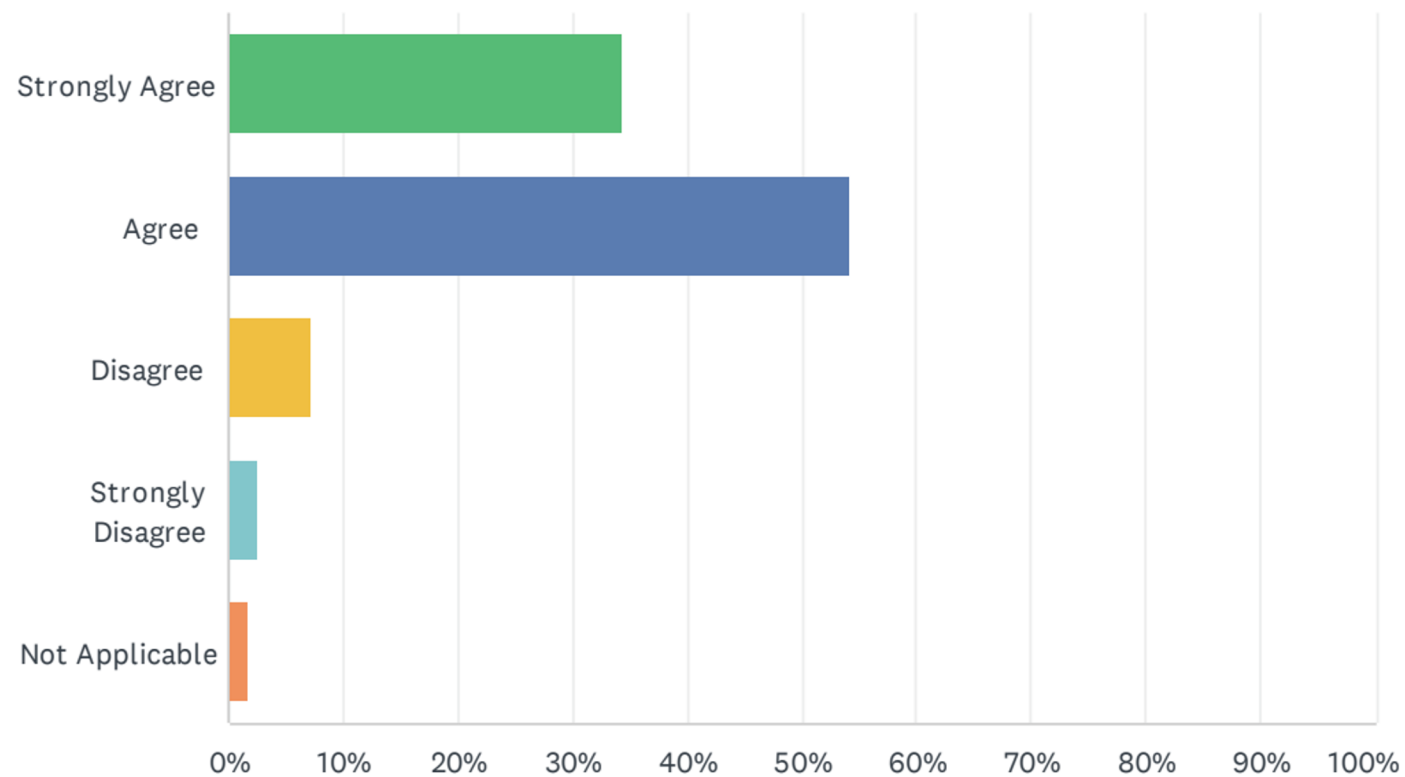
## Q29 This school handles student discipline fairly.

Answered: 1,059 Skipped: 0



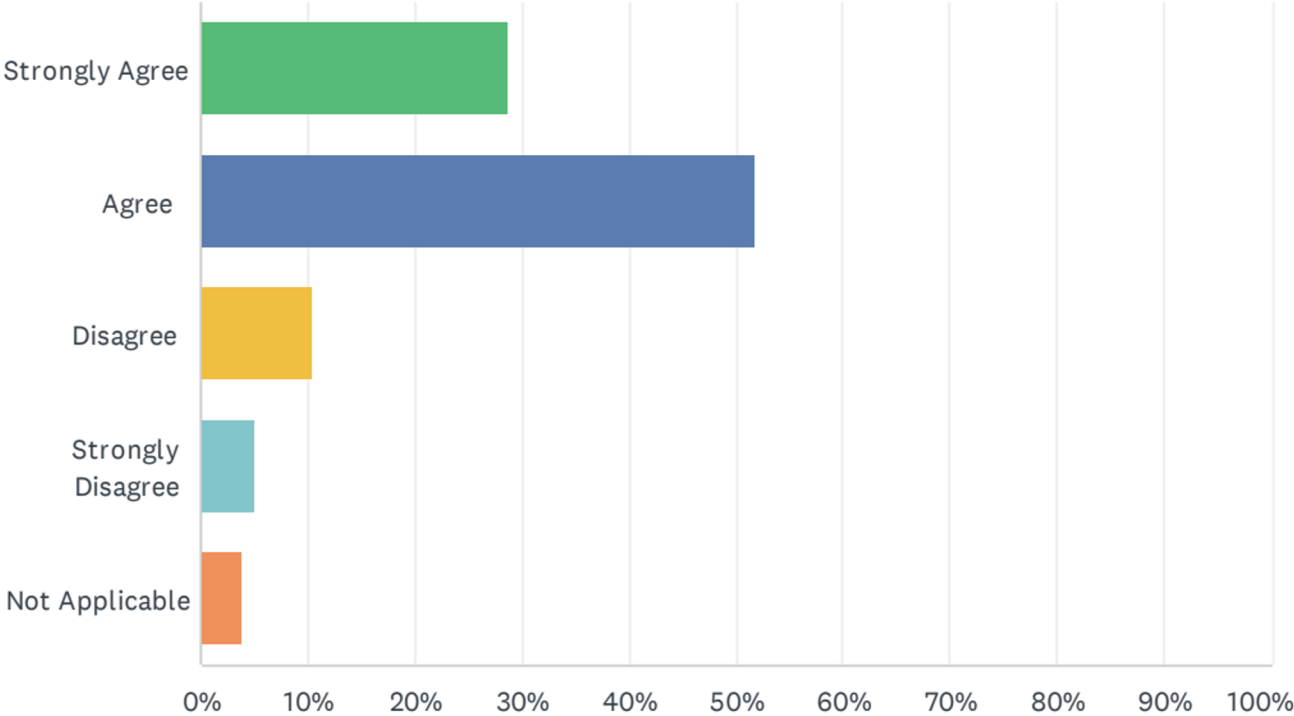
## Q30 This school's environment promotes learning.

Answered: 1,059 Skipped: 0



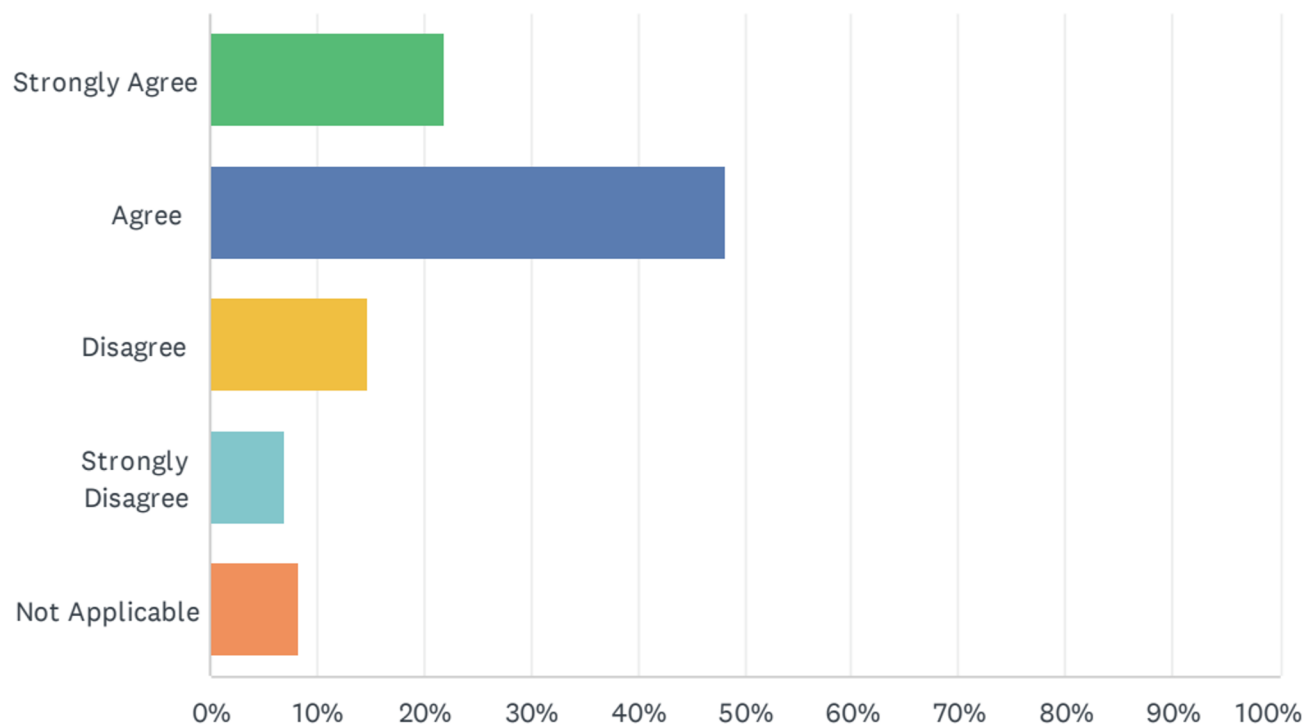
# Q31 My child's school promotes an environment of mutual respect among students.

Answered: 1,059 Skipped: 0



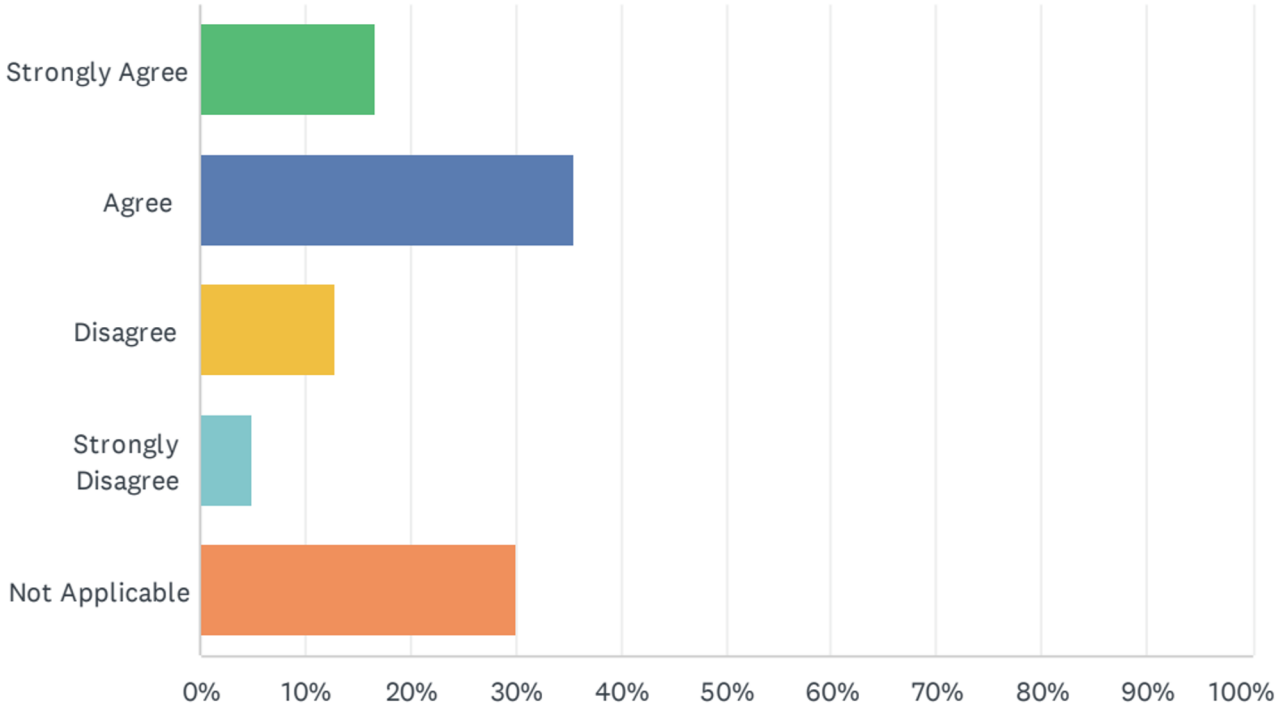
## Q32 The school system assures student voices are heard and respected.

Answered: 1,059 Skipped: 0



Q33 The school system provides school culture and climate data and reports periodically to all stakeholders.

Answered: 1,059   Skipped: 0



# Feedback Activity

**-Share Responses**

**-Question 1:** What are ways we can provide additional opportunities for parents to provide input?

**-Question 2:** What ideas do you have to share the work of the CSIP Team?

**-Question 3:** What other avenues should the district explore regarding informing our community about Bullying?



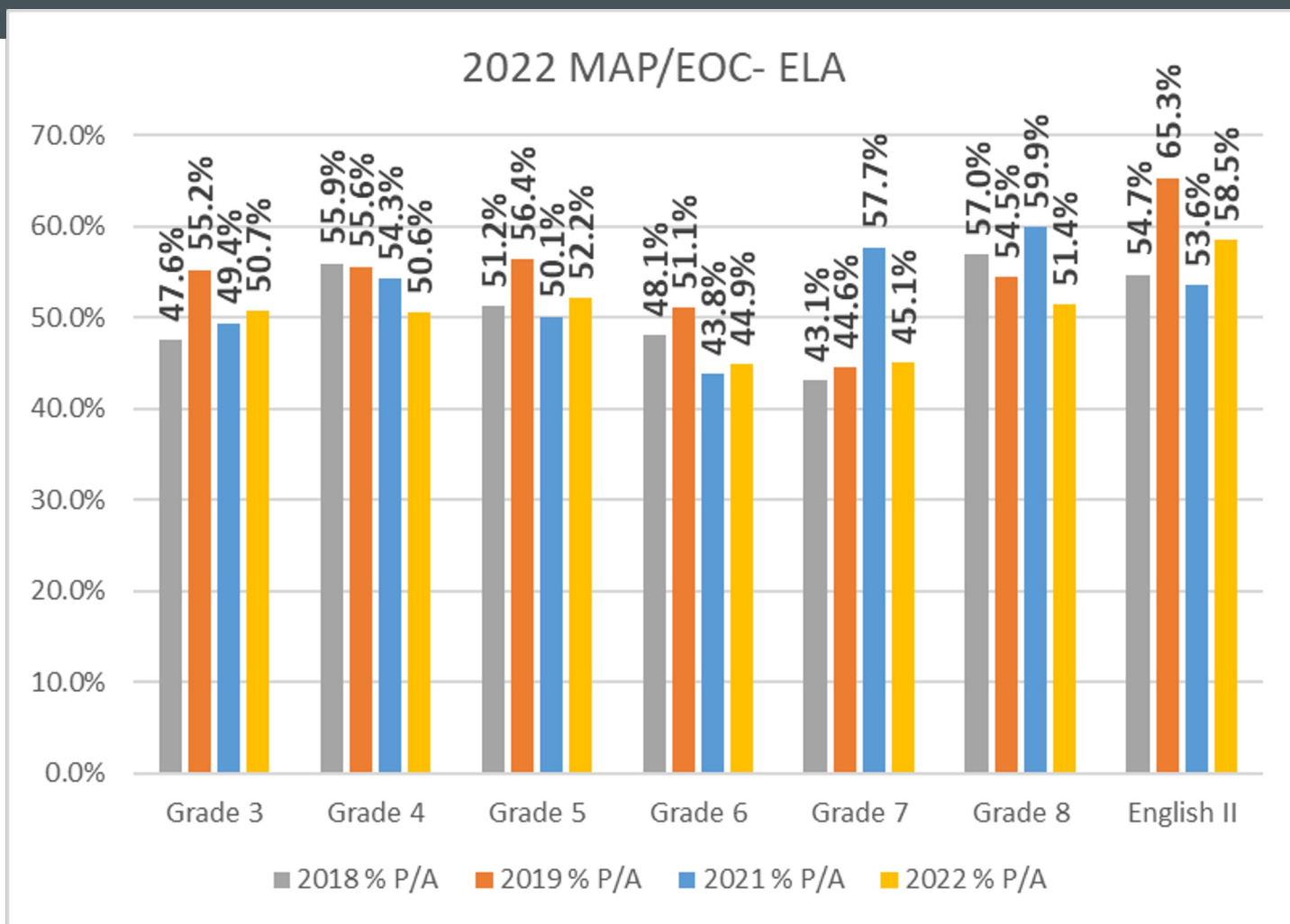


# Spring 2022 MAP Update

**JANUARY 24, 2023**



## 2022 MAP and EOC: ELA- Overall



# 2022 MAP and EOC: ELA- Overall

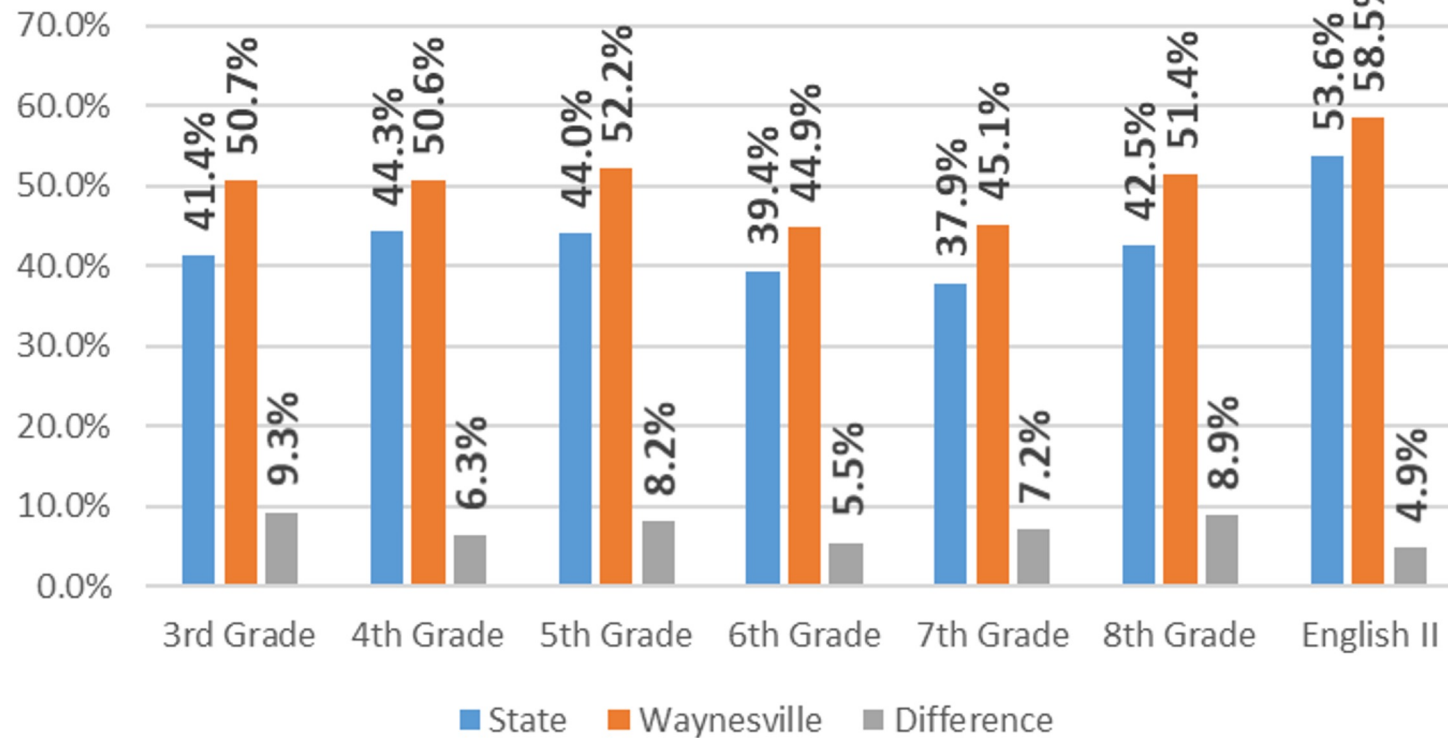


ELA	2018 % P/A	2019 % P/A	2021 % P/A	2022 % P/A
<b>Grade 3</b>	<b>47.6%</b>	<b>55.2%</b>	<b>49.4%</b>	<b>50.8%</b>
WAYNESVILLE EAST ELEM.	50.0%	53.1%	57.0%	45.0%
FREEDOM ELEM.	40.8%	48.7%	41.2%	54.3%
PARTRIDGE ELEM.	57.8%	63.2%	37.2%	57.1%
THAYER ELEM.	62.8%	75.0%	57.1%	61.8%
WOOD ELEM.	39.4%	55.9%	54.8%	42.1%
<b>Grade 4</b>	<b>55.9%</b>	<b>55.6%</b>	<b>54.3%</b>	<b>50.9%</b>
WAYNESVILLE EAST ELEM.	56.7%	57.8%	45.6%	52.0%
FREEDOM ELEM.	47.0%	52.6%	55.0%	46.3%
PARTRIDGE ELEM.	63.5%	67.1%	48.2%	44.9%
THAYER ELEM.	76.7%	61.1%	82.9%	72.7%
WOOD ELEM.	53.7%	43.1%	64.7%	49.2%
<b>Grade 5</b>	<b>51.2%</b>	<b>56.4%</b>	<b>50.1%</b>	<b>52.2%</b>
WAYNESVILLE EAST ELEM.	56.4%	62.1%	55.5%	44.9%
FREEDOM ELEM.	40.4%	51.5%	37.7%	54.0%
PARTRIDGE ELEM.	54.0%	51.5%	56.1%	55.3%
THAYER ELEM.	61.9%	63.0%	72.0%	78.1%
WOOD ELEM.	57.6%	52.3%	56.4%	51.7%
<b>Grade 6- SGC</b>	<b>48.1%</b>	<b>51.1%</b>	<b>43.8%</b>	<b>44.8%</b>
<b>Grade 7-WMDS</b>	<b>43.1%</b>	<b>44.6%</b>	<b>57.7%</b>	<b>45.1%</b>
<b>Grade 8- WMDS</b>	<b>57.0%</b>	<b>54.5%</b>	<b>59.7%</b>	<b>51.5%</b>
<b>English II- WHS</b>	<b>54.7%</b>	<b>65.3%</b>	<b>53.3%</b>	<b>59.3%</b>

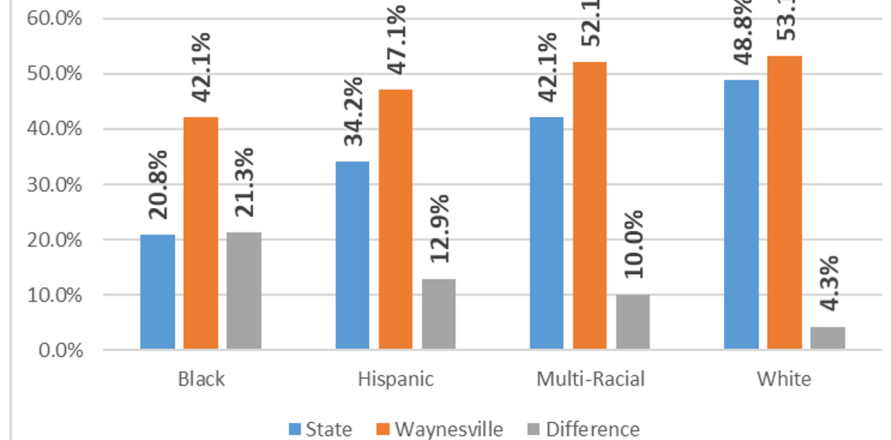


# 2022 MAP and EOC: ELA- District Compared to State

2022 MAP & EOC: ELA

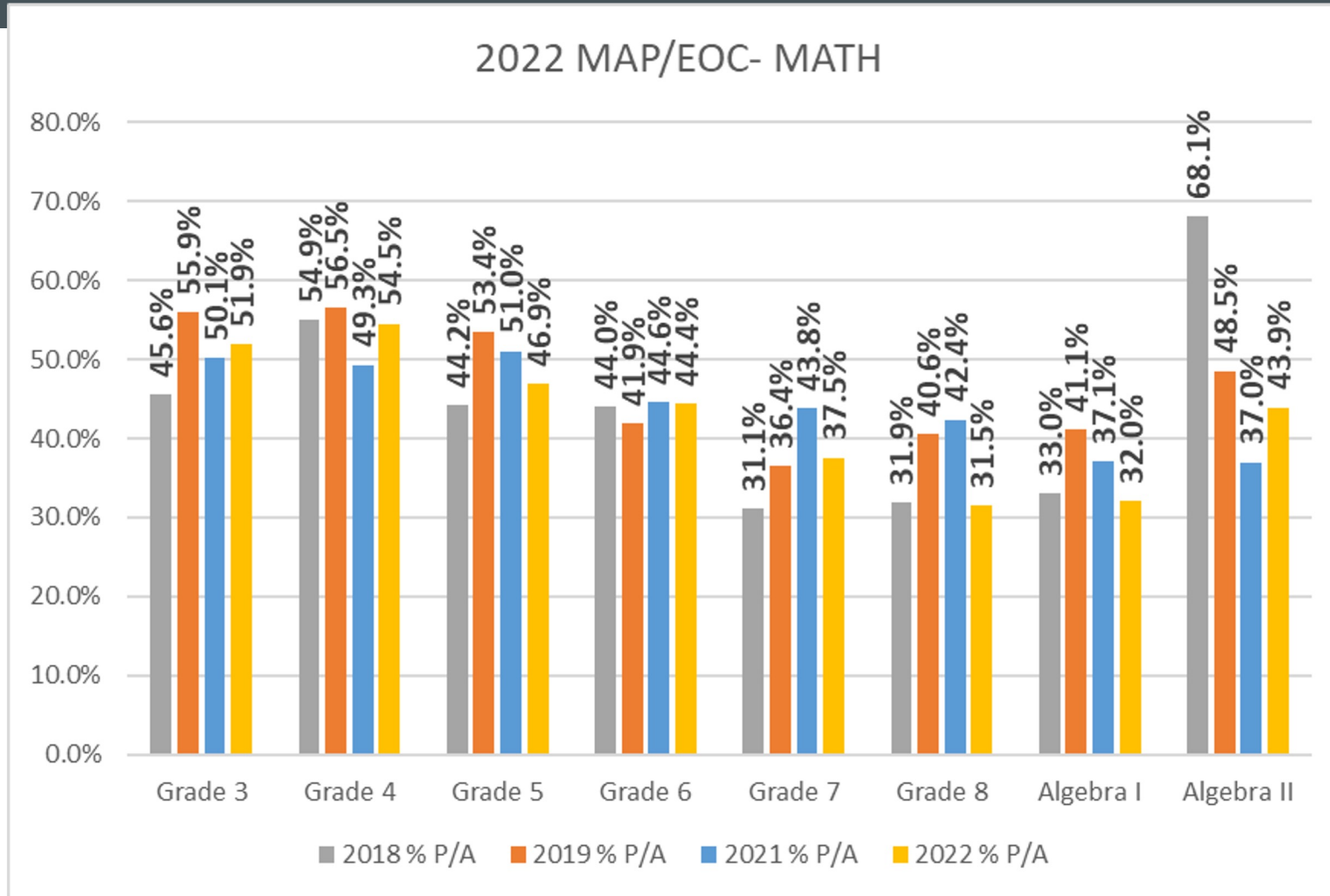


2022 MAP & EOC: ELA





# 2022 MAP and EOC: MATH- Overall



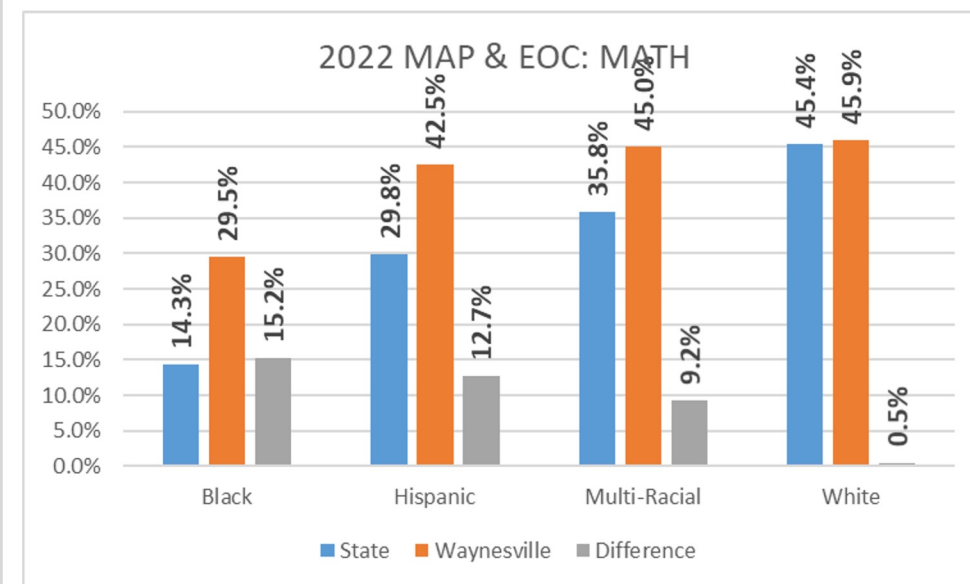
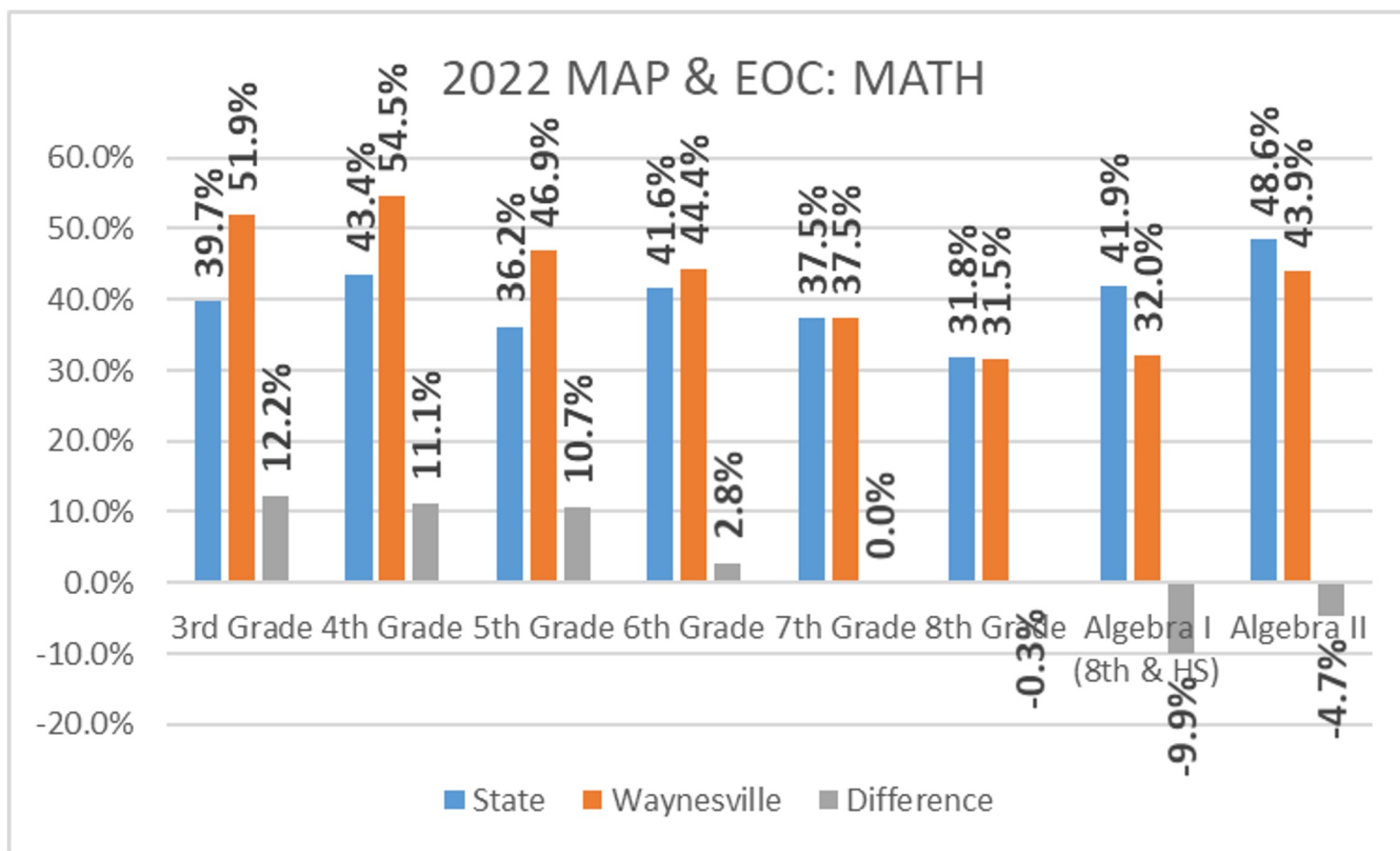
# 2022 MAP and EOC: MATH- Overall



Math	2018 % P/A	2019 % P/A	2021 % P/A	2022 % P/A
<b>Grade 3</b>	<b>45.6%</b>	<b>55.9%</b>	<b>50.1%</b>	<b>52.1%</b>
WAYNESVILLE EAST ELEM.	47.0%	50.3%	49.3%	45.0%
FREEDOM ELEM.	42.6%	52.6%	42.6%	54.3%
PARTRIDGE ELEM.	50.0%	62.1%	53.3%	57.1%
THAYER ELEM.	62.8%	70.5%	61.9%	61.8%
WOOD ELEM.	34.8%	64.4%	49.3%	42.1%
<b>Grade 4</b>	<b>54.9%</b>	<b>56.5%</b>	<b>49.3%</b>	<b>54.8%</b>
WAYNESVILLE EAST ELEM.	57.9%	59.9%	42.9%	40.8%
FREEDOM ELEM.	47.6%	53.2%	49.7%	56.7%
PARTRIDGE ELEM.	54.1%	56.3%	38.2%	55.1%
THAYER ELEM.	74.4%	77.8%	74.3%	61.8%
WOOD ELEM.	53.7%	46.2%	60.3%	56.1%
<b>Grade 5</b>	<b>44.2%</b>	<b>53.4%</b>	<b>51.0%</b>	<b>47.3%</b>
WAYNESVILLE EAST ELEM.	53.2%	62.1%	60.7%	43.1%
FREEDOM ELEM.	26.5%	47.9%	38.4%	46.7%
PARTRIDGE ELEM.	52.4%	36.8%	43.9%	40.4%
THAYER ELEM.	52.4%	61.7%	84.0%	78.1%
WOOD ELEM.	55.9%	56.8%	46.2%	49.0%
<b>Grade 6- SGC</b>	<b>44.0%</b>	<b>41.9%</b>	<b>44.4%</b>	<b>44.4%</b>
<b>Grade 7-WMDS</b>	<b>31.1%</b>	<b>36.4%</b>	<b>43.6%</b>	<b>37.8%</b>
<b>Grade 8- WMDS</b>	<b>31.9%</b>	<b>40.6%</b>	<b>42.3%</b>	<b>39.0%</b>
Grade 8- Math 8	20.4%	31.3%	35.4%	31.6%
Grade 8- Algebra 1 EOC	93.3%	87.7%	79.1%	84.0%
<b>Algebra I- WHS</b>	<b>33.0%</b>	<b>41.1%</b>	<b>36.6%</b>	<b>23.1%</b>
<b>Algebra II- WHS</b>	<b>68.1%</b>	<b>48.5%</b>	<b>37.5%</b>	<b>44.0%</b>



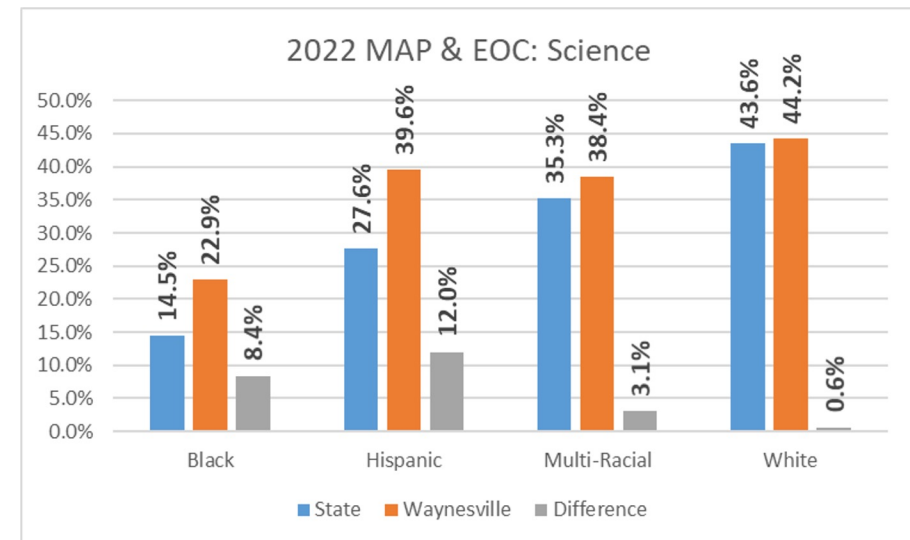
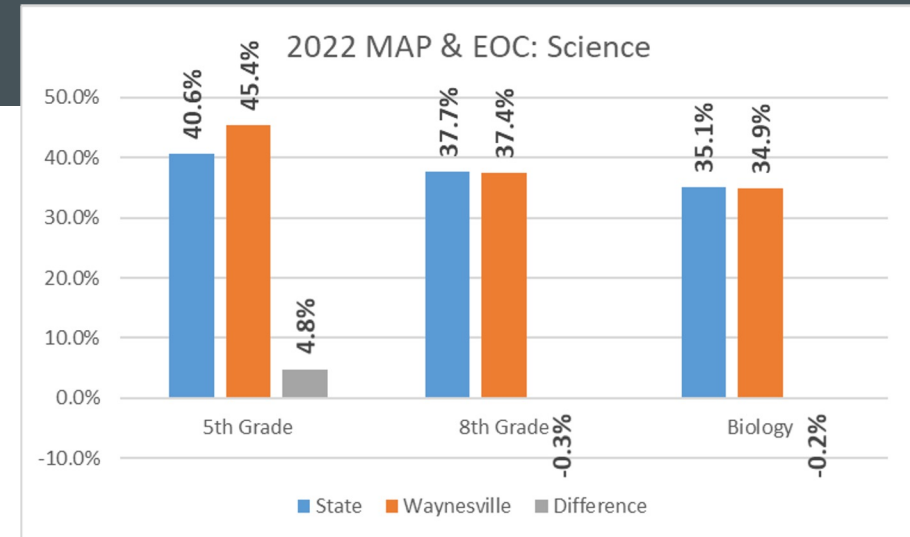
# 2022 MAP and EOC: MATH- District Compared to State



# 2022 MAP and EOC: SCIENCE-



Science	2019 % P/A New Test	2021 % P/A	2022 % P/A
<b>Grade 5</b>	<b>44.1%</b>	<b>41.8%</b>	<b>45.5%</b>
WAYNESVILLE EAST ELEM.	48.4%	46.7%	41.6%
FREEDOM ELEM.	31.6%	35.6%	43.7%
PARTRIDGE ELEM.	44.3%	46.7%	42.6%
THAYER ELEM.	65.0%	61.9%	68.7%
WOOD ELEM.	61.1%	51.6%	50.8%
<b>Grade 8- WMDS</b>	<b>45.8%</b>	<b>42.9%</b>	<b>37.3%</b>
<b>Biology- WHS</b>	<b>45.6%</b>	<b>43.8%</b>	<b>35.6%</b>

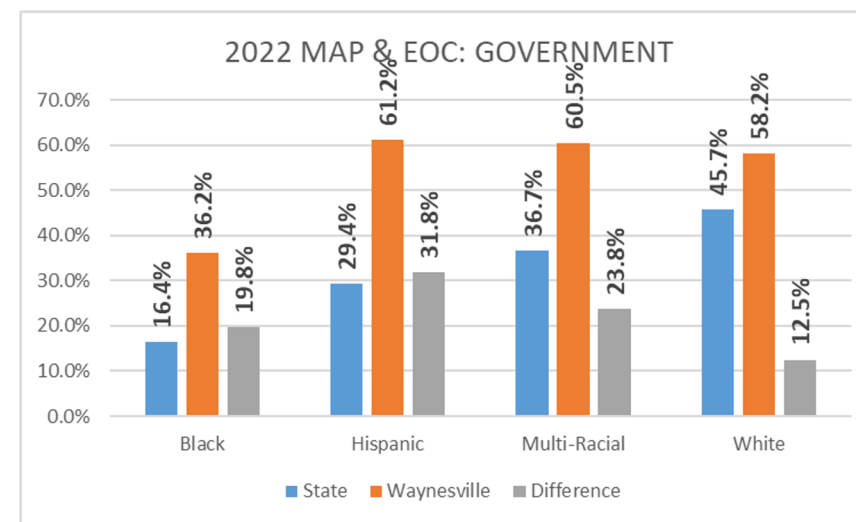
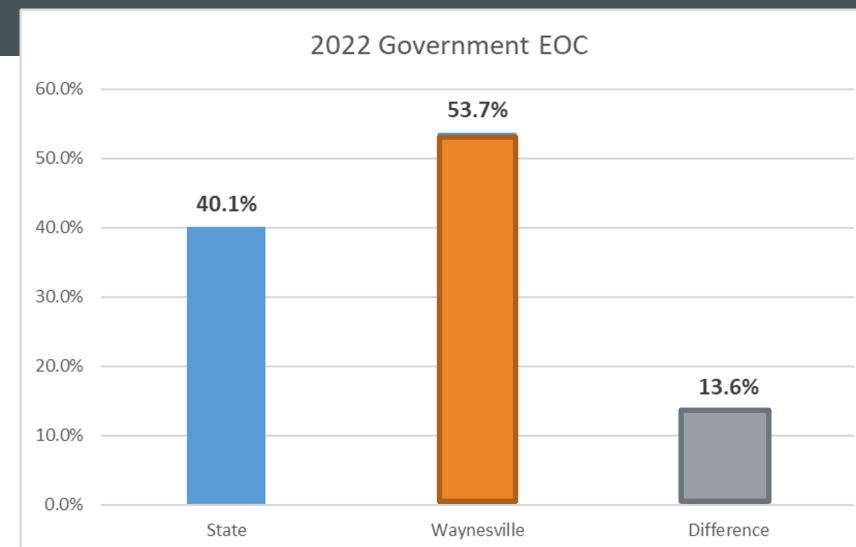
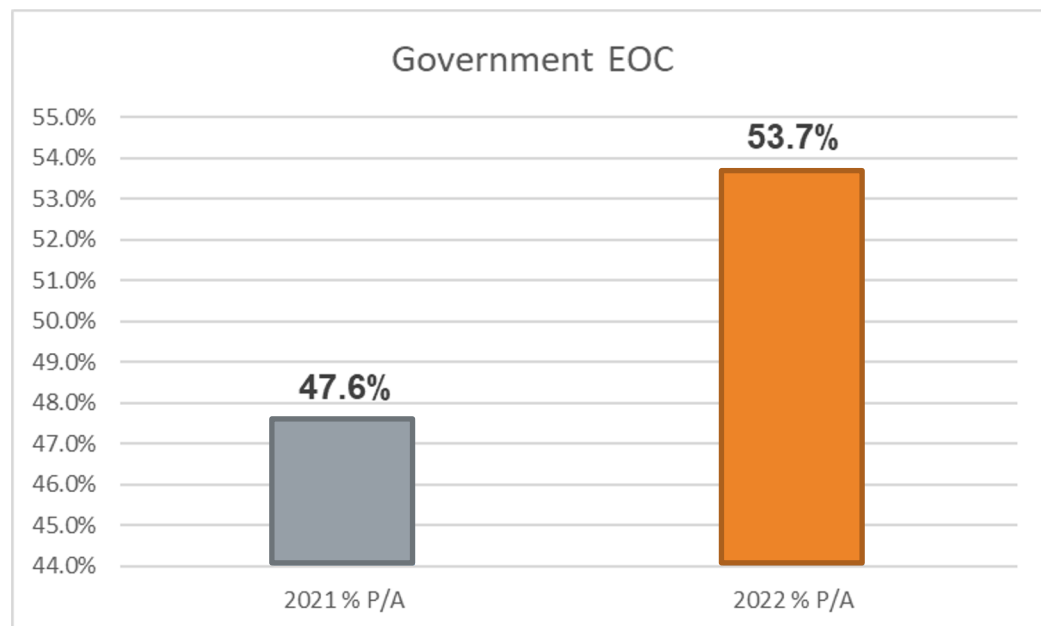




# 2022 EOC: Government

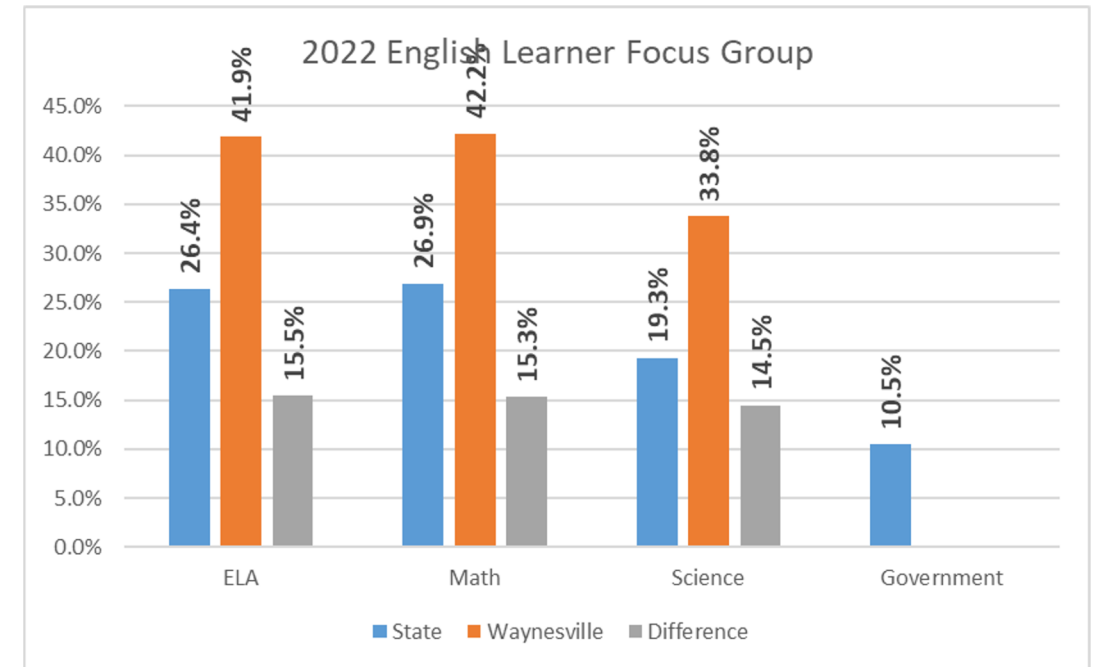
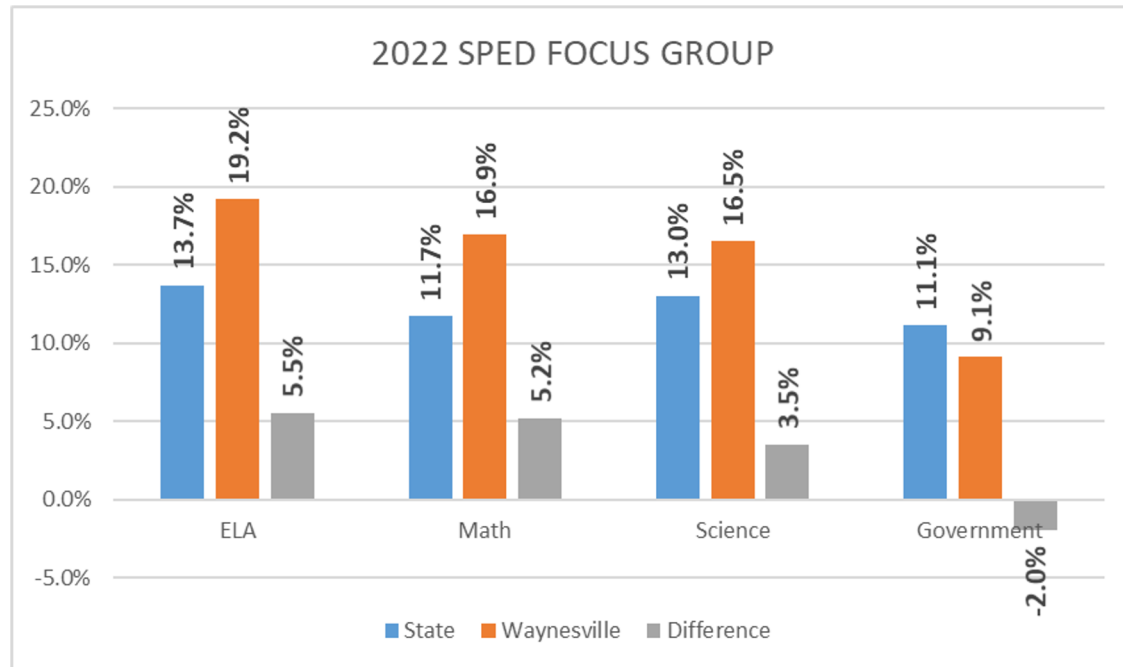


The Government EOC was a new exam for 2021.





# 2022 MAP and EOC: FOCUS Group Data



\* WHS did not have enough EL students test in Government to have publicly reportable data.

# Implementation of Action Steps



# Student Learning Action Steps

**JANUARY 24, 2023**



**COLLEGE AND CAREER READINESS**- STUDENTS WILL ENGAGE IN LEADERSHIP OPPORTUNITIES AND INNOVATIVE AND RELEVANT LEARNING EXPERIENCES THAT PREPARE THEM FOR COLLEGE AND POST-SECONDARY PURSUITS.

Action Step	Progress
Educate students and increase enrollment for career embedded internships and advanced coursework opportunities.	Counseling lessons and recruitment activities as part of scheduling process in the spring College Career Fair was held in October
Opportunities for exploration and development of career interest areas will be expanded for students in grades 6-8	Leader in Me is implemented in grades 6-8 Missouri Connections implanted beginning in 6 <sup>th</sup> grade
Implement AVID Program to increase college and career interest in secondary students.	AVID elective classes in place in grades 7-10 AVID based training provided at PD days Recruitment activities scheduled as part of spring scheduling



## **DIVERSE LEARNING ENVIRONMENT- EQUITABLE EDUCATIONAL EXPERIENCES THAT PROMOTE THE CULTIVATION OF RESPECT, UNDERSTANDING AND APPRECIATION OF THE DIVERSE COMMUNITY OF LEARNERS WILL BE INTEGRATED ACROSS THE SCHOOL COMMUNITY.**

Action Step	Progress
Maintain district diversity teams to create and inform district diversity activities.	Fall Tiger Festival of Nations, Spring Tiger Festival of Nations, Tiger Pride Nights with Diversity Focus, Tiger Tough Talks The district diversity team has been maintained and the team meets every month to talk about building level activities and initiatives as well as district level activities and initiatives. Every building is represented on the district diversity team as well as principals, community members, NAACP, board members, students, and district administration.
Student diversity teams will be established in each building to create and inform building activities.	This has been established and every building has a diversity team with an assigned diversity facilitator. Buildings report out their monthly activities and initiatives at the district diversity team meetings.
Equitable classroom training will be implemented in each school.	Equitable classroom training started last year with Dr. Meraz training the district leadership team on equitable classrooms through the Equity and Inclusion Academy. Principals presented to their buildings on equitable classrooms and Dr. Meraz also did building specific trainings. All teachers completed two equity audits of their classrooms. Year 2 of Equitable Classroom training with Dr. Meraz and Dr. Washington presenting at district leadership team monthly meetings on equitable classrooms. Principals are completing equity audits every month and discussing at district leadership team. Creation of Diversity, Equity, and Inclusion webpage for Waynesville School District.
Continue ongoing diversity training of district personnel and develop a set of foundational statements to explain diversity training initiative based on district core values, vision, and mission.	The foundational statement has been created and board approved. It is posted on the website under Diversity, Equity, and Inclusion. Equity and Inclusion Academy for district leadership and staff will continue with Dr. Meraz on equitable classrooms. Quarterly board approved Diversity lessons will be utilized for Preschool – 12 <sup>th</sup> grade students. Quarterly training on equitable classrooms for staff.



## **INSTRUCTIONAL TECHNOLOGY-** INSTRUCTIONAL TECHNOLOGY WILL BE USED TO ENHANCE STUDENT LEARNING BY INCREASING ACCESS TO EFFECTIVE INSTRUCTIONAL TOOLS AVAILABLE TO TEACHERS AND PROVIDING INCREASED OPPORTUNITIES FOR LEARNING ACTIVITIES THAT PROMOTE CRITICAL THINKING AND PROBLEM SOLVING.

Action Step	Progress
Provide ongoing training and support on technology platforms for students and teachers each year on district core programs (Canvas, MasteryConnect, Google Suite, Tyler)	Training for new teachers Canvas Boot Camp for all students, for new students upon entry Monthly tech PD Each Building Instructional Tech sends a monthly newsletters with information and tips specific to their building. Instructional Techs created training videos and Canvas pages with directions, and conducted training in person and virtually via Google Meet, videos, newsletters, and step sheets Afterschool Canvas parent meeting via Zoom
Model and provide opportunities for students to use technology to locate, evaluate, and collect information for solving relevant problems.	Instructional techs conduct collaborative lessons with classrooms and embed these skills.
Embed cybersafety and responsible use in curriculum.	Digital citizenship lessons across grade levels and buildings Each of our schools participated in Digital Citizenship Week which takes place each October.
Increase integration of keyboarding/typing into assessment and assignments.	Typing Club in grades K-8 Canvas, Mastery Connect and Google based assessments



## **INSTRUCTIONAL EFFECTIVENESS-** INSTRUCTIONAL STAFF WILL SELECT AND IMPLEMENT INSTRUCTIONAL STRATEGIES THAT SUPPORT AND ENHANCE EFFECTIVE TIER 1 INSTRUCTION AND TIER 2 AND TIER 3 INTERVENTION.

Action Step	Progress
Instructional strategies will be identified and implemented by demonstrated effectiveness, which is determined by growth in student performance to improve Tier 1 instruction.	Strategies identified as part of PLC process. Building Steering Teams sharing effective strategies.
Collaborative teams will disaggregate student performance data and discuss effective teaching strategies that address the needs of students in prioritized student groups.	In place as part of weekly PLC process.
Maximize special education student access to Tier 1 instruction, as well as	Co-taught model in place at secondary level. Co-taught model expanded at elementary level. Scheduling adjustments made for students to maximize time in Tier 1 Co-teaching expansion at the elementary level in place for 2022-2023
Each building will implement flexible grouping at the Tier 2 Level to ensure students receive instruction from the highest performing teachers on a particular priority standard. (Assistant Superintendent of Instructional Services)	In progress Instructional coaches providing support for Tier 2 intervention





**GUARANTEED AND VIABLE CURRICULUM-** LEARNERS ACROSS THE SCHOOL COMMUNITY WILL BE ENGAGED IN QUALITY LEARNING EXPERIENCES THAT ARE ALIGNED WITH STATE AND DISTRICT EXPECTATIONS.

Action Step	Progress
Continue the curriculum cycle and make revisions as necessary.	Ongoing- Board approved curriculum in core content and elective classes.
Teachers will implement district curriculum in a consistent manner across all classrooms at a grade level and/or content area.	Training provided. Fidelity monitored by building and district administrators and instructional coaches
Expectations for student learning and assessment will be consistent across all classrooms at a grade level and/or content area.	Training provided. Fidelity monitored by building and district administrators and instructional coaches
Curriculum teams will provide PD and support for implementation at the building level.	Beginning of the year training provided Curriculum team members serve as grade level/content resource within their buildings.
New Teacher professional development will provide access to district curriculum and expectations, as well as ongoing support throughout the school year.	Beginning of the year training provided. Instructional coaches, mentors and teacher leaders provide ongoing support



## **COLLABORATIVE LEARNING ENVIRONMENT-** INSTRUCTIONAL STAFF WILL ENGAGE IN PROFESSIONAL COLLABORATION STRUCTURES IN ORDER TO ENSURE IMPLEMENTATION OF EFFECTIVE INSTRUCTIONAL PRACTICES THAT SUPPORT STUDENT LEARNING.

Action Step	Progress
All instructional staff will be engaged in the professional collaboration at the building level.	PLCs meet each Wednesday.
All instructional staff will implement team developed instructional interventions, administer common formative assessment, and discuss student performance as a result of the intervention. Staff are expected to change instructional delivery based on the most effective instructional strategies.	In place. Teams are at various levels of effectiveness. PLC Mentors visit other buildings and provide feedback to building teams and District Leadership Team.
All administrative staff will be engaged in the professional collaboration process at the district and building level.	Building administrators attend building level PLCs, monitor TMRs and meet with Building Steering Teams. District administrators collaborate with building administrators on TMRs and progress. District administrators visits building PLCs.
All instructional staff (administrative and teachers) will participate in ongoing professional development to enhance collaborative effectiveness.	PLC Mentors visit buildings quarterly and engage in feedback activities PLC mentors and district coaches facilitate administrator training sessions during DLT. PLC facilitator training provided throughout year.

# Stakeholder Engagement



# Communications and Marketing Goals

By 2025, the Waynesville R-VI School District will maintain stakeholder engagement satisfaction of 80% or higher.

The Waynesville R-VI School District will improve communication with internal and external stakeholders through a systematic process.

The Waynesville R-VI School District will engage external stakeholders by increasing the number of opportunities for involvement.



# THE WAYNESVILLE R-VI SCHOOL DISTRICT WILL IMPROVE COMMUNICATION WITH INTERNAL AND EXTERNAL STAKEHOLDERS THROUGH A SYSTEMATIC PROCESS.

Action Step	Progress
The district will coordinate social media sites and develop repositories for information that has been sent to families.	Under Parents/Students on the website, the major communications that have been sent are housed under the link “Communication Sent to Parents” Multiple social media platforms are caring the same messages
Individual schools buildings will average at least two Facebook messages and two Twitter messages each week.	Facebook messages are being posted The requirement for Twitter messages has been removed, based on data from national and local patrons
Increased promotion of the A+ program	New A+ Handbook published on WHS website, Emails sent to parents of high school students. Info published on Facebook.
Increased promotion of Career and Technical Education	WCC grant of \$400,000 and how it will be used to enhance career and tech education Culinary arts students participate and finish 7 <sup>th</sup> in World Food Championships Tours offered before and after Chamber meeting News stories about the WCC nursing students passing with 100%, agricultural program, Veterans display board, mock interviews, golf tourney, JROTC



## THE WAYNESVILLE R-VI SCHOOL DISTRICT WILL ENGAGE EXTERNAL STAKEHOLDERS BY INCREASING THE NUMBER OF OPPORTUNITIES FOR INVOLVEMENT.

Action Step	Progress
The district's website will maintain an overall accessibility score of 80% or higher	The district's overall accessibility score is 90%
The district will communicate with patrons who do not have children in the district through the I in the Tiger, speaking at and/or attending organizational meetings and events, partnering with Community Resources to promote opportunities to volunteer and engage in school-related activities	I in the Tiger is being produced four times annually. In a December 2022 survey, 42% of Pulaski County voters said they learned about the concept for building a new elementary school to help meet the needs for preschool students through the I in the Tiger. In 2016, participants did not list the I in the Tiger as a source of information District leaders and principals are taking turns attending the Chamber of Commerce meetings. Superintendent Bales has attended Chamber, Rotary and other meetings. The district sent an email directly to parents inviting them to volunteer Families of K-6 graders were invited to attend the fall edition of Tiger Festival of Nations.
The district will seek input on school-related issues through informal and formal surveys	The district has conducted two community surveys – one in late summer and one in December 2022.
The district will increase communication with alumni by developing a “where are they now” segment	Tiger Tracks has been developed, which features successful alumni



## COMMUNICATIONS AUDIT 2022

**A Communications Audit was conducted in fall 2022 and as a result of the audit, we will make potential action step revision recommendations in spring 2023.**

# Human Resources





## **HUMAN RESOURCES- RECRUITMENT- RECRUIT A HIGHLY QUALIFIED AND DIVERSE WORKFORCE.**

Action Step	Progress
Expand Scholarship opportunities targeting specific hard to fill positions and underrepresented groups through the growth of "grow Your Own" program.	<ul style="list-style-type: none"><li>✓ Partnerships with Lincoln University and Missouri State University on Para to Pro have been established.</li><li>✓ Two scholarship opportunities for Para's to attend MSU Para to Pro classes is being finalized.</li><li>✓ WHS Career Fair was held in the fall and our Grow Your Own Program along with Tiger Teacher Academy had booths. We currently have 6 students participating in the program.</li></ul>
Develop and implement a recruitment plan that targets effective recruitment strategies and tools to hire a highly qualified and diverse workforce.	<ul style="list-style-type: none"><li>✓ Working to create a staff spotlight to showcase Waynesville Graduates who have come back to the District to work.</li><li>✓ Began stay conversation initiative.</li><li>✓ Attended several job fairs in the local community.</li><li>✓ Advertised positions on Indeed.</li></ul>



## **HUMAN RESOURCES- WELLNESS- INCREASE AWARENESS AND ACCESSIBILITY TO AVAILABLE WELLNESS SUPPORT SERVICES AND ACTIVITIES FOR STAFF AND STUDENTS.**

Action Step	Progress
Work with curriculum committees to embed mindfulness activities into daily learning.	✓ Work with the Physical Education and Health curriculum teams to embed and implement strategies that promote healthy lifestyles and lifetime physical wellness activities into daily lessons
Develop and implement a wellness plan that increases strategies to promote social wellness for staff and students.	✓ Flu Shots-offered on site 10-12 and at COMC SBHC the week of 10/10-10/13 ✓ COVID booster shots-offered on sit 9/14 and at COMC SBHC the week of 10/10-10/13 ✓ Distributed at-home COVID test to all buildings ✓ Quarterly newsletters/wellness challenge ✓ Information shared on EAP plan for staff members
Increase student and teacher access to emotional support services.	✓ Social Emotional Learning focus: website created ✓ Addition of COMC therapist to 6GC one day per week (1 fulltime for East/Freedom, 1 fulltime for WMS/WHs) ✓ Re-staffing of School Based Health Clinic ✓ Administrator/Counselor meeting on information and how to access Community Health Worker ✓ HOPE Squad pilot at SGC ✓ Self Harm and Suicide Prevention Counselor created Lessons (4-8)- Implemented little spot SEL lesson for grades K-5. ✓ Youth Mental Health First Aid training for staff ✓ Summer Self Care/SEL Sessions (attended in July by 70 staff members) ✓ Staff Mental Health Support Grant- provides reimbursement for copays for therapy services



## **HUMAN RESOURCES- WELLNESS- INCREASE AWARENESS AND ACCESSIBILITY TO AVAILABLE WELLNESS SUPPORT SERVICES AND ACTIVITIES FOR STAFF AND STUDENTS.**

Action Step	Progress
Work with the Physical Education and Health curriculum teams to embed and implement strategies the promote healthy lifestyles and lifetime physical wellness activities into daily lessons.	<ul style="list-style-type: none"><li>✓ Completed with Grades K-5</li><li>✓ Currently working on grades 6-8.</li></ul>
90% of students will be in attendance 90% of the time or greater.	<ul style="list-style-type: none"><li>✓ Created and implemented building specific targeted attendance plans.</li><li>✓ Reinstated district attendance procedures after taking some time away due to the pandemic.</li></ul>



## **HUMAN RESOURCES- RETENTION – IDENTIFY AND PROVIDE SUPPORT TO RETAIN A HIGHLY QUALIFIED AND DIVERSE WORKFORCE.**

Action Step	Progress
Conduct a program evaluation of our current mentor program and revise the mentor program (1-3 years) to better support the needs of new teachers in collaboration with the Instructional Services Department.	<ul style="list-style-type: none"><li>✓ Working with Dr. Adkins to transition the Mentor Program to Personnel Services.</li><li>✓ Survey was administered to this years mentors/mentees to continue to make improvements to this program.</li></ul>
Continue to develop and implement a multi-step screening process to identify new employees whose attitudes and beliefs align with that of the district.	<ul style="list-style-type: none"><li>✓ 80% of elementary principals were able to participate in screening applicants in the spring of 2022.</li><li>✓ Plan to train secondary principals in the screening of candidates for spring 2023.</li></ul>
Train district staff to implement, in a reliable and consistent manner, the developed multi-step screening process.	<ul style="list-style-type: none"><li>✓ We have several new administrators in the district this year so a training schedule is being finalized to train new administrators on the process for the upcoming spring hiring season.</li></ul>

# Resources





# RESOURCES

## CSIP

JANUARY 2022 CSIP REVIEW

# Resources Goals



<b>Resources Goal 1-</b> <b>The desirable level for undesignated operating fund balances at fiscal year-end is a range of 25 to 30 percent of annual operating expenditures for the most recent year.</b>			
2022	2023	2024	2025
30%	30%		



# Resources Goals

Resources Goal 2-

The District will remain among the top 2 in regional comparisons of salary (all categories).

2022	2023	2024	2025																																				
<table><tr><th>Comparable Group</th><th>Lowest Ranking</th></tr><tr><td colspan="2">Certified</td></tr><tr><td>BS - Step 1</td><td>1</td></tr><tr><td>BS+8 - Step 9</td><td>1</td></tr><tr><td>BS+16 - Step 14</td><td>4</td></tr><tr><td>BS+24 - Step 10</td><td>4</td></tr><tr><td>MS - Step 9</td><td>1</td></tr><tr><td>MS+8 - Step 14</td><td>3</td></tr><tr><td>MS+16 - Step 19</td><td>4</td></tr><tr><td>MS+24 - Step 16</td><td>1</td></tr><tr><td>Spec/MS+40 - Step 26</td><td>4</td></tr><tr><td>Doctorate - Step 31</td><td>1</td></tr><tr><td colspan="2">Classified</td></tr><tr><td>Support Staff</td><td>1</td></tr><tr><td>Food Services</td><td>2</td></tr><tr><td>Custodial/Maint</td><td>1</td></tr><tr><td>Transportation</td><td>4</td></tr><tr><td>Nurses/Aides</td><td>3</td></tr></table>	Comparable Group	Lowest Ranking	Certified		BS - Step 1	1	BS+8 - Step 9	1	BS+16 - Step 14	4	BS+24 - Step 10	4	MS - Step 9	1	MS+8 - Step 14	3	MS+16 - Step 19	4	MS+24 - Step 16	1	Spec/MS+40 - Step 26	4	Doctorate - Step 31	1	Classified		Support Staff	1	Food Services	2	Custodial/Maint	1	Transportation	4	Nurses/Aides	3	Waiting on Availability of Comparison Data		
Comparable Group	Lowest Ranking																																						
Certified																																							
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Nurses/Aides	3																																						





## **FISCAL MANAGEMENT** ENSURE EFFICIENT FISCAL MANAGEMENT AND ACCOUNTABILITY THROUGH THE CONTINUED USE OF SYSTEMATIC FINANCIAL AND ACCOUNTING PROCEDURES.

Action Step	Progress
Maintain a checks and balances system throughout all levels within the organization to ensure the District's financial resources are being handled according to District policy.	Met with district financial staff July 2021 to ensure checks and balances were in place and being adhered to. The discussion led to identification of several necessary changes to the process. These changes were implemented and monitored for FY22 & FY23
Ensure the District purchasing policies are being closely adhered to.	All levels of approval are being adhered to. CFO is approving all purchases
Closely monitor and forecast revenues to ensure the financial needs of the District will be met.	CFO is monitoring all sources of revenues on a monthly basis



**FINANCIAL SECURITY OF EMPLOYEES** PROVIDE A COMPETITIVE SALARY AND BENEFITS PACKAGE TO ENSURE FINANCIAL STABILITY OF OUR EMPLOYEES.

Action Step	Progress
Annually monitor salary rankings across comparable districts.	Waiting for salary comparison data to become available



**IMPACT AID** CLOSELY MONITOR ALL ASPECTS OF IMPACT AID FUNDING TO ENSURE THAT THE DISTRICT’S HEAVILY IMPACTED STATUS REMAINS IN-TACT AND THE DISTRICT IS RECEIVING THE MAXIMUM AMOUNT OF FUNDS AVAILABLE

Action Step	Progress
Annually monitor the tax levy of comparable groups with a goal of remaining above 95% of comparable Districts.	Regained full Eligibility for FY22 Working on approval of additional factors for FY23
Ensure student data is being accurately tracked for Impact Aid reporting purposes	Incorporated Impact Aid information into Online Enrollment Process Called parents who we did not have data for
Closely monitor the Districts Per Pupil Expenditures and ensure it does not exceed 125% of Missouri’s PPE.	Frequently monitoring PPE to ensure the 125% level is not exceeded



**COMMUNITY AWARENESS** IMPLEMENT A COMMUNICATIONS PLAN TO ENSURE THE COMMUNITY AND KEY STAKEHOLDERS ARE EDUCATED, INFORMED AND MADE AWARE OF THE DISTRICT'S FINANCIAL AFFAIRS.

Action Step	Progress
Publish important District Financial Information and the District's long range goals on the District website	Financial Information published on the District Website Working on Financial Dashboard (work in progress)
Schedule and conduct radio interviews and social media posts to communicate the importance of Impact Aid B2, and how eligibility is maintained	CFO has already completed 1 radio interview and has another scheduled for February CFO has collaborated with the Superintendent and PR department to publish pertinent financial information on social media and other media outlets.



**TECHNOLOGY** IMPLEMENT AN ONGOING TECHNOLOGY PLAN REVIEWED ANNUALLY TO ENSURE STAFF AND STUDENTS HAVE ADEQUATE TECHNOLOGY RESOURCES TO MEET THE INSTRUCTIONAL NEEDS OF THE DISTRICT.

Action Step	Progress
Implement/Monitor replacement plan on a cycle of 4 years for student devices	Chromebooks are cycled out every 4 years Graduating seniors will be able to keep their Chromebook if they meet certain attendance threshold
Monitor on a yearly basis the instructional effectiveness of teacher devices in the classroom to ensure the technology is meeting the needs of the District's instructional initiatives	The Director of Technology and the Director of Instructional Technology meet on a frequent basis to discuss the effectiveness of teacher devices in the classroom
Evaluate the quality of technology support on a regular basis. Provide experienced personnel to ensure the tech support needs of the district are being met	The Director of Technology monitors the technology helpdesk system frequently to ensure all support requests are being handled in a timely manner. Ongoing training is provided for the District's technology staff to ensure they are prepared to handle the requests coming in.
Monitor community internet access to ensure all District families have adequate access to support virtual learning	The Technology Department keeps 50 LTE Chromebooks (cellular data) to have on hand for any families that report they do not have adequate internet access.

# Facilities



**FACILITIES- CONSTRUCT AND MAINTAIN EDUCATIONALLY EFFECTIVE FACILITIES THROUGHOUT THE DISTRICT.**

Action Step	Progress
Develop an extensive 10 year long range plan to identify most effective use of all district facilities for future needs. (Executive Director of Operational Services)	Meet with Architect midyear to reflect
Develop and maintain a routine inspection process reviewed quarterly by the Executive Director for Operational Service. (Executive Director of Operational Services)	Quarterly check were done by Director of Maintenance Hilyard did an evaluation of all buildings
Annually review and update 10-year maintenance plan for key equipment within the district such as HVAC units, roofs, parking lots, boilers, etc. (Executive Director of Operational Services)	Meet with Architect and Director of Maintenance mid year.



**SAFETY- TO ENSURE A SAFE LEARNING ENVIRONMENT THAT IS FOCUSED ON STUDENTS LEARNING AND COLLABORATION.**

Action Step	Progress
Continue the use of secured entrances at all buildings and schools, and develop a consistent practice for entry to all buildings. (Executive Director of Operational Services)	New security festable was constructed at WCC All buildings have secure entrance
Security cameras will be installed/update and positioned for best vantage points. (Executive Director of Operational Services)	All buildings have new cameras and software
Continue to discuss, practice, monitor and review all safety and crisis plans with staff and students. (Executive Director of Operational Services)	Updated for the school year 22-23



# Leadership



**LEADERSHIP: Govern in an efficient, effective and ethical manner, providing leadership and representation to benefit students, staff and patrons of the district.**

Action Step	Progress
Annual Board of Education retreat to monitor district progress toward CSIP implementation (including dialogue surrounding implementation of the vision and mission) and planning for the upcoming year.	Held 7/21/22-7/22/22, Scheduled 1/23/2023
Quarterly progress for the Board of Education updates to monitor CSIP implementation across the district.	In Progress: July, November
Quarterly review of the implementation of building school improvement plans (BSIP), including quarterly evaluation and feedback of building principal leadership growth plans.	1 <sup>st</sup> Quarter Completed, 2 <sup>nd</sup> Quarter scheduled
Monthly Board of Education professional development to increase leadership capacity.	In Progress



**DIVERSE LEARNING ENVIRONMENT-** EQUITABLE EDUCATIONAL EXPERIENCES THAT PROMOTE THE CULTIVATION OF RESPECT, UNDERSTANDING AND APPRECIATION OF THE DIVERSE COMMUNITY OF LEARNERS WILL BE INTEGRATED ACROSS THE SCHOOL COMMUNITY.

Action Step	Progress
Monthly leadership development during district leadership team meetings.	In Progress: Annual Plan Drafted by Department



# Feedback Activity- Implementation of Action Steps

In small groups, please reflect on progress toward the action steps and discuss the following:

What questions, comments, or concerns does your group have regarding the action step progress?

# MSIP 6 Update

# MSIP 6



## Performance Score- 70%

Percentage of Overall Score	
<b>Achievement: Status</b>	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
<b>Achievement: Growth</b>	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
<b>Success-Ready</b>	10%
<b>Graduation Rate</b>	10%
<b>Follow-up</b>	2%
<b>Total</b>	70%

### Performance

#### Success Ready (Post Secondary Readiness)

- CCR Assessments
  - ACT, SAT, ASVAB, WORKKEYS, ACCUPLACER
- Advanced Coursework
  - AP (Advanced Placement), Dual Credit, Dual Enrollment, IRC (Industry Recognized Credential)

## Continuous Improvement- 30%

Percentage of Overall Score	
<b>Improvement Planning</b>	21%
Continuous School Improvement Plan (CSIP)	15% (subset percentage of 21%)
Response to Standards	4% (subset percentage of 21%)
Climate and Culture Survey	2% (subset percentage of 21%)
<b>MSIP Required Documentation</b>	3%
<b>Success-Ready*</b>	6%
<b>Total</b>	30%

### Continuous Improvement

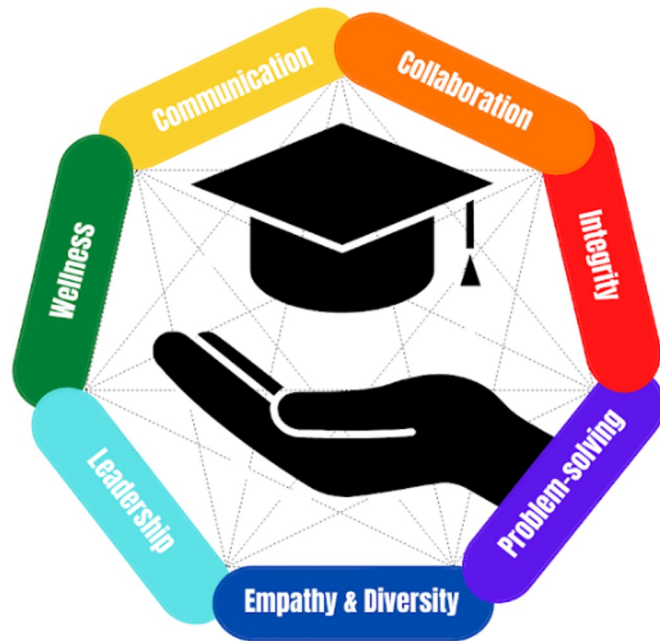
#### Success Ready

- School Entry Readiness
- Attendance
- ICAP Completion

# Portrait of a Graduate



# Portrait of a Graduate



## Collaboration

- Engages in teamwork
- Builds positive relationships
- Respects themselves and others

## Integrity

- Demonstrates personal accountability
- Honesty

## Problem-solving

- Ability to think critically
- Conducts research for solutions

## Empathy & Diversity

- Embraces differences
- Creates and supports an inclusive community
- Sensitive to other's feelings and thoughts

## Leadership

- Accepts responsibility
- Adapts to new situations
- Influence and inspire others to become the best version of themselves

## Wellness

- Demonstrates healthy coping skills
- Self-empowered & motivated
- Lifelong learner

## Communication

- Approachable
- Respectful
- Clear, concise and engaging
- Understands communication is two ways





# Feedback Activity- Implementation of Action Steps

In small groups, please reflect on progress toward the action steps and discuss the following:

What questions, comments, or concerns does your group have regarding the Portrait of a Graduate?



# Thank you!