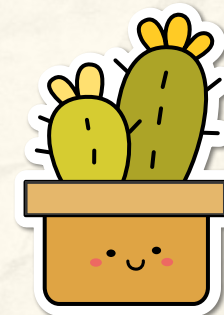




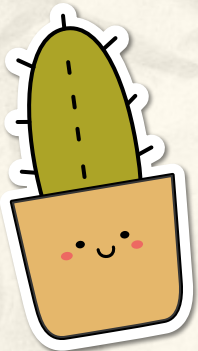
2023 CSIP

Spring Review



Agenda

- Introductions
- End of year Performance Data
- Student Survey Results
- Implementation of Action Steps
- Feedback Activity
- MSIP 6

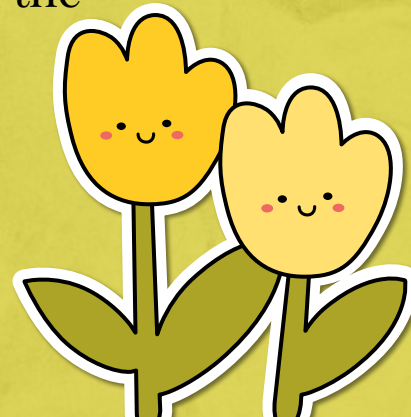


Hello! I'm...

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:

3 Focus Areas

2 Positives

1 Question

Once completed, please put on the corresponding poster.

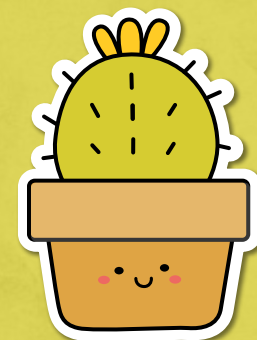


01



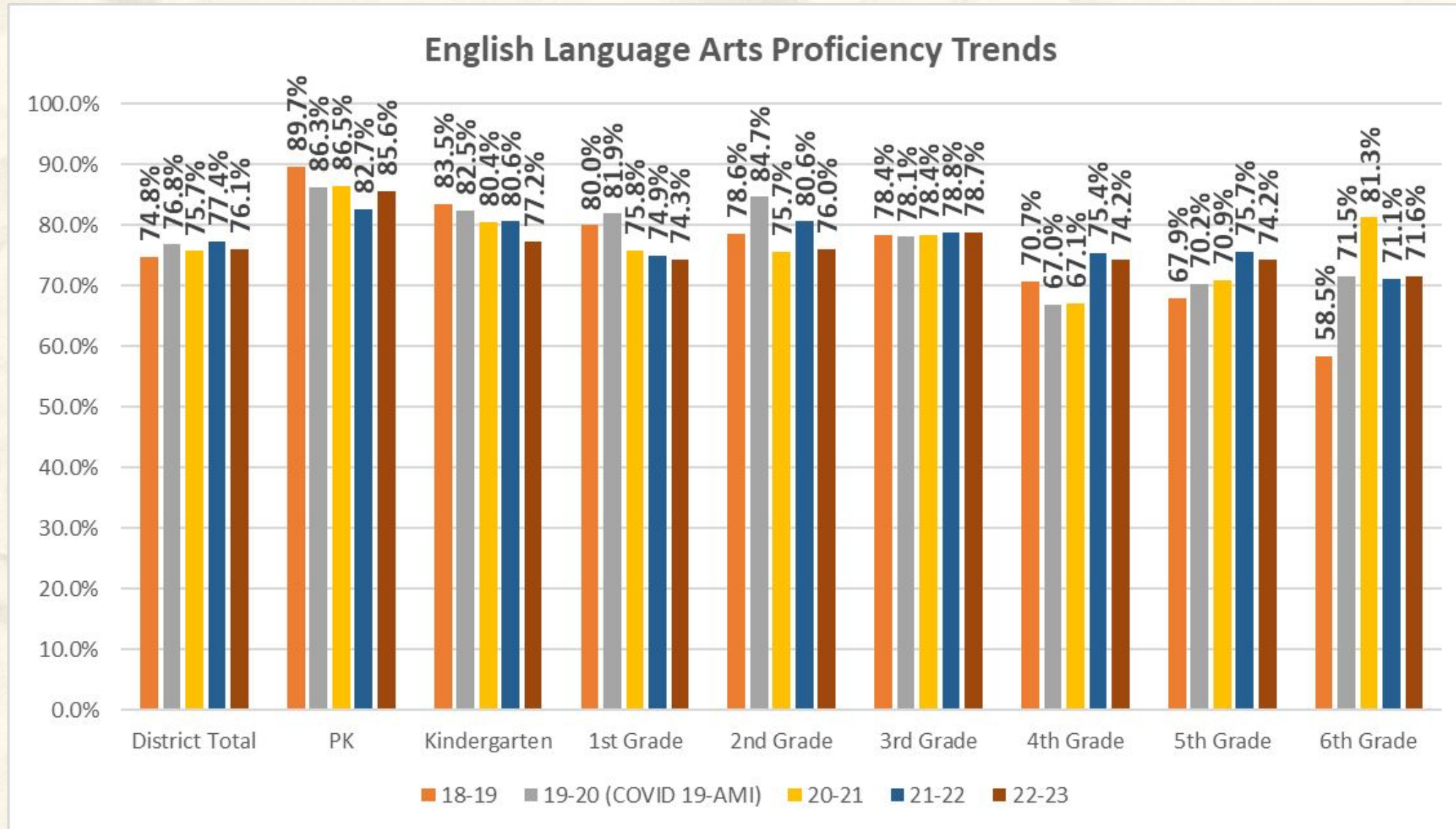
End of Year

Performance Data



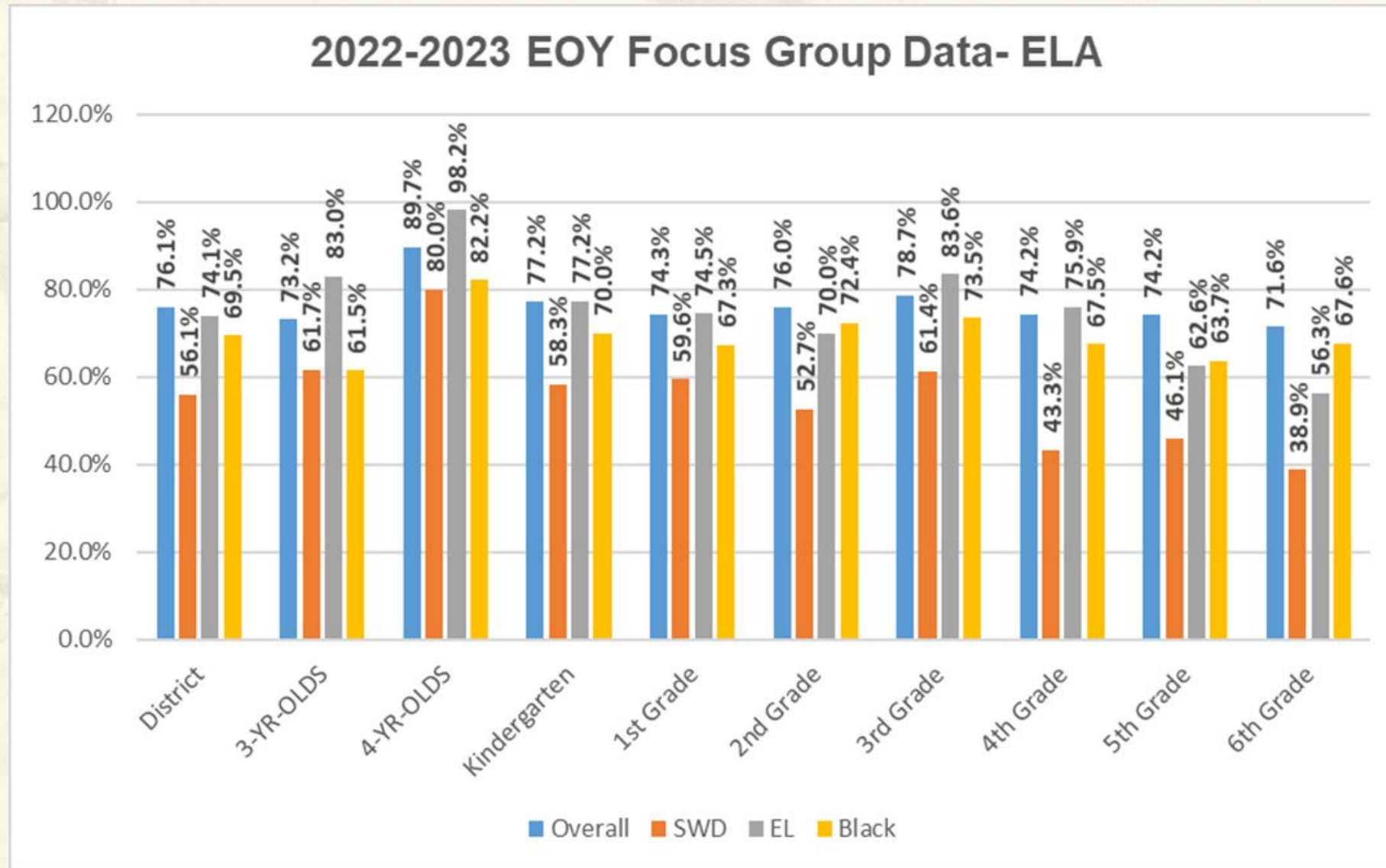


ELA Standards Proficiency PK-6



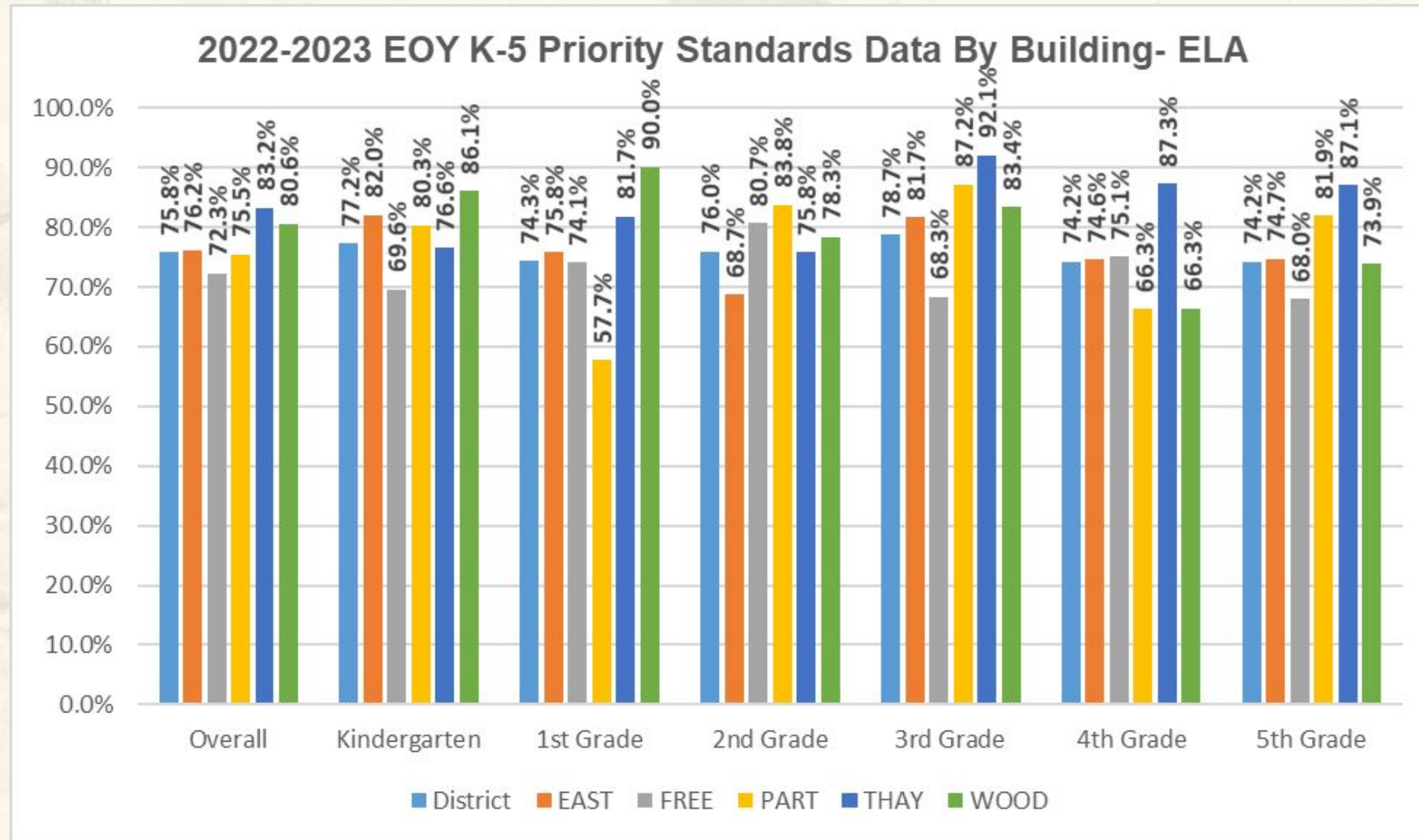


ELA Standards Proficiency PK-6- Student Groups



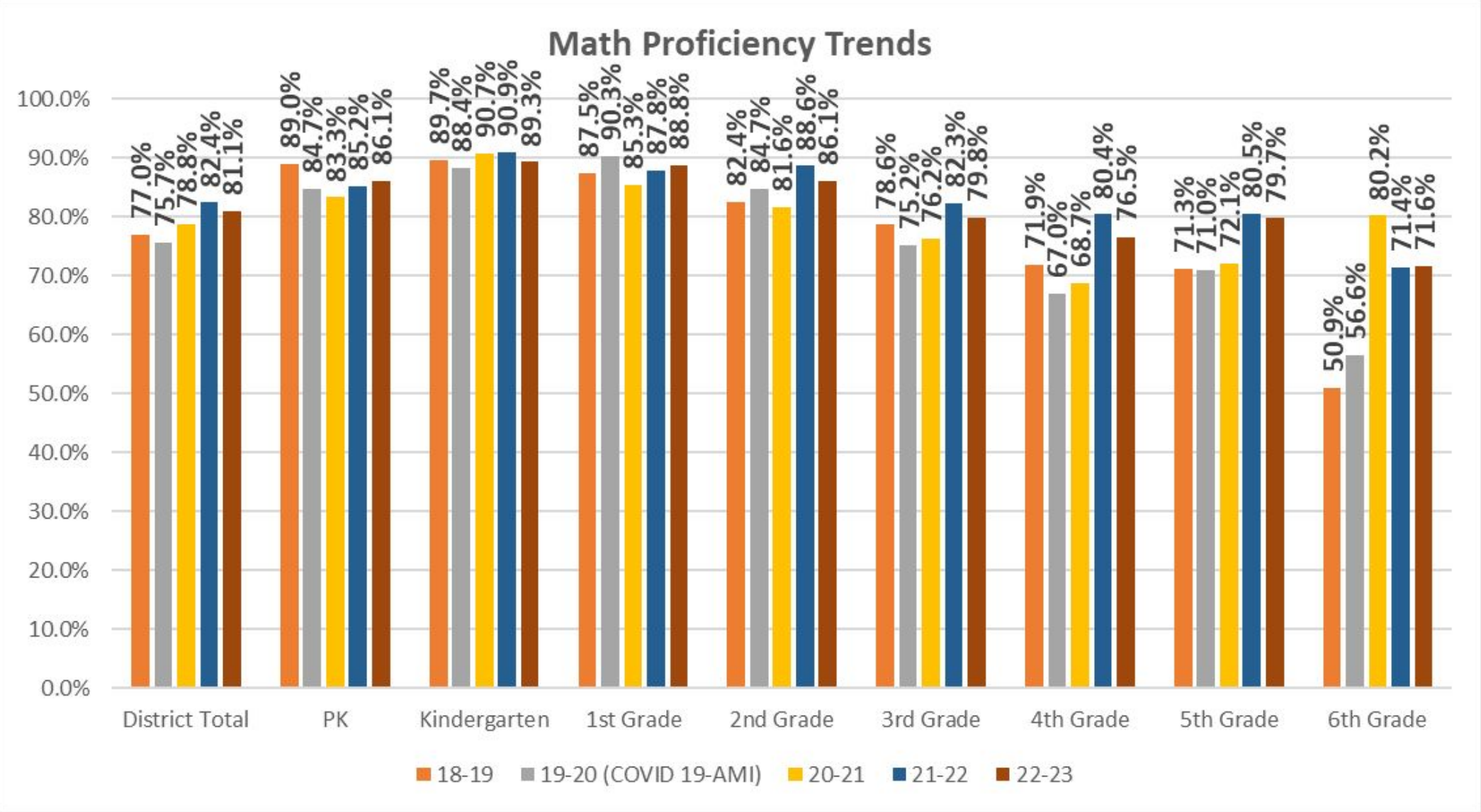


ELA Standards Proficiency- Elementary Buildings



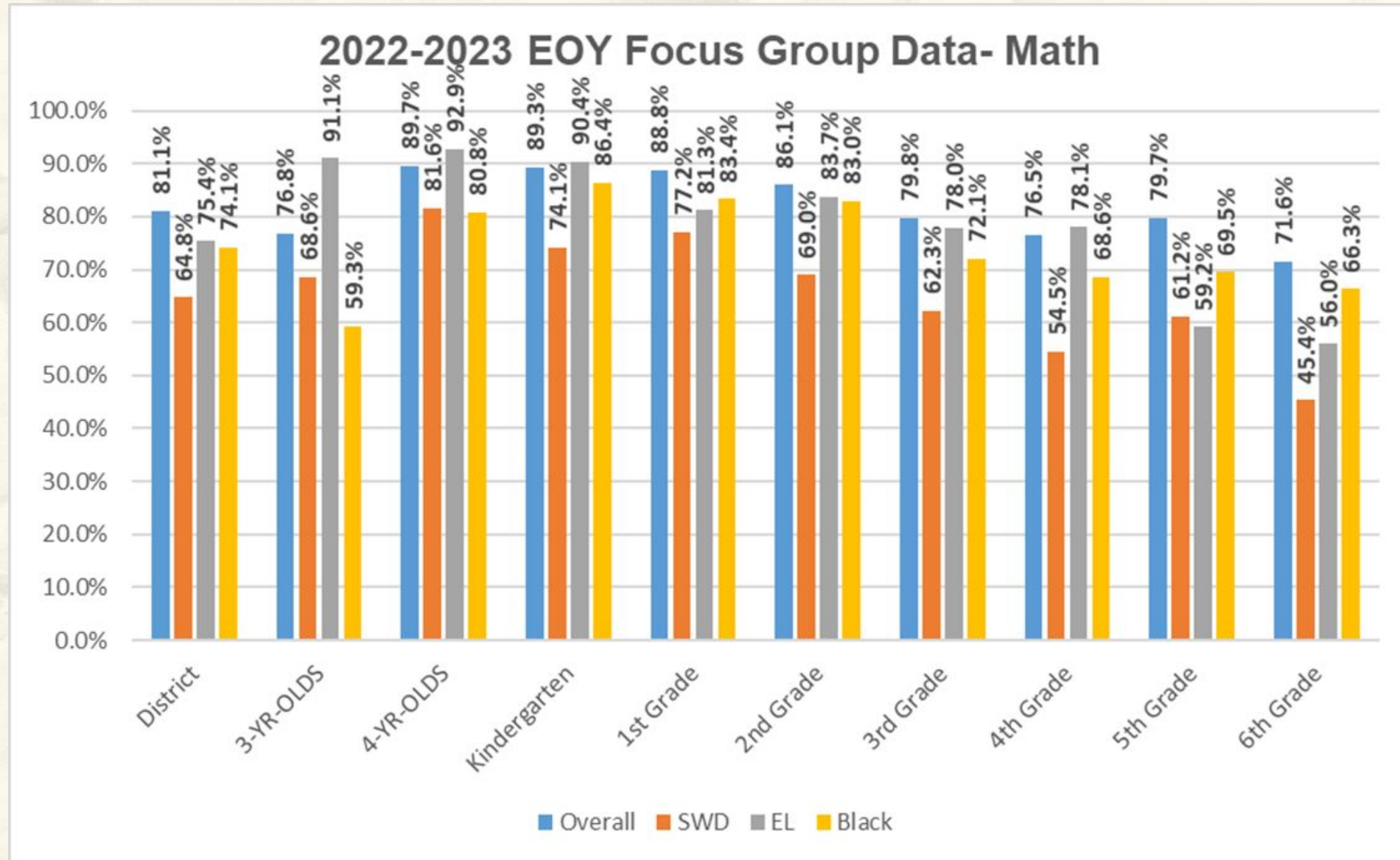


Math Standards Proficiency PK-6



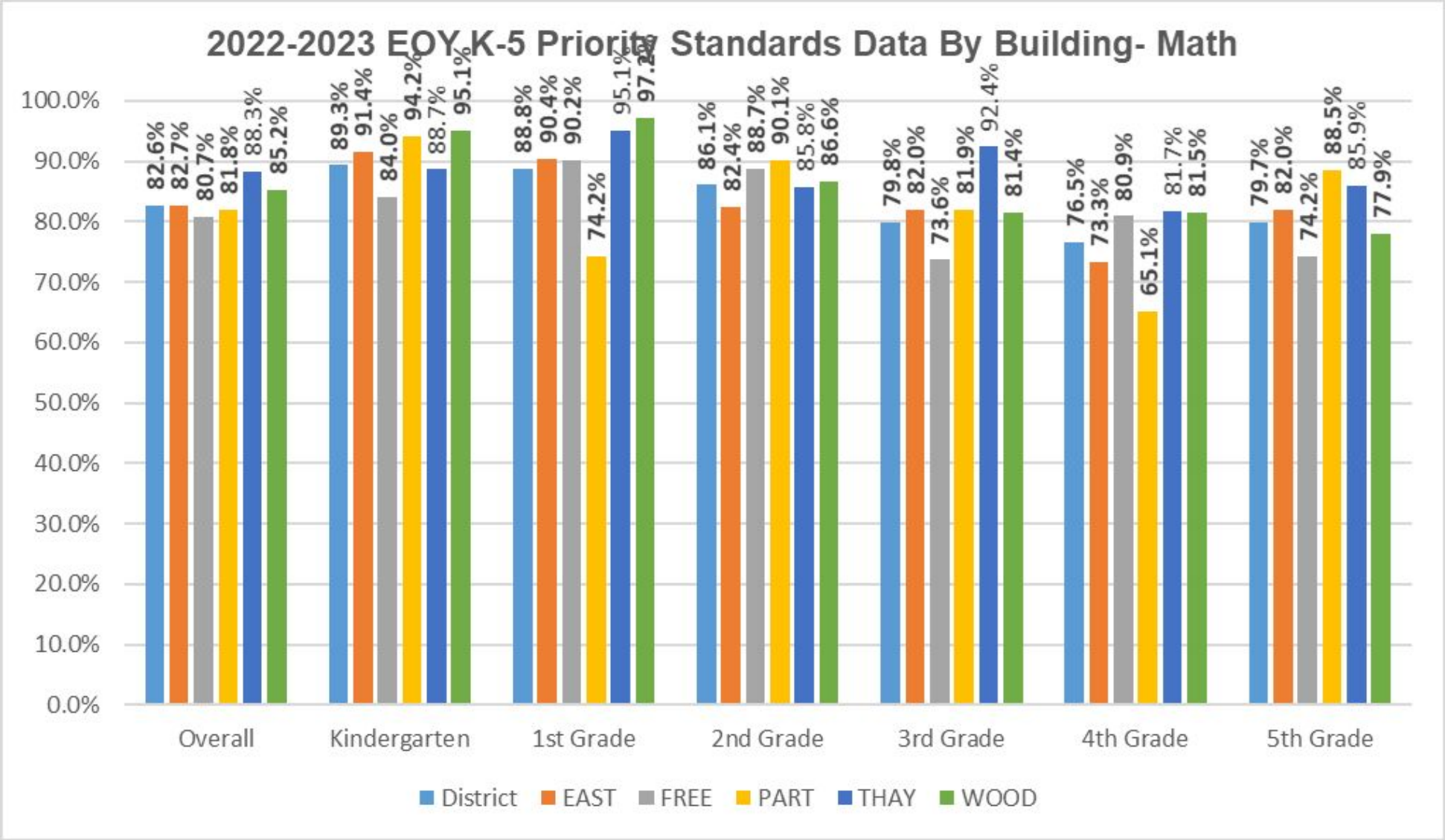


Math Standards Proficiency PK-6- Student Groups

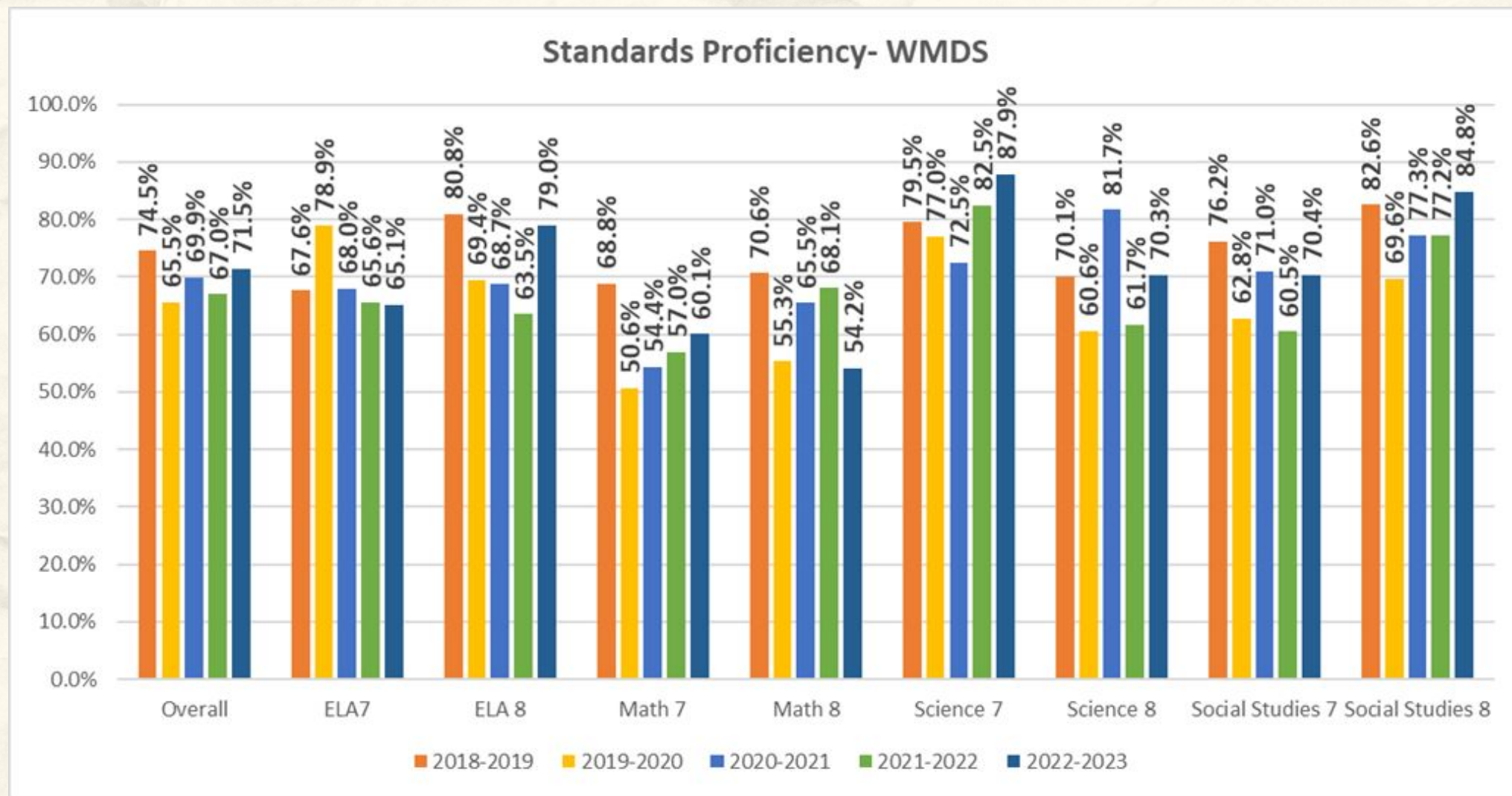




Math Standards Proficiency- Elementary Buildings

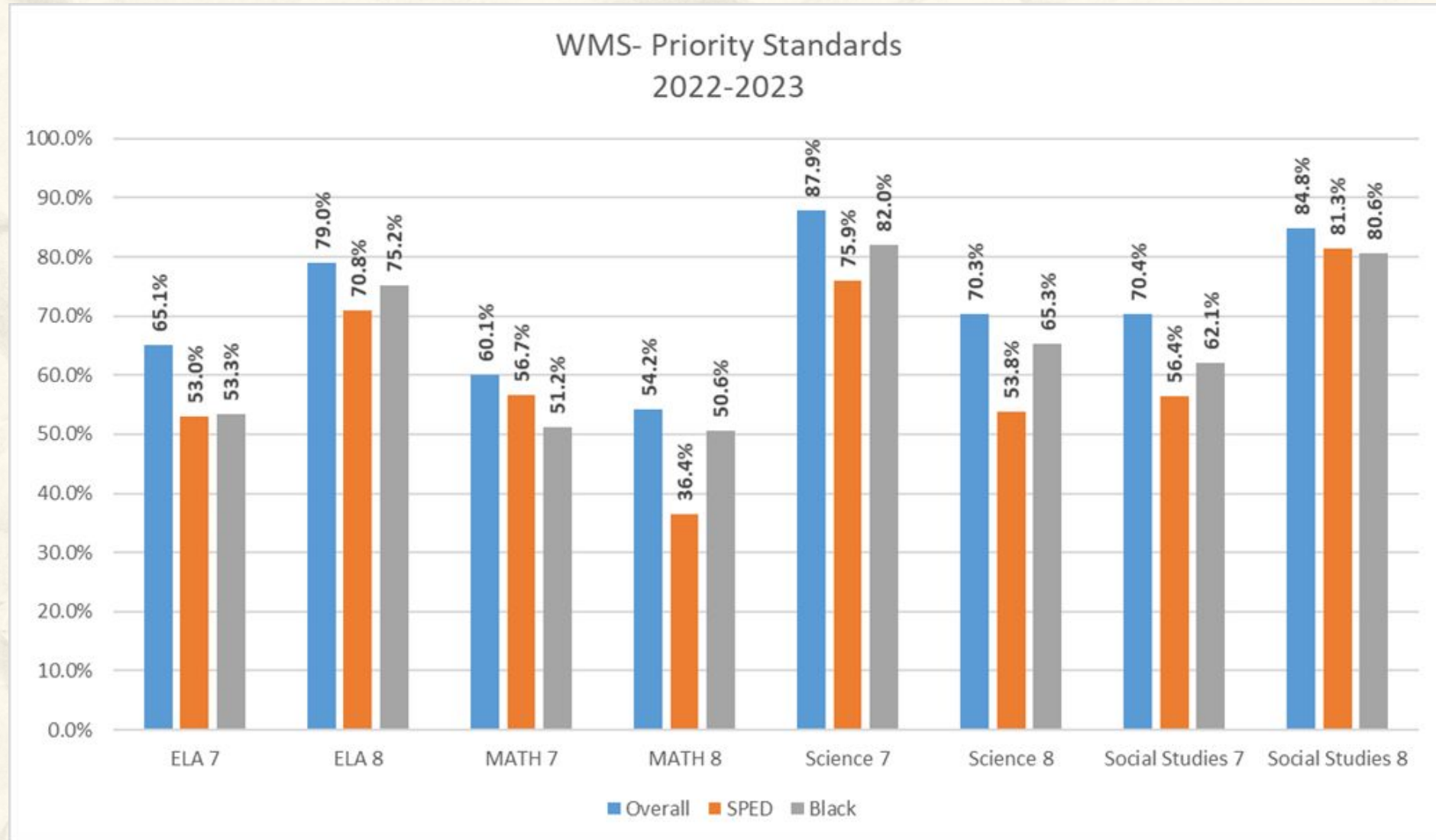


WMDS Standard Proficiency

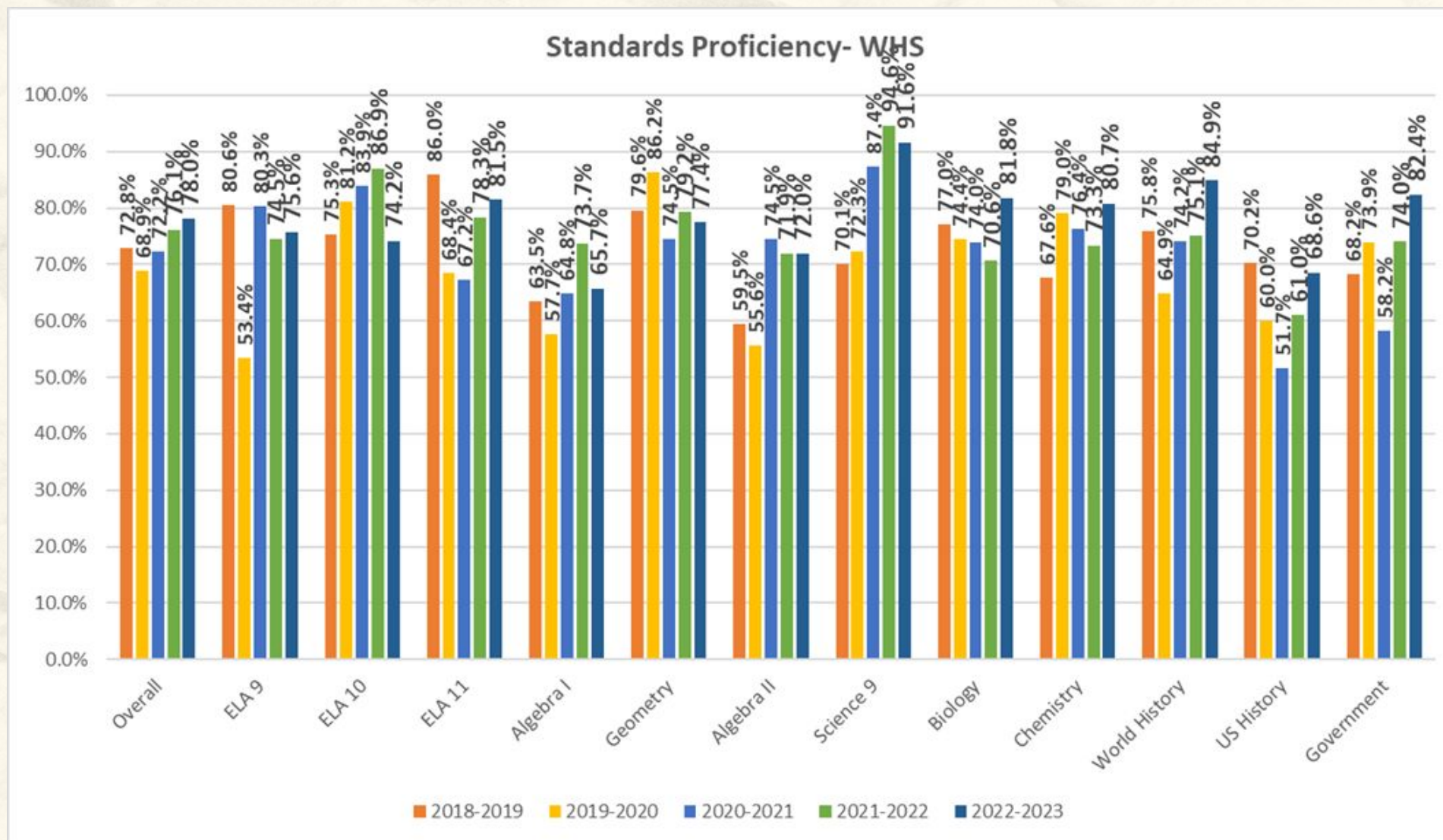




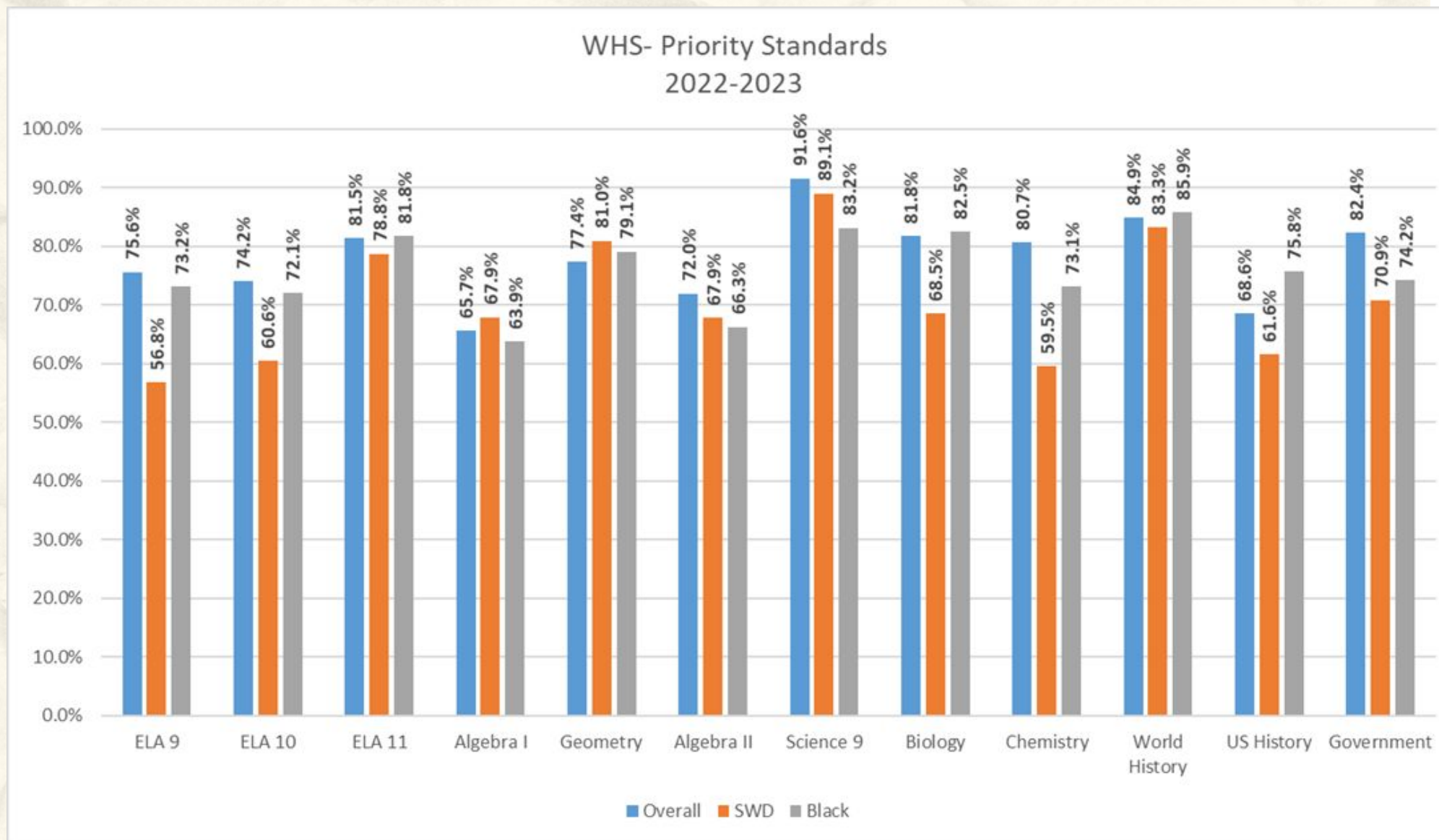
WMDS Standard Proficiency- Student Groups



WHS Standard Proficiency

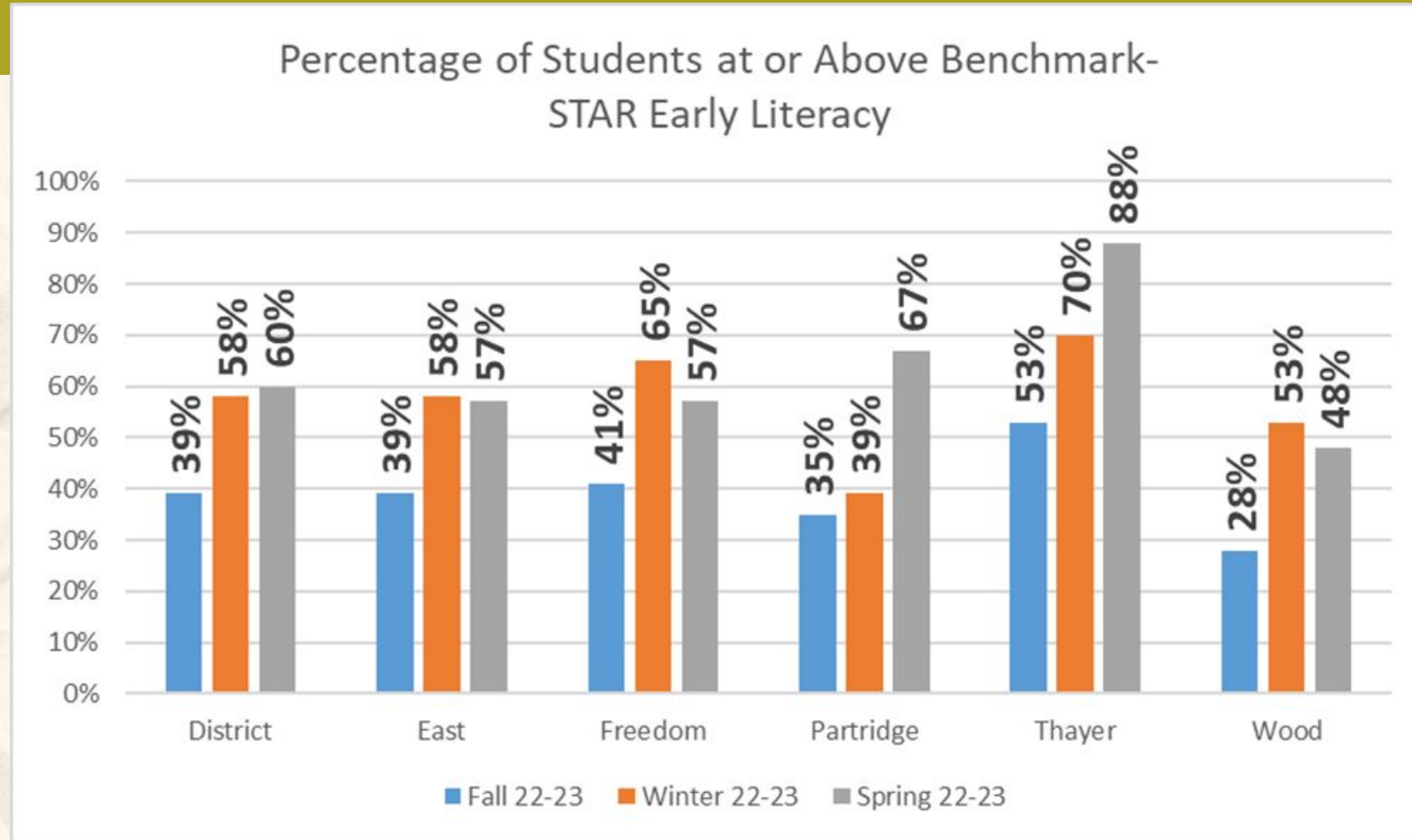


WHS Standard Proficiency- Student Groups



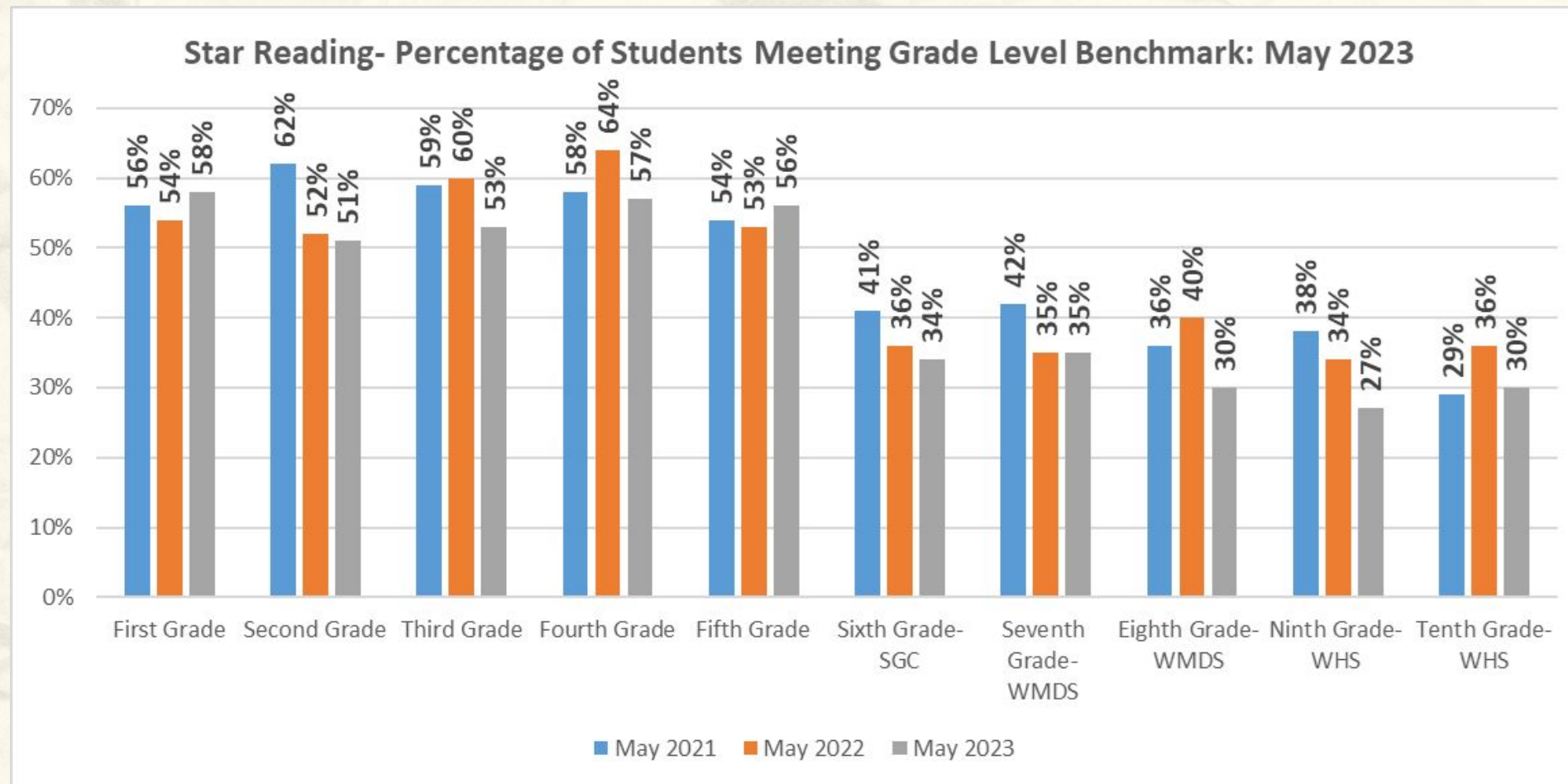


STAR Early Literacy- Kindergarten



The STAR assessment norming considers students at the 40th %ile and above as meeting the grade level benchmark. The 50th %ile is a more closely aligned with MAP performance, the data above is reported out at the 50th %ile.

STAR Reading



The STAR assessment norming considers students at the 40th %ile and above as meeting the grade level benchmark. The 50th %ile is a more closely aligned with MAP performance, the data above is reported out at the 50th %ile.



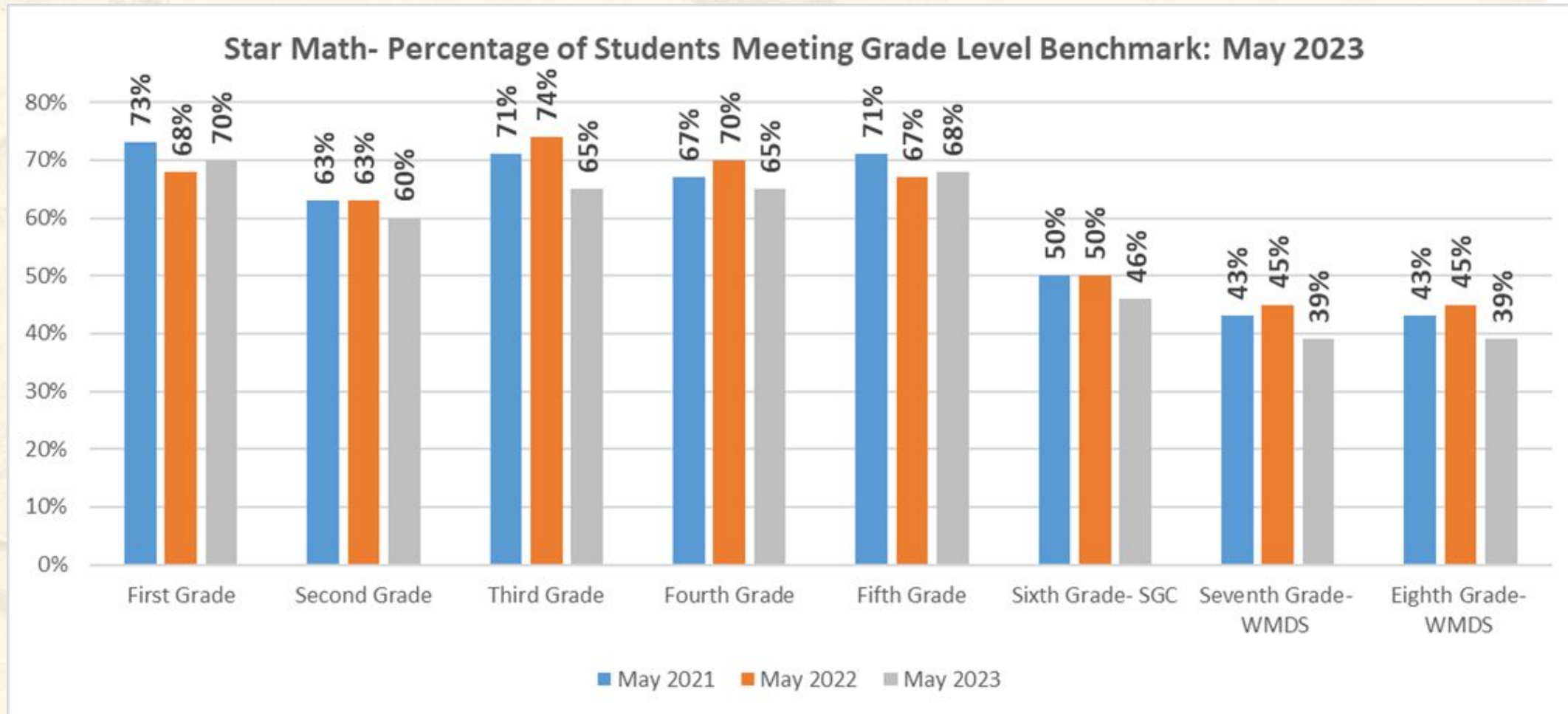
STAR Reading CSIP Goal

CSIP Standard- Percentage of students meeting the 50thile benchmark or making one year of growth.

| Reading | MET CSIP Standard | MET Growth and Level | MET Growth | MET Level |
|-----------------------|-------------------|----------------------|--------------|--------------|
| East | 69.0% | 40.2% | 59.0% | 52.5% |
| Freedom | 66.6% | 40.2% | 57.8% | 51.1% |
| Partridge | 68.9% | 42.7% | 57.3% | 58.0% |
| Thayer | 77.1% | 54.9% | 69.4% | 65.6% |
| Wood | 65.5% | 42.8% | 62.8% | 50.2% |
| WSGC | 46.3% | 22.7% | 35.1% | 35.3% |
| WMS | 47.4% | 23.7% | 41.0% | 32.9% |
| WHS | 47.9% | 23.0% | 46.9% | 27.3% |
| District Total | 58.8% | 33.3% | 51.5% | 43.4% |

The STAR assessment norming considers students at the 40th %ile and above as meeting the grade level benchmark. The 50th %ile is a more closely aligned with MAP performance, the data above is reported out at the 50th %ile.

STAR Math



The STAR assessment norming considers students at the 40th %ile and above as meeting the grade level benchmark. The 50th %ile is a more closely aligned with MAP performance, the data above is reported out at the 50th %ile.



STAR Math CSIP Goal

CSIP Standard- Percentage of students meeting the 50thile benchmark or making one year of growth.

| Math | MET CSIP Standard | MET Growth and Level | MET Growth | MET Level |
|----------------|-------------------|----------------------|------------|-----------|
| East | 72.8% | 53.7% | 69.5% | 58.8% |
| Freedom | 78.5% | 62.0% | 77.4% | 64.9% |
| Partridge | 75.9% | 64.4% | 71.8% | 70.2% |
| Thayer | 85.4% | 63.5% | 76.0% | 75.6% |
| Wood | 69.3% | 58.5% | 73.6% | 58.7% |
| WSGC | 59.4% | 42.4% | 57.9% | 45.8% |
| WMS | 54.7% | 38.3% | 56.5% | 39.9% |
| District Total | 67.3% | 50.7% | 66.2% | 54.3% |

The STAR assessment norming considers students at the 40th %ile and above as meeting the grade level benchmark. The 50th %ile is a more closely aligned with MAP performance, the data above is reported out at the 50th %ile.



02



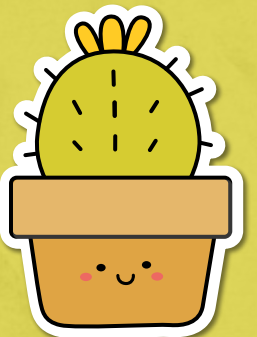
Student Survey

Results

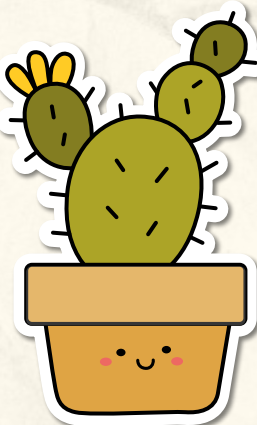
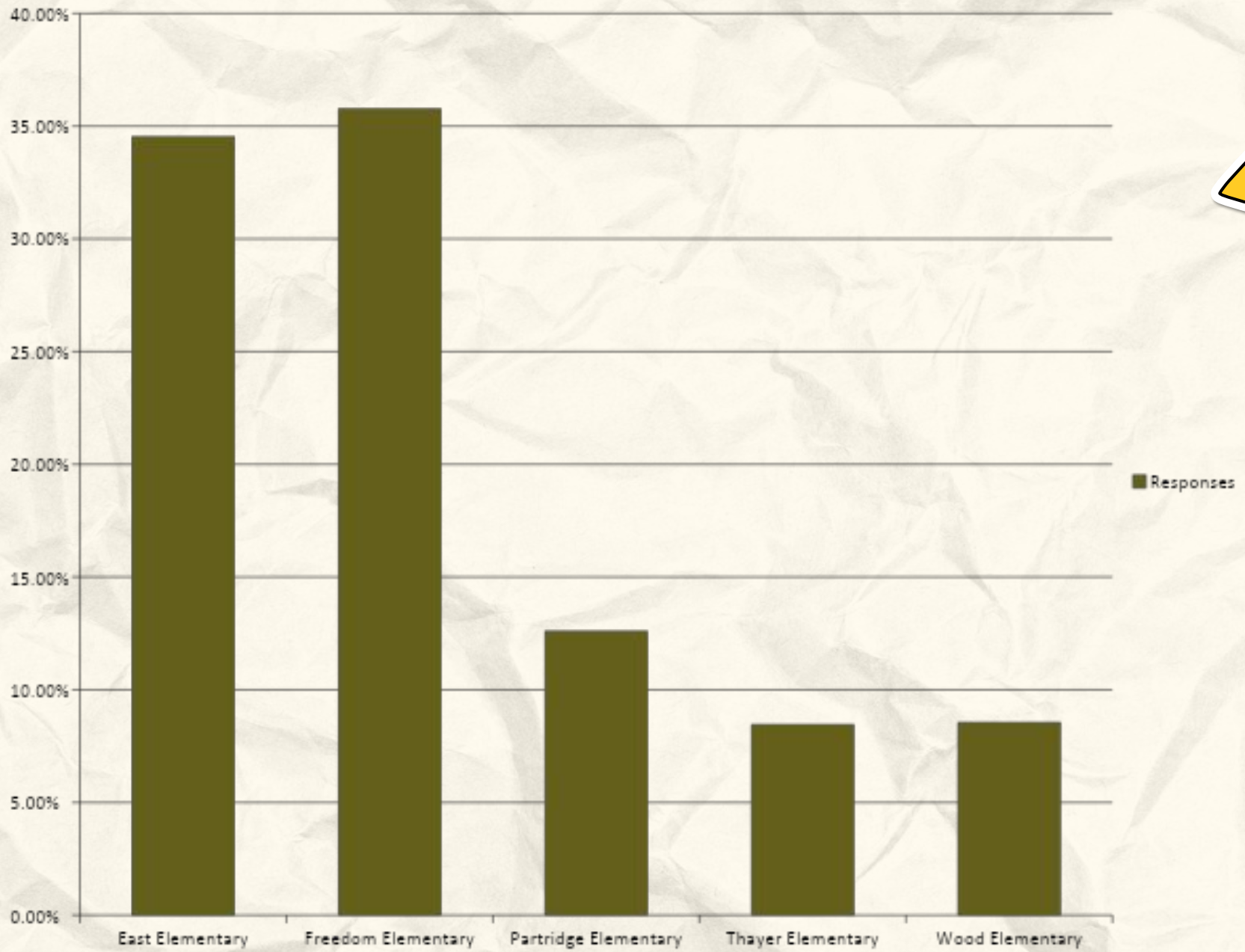




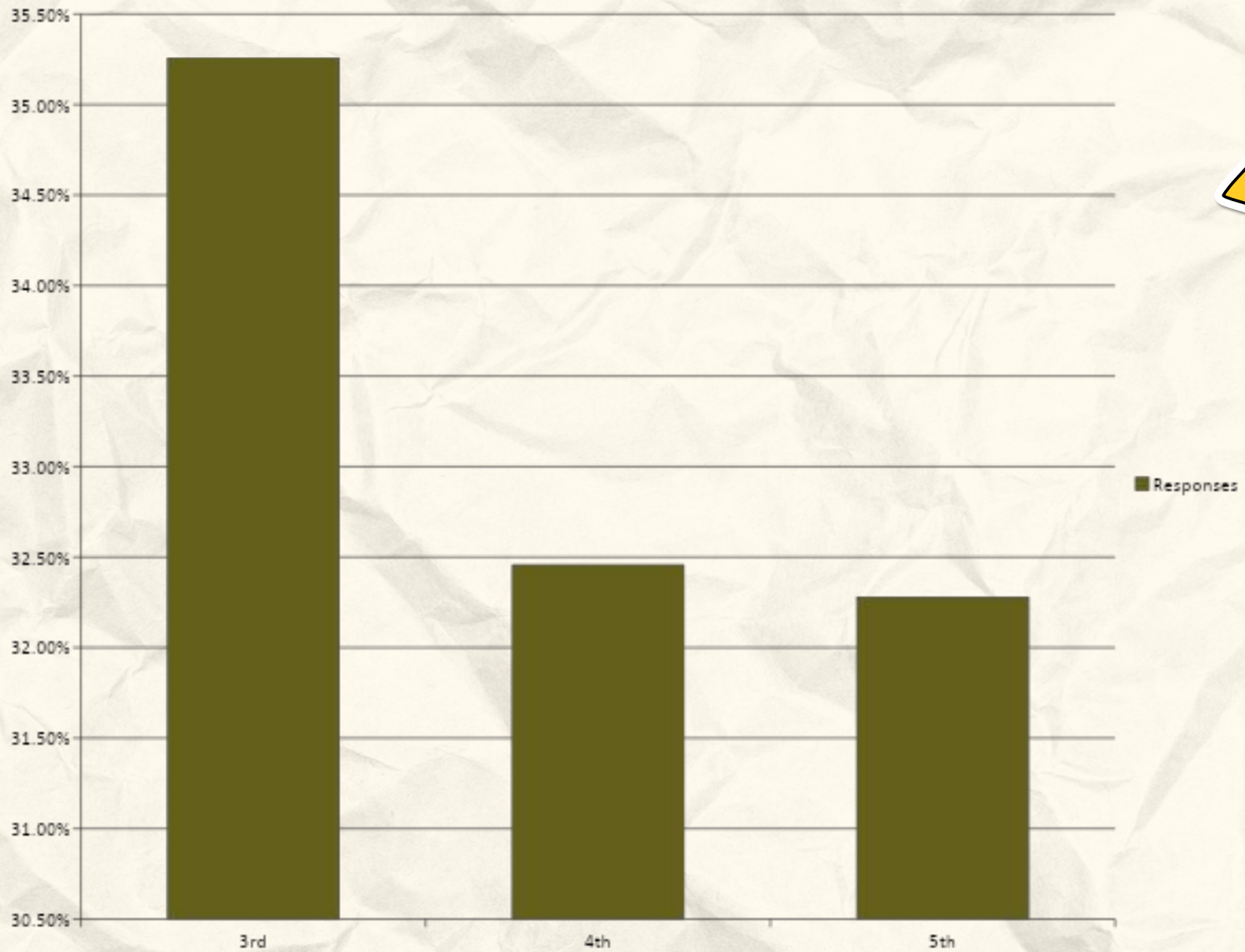
Grades 3-5



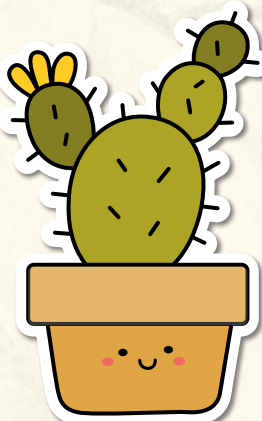
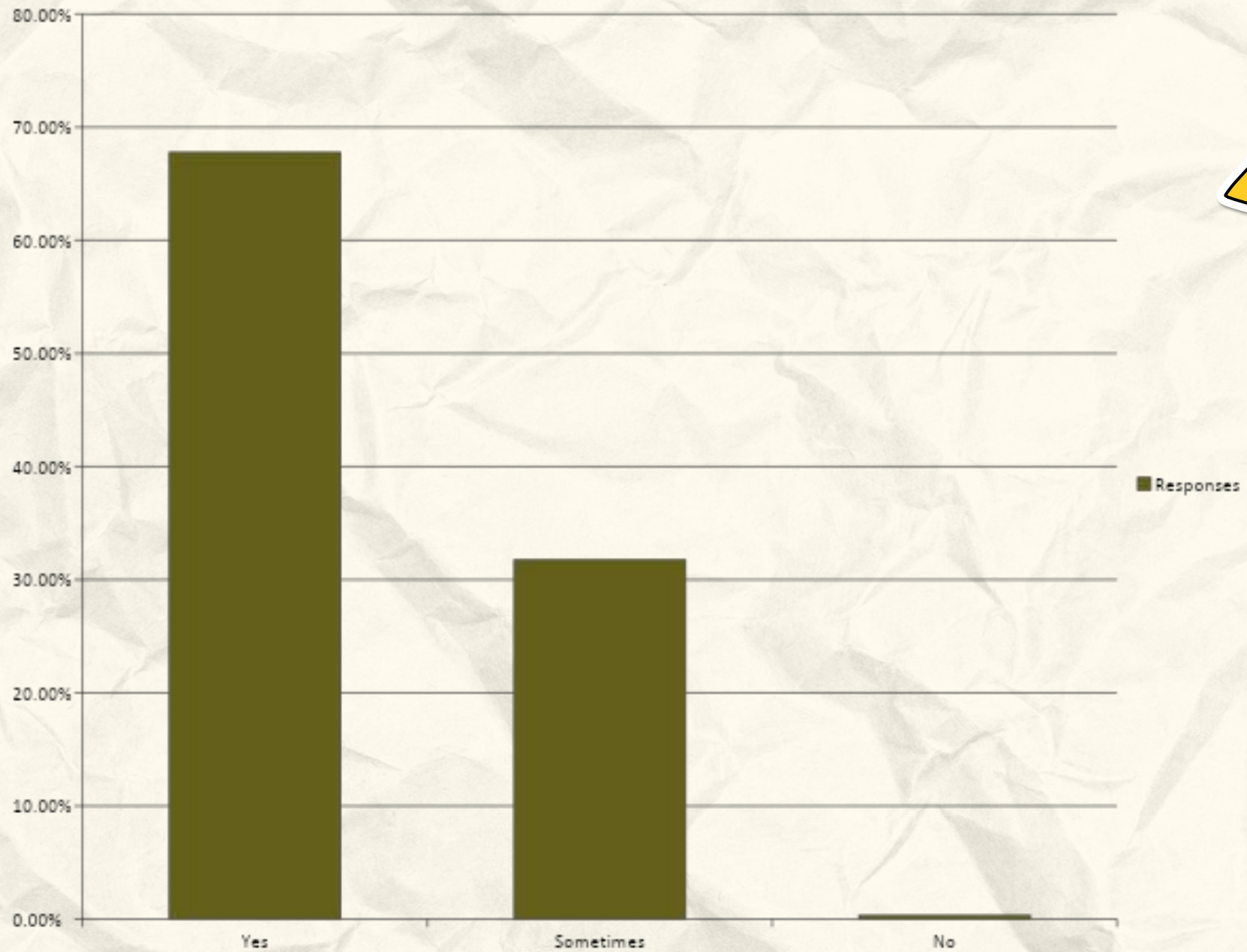
School



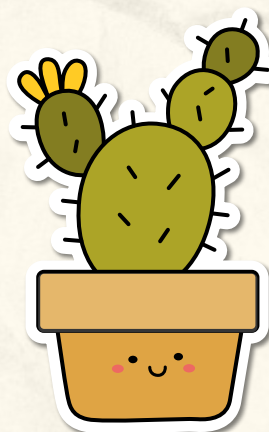
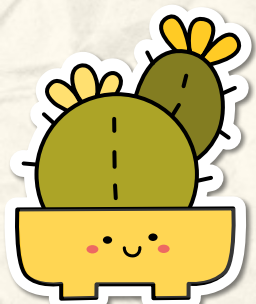
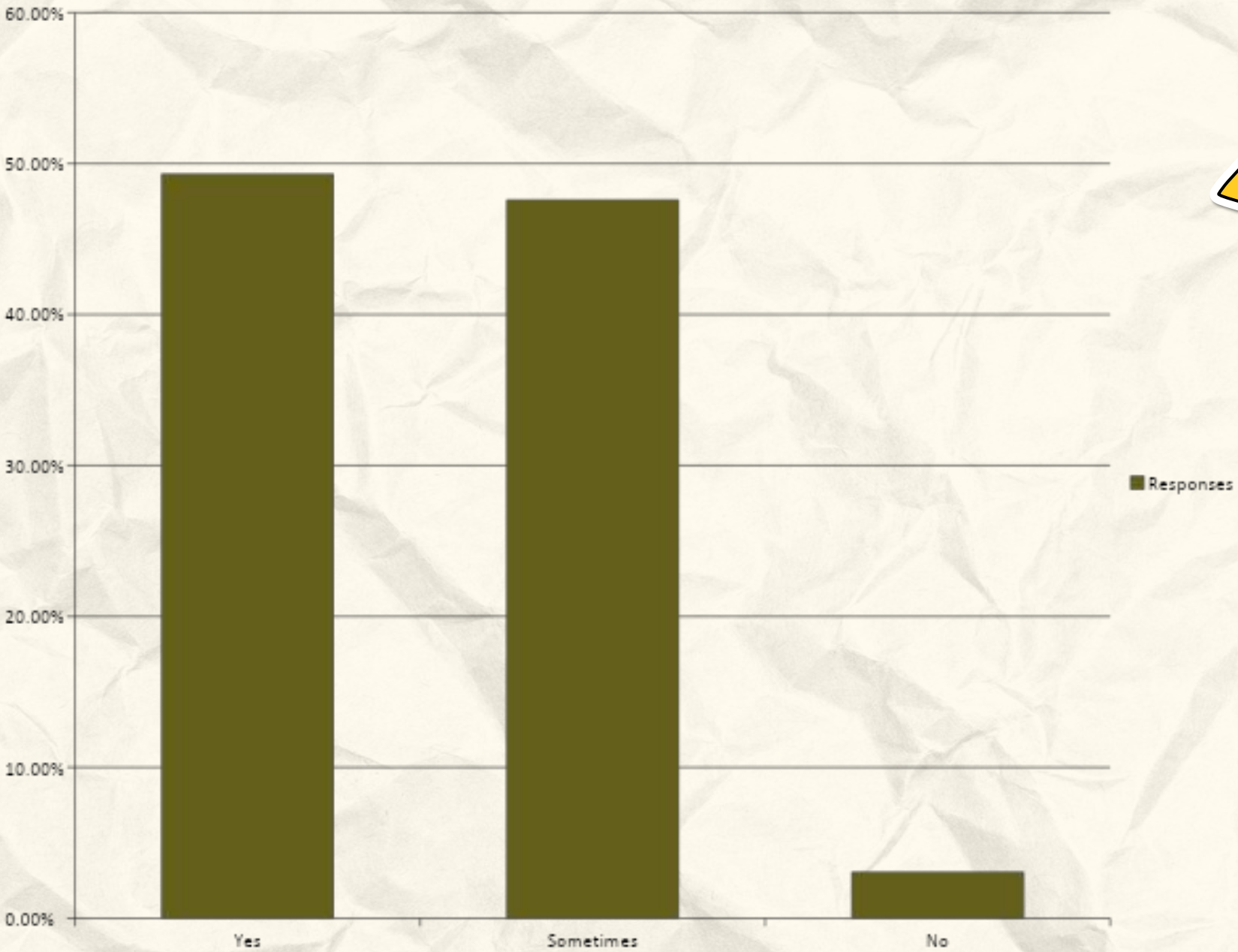
What grade are you in?



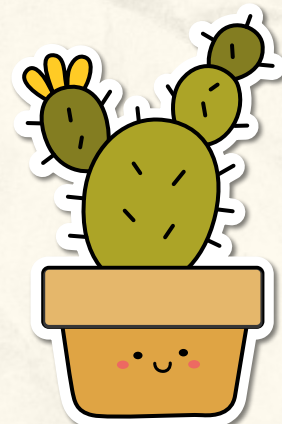
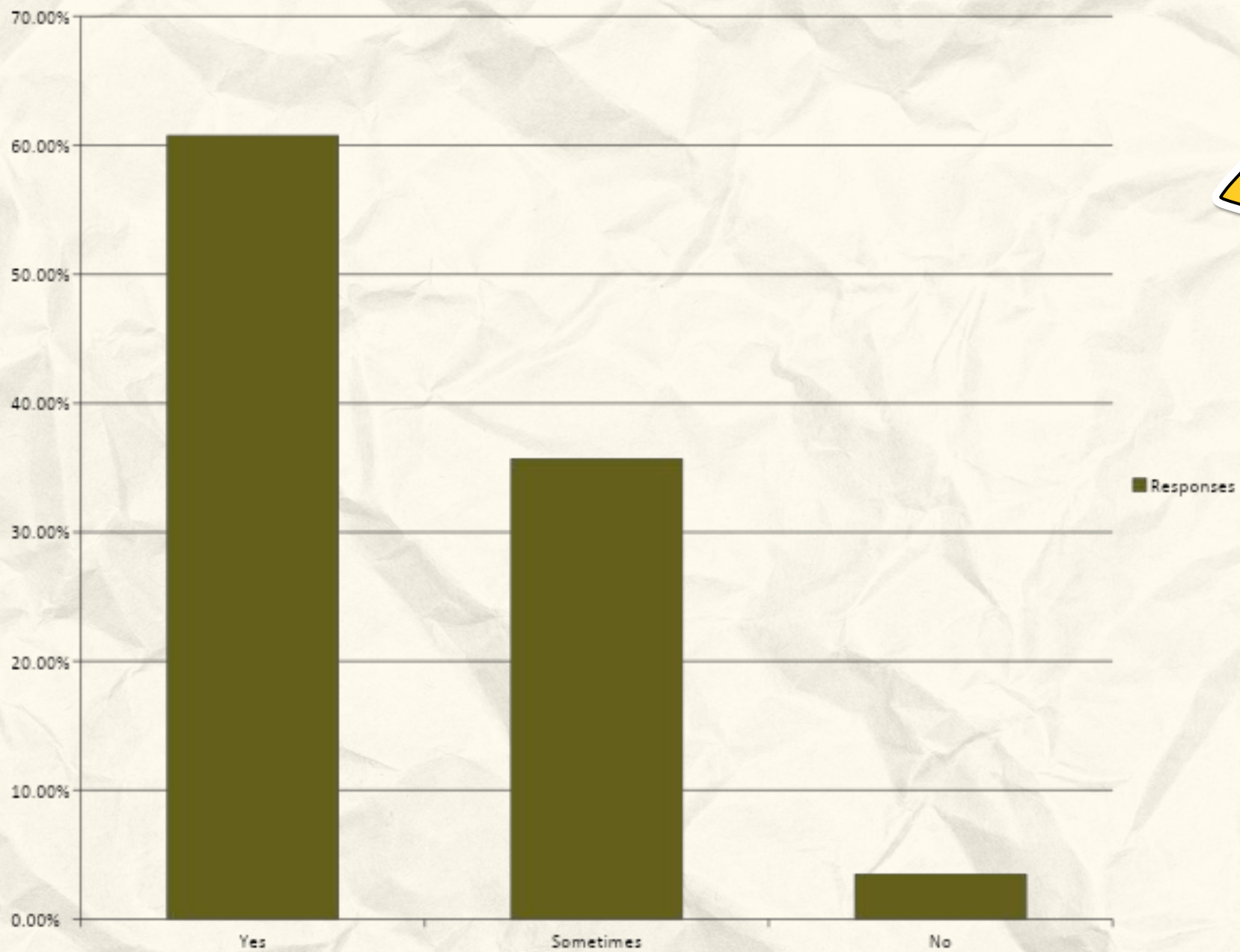
I can do well in school.



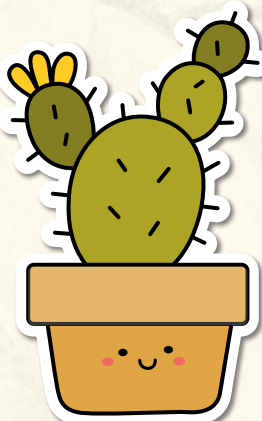
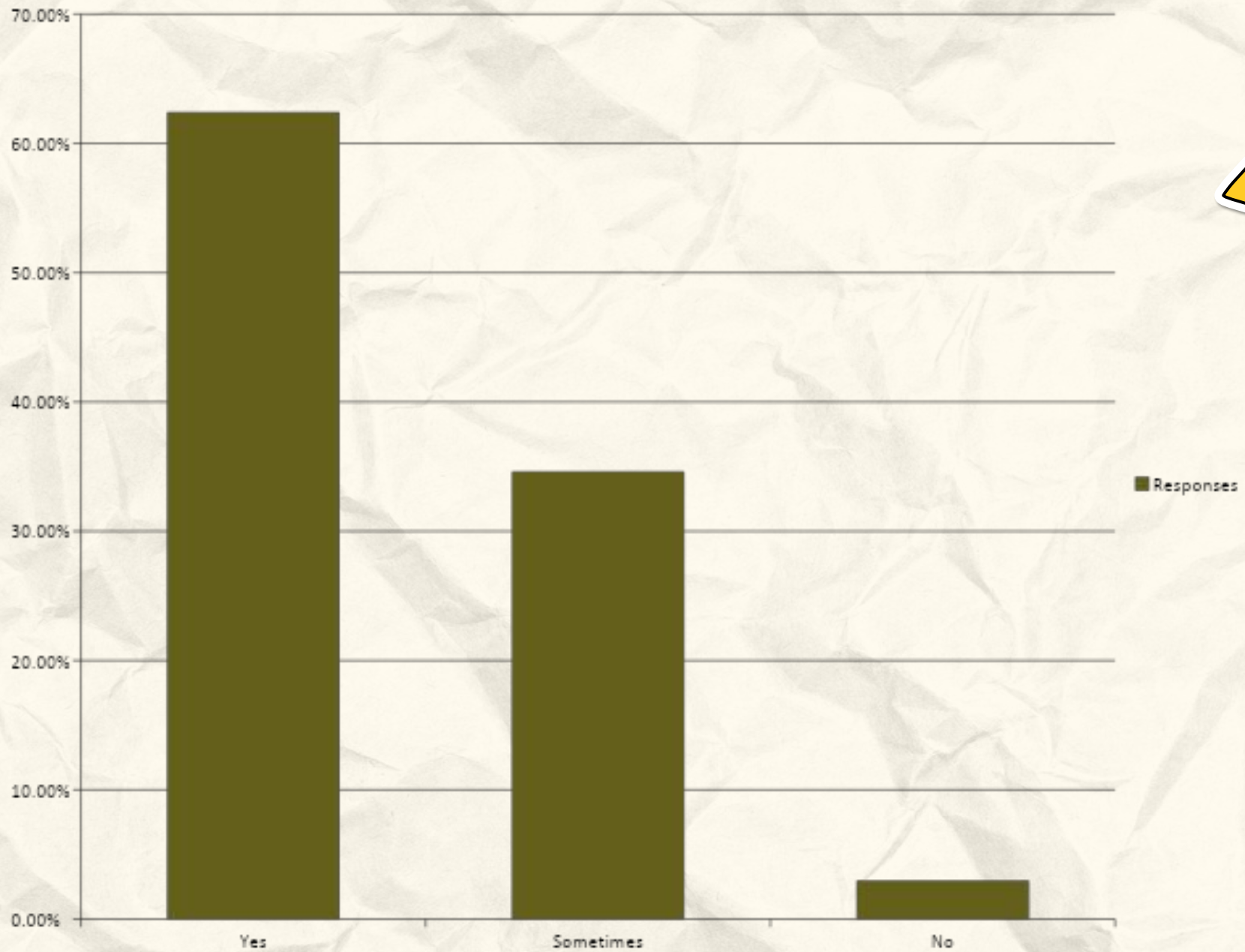
I ask for help from my teachers or others when I need it.



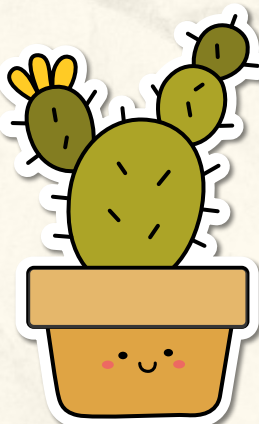
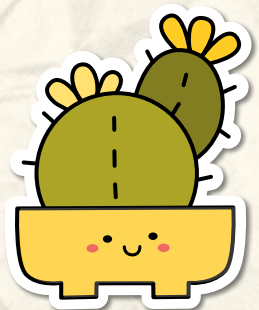
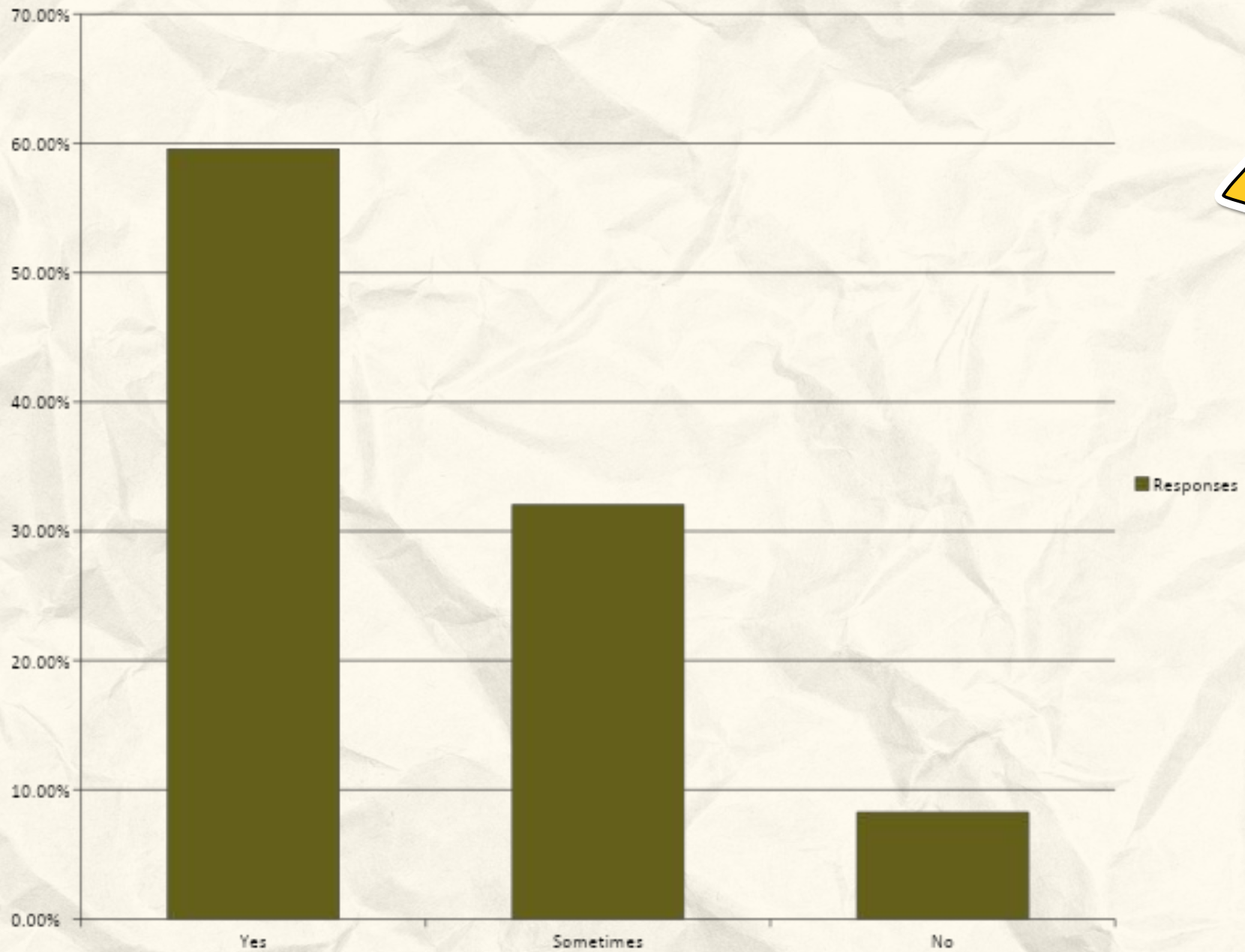
I actively take part in class.



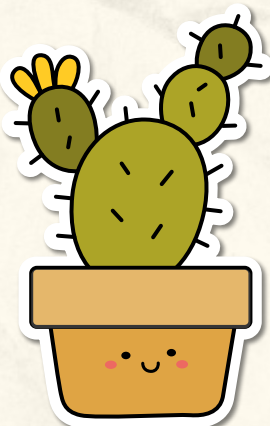
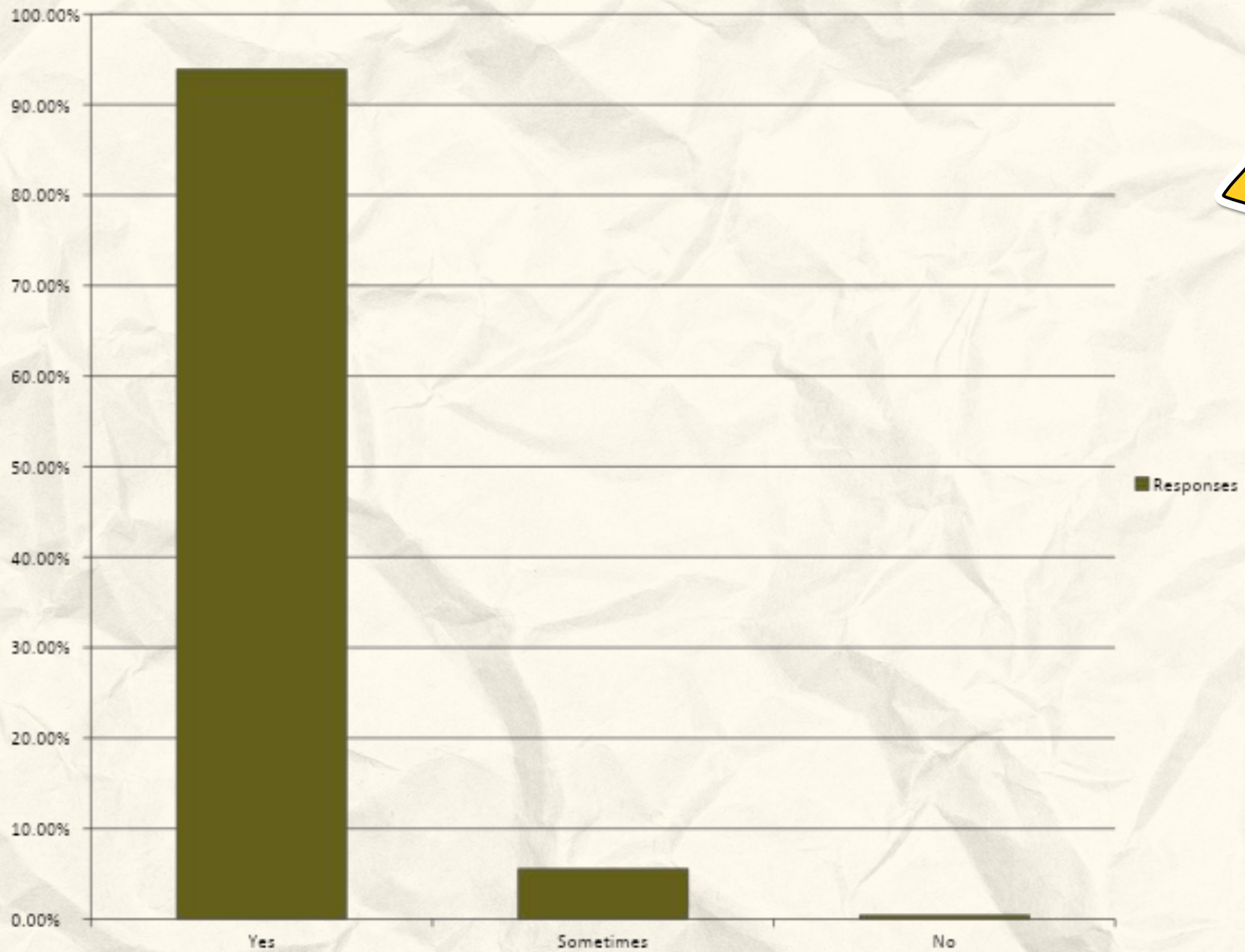
I help others in my school.



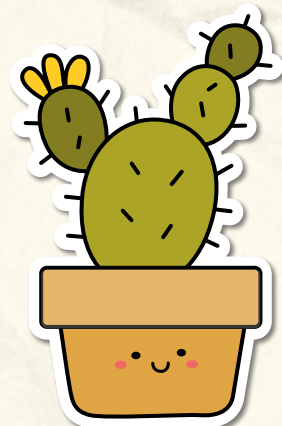
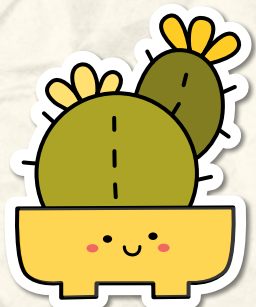
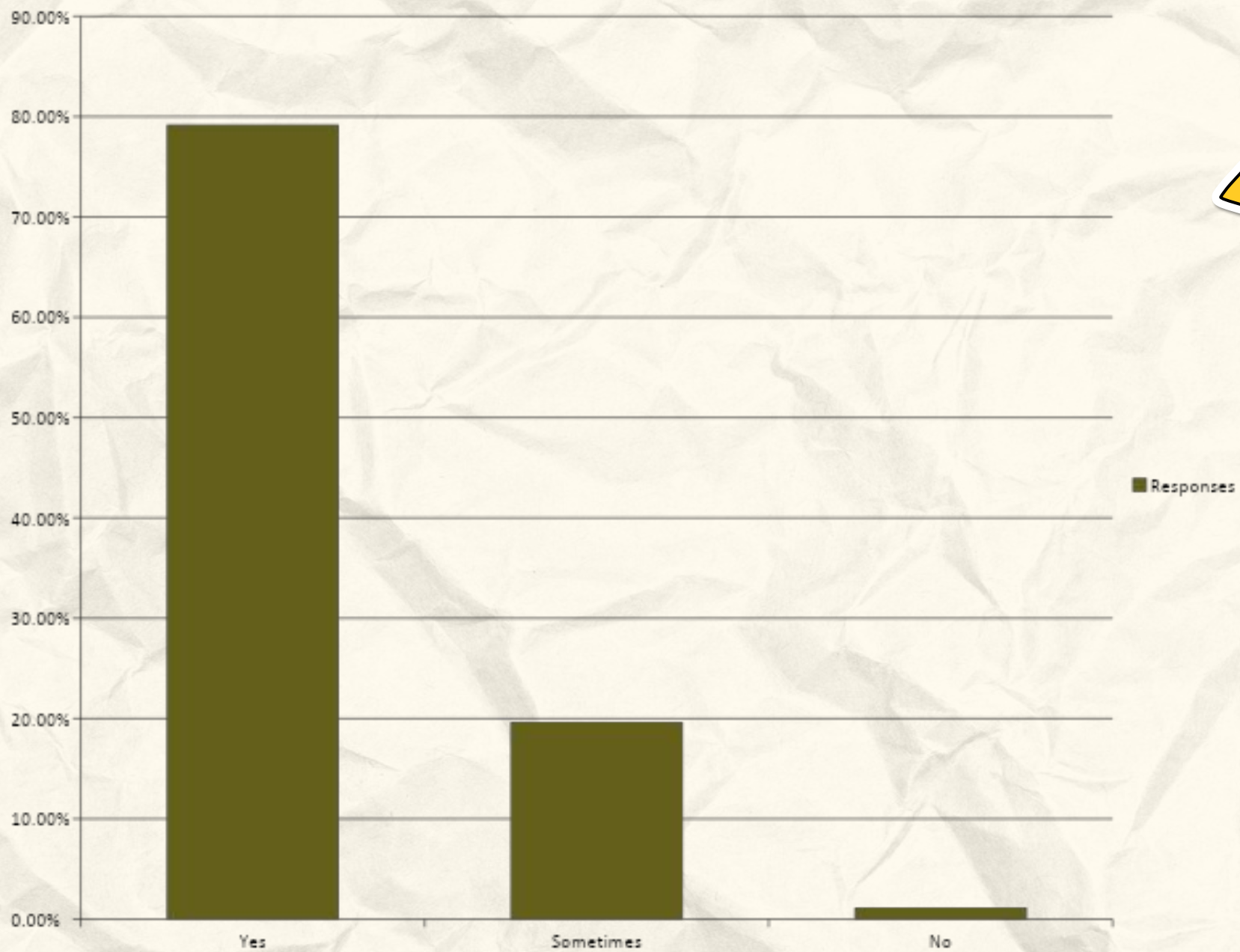
I help make my school a better place.



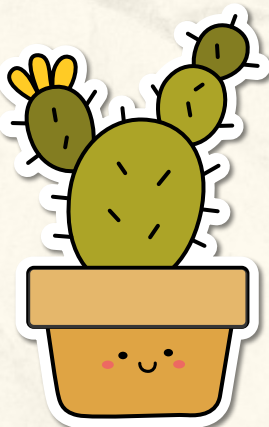
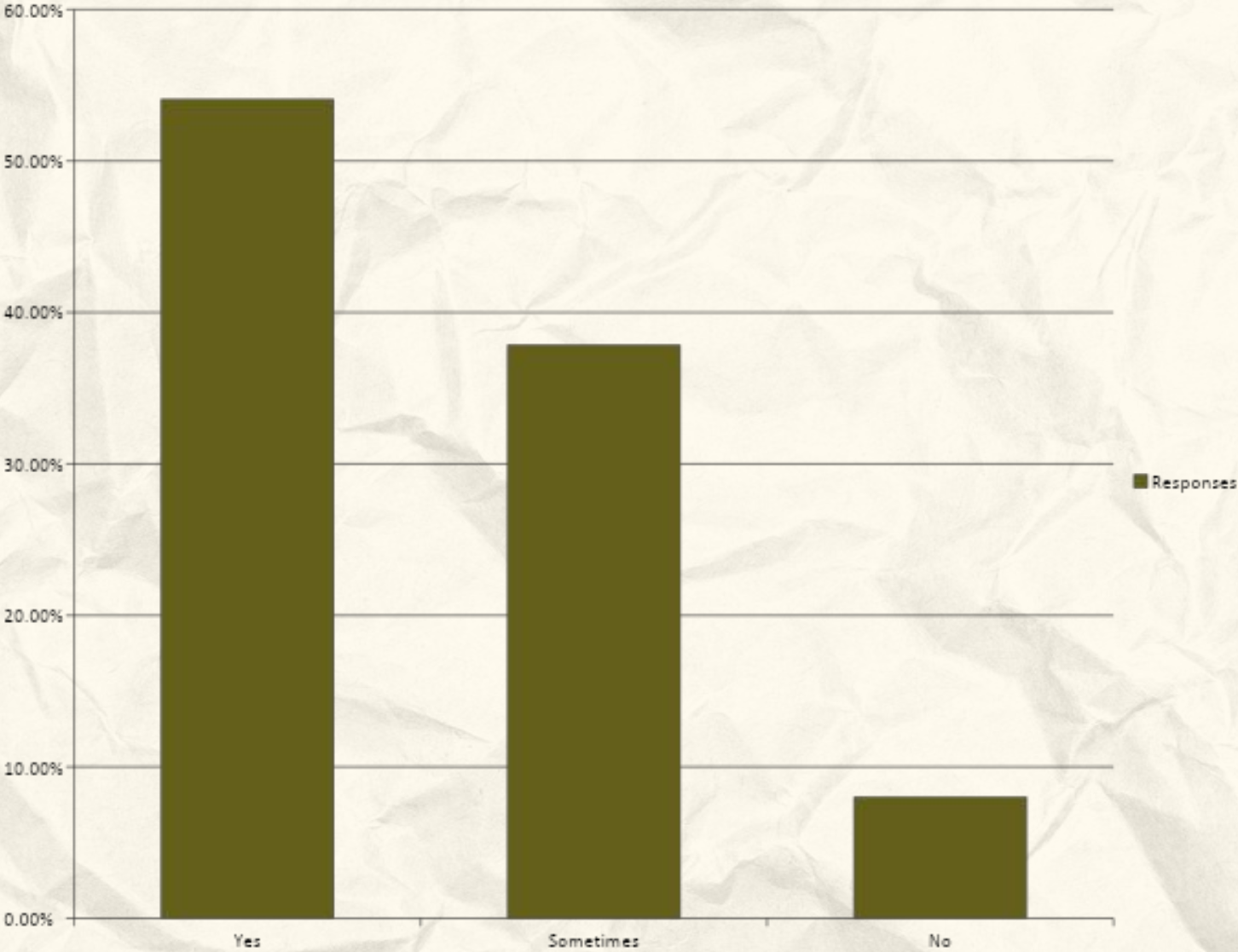
My teachers help students to learn.



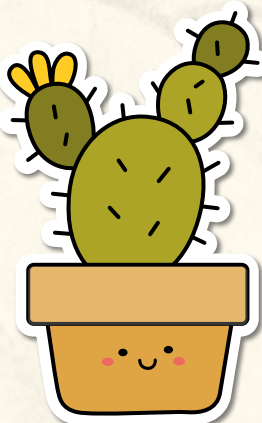
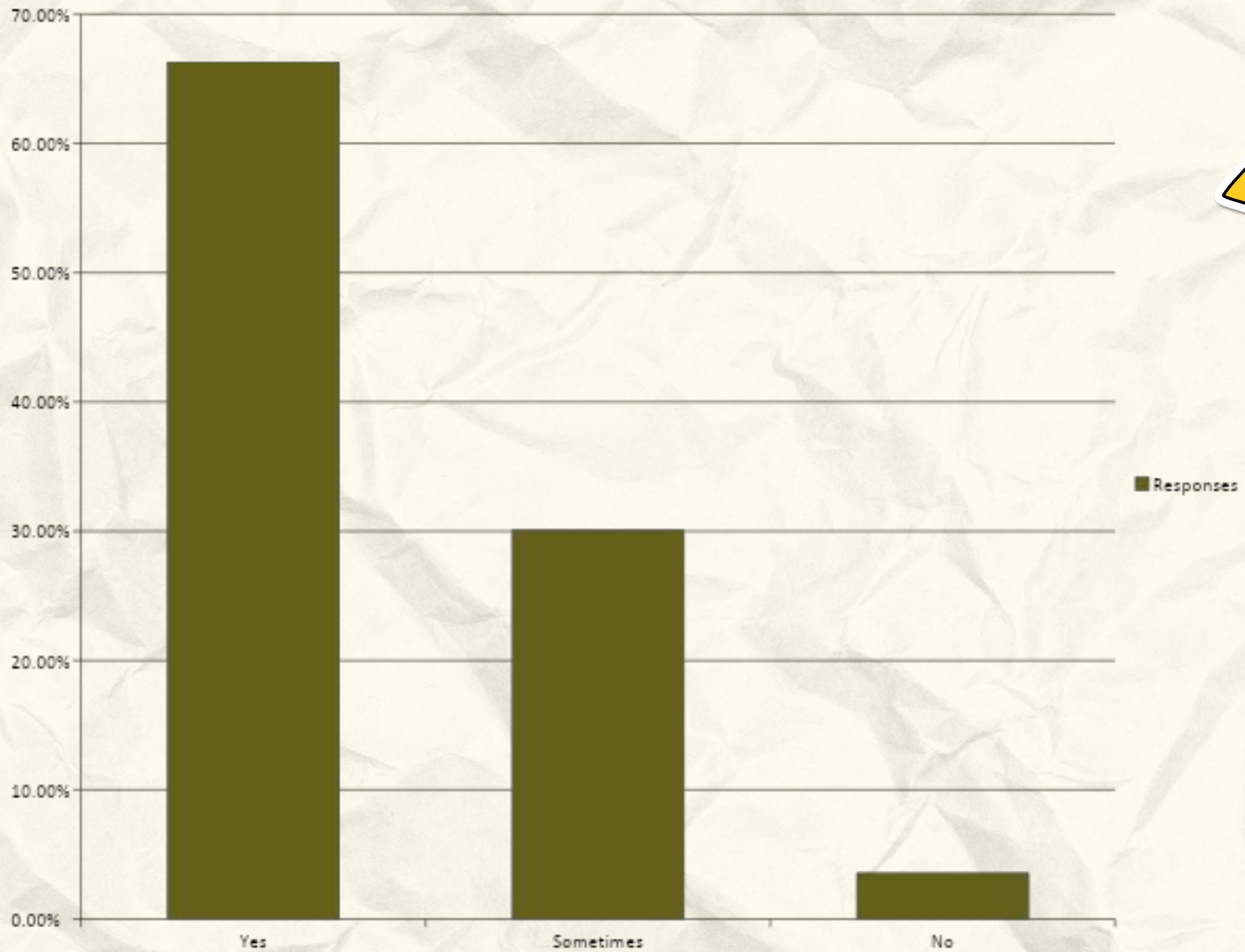
My teachers expect very good work from me.



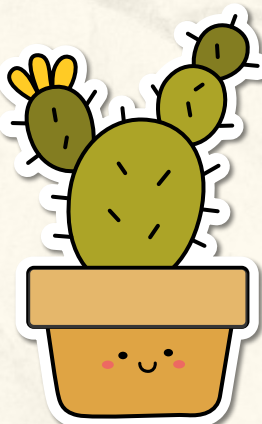
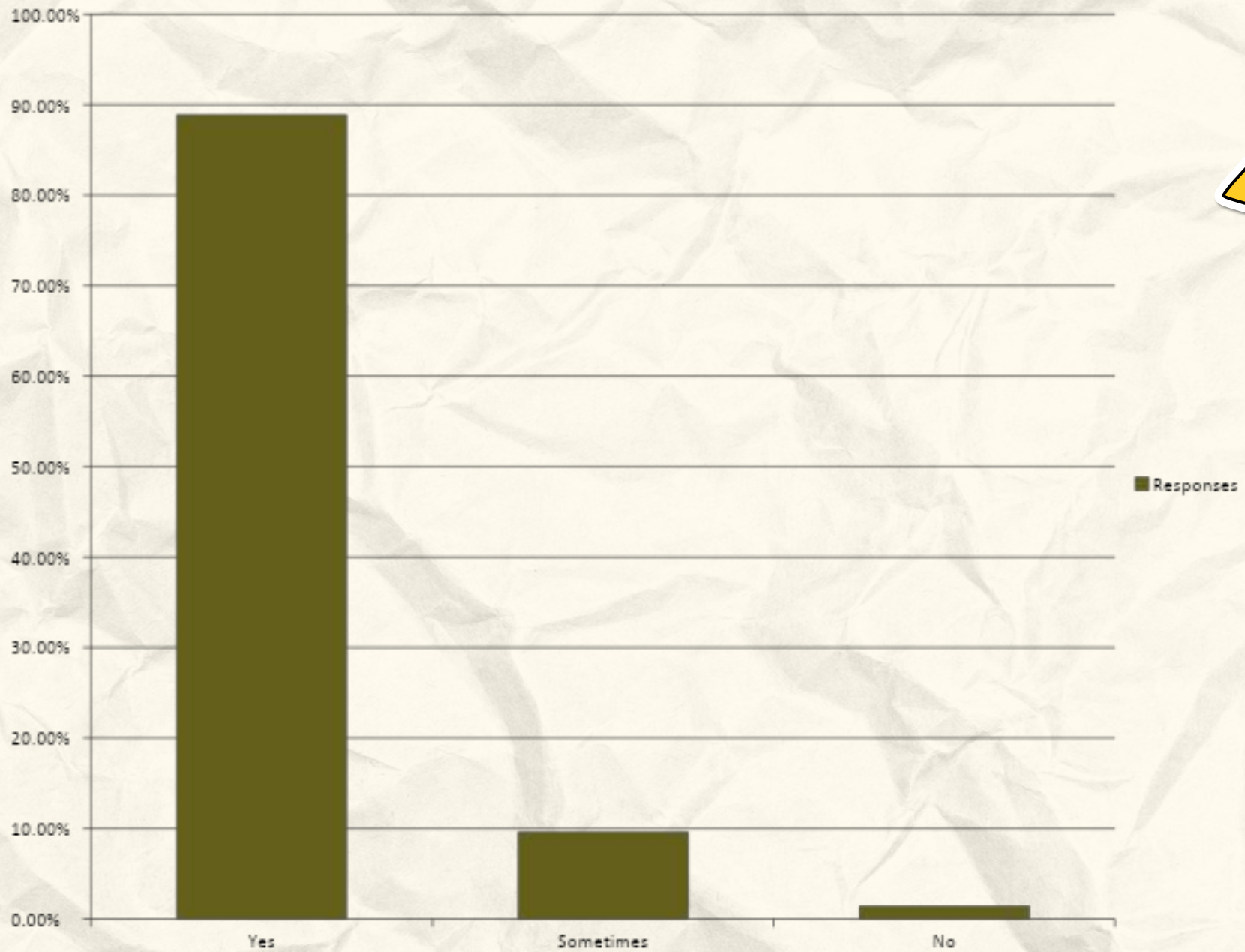
My teachers notice if I have trouble learning something.



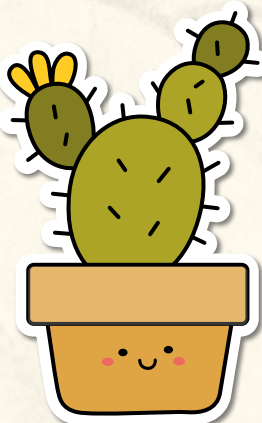
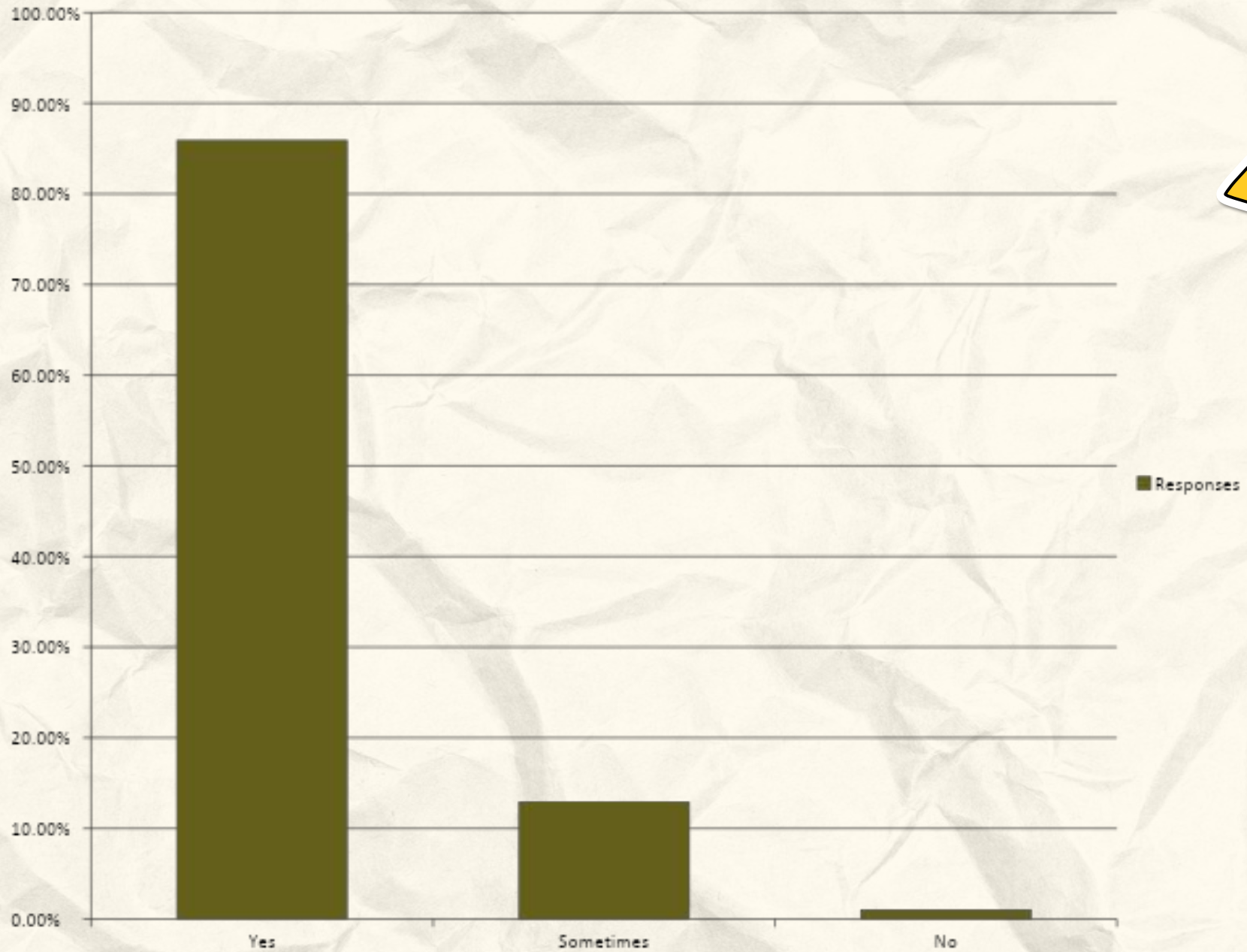
My teachers let me know when I am doing a good job.



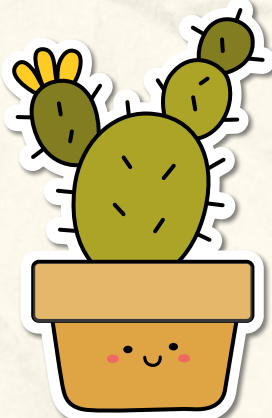
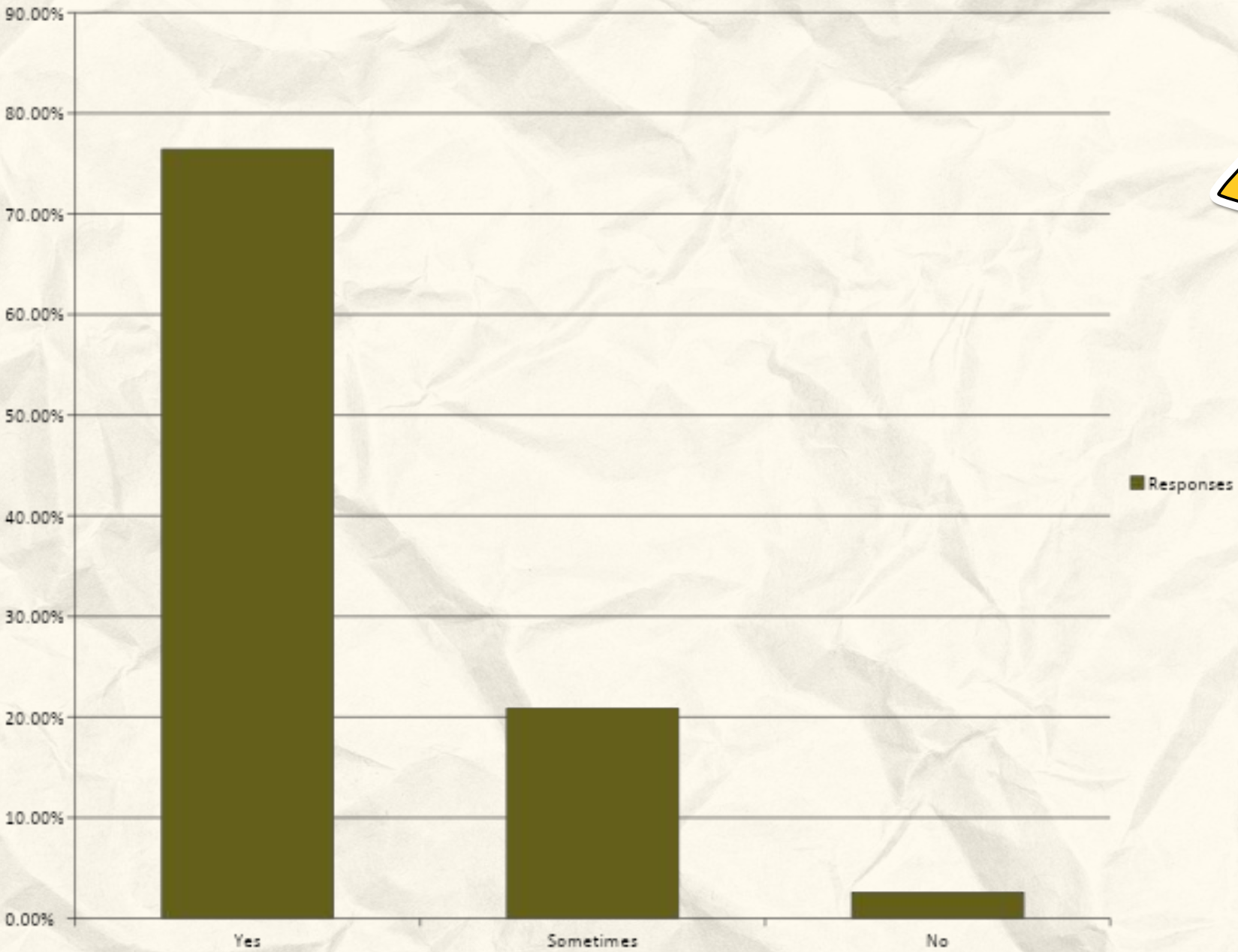
My teachers care about me.



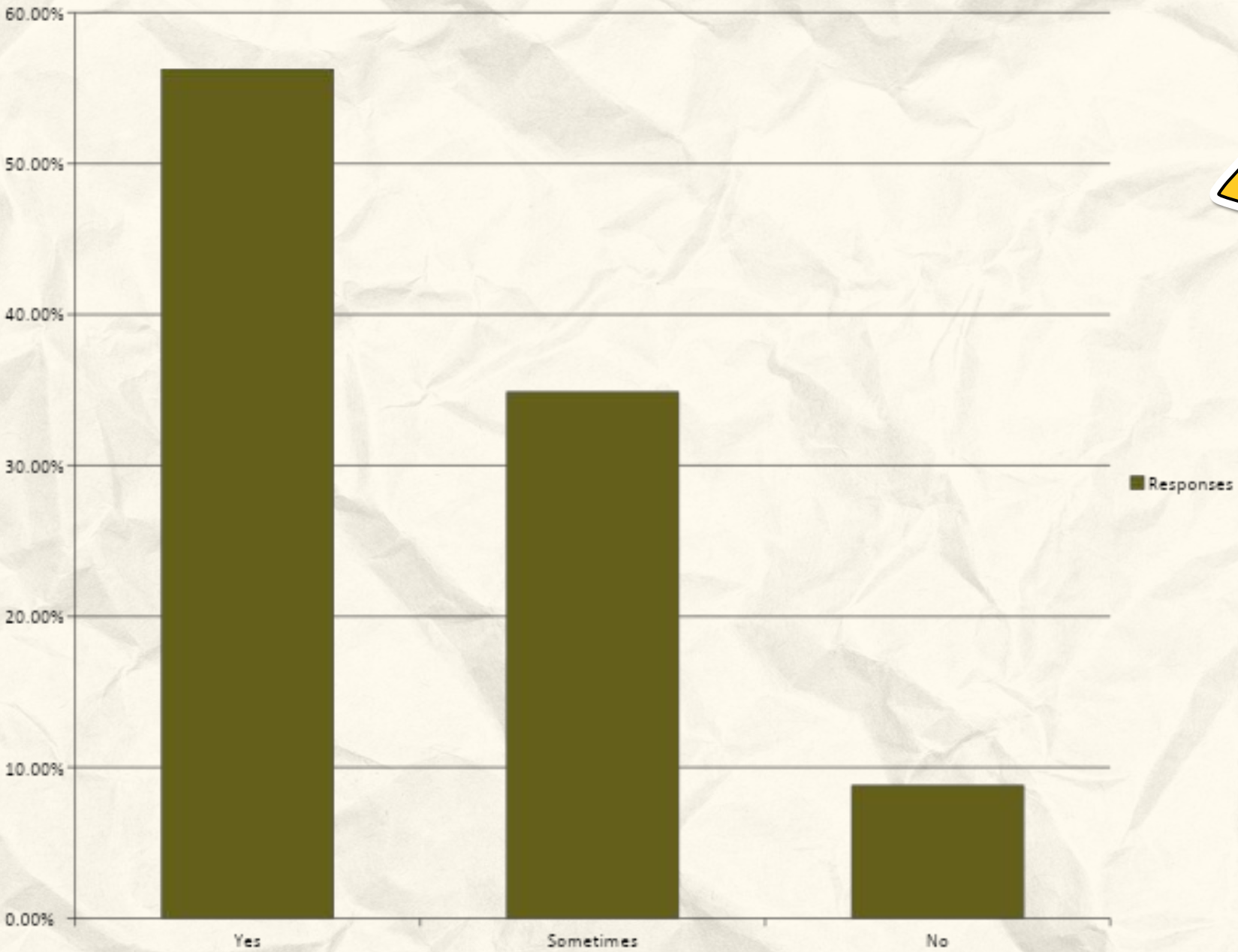
My school gives every student a chance to do well.



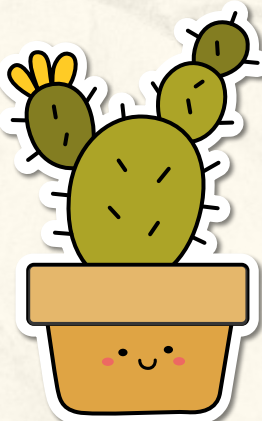
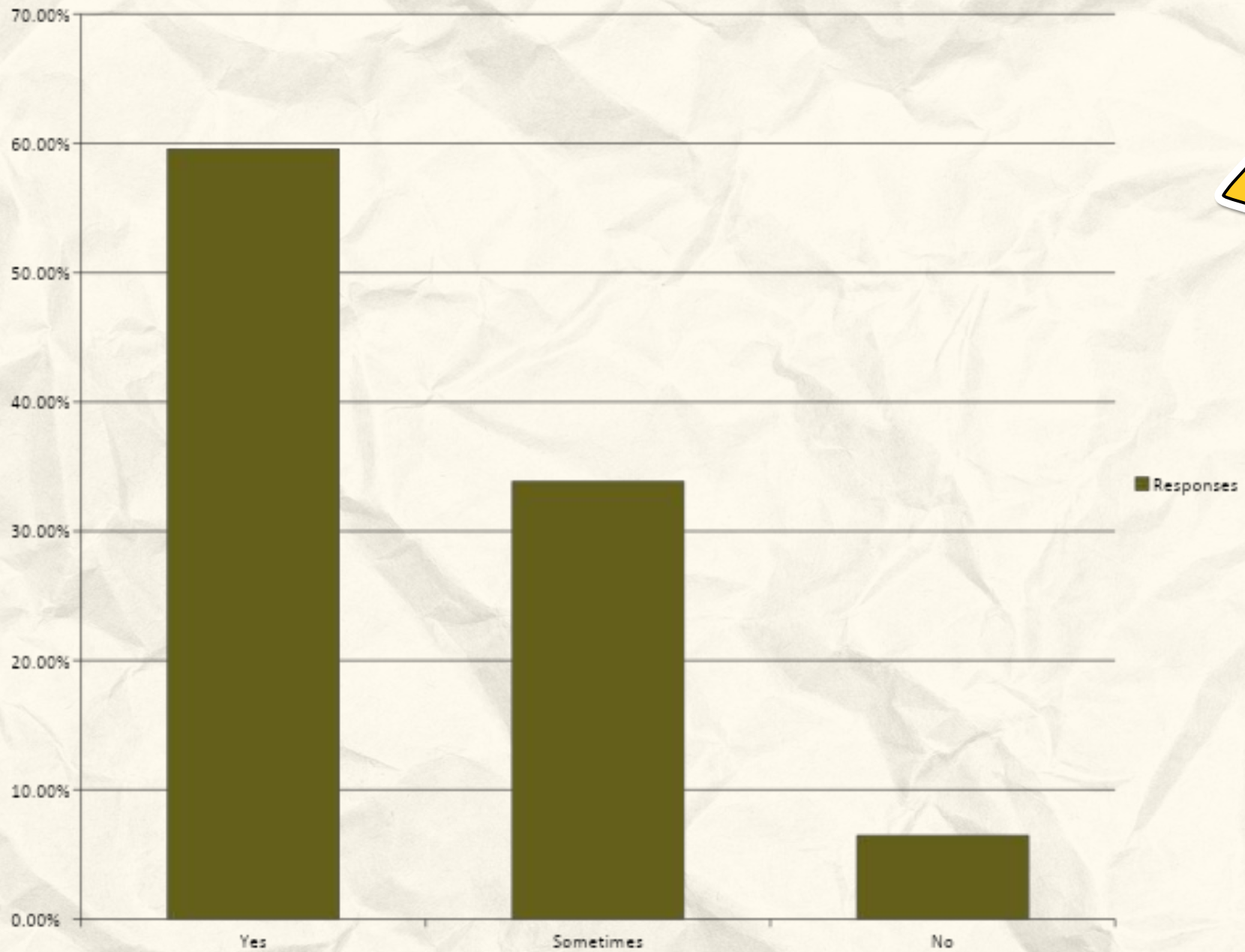
I am treated with respect by adults at my school.



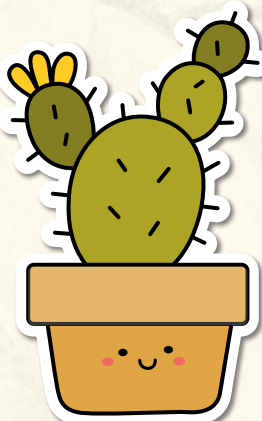
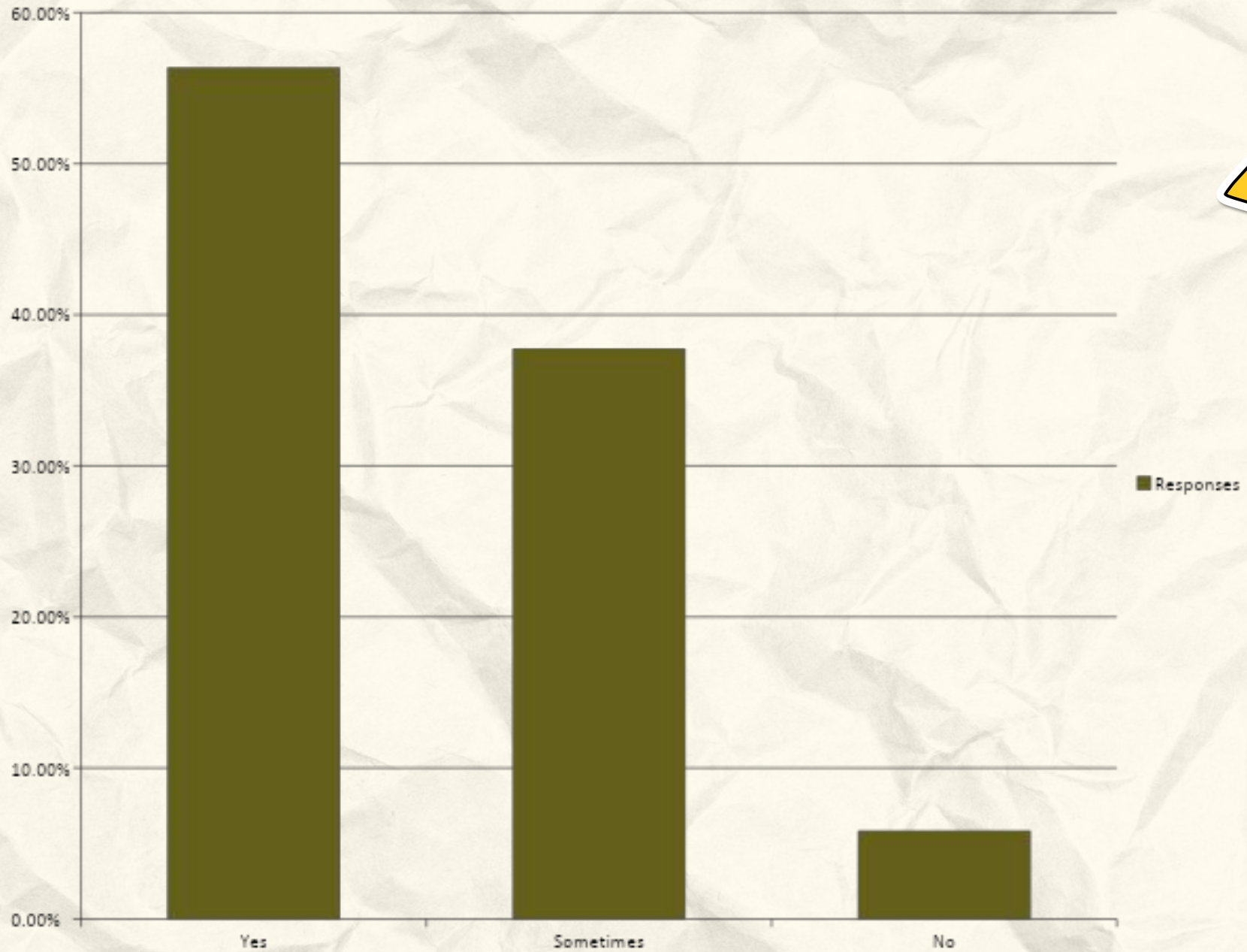
I like going to this school.



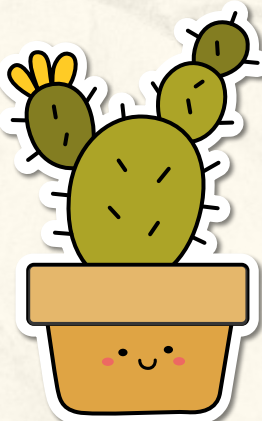
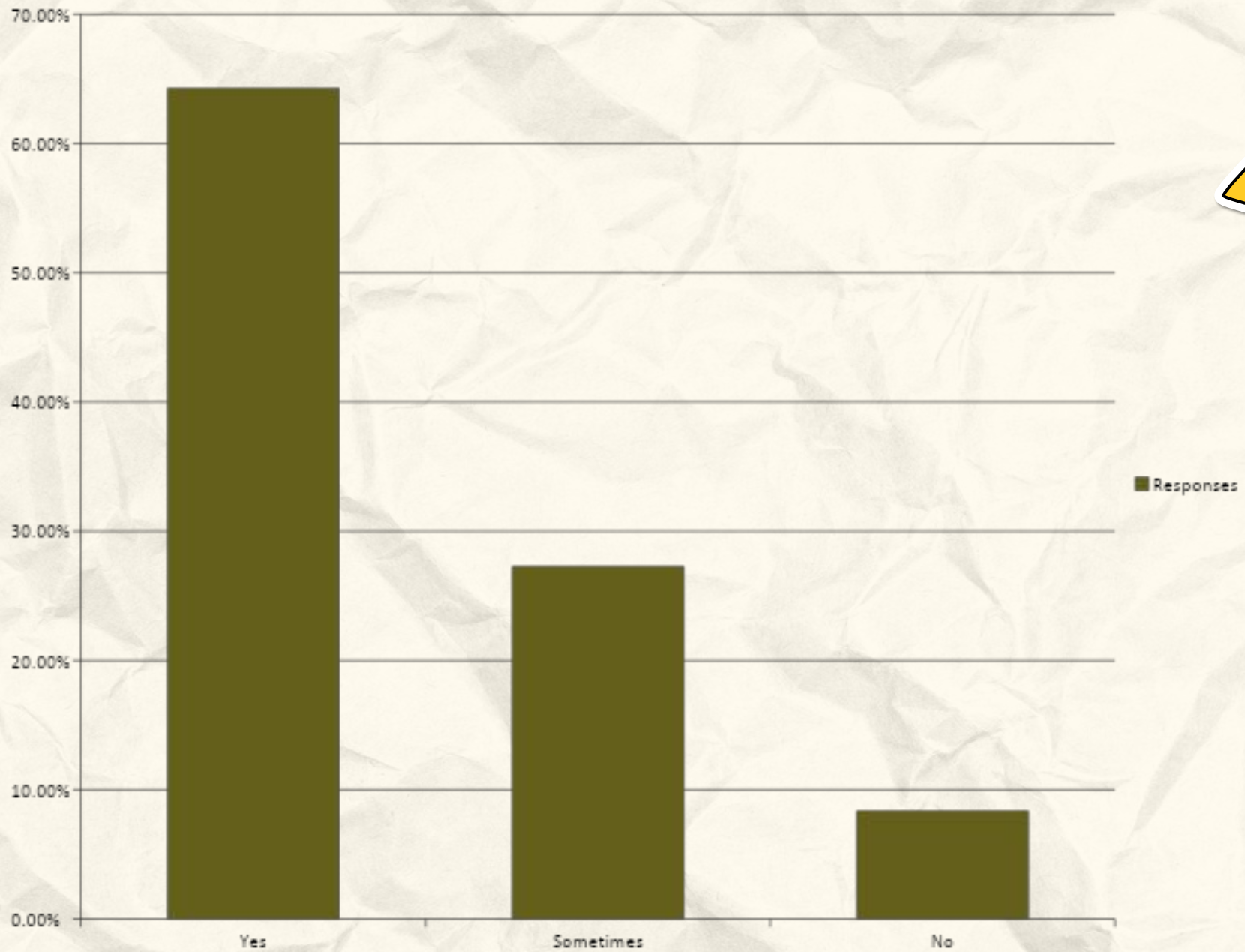
I can work well in groups with people who differ from me.



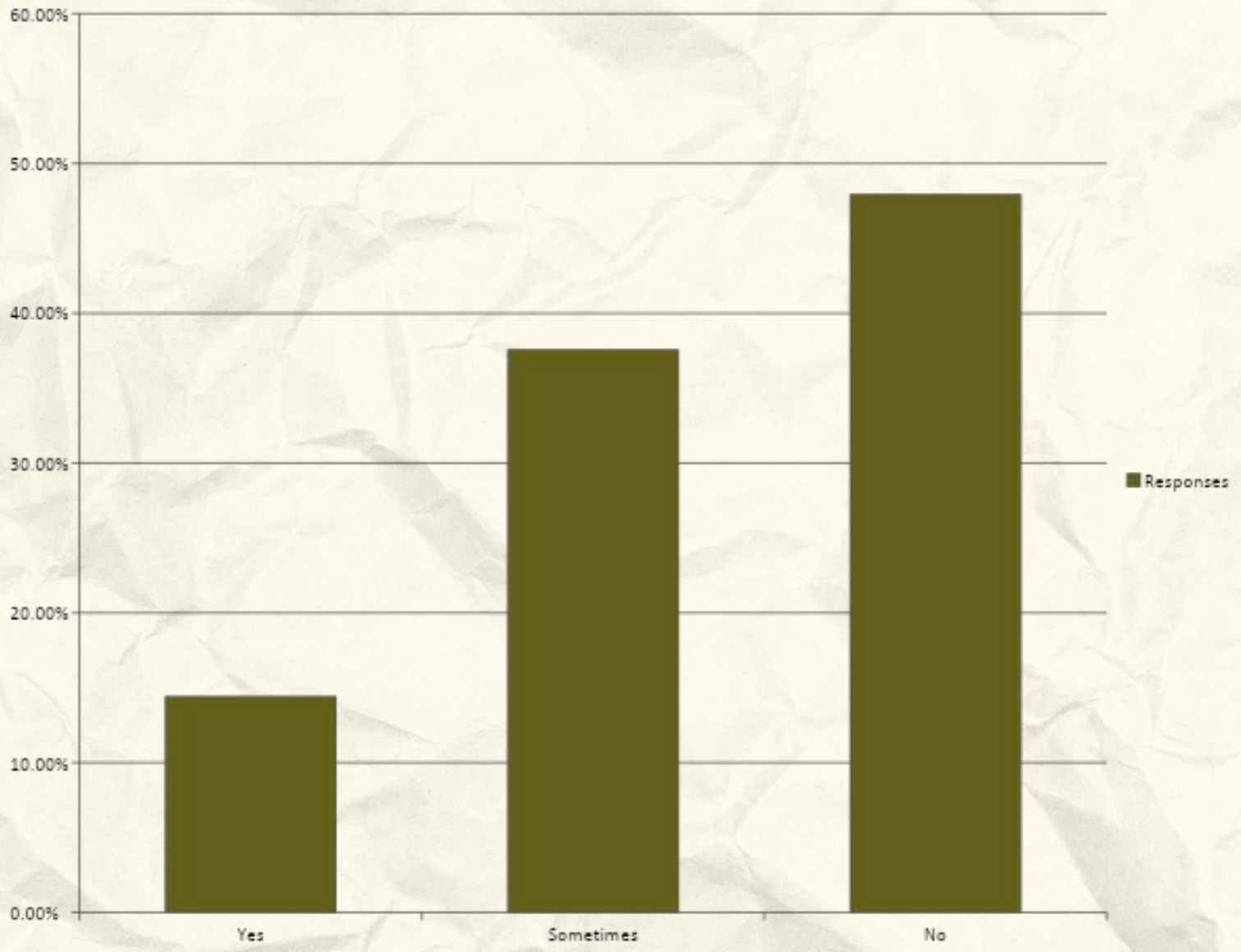
I am treated fairly at school.



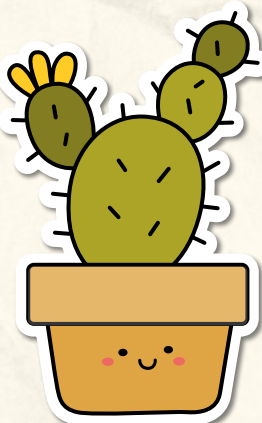
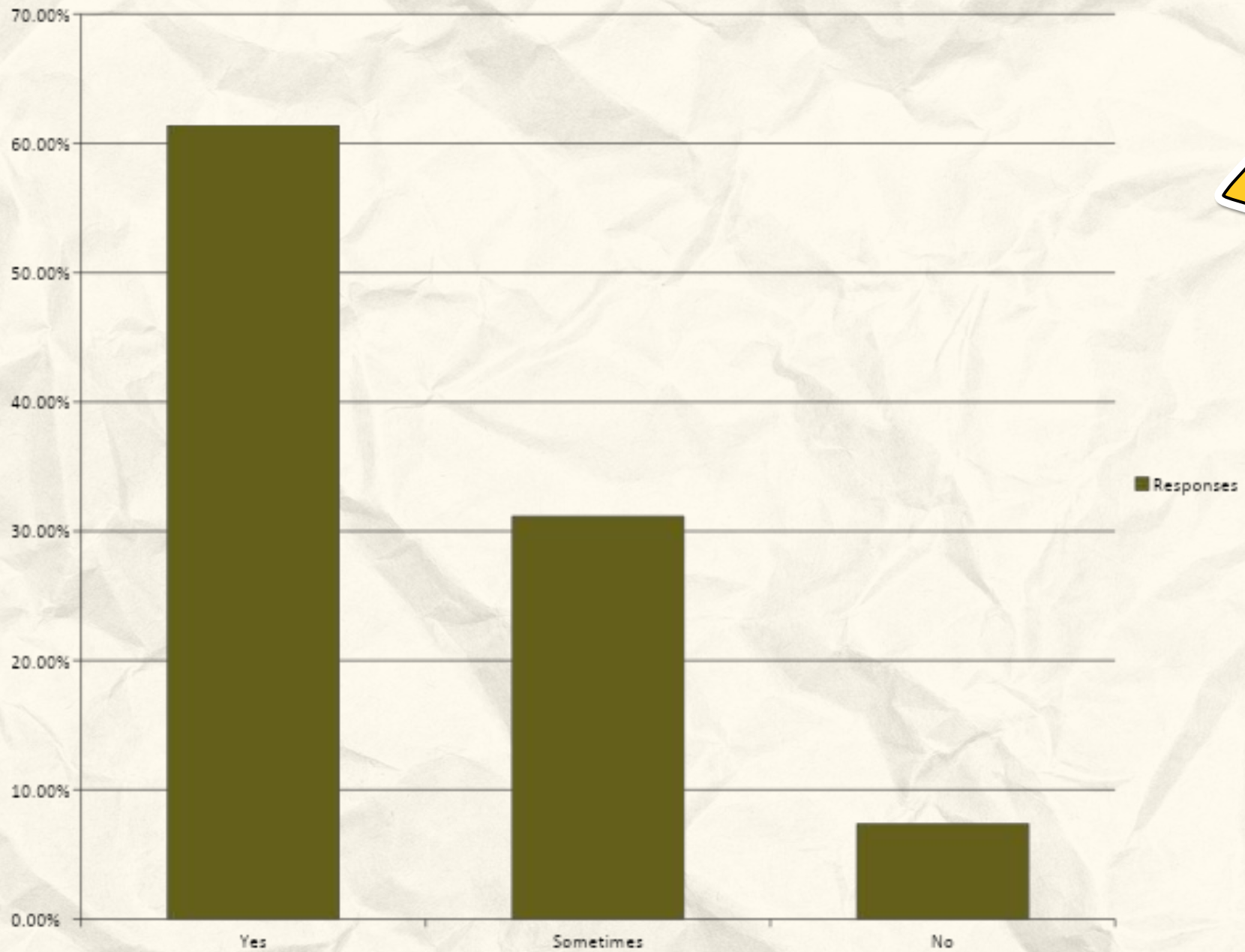
I feel safe at school.



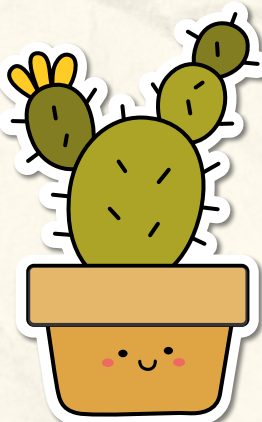
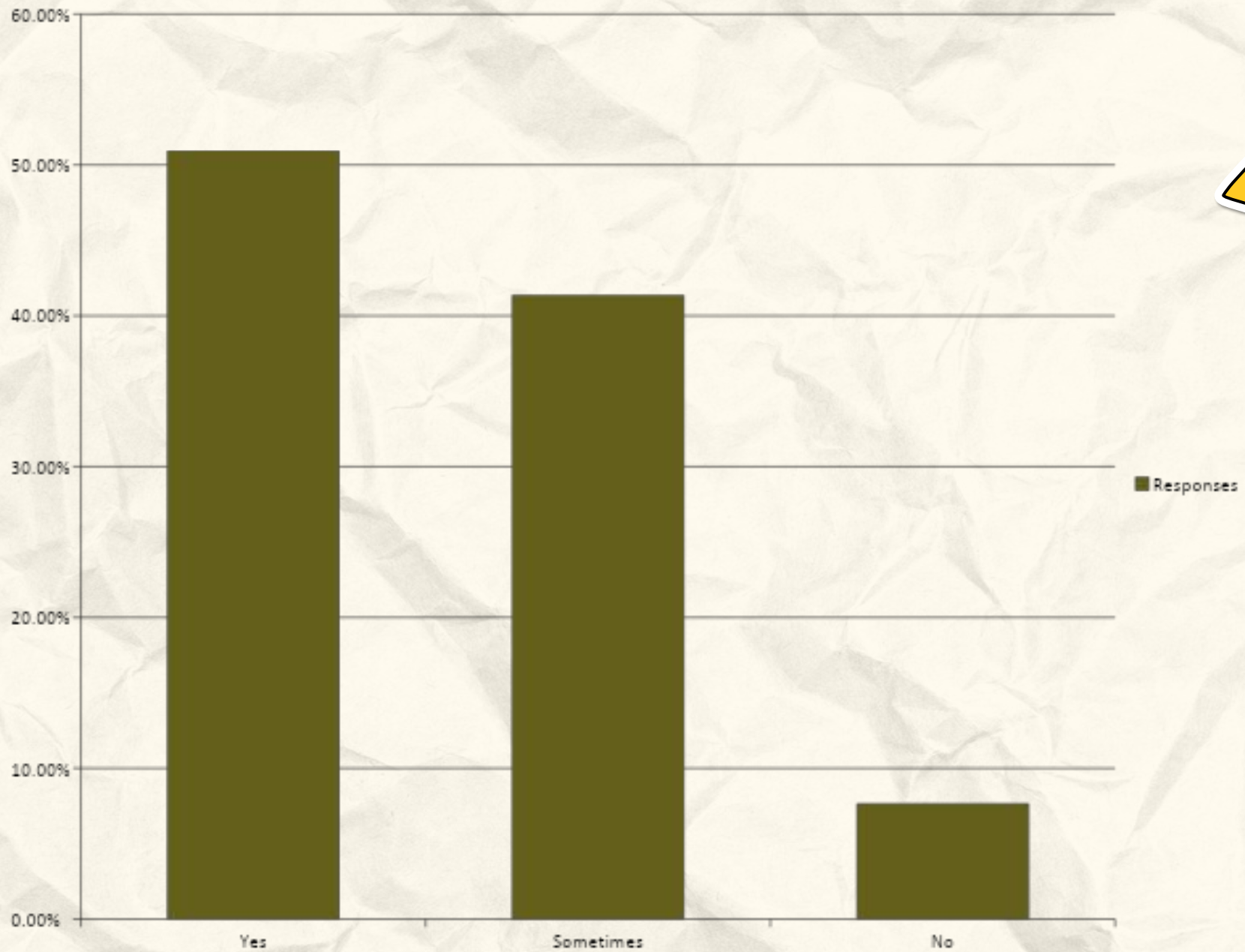
Students at my school are often bullied.



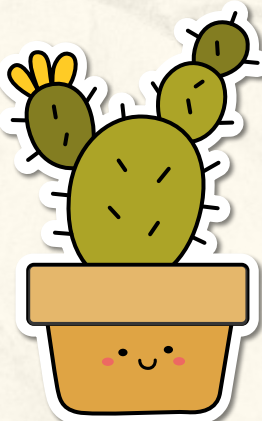
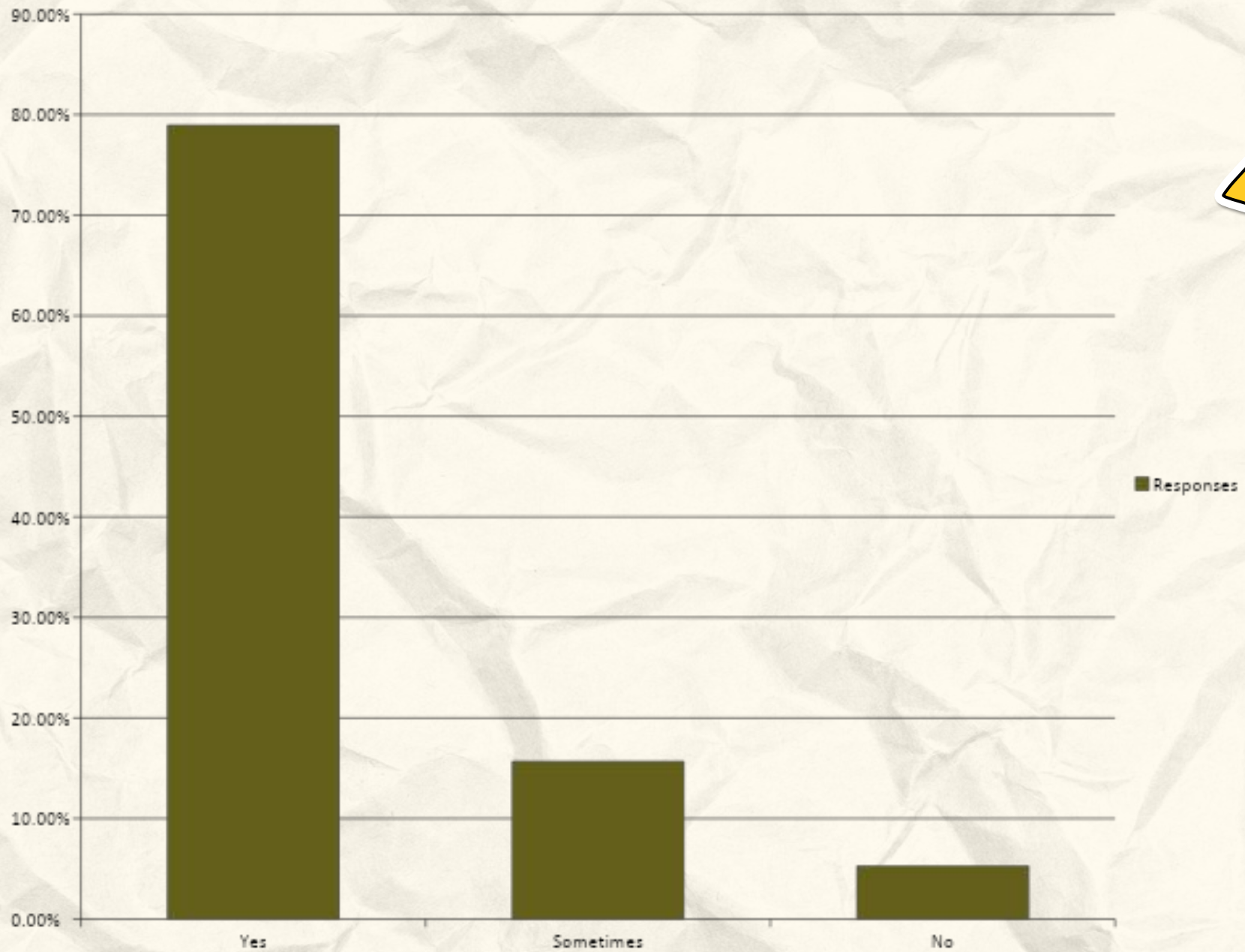
School rules are fair.



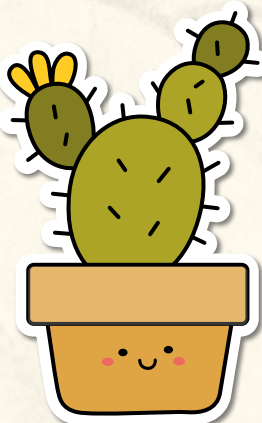
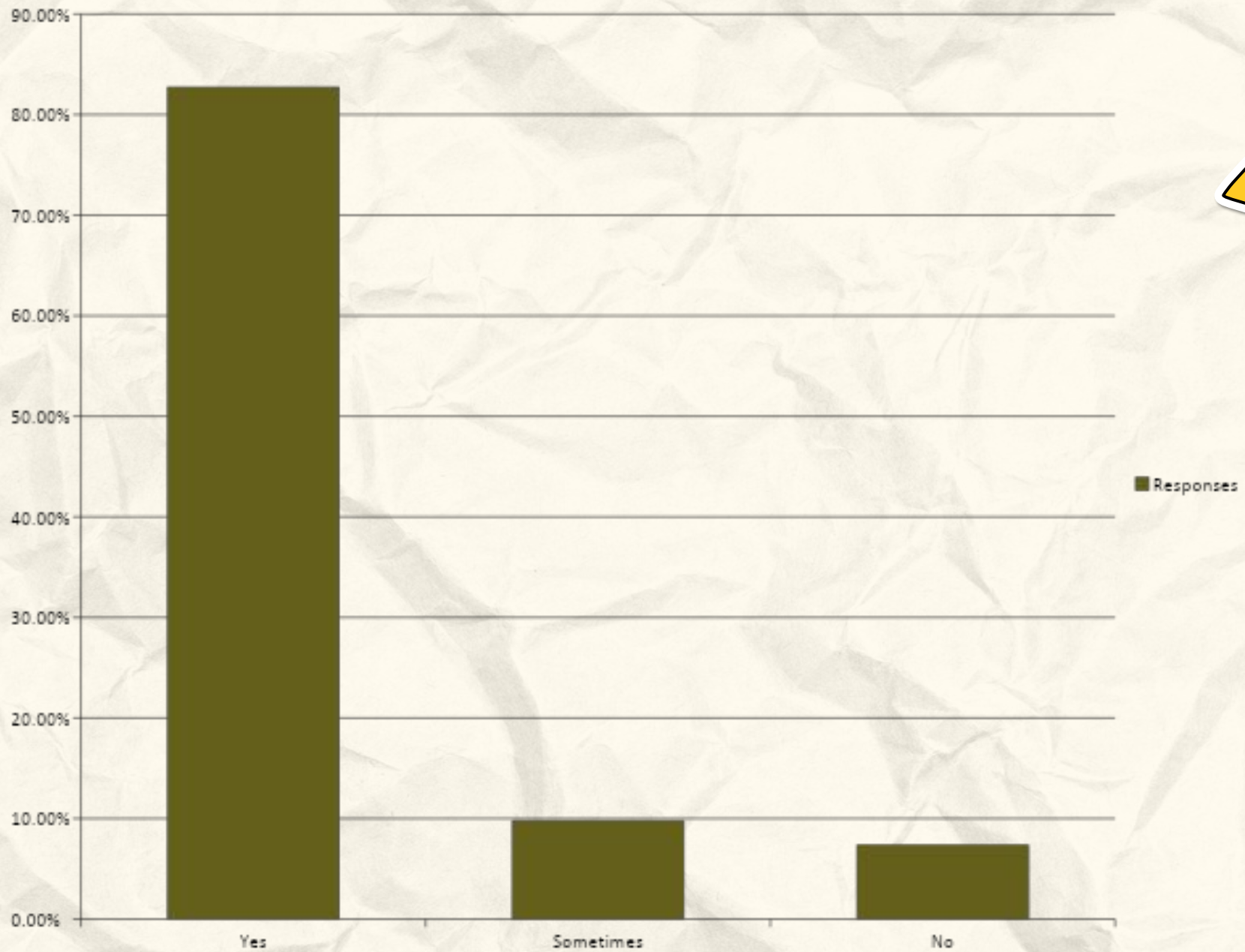
My school is clean.



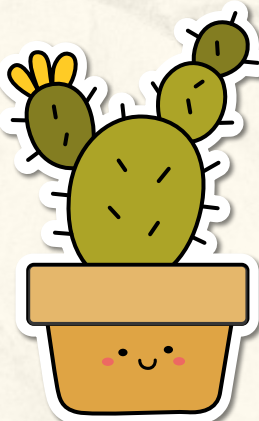
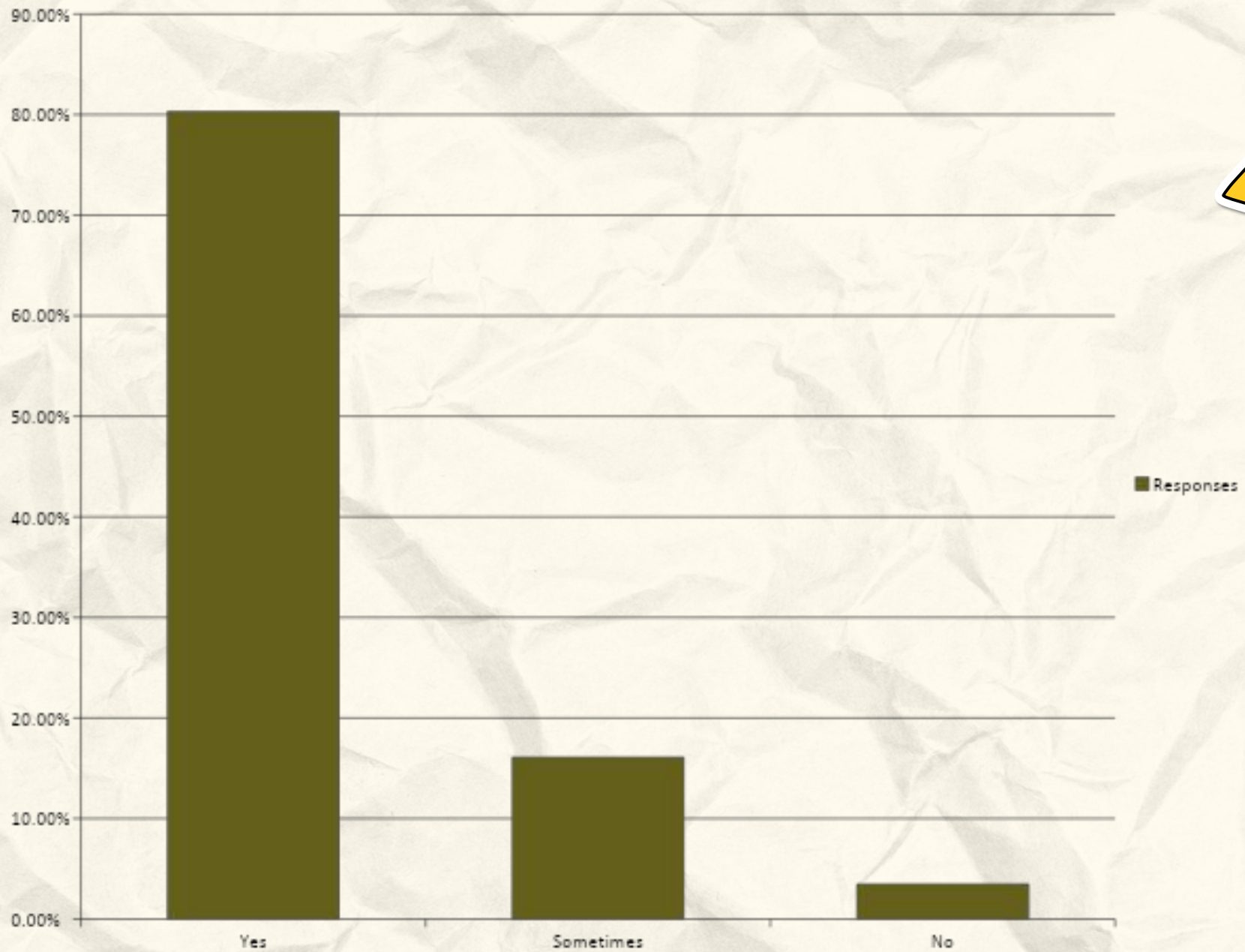
I know what to do if I hear about dangerous behaviors at school.



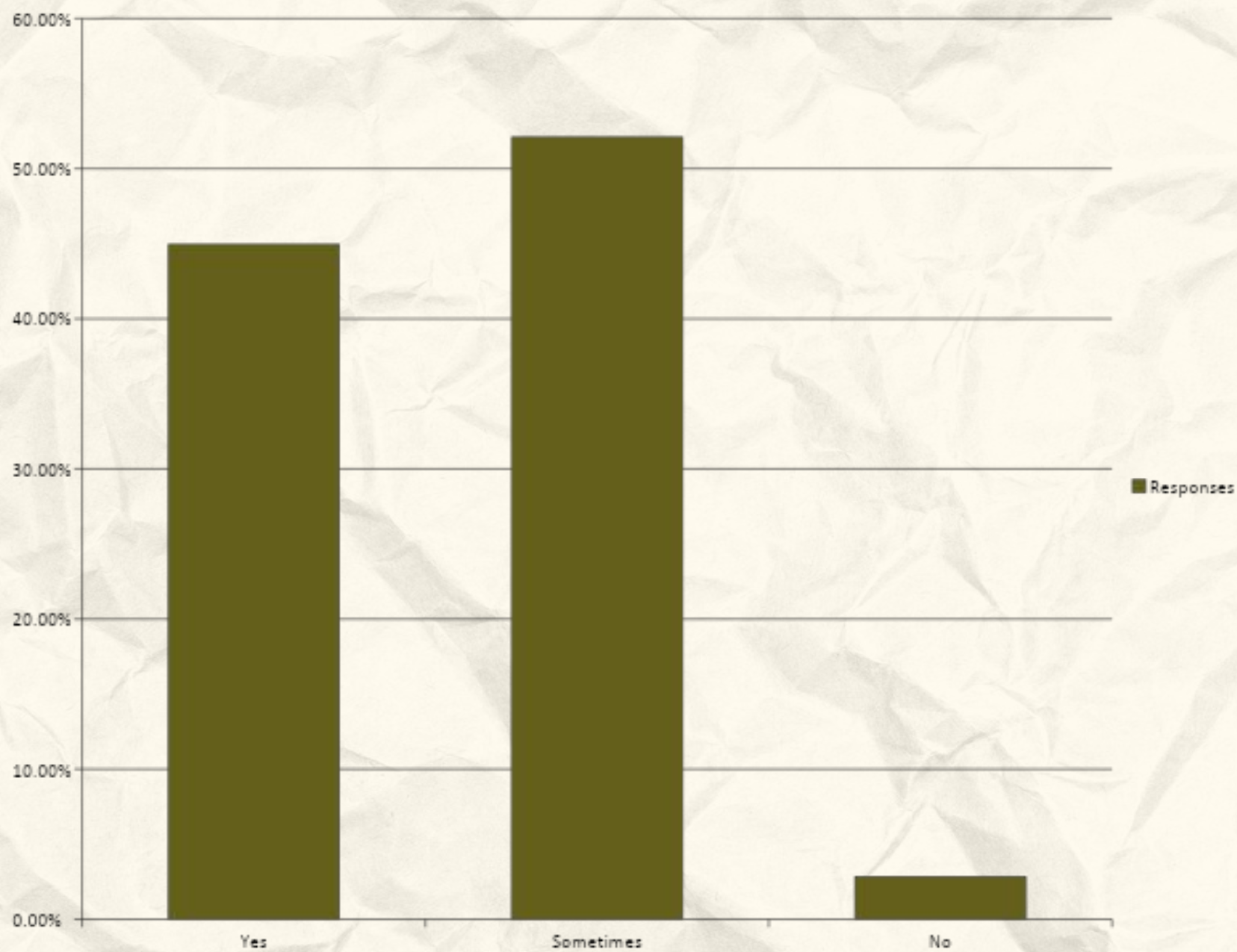
I know how to report bullying at my school.



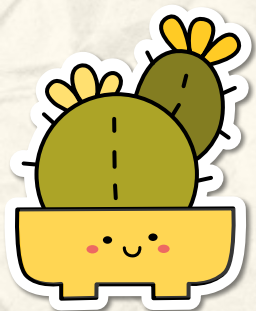
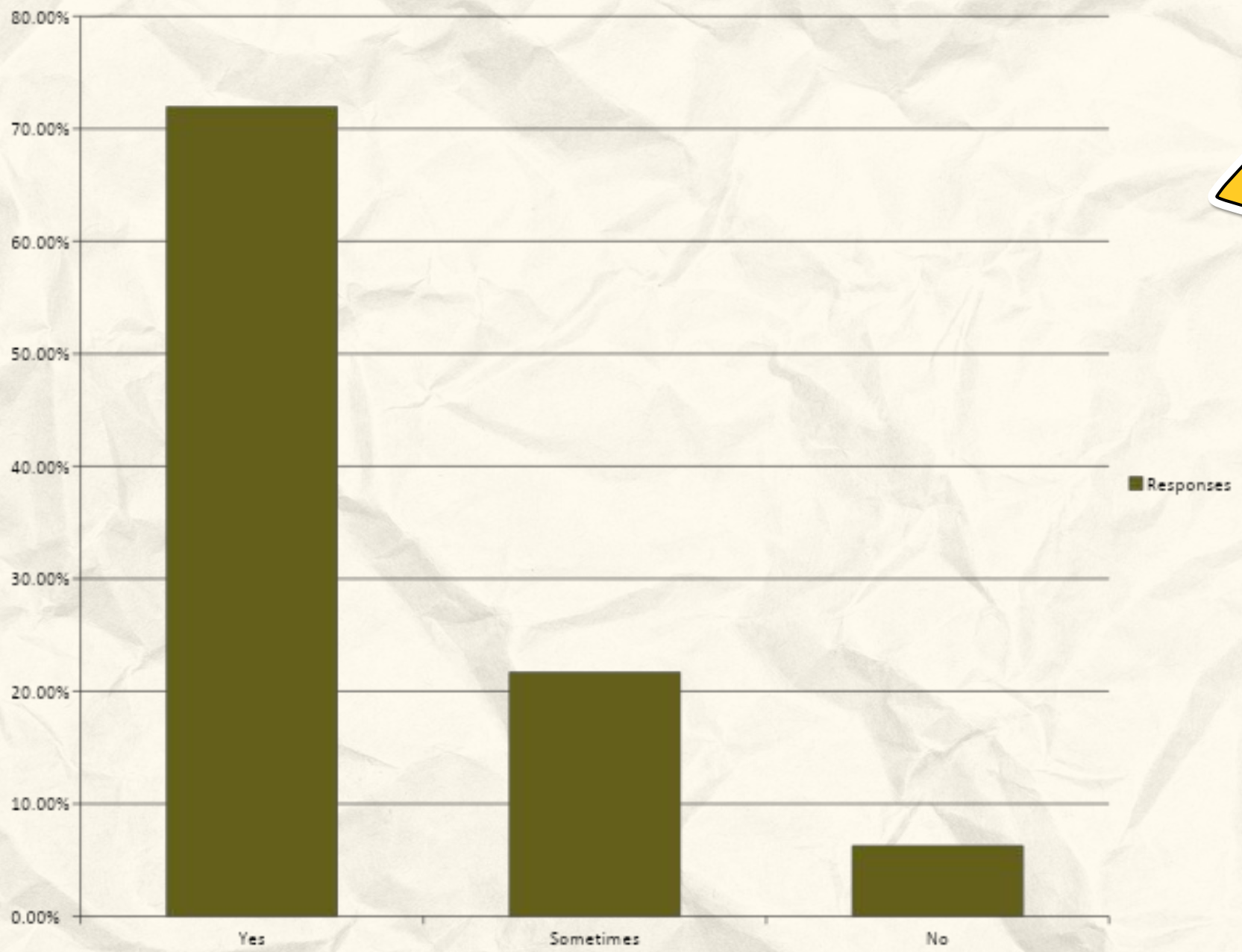
In case of an emergency, I know what to do.



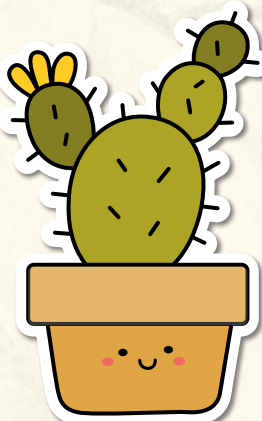
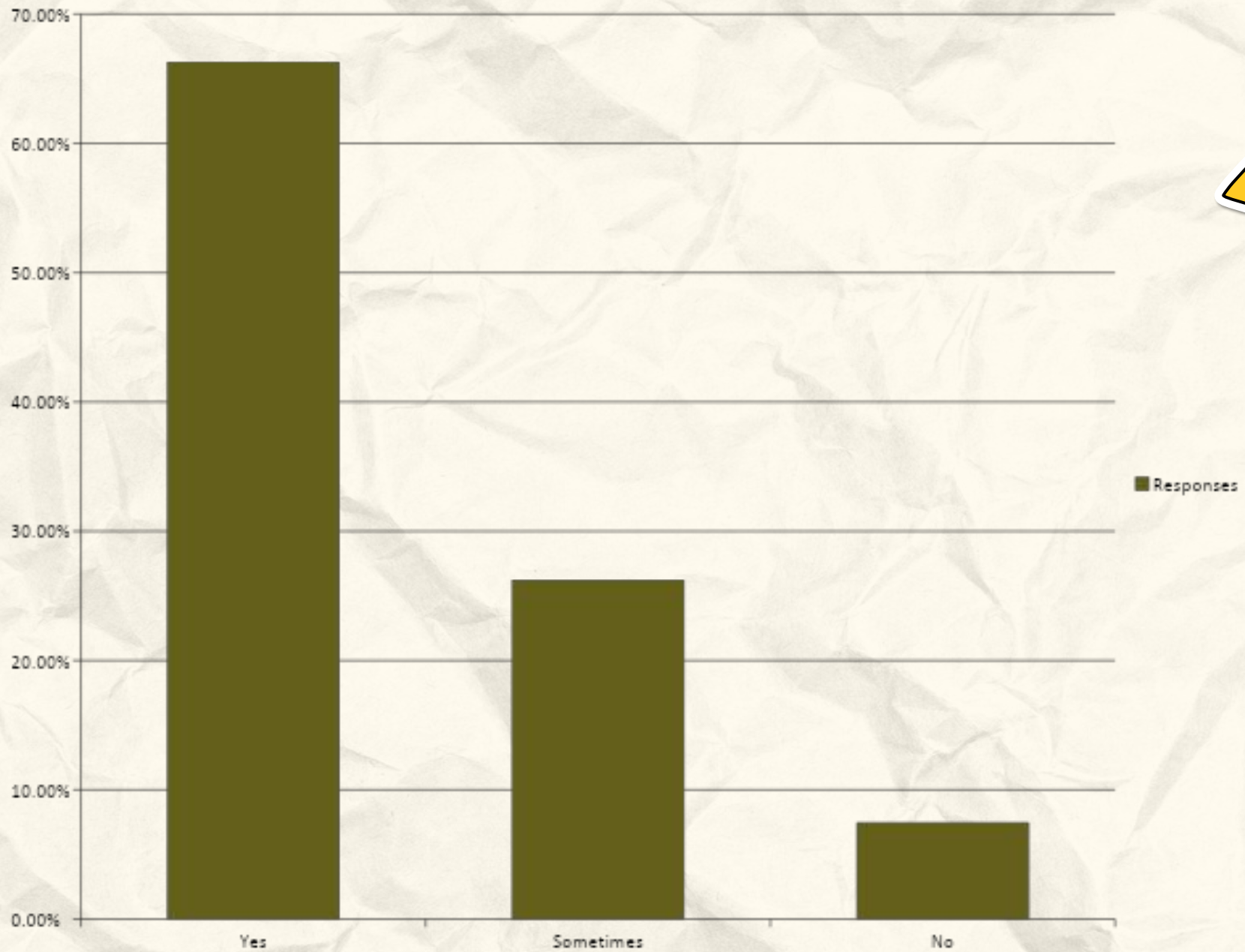
I get along well with others.



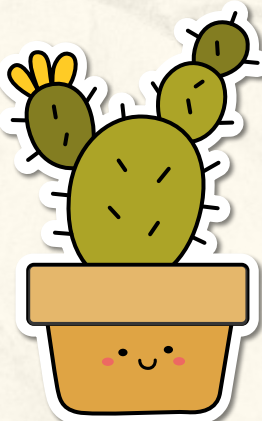
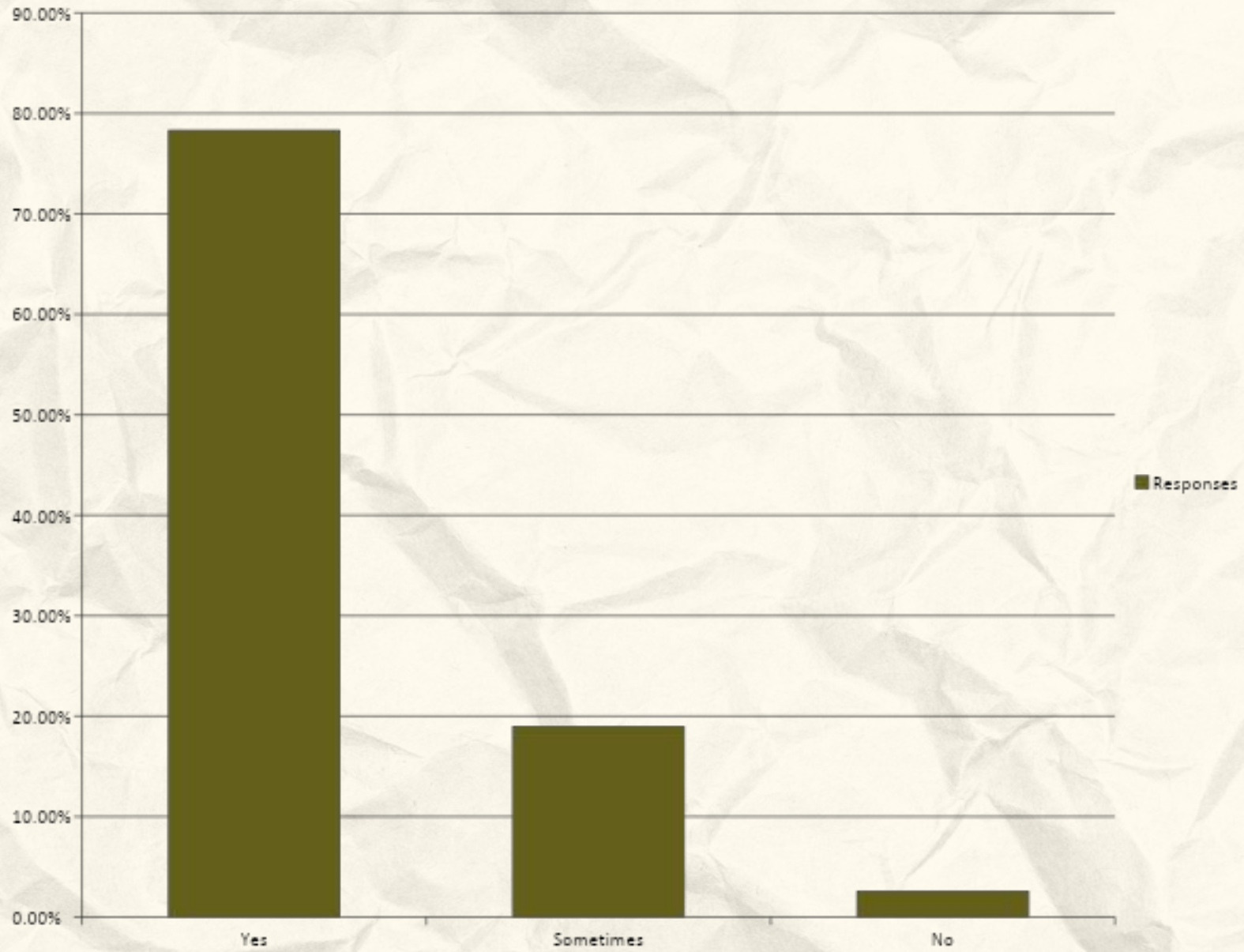
I know different ways to make and keep friends.



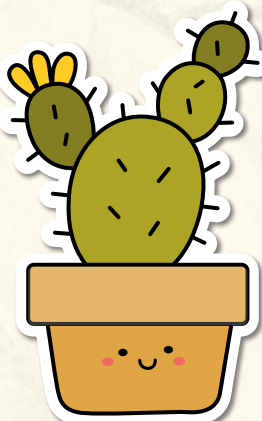
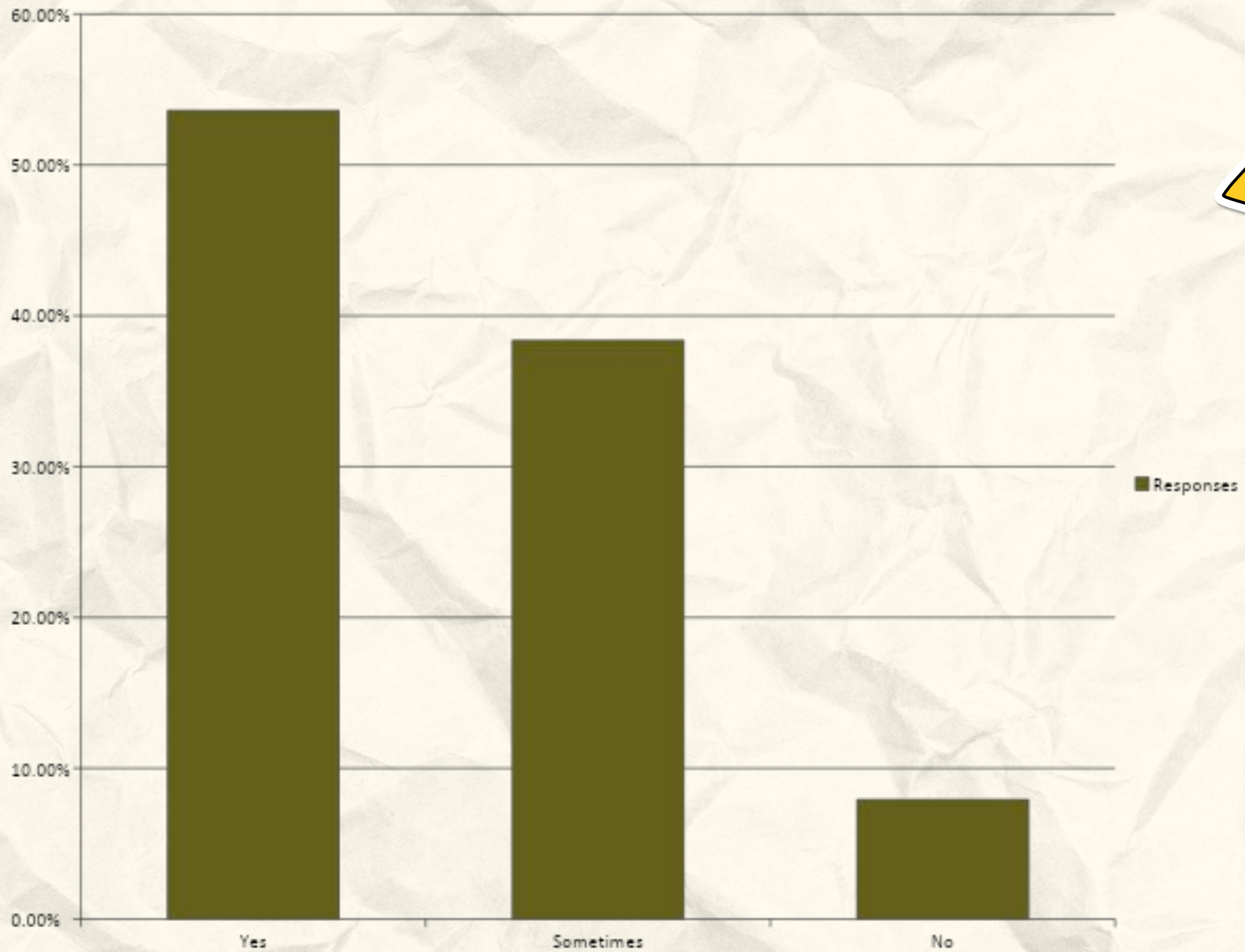
I know how to make friends with new people.



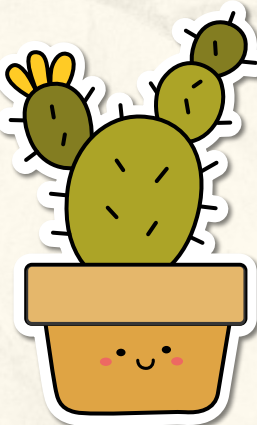
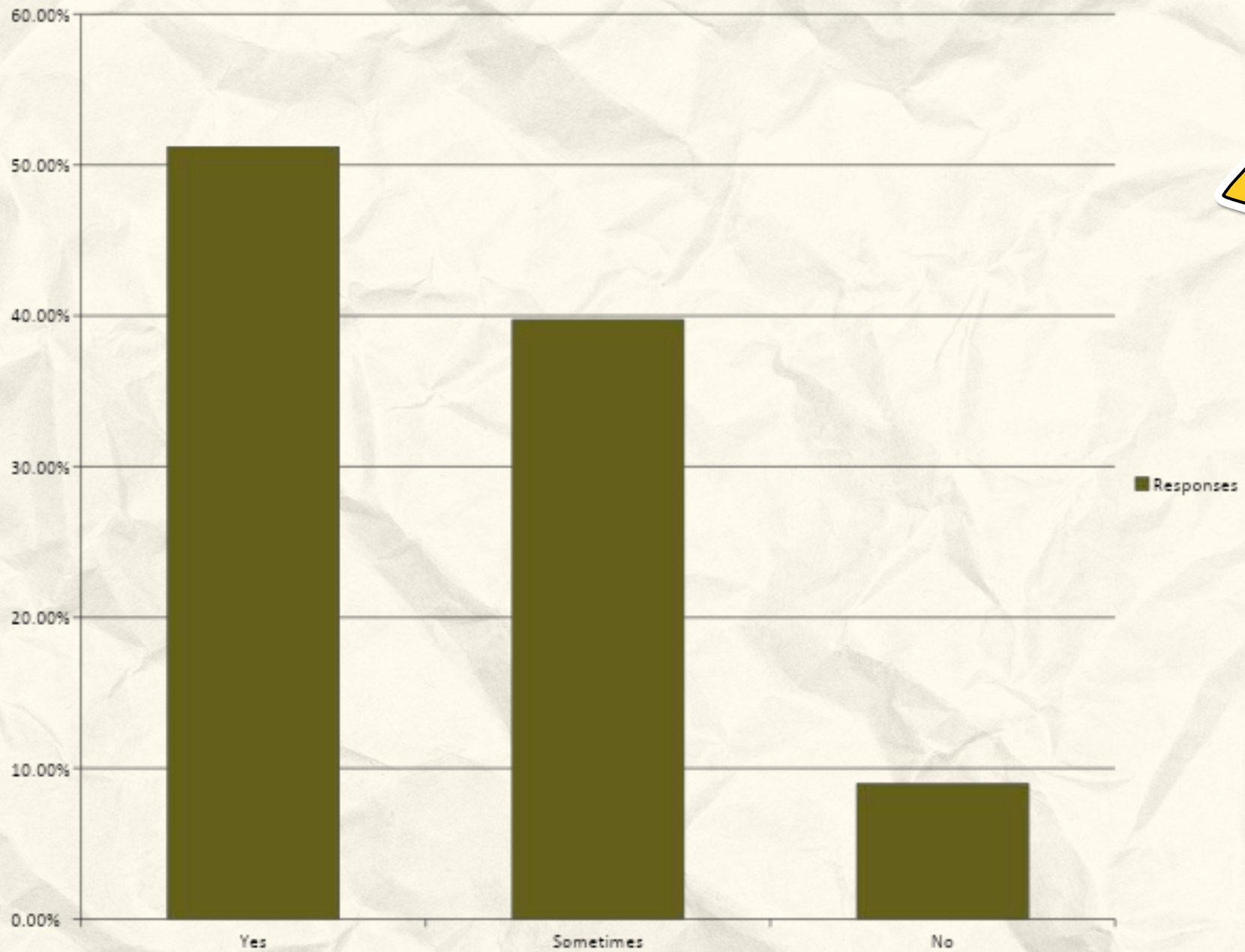
I care about how others feel.



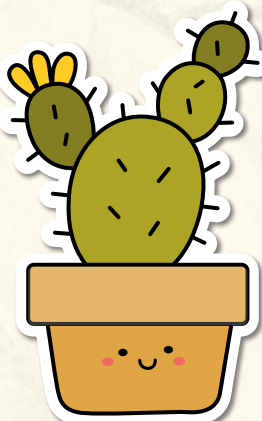
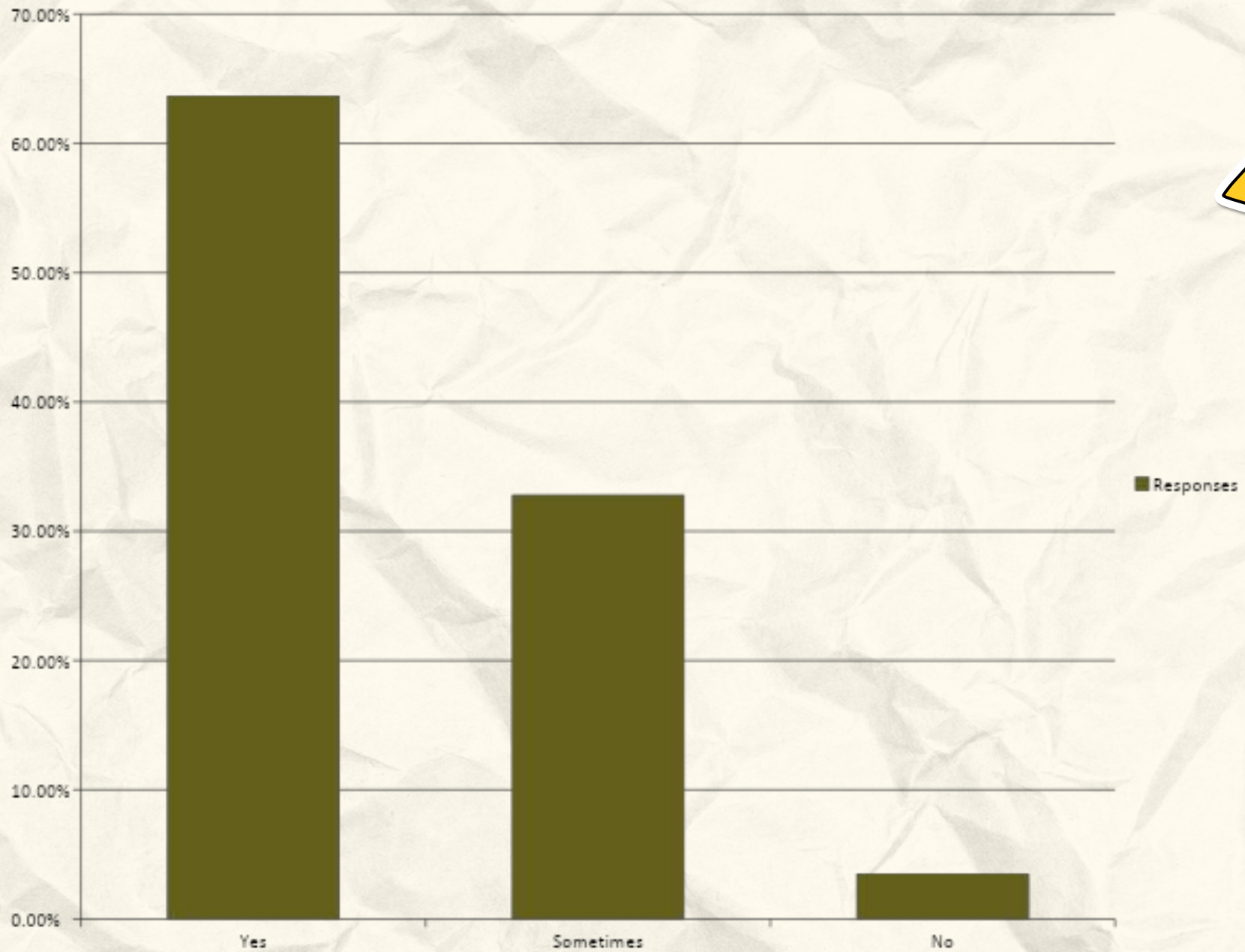
I know how to get along with others, even if I disagree with them.



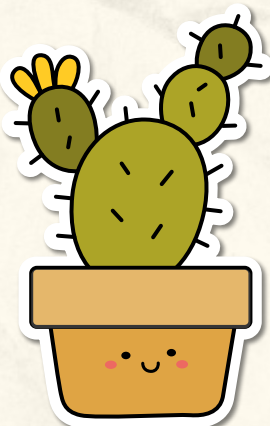
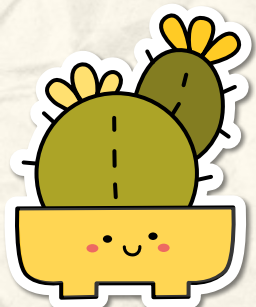
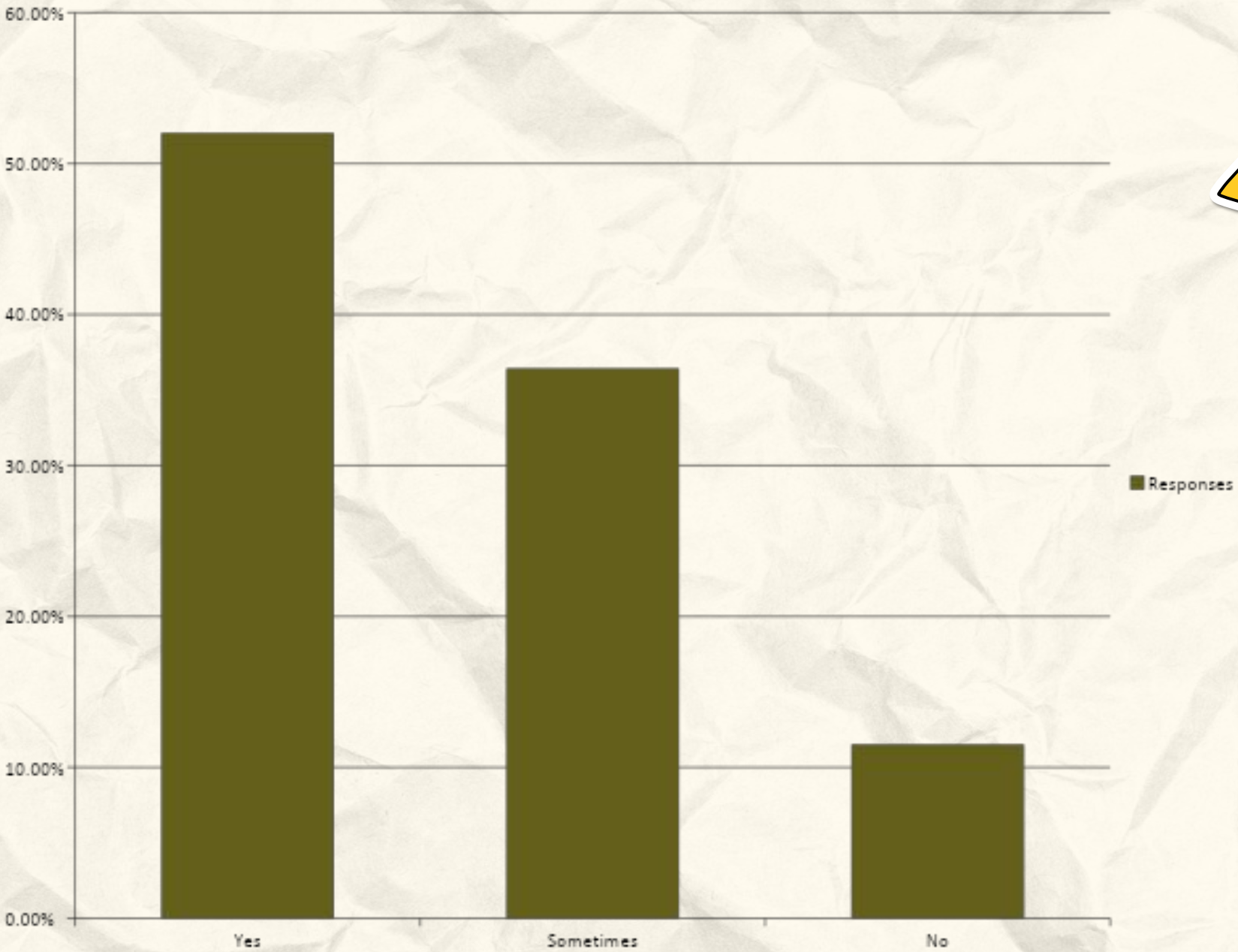
I feel socially accepted.



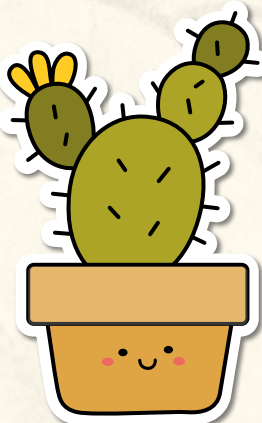
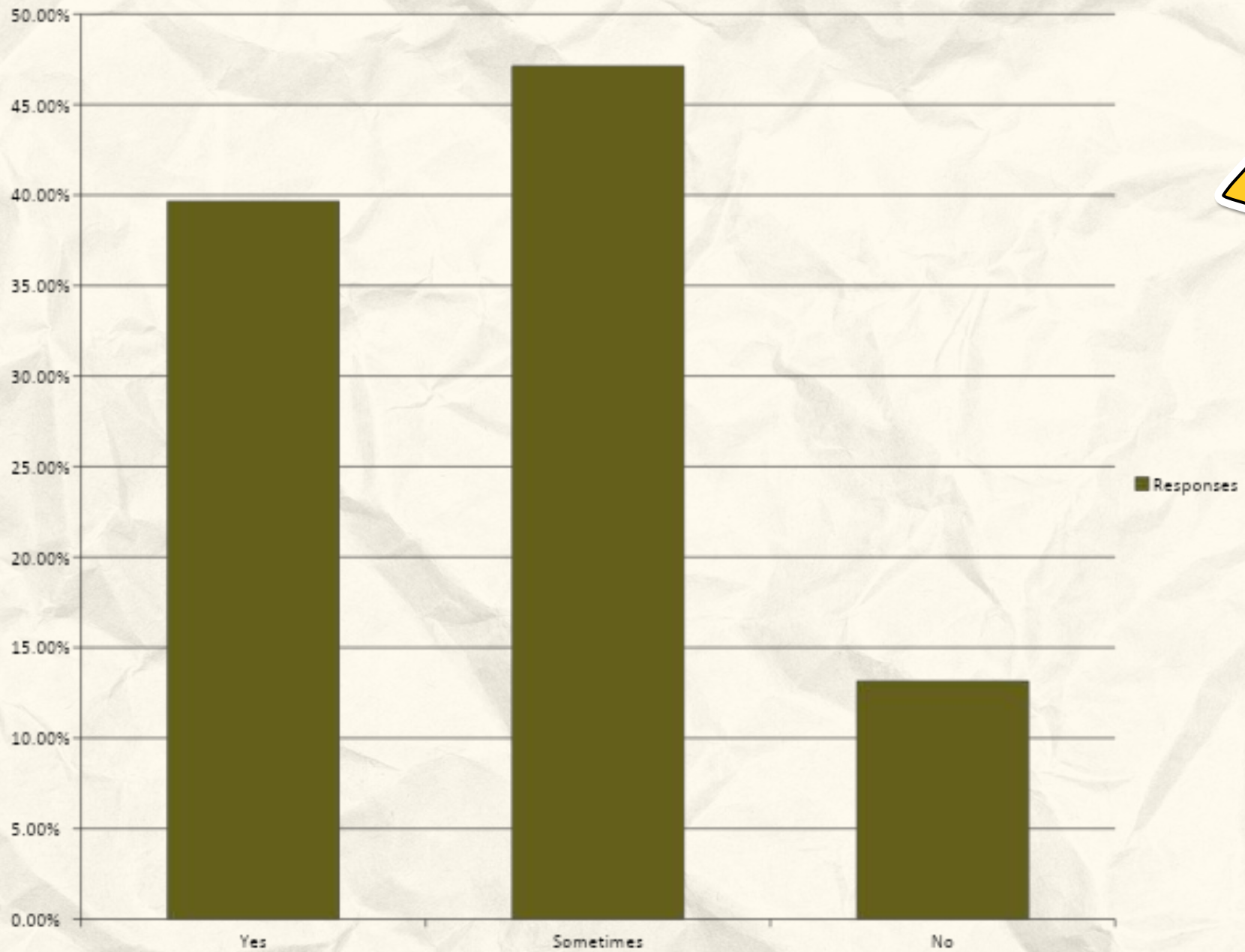
I can help solve problems among my friends in a positive way.



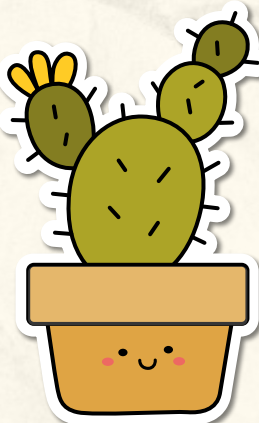
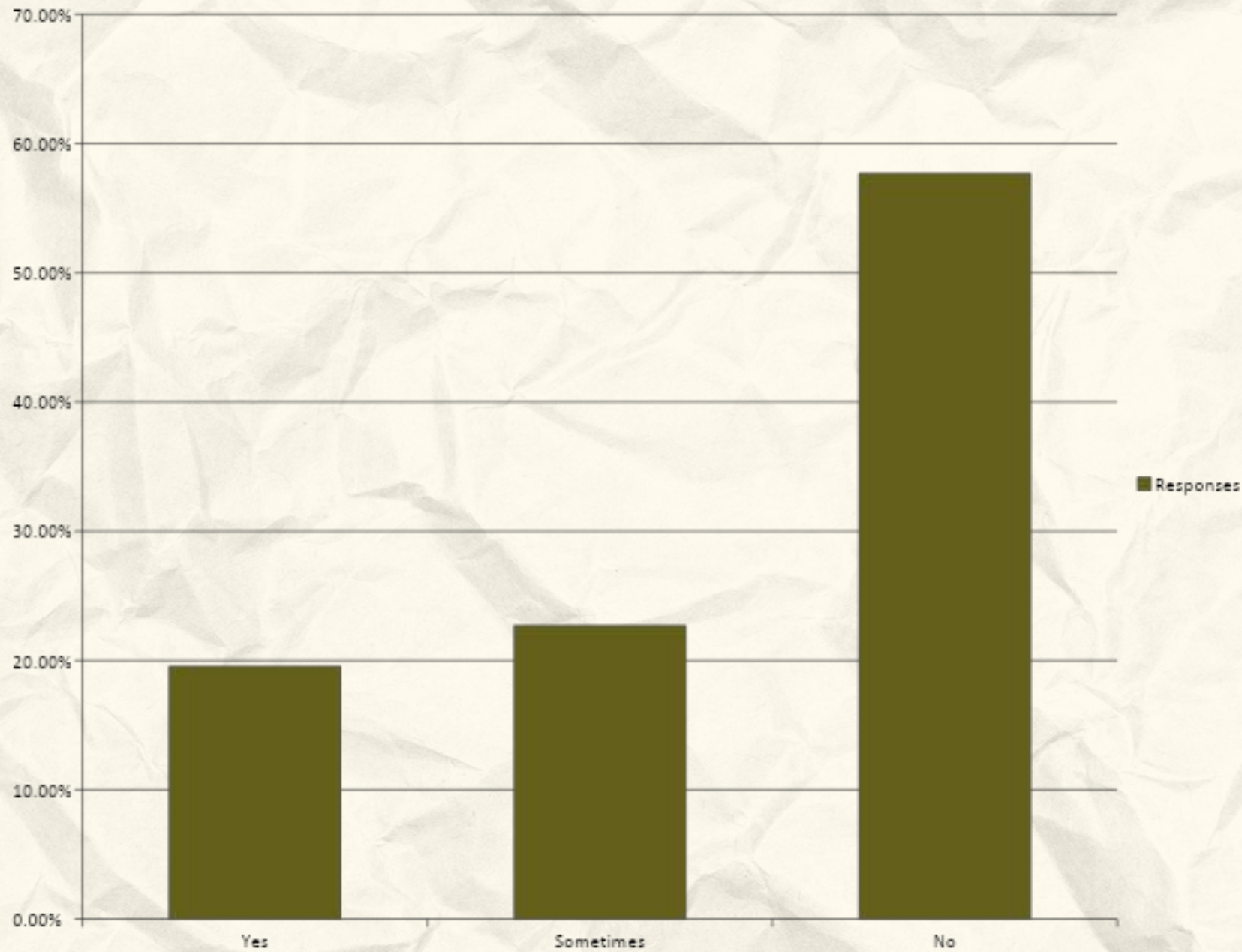
I know how to disagree without starting a fight or an argument.



I am good at solving conflicts with others.

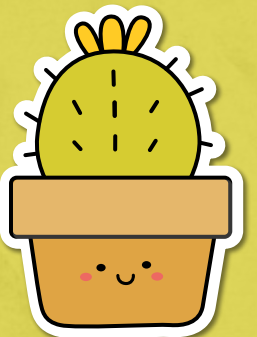


I would attend a different school if I could.

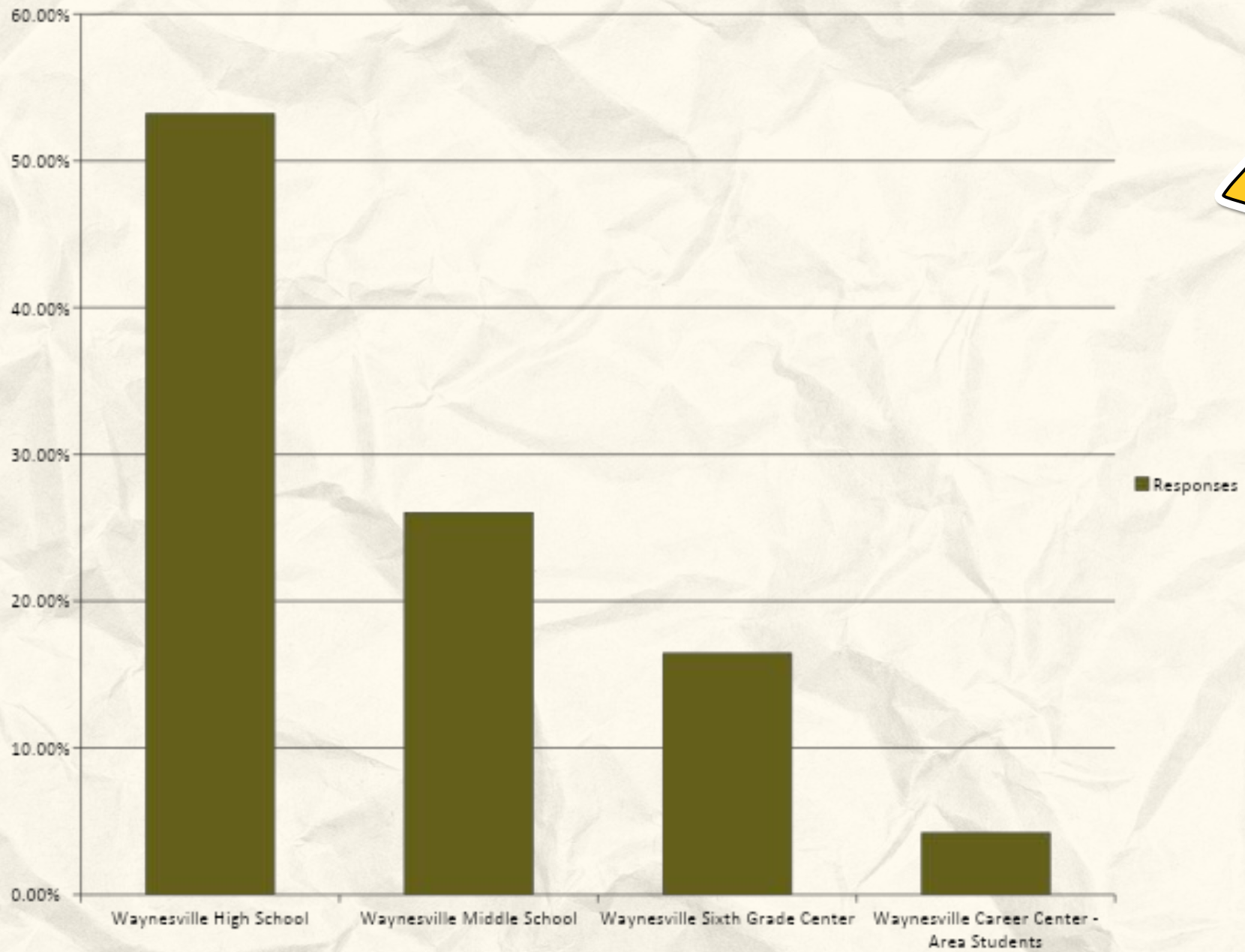




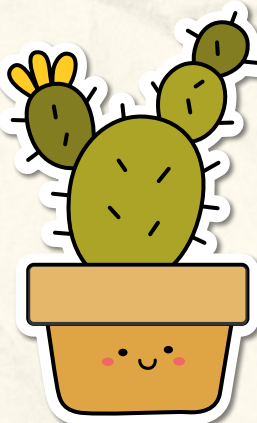
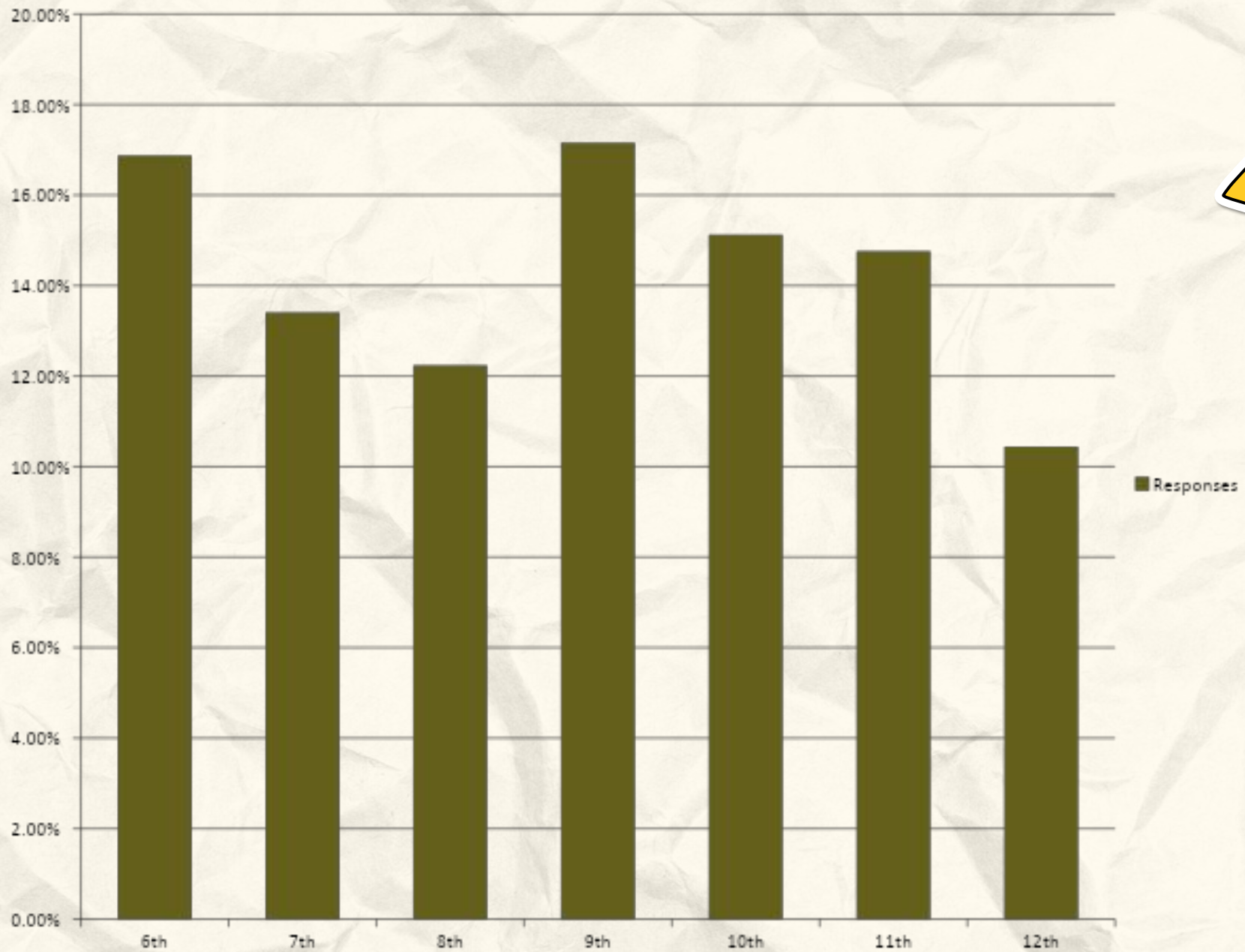
Grades 6-12



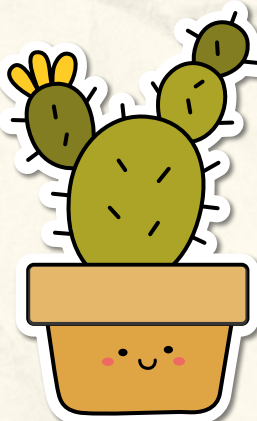
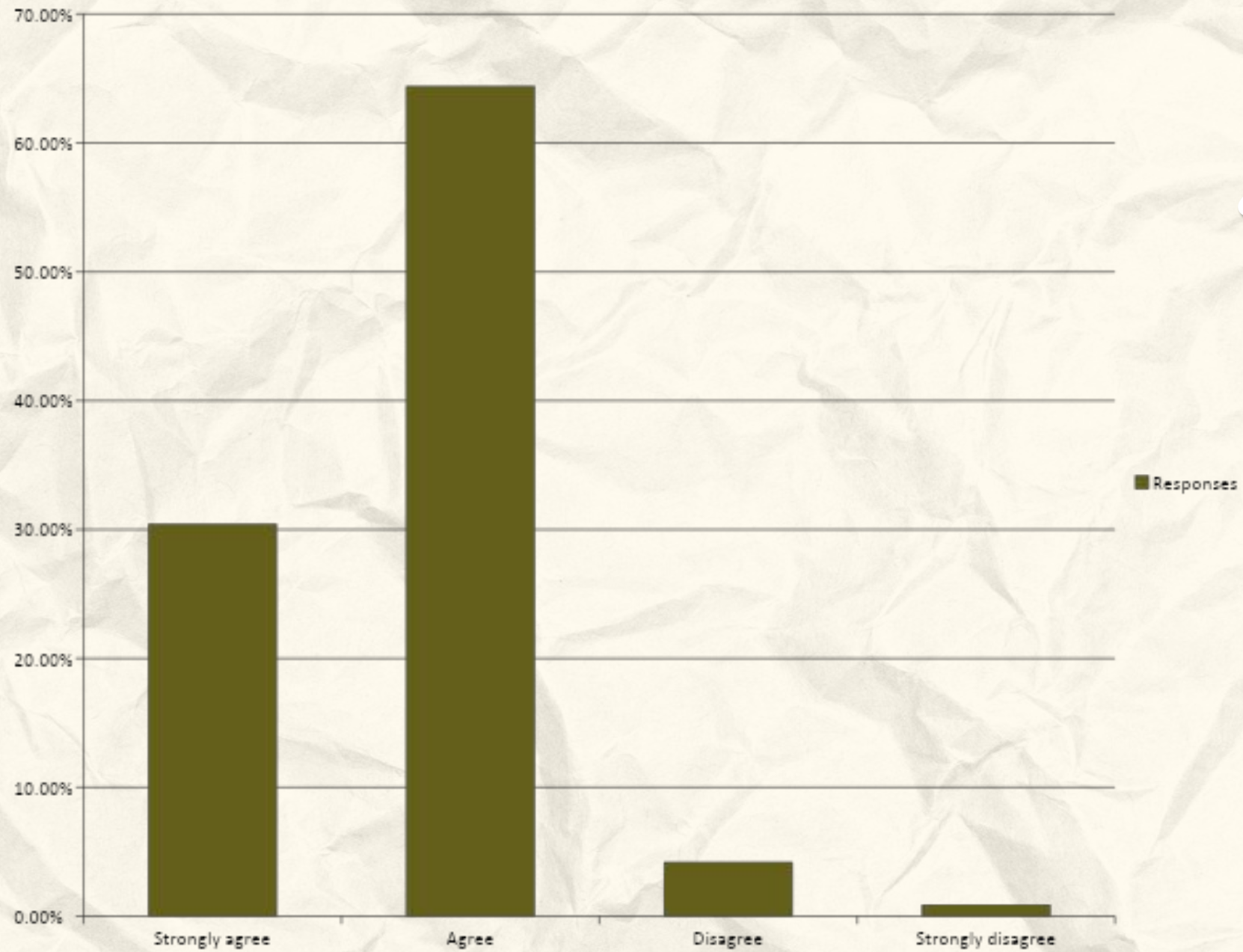
School



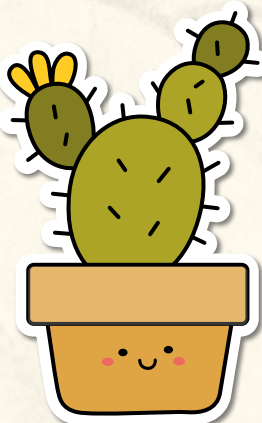
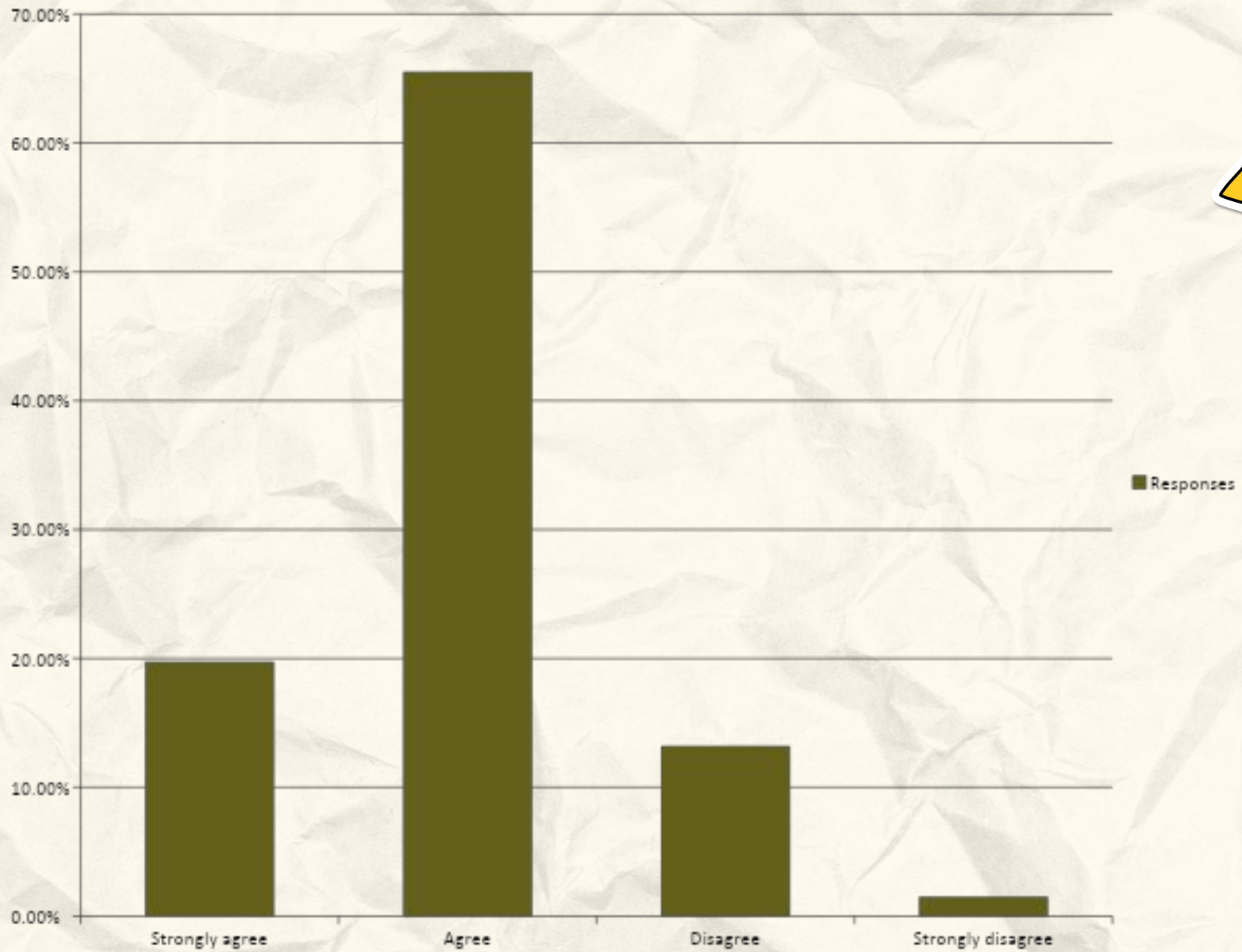
What grade are you in?



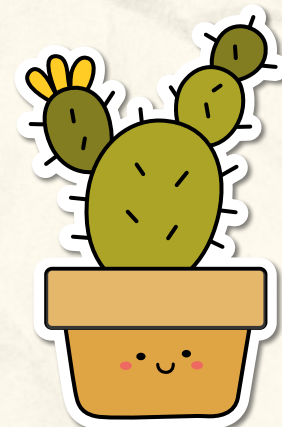
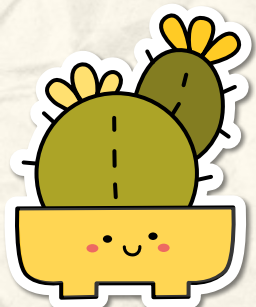
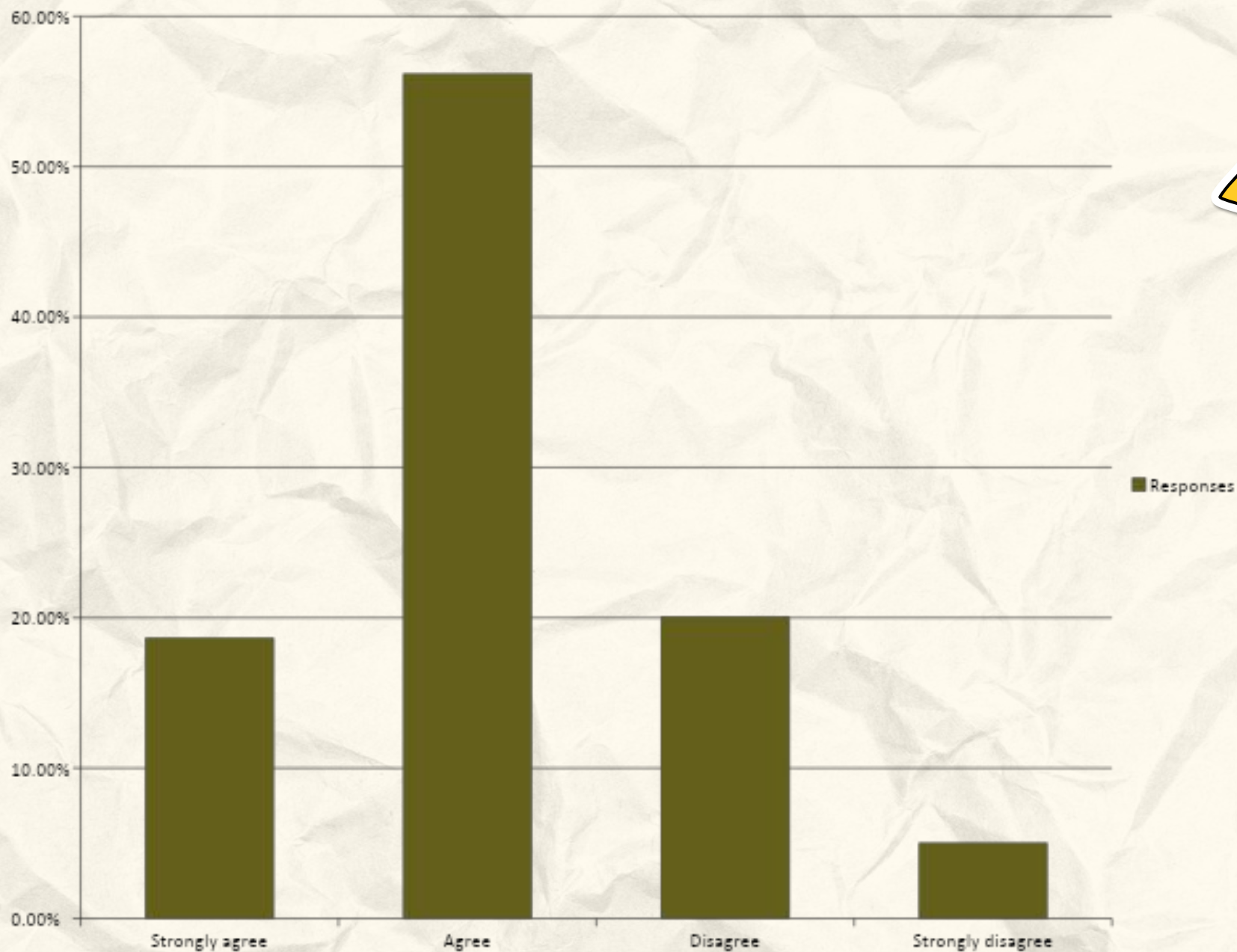
I can do well in school.



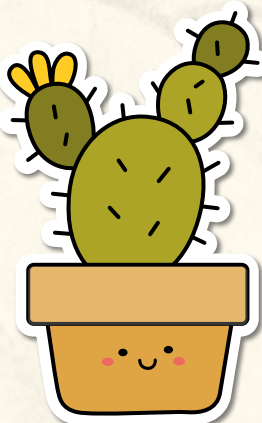
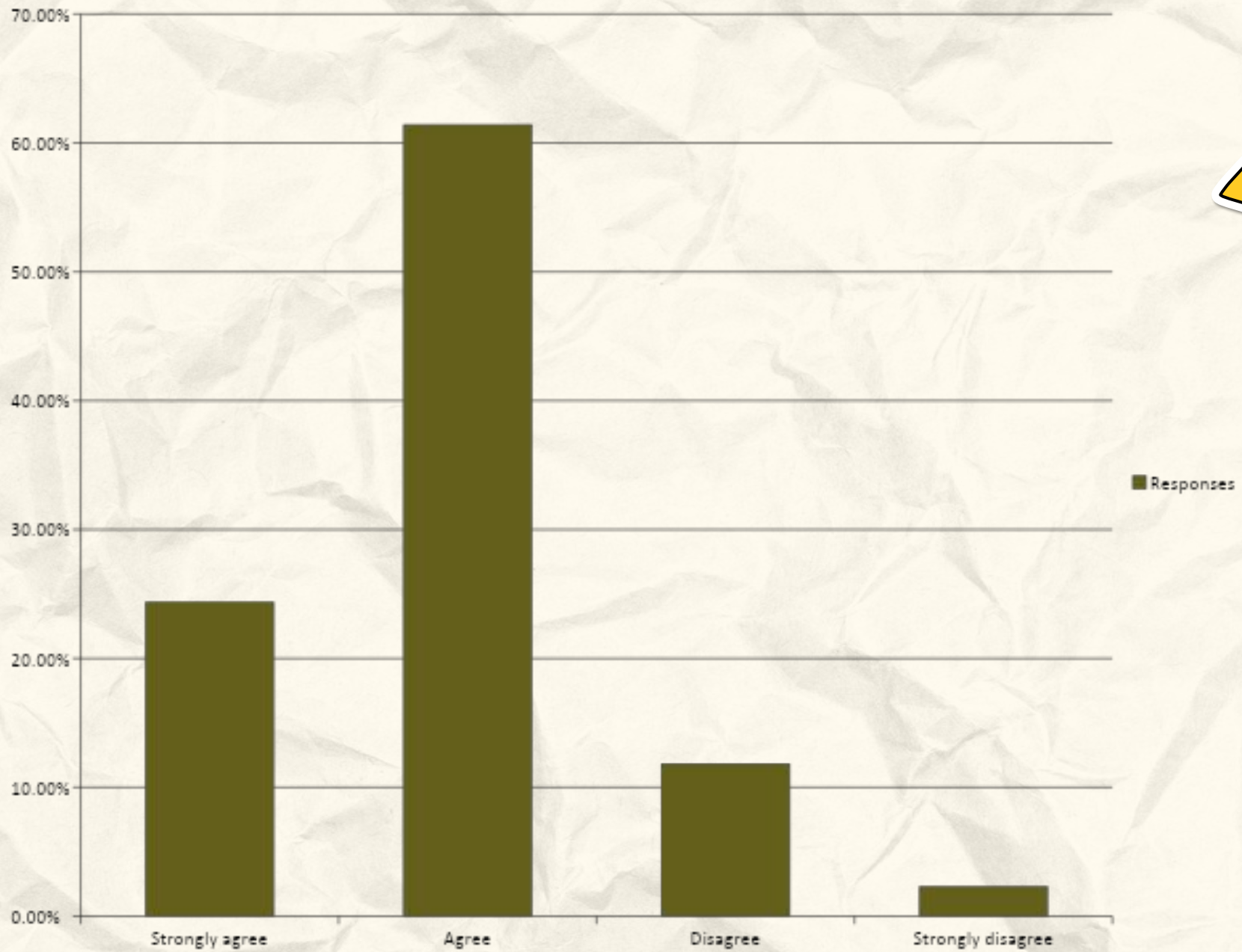
I know how to get better at things that are hard for me.



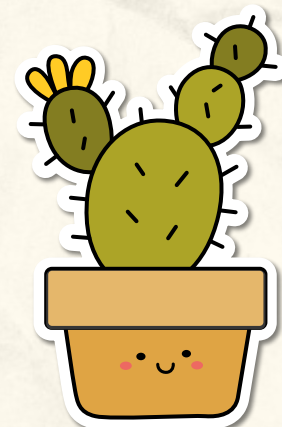
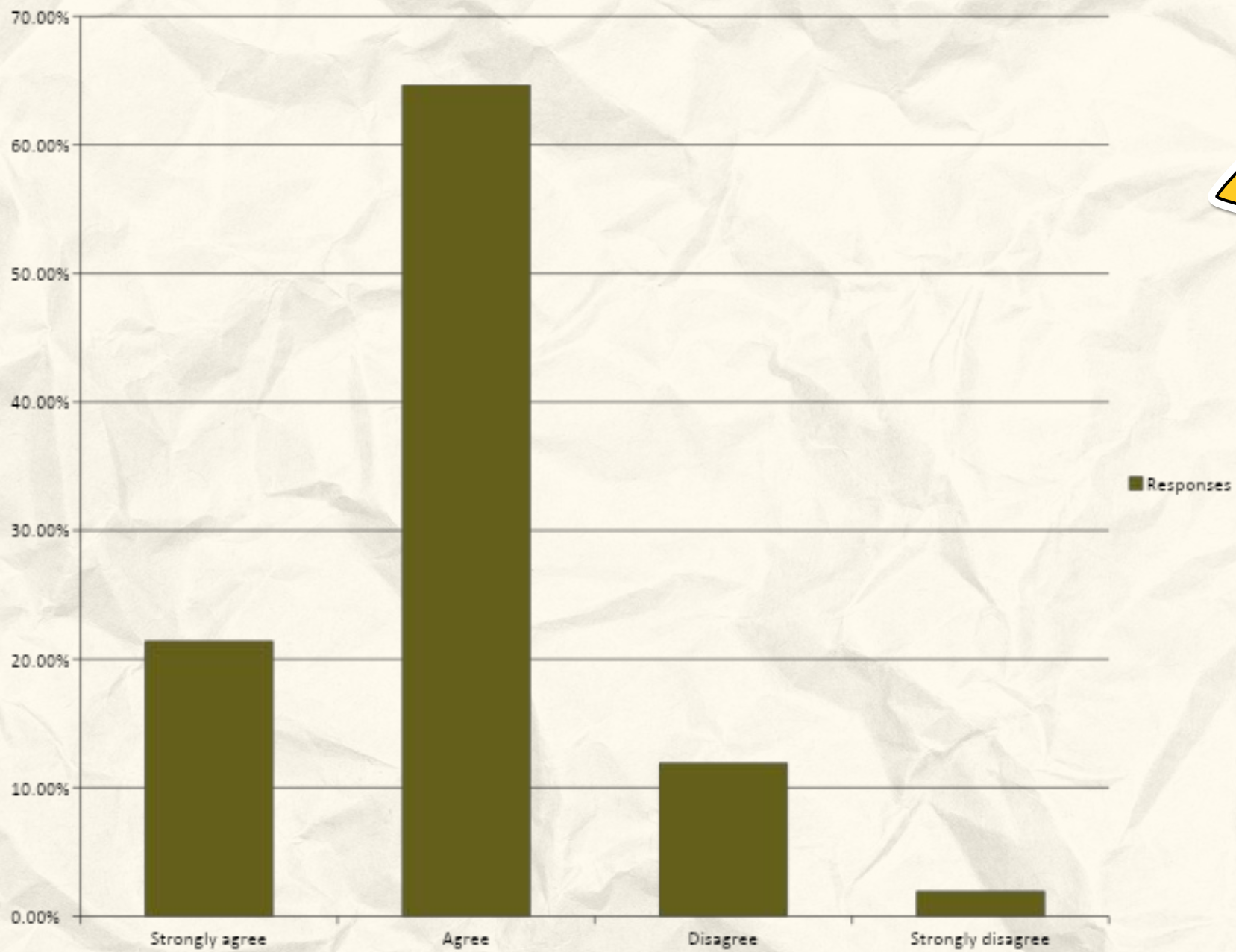
I ask for help from my teachers or others when I need it.



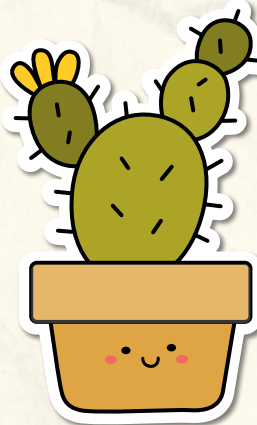
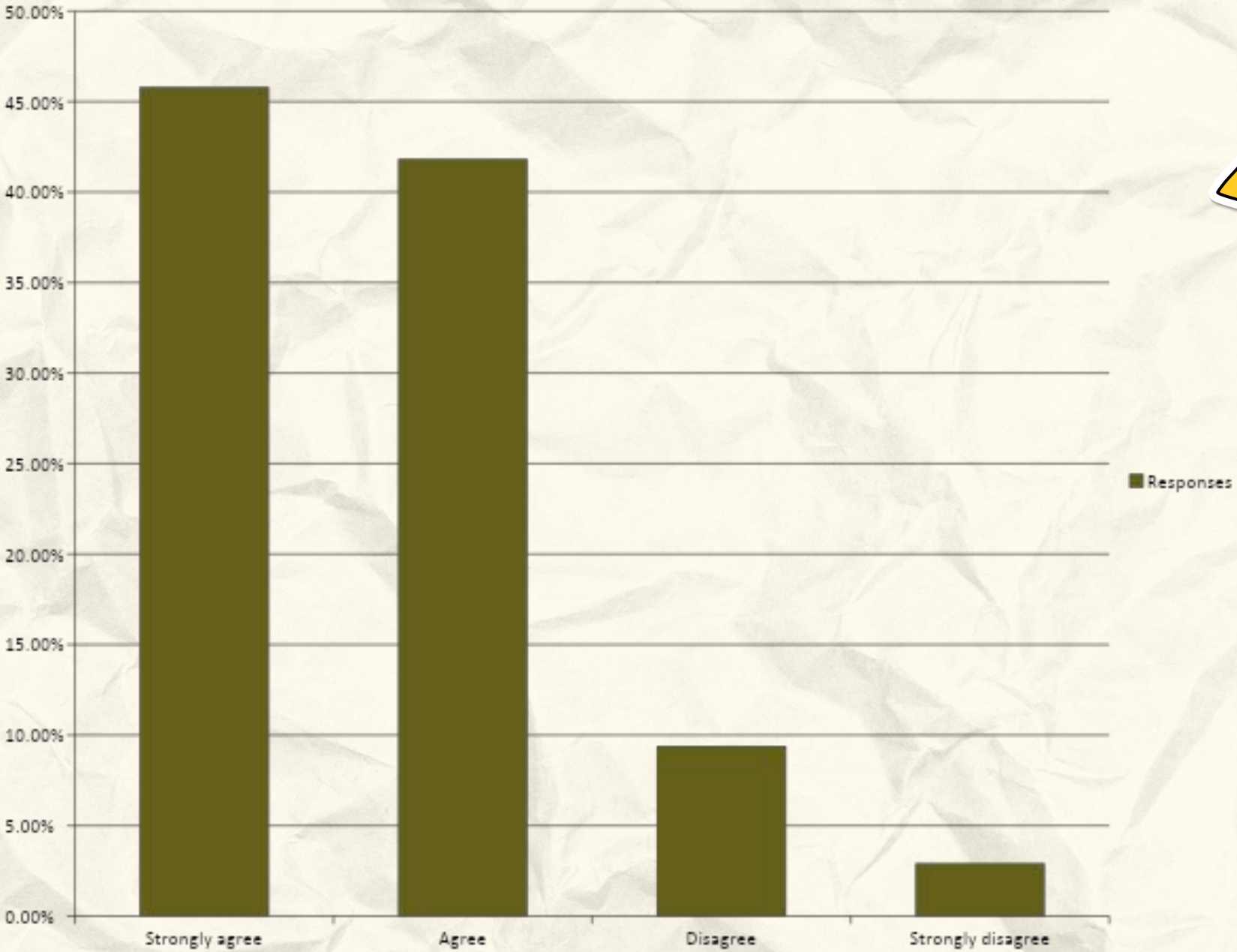
I understand how my family and school can support my academic success.



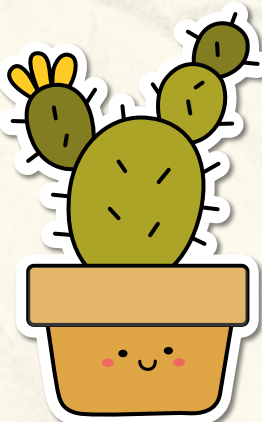
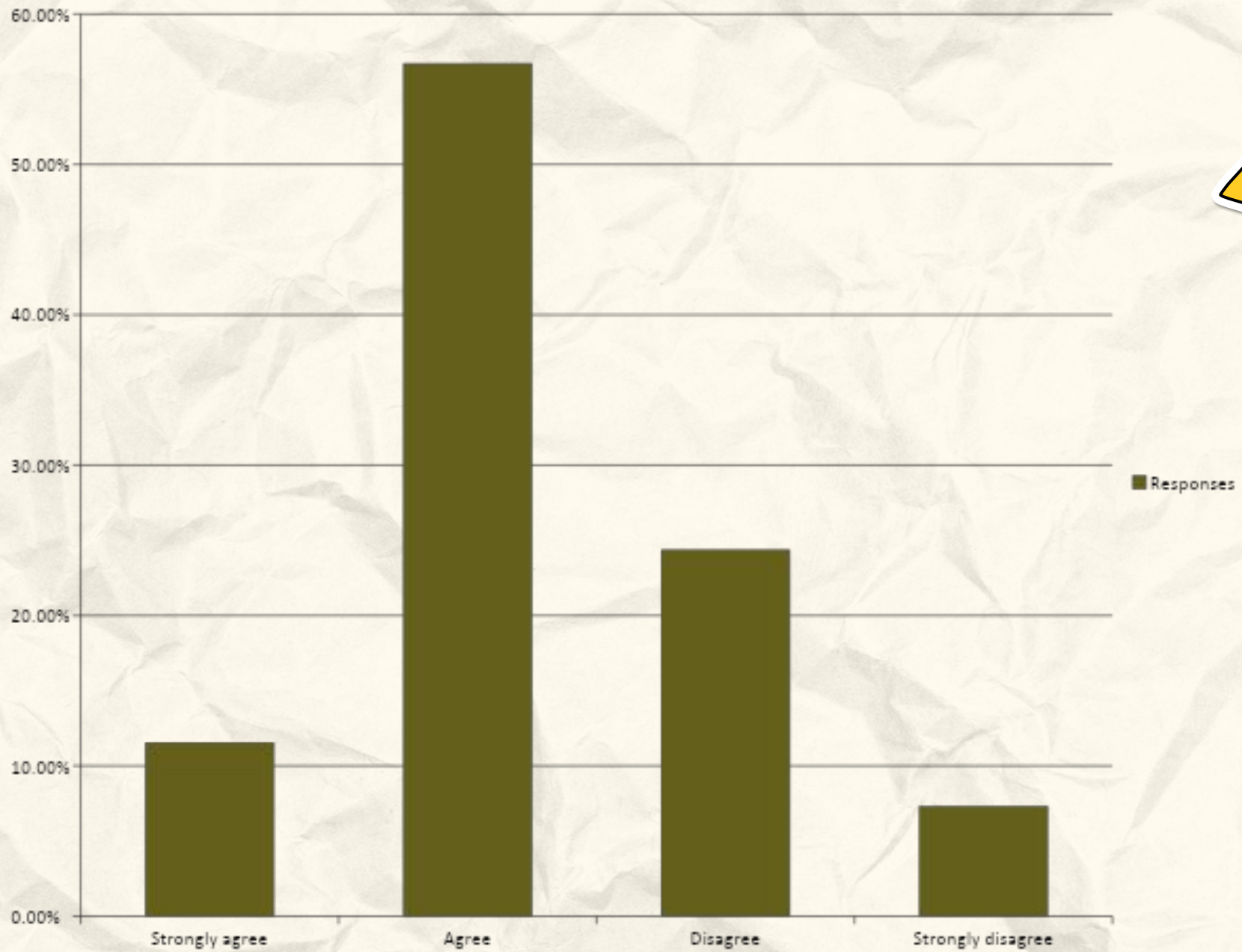
I actively take part in class.



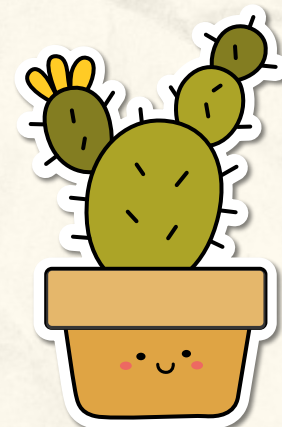
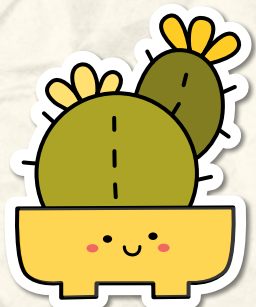
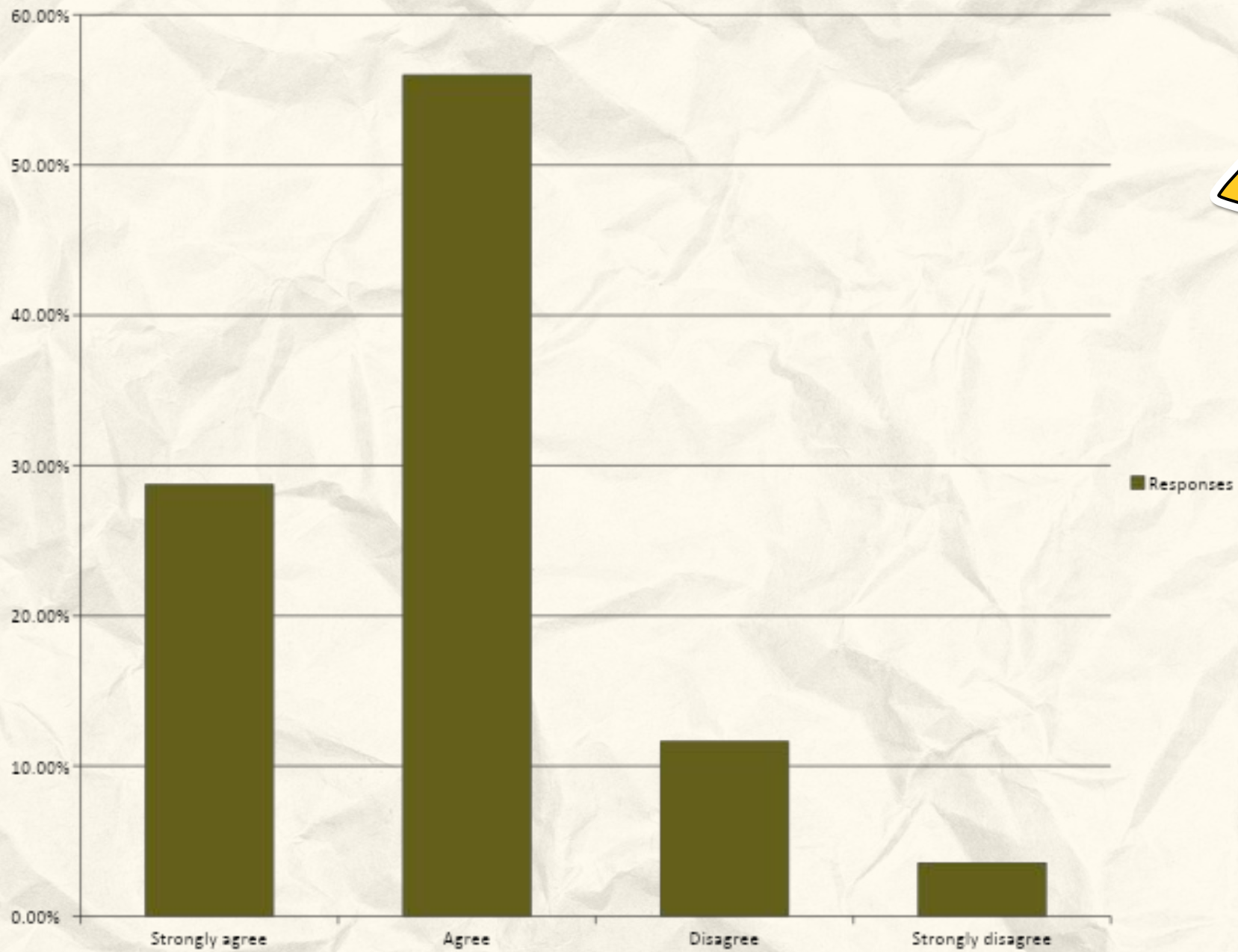
I have goals and plans for the future.



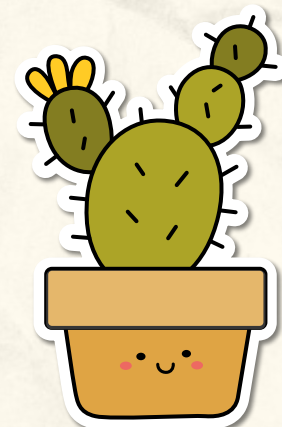
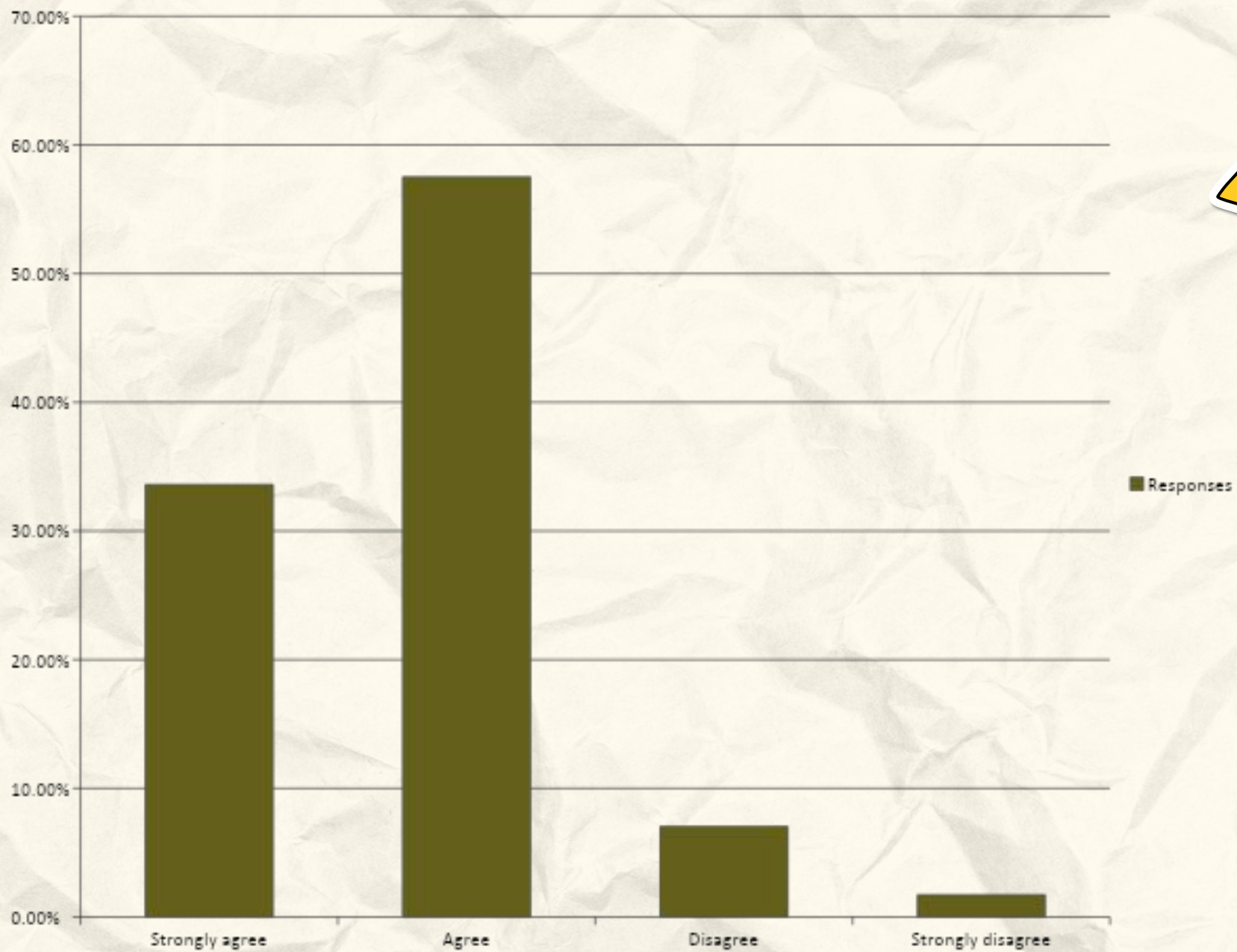
I help make my school a better place.



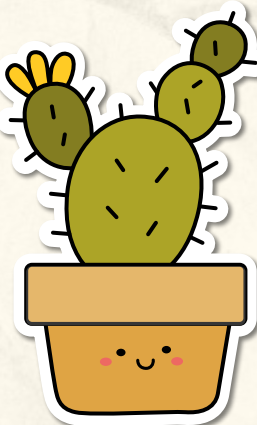
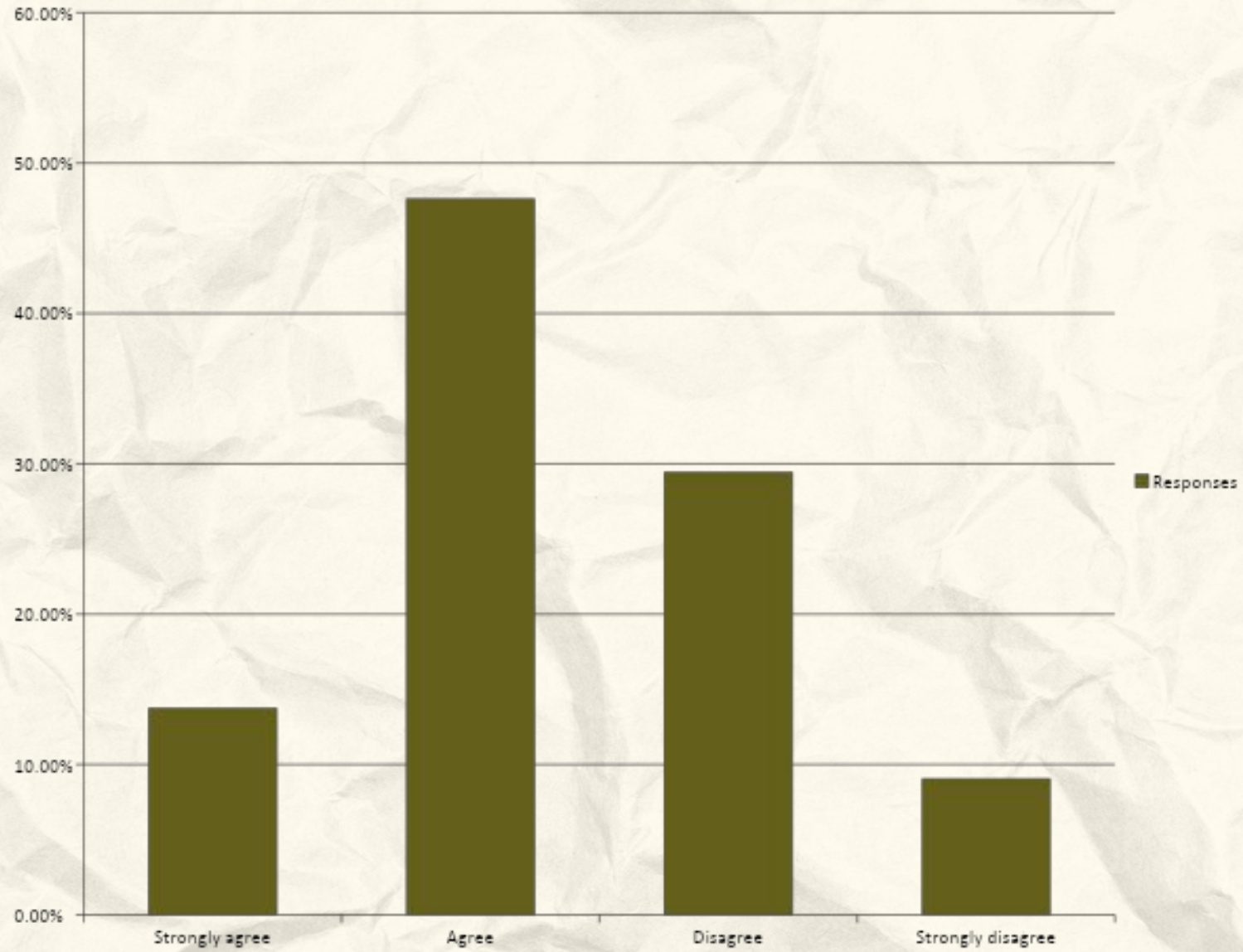
My teachers encourage students to learn.



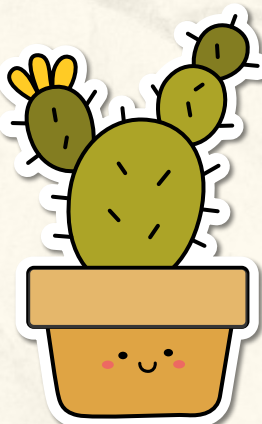
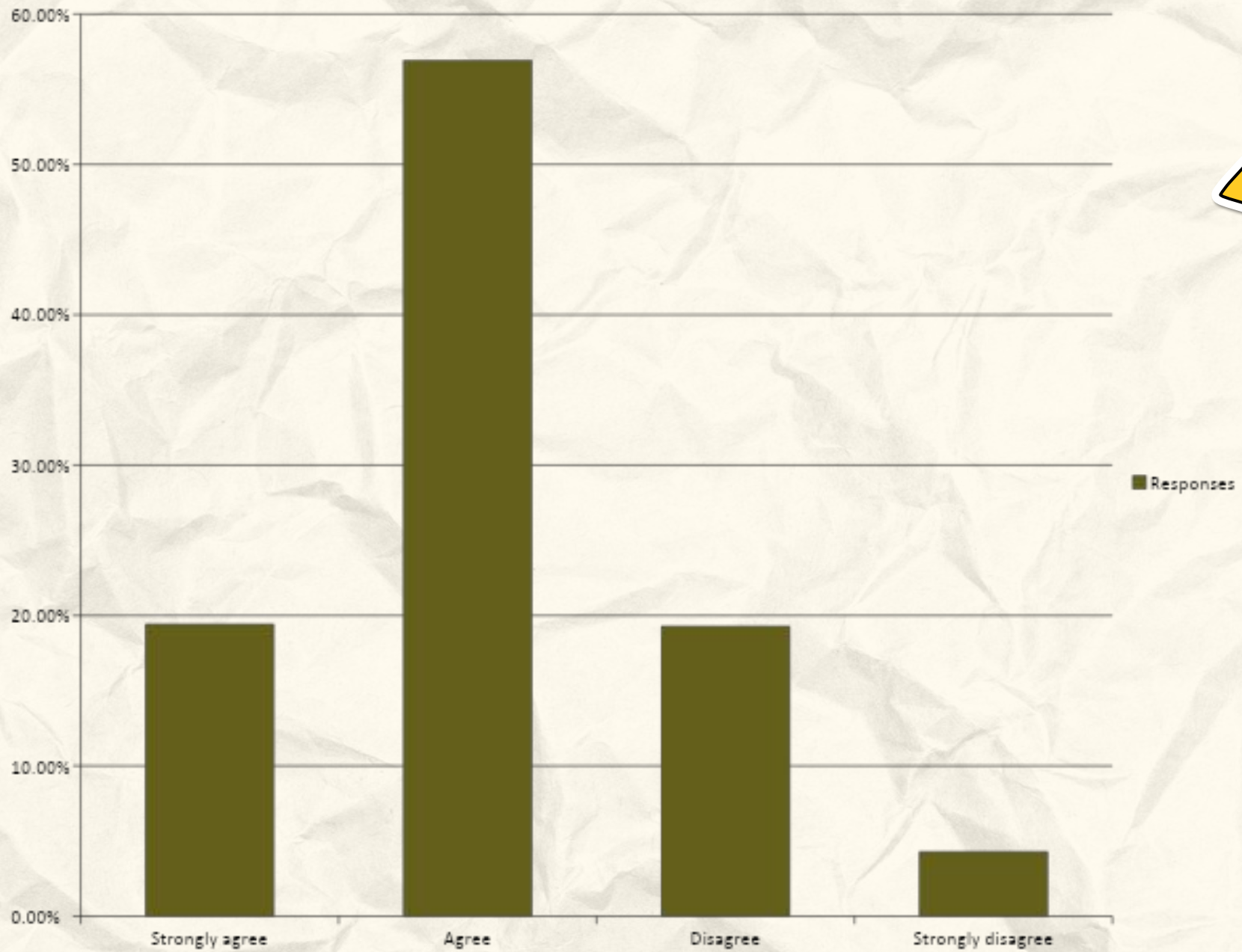
My teachers expect very good work from me.



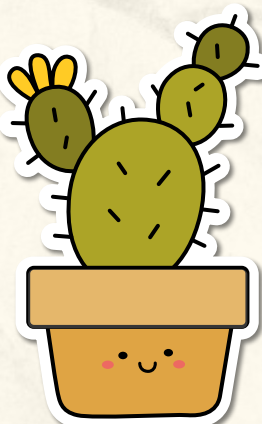
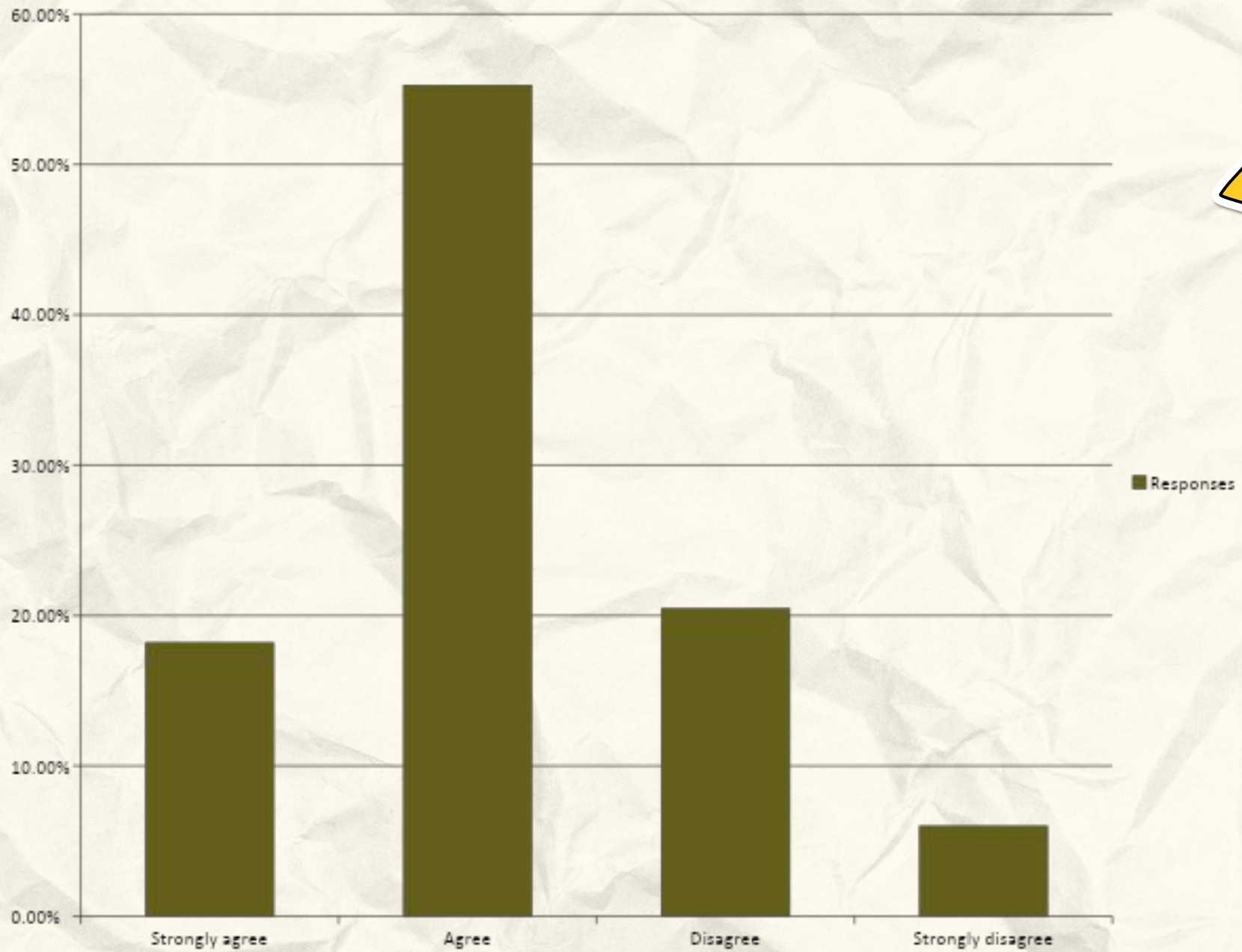
My teachers notice if I have trouble learning something.



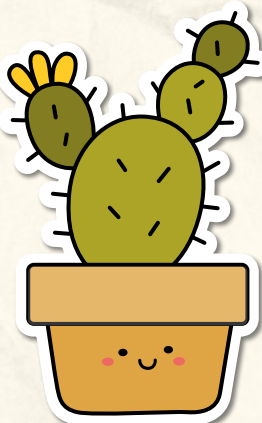
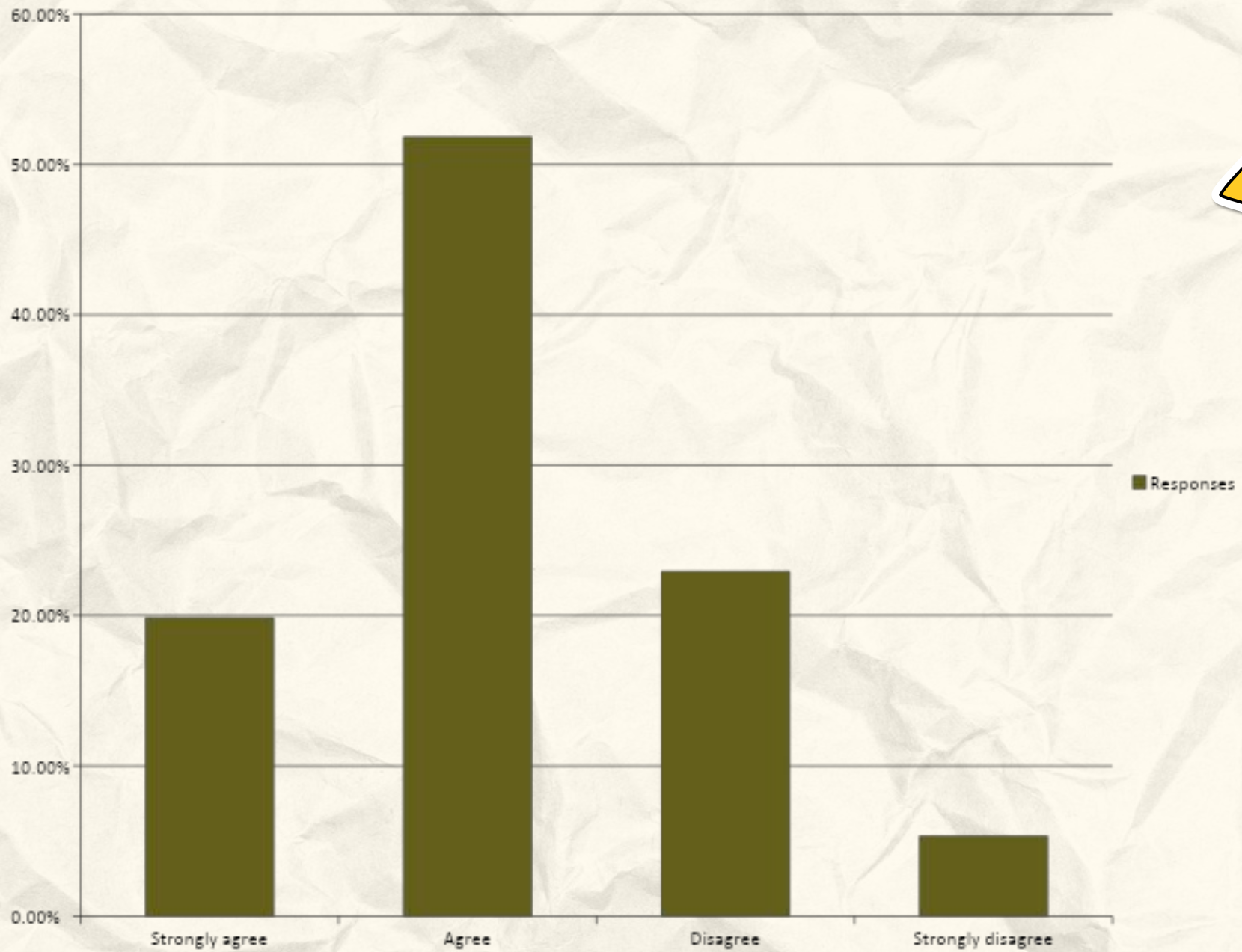
My teachers help me improve my work if I do not do well on an assignment.



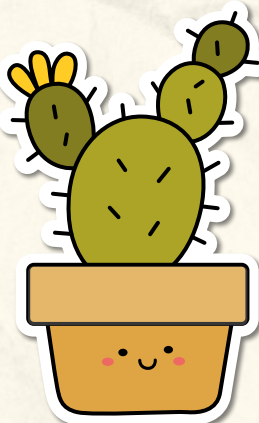
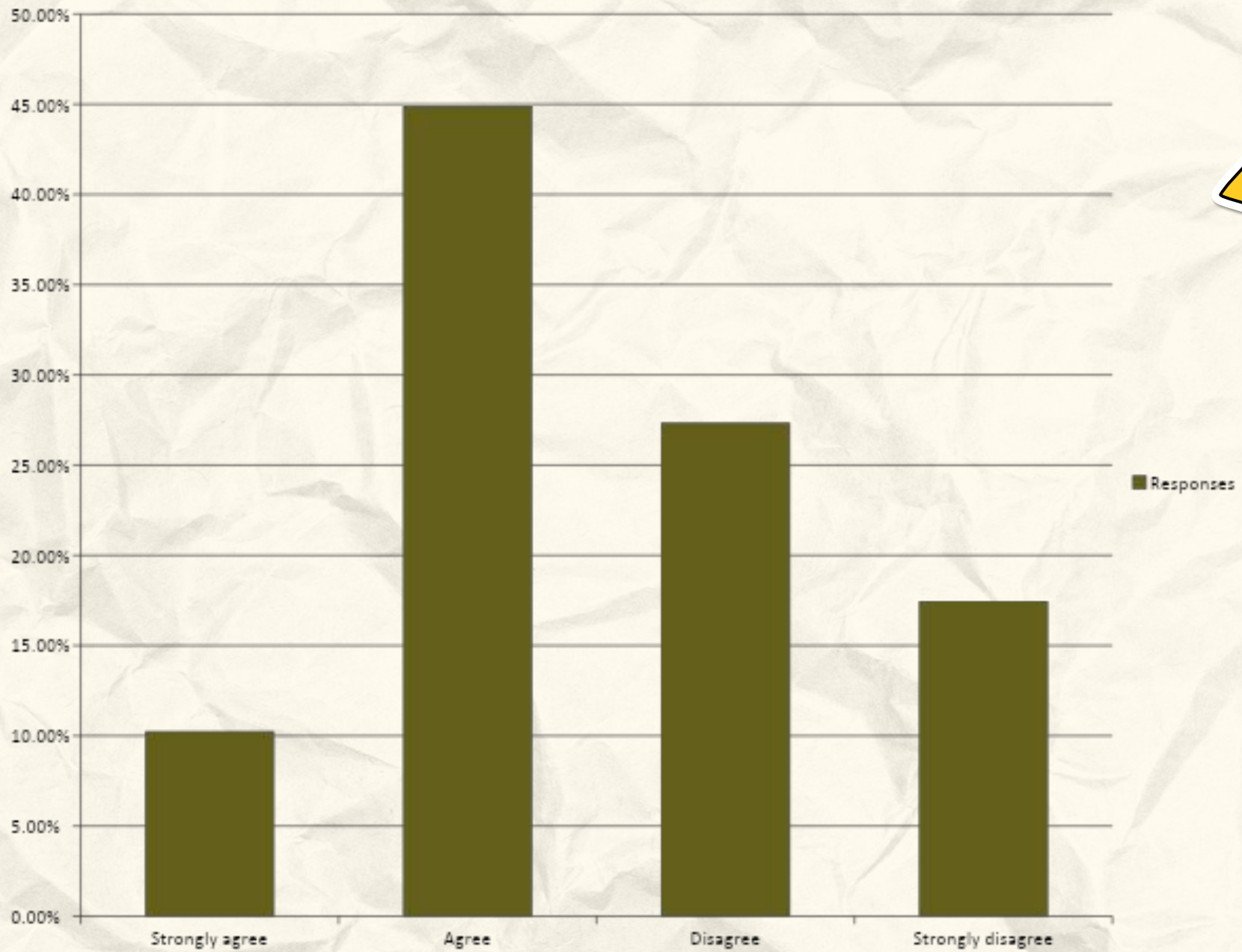
My teachers let me know when I am doing a good job.



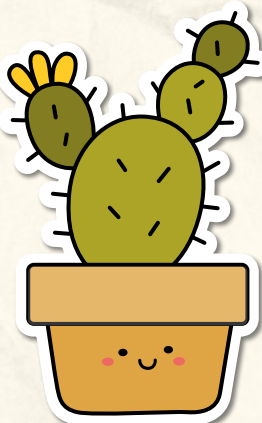
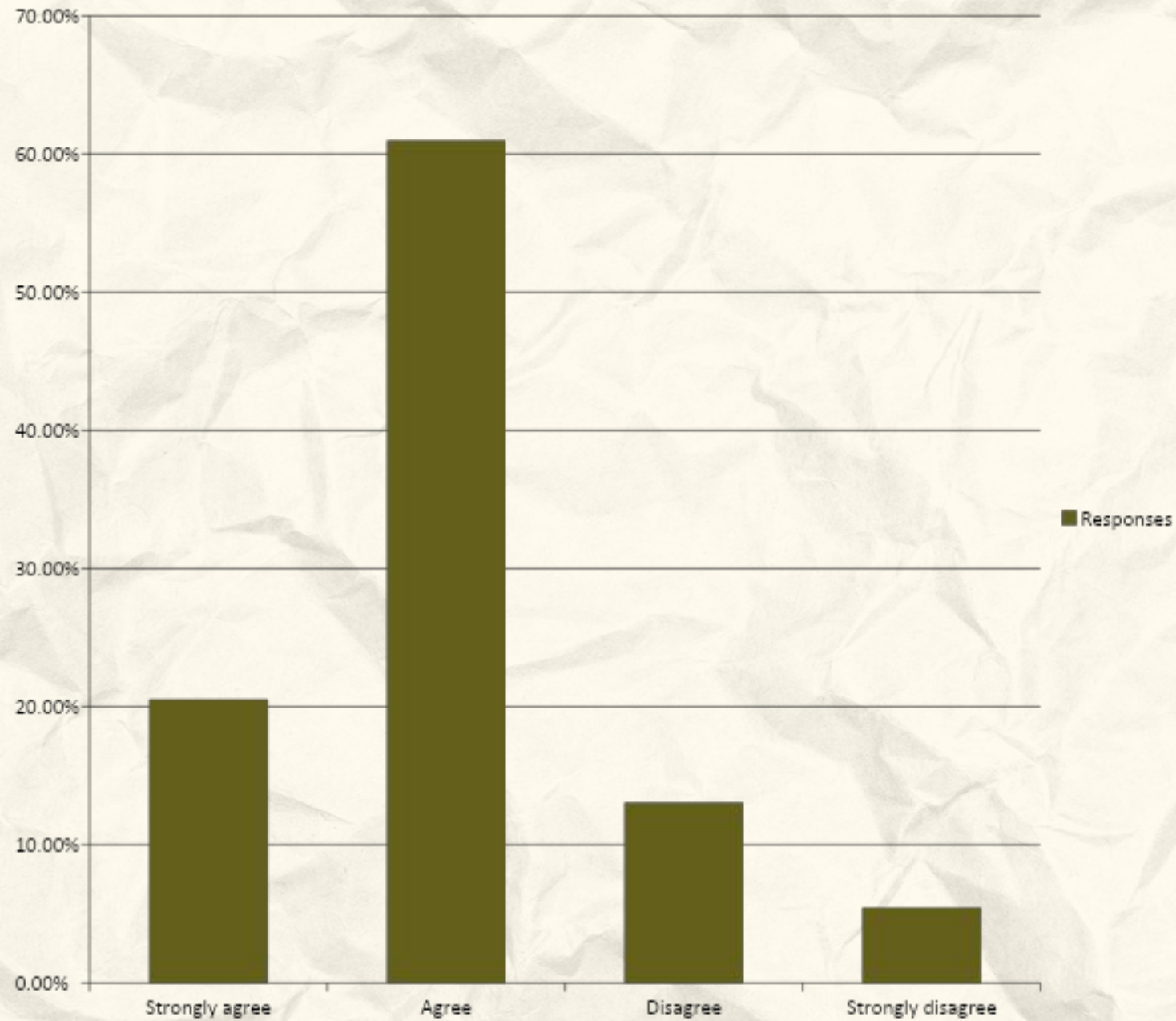
My teachers think all students can do challenging schoolwork.



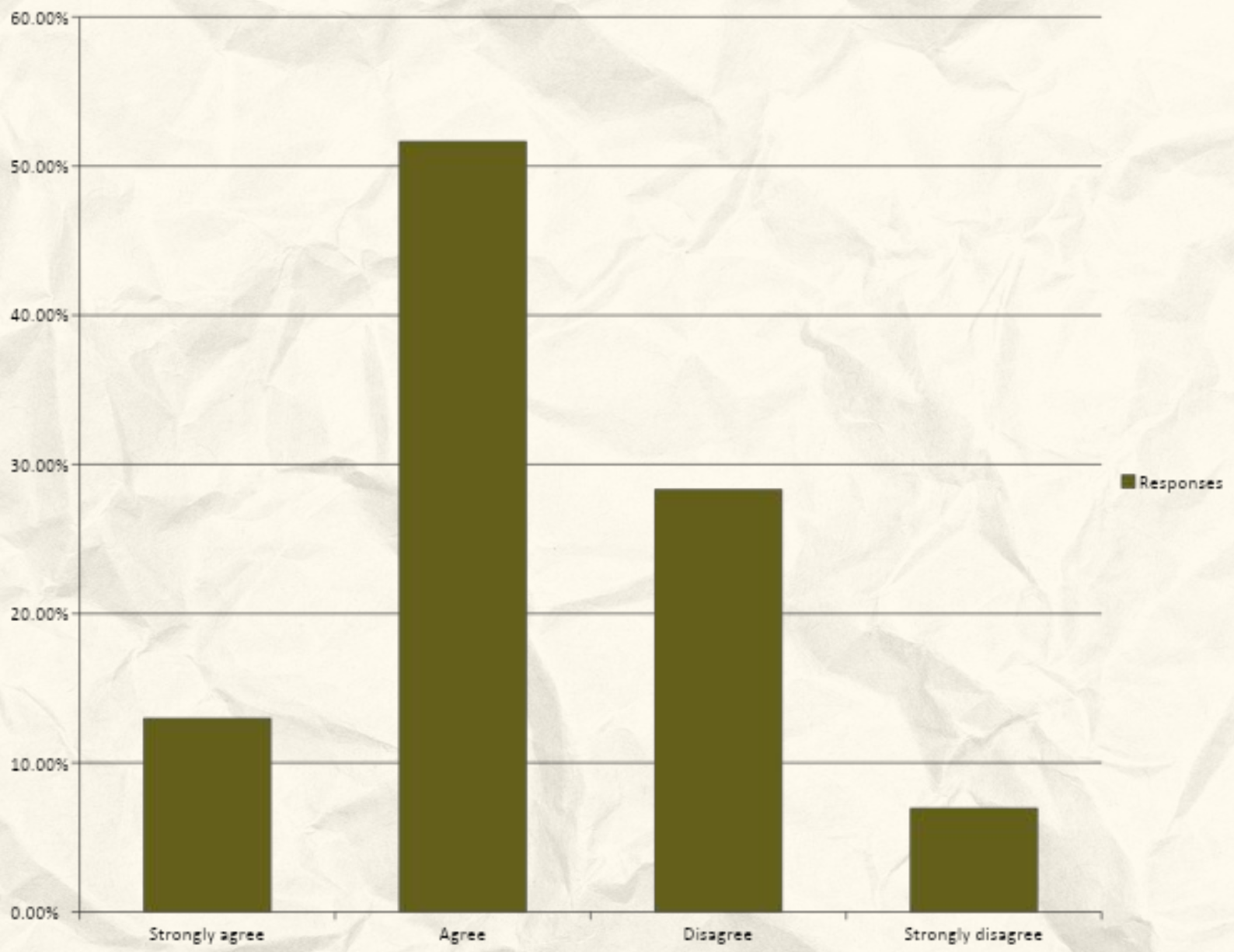
My teachers and administrators value my opinion.



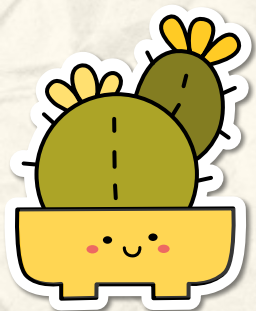
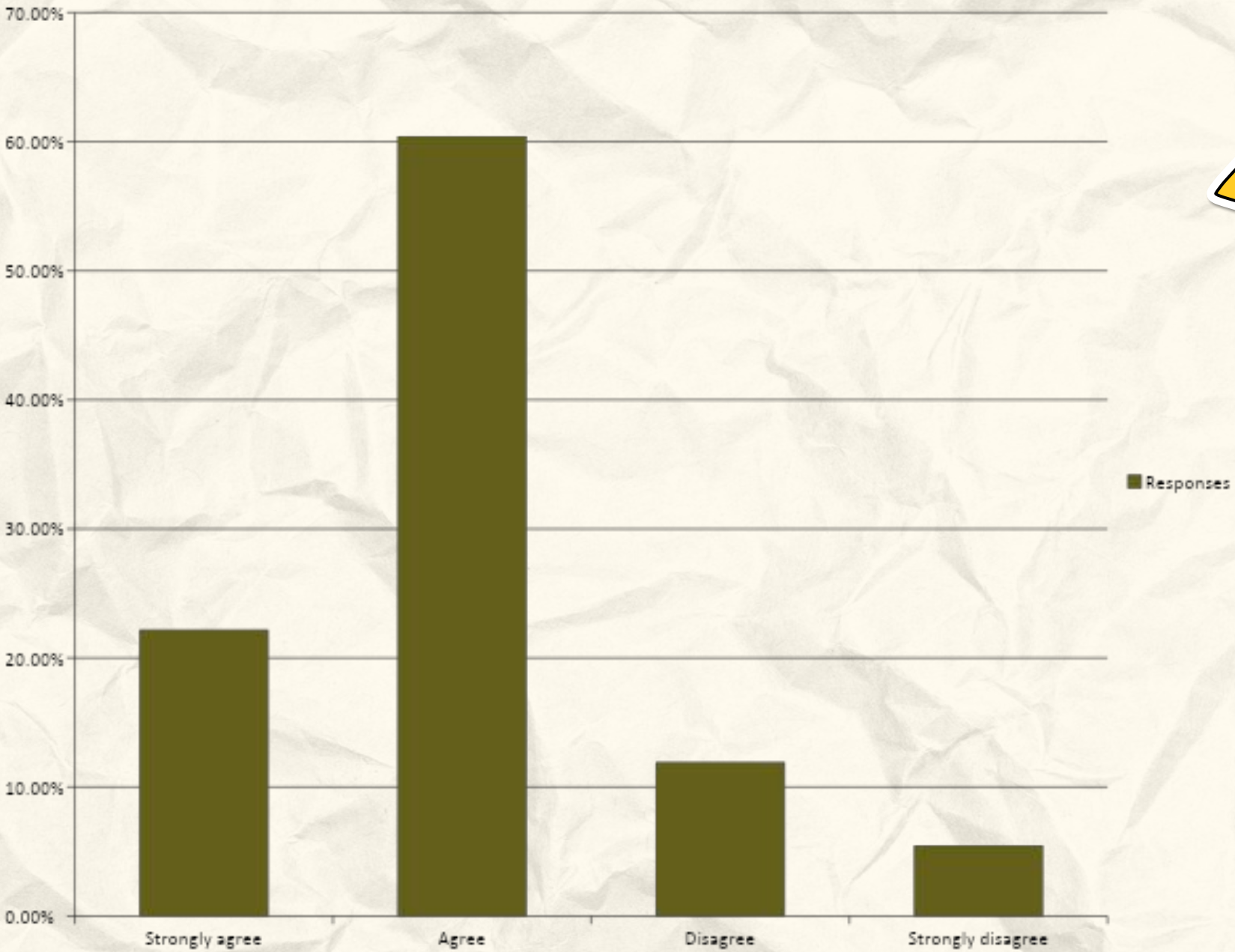
My teachers care about me.



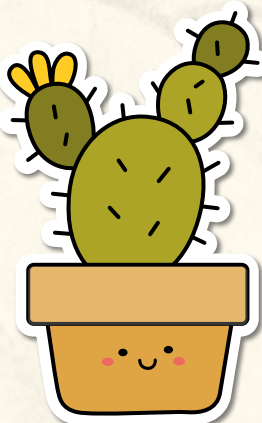
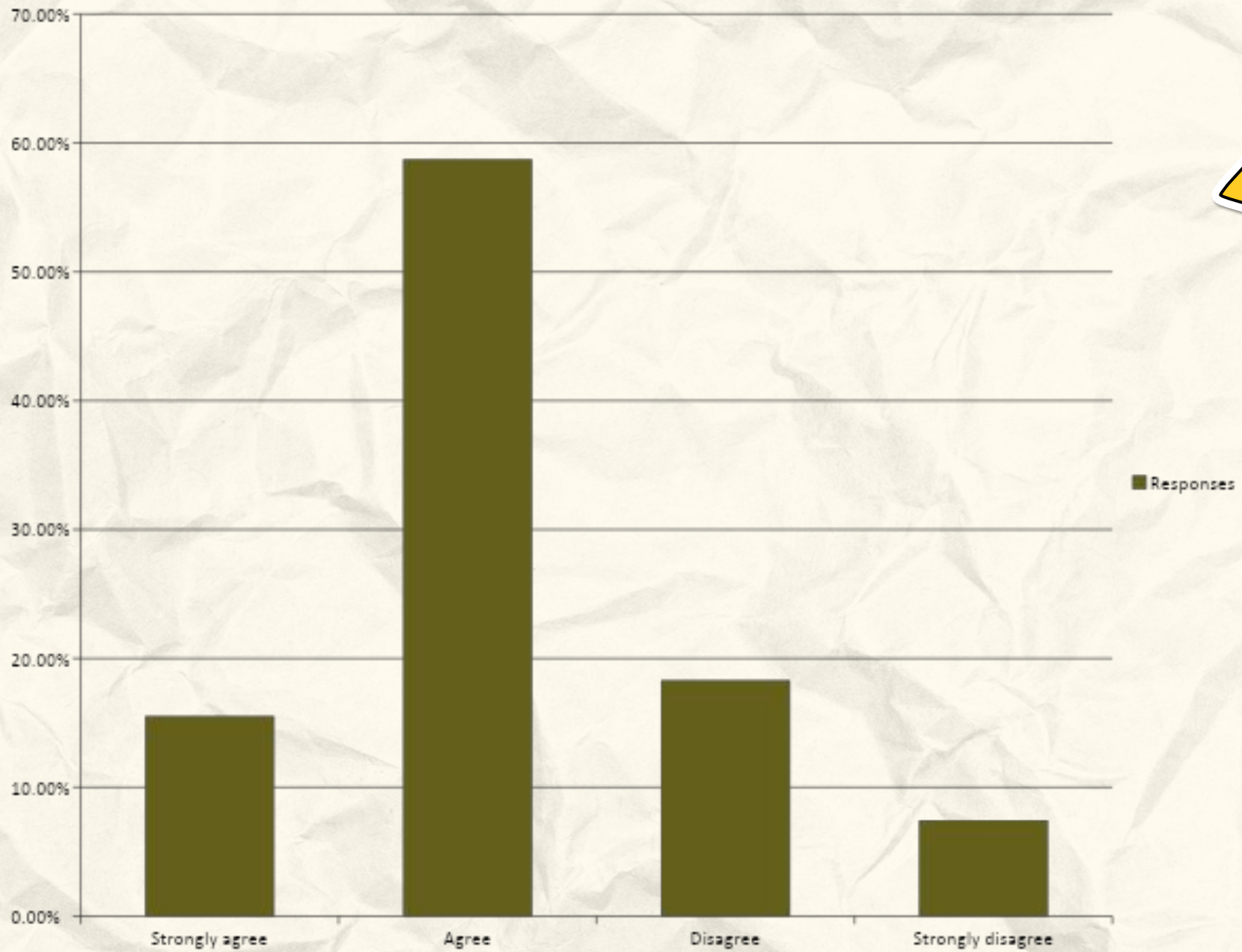
All students receive high-quality instruction.



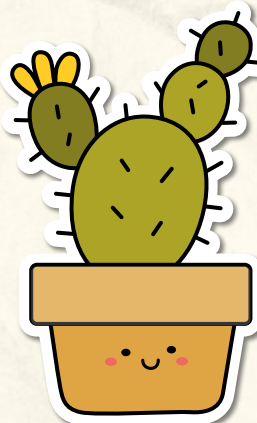
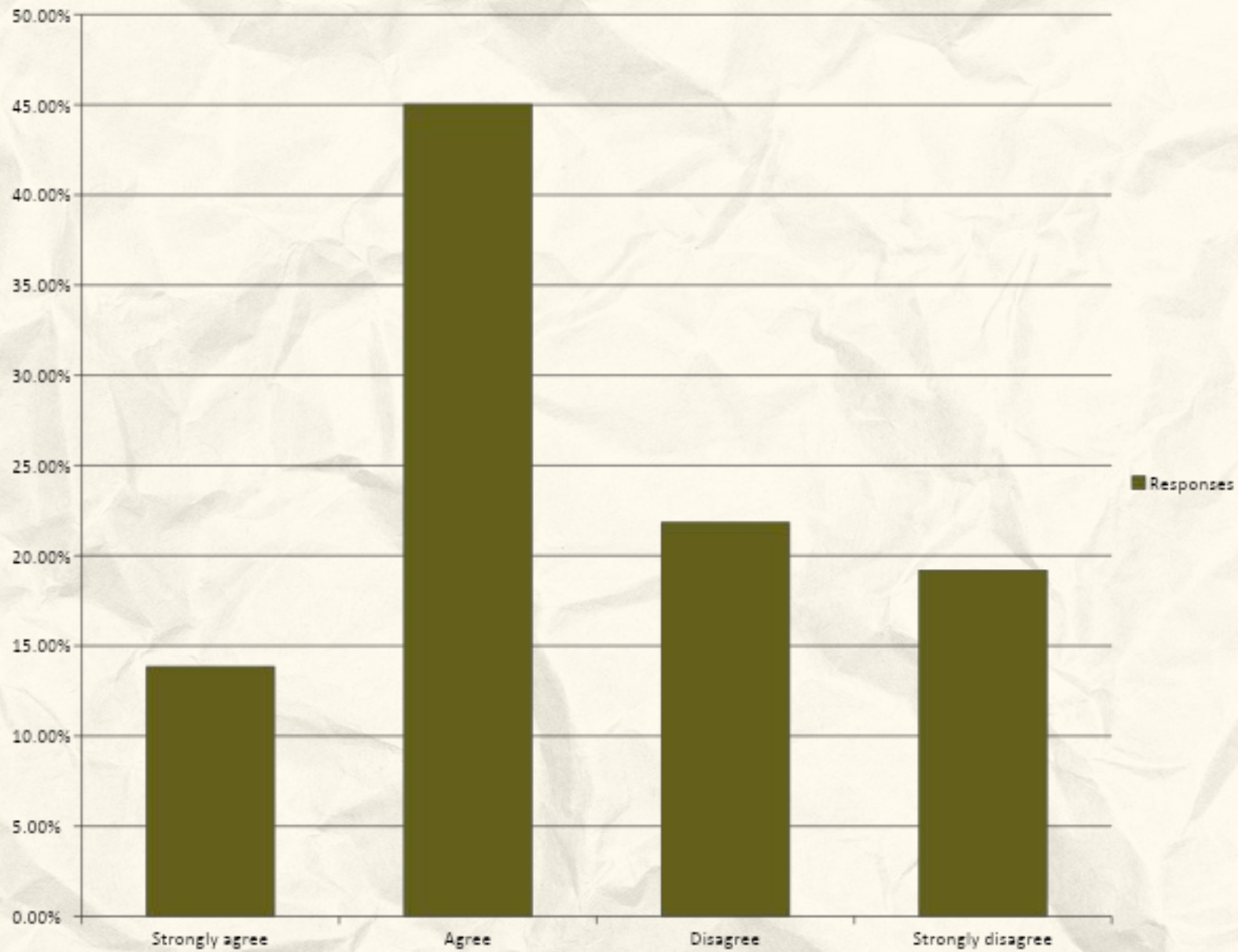
My school gives all students a chance to succeed.



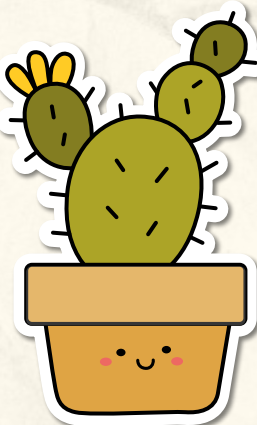
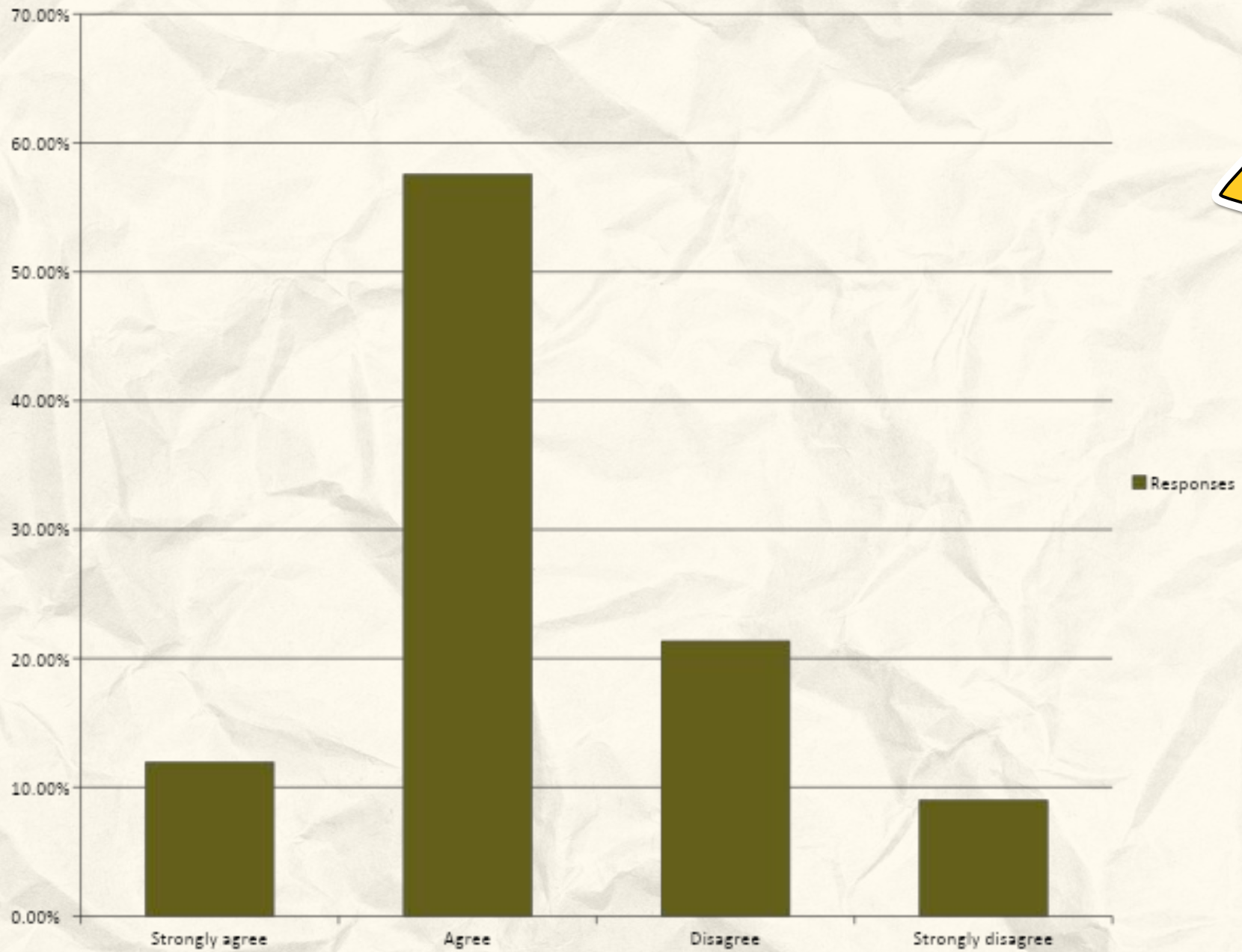
I am treated with respect by adults at my school.



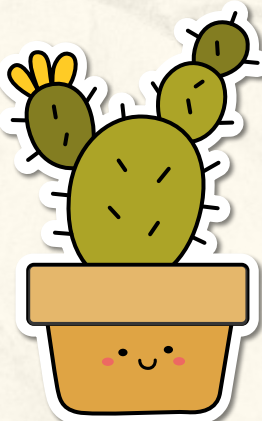
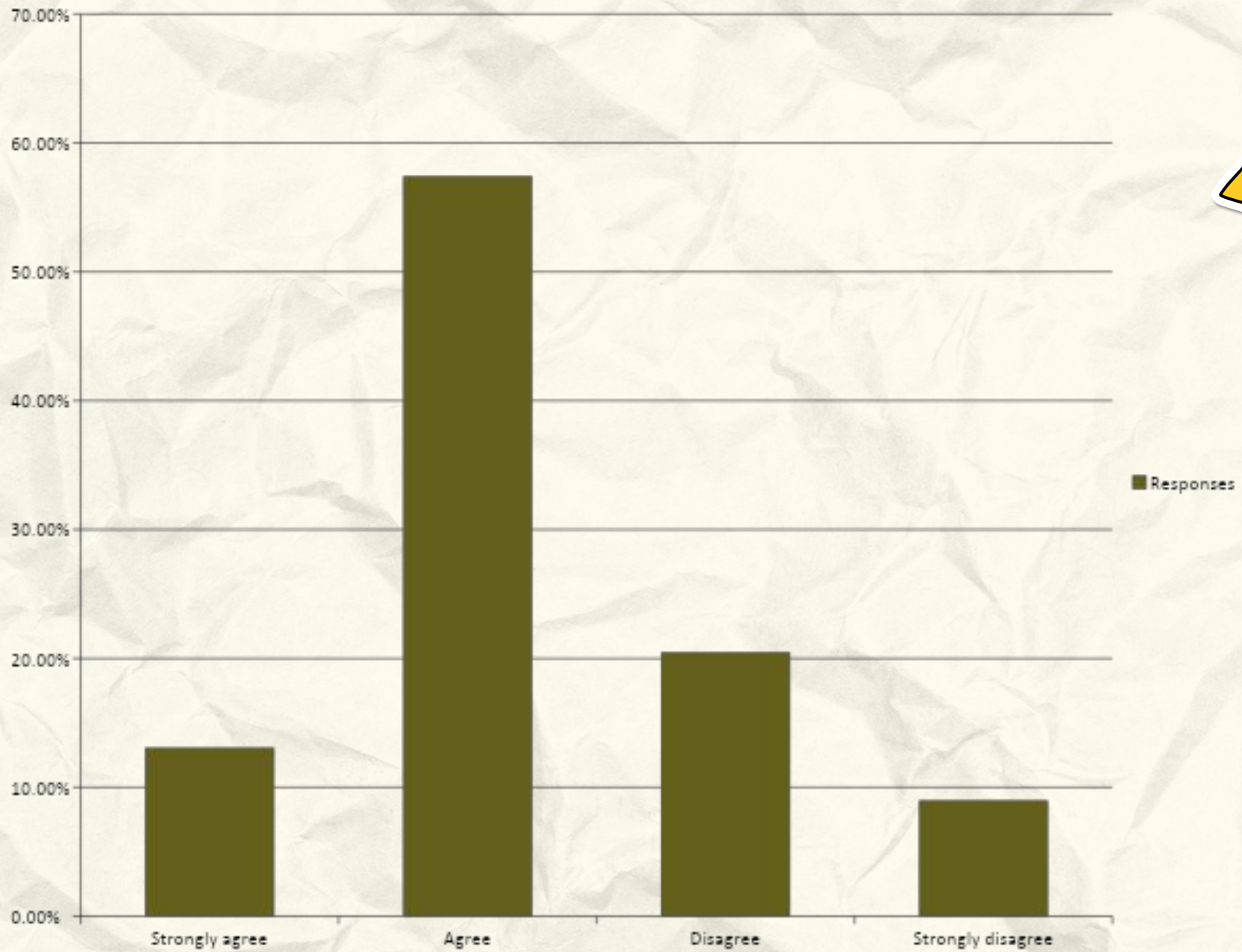
I like going to this school.



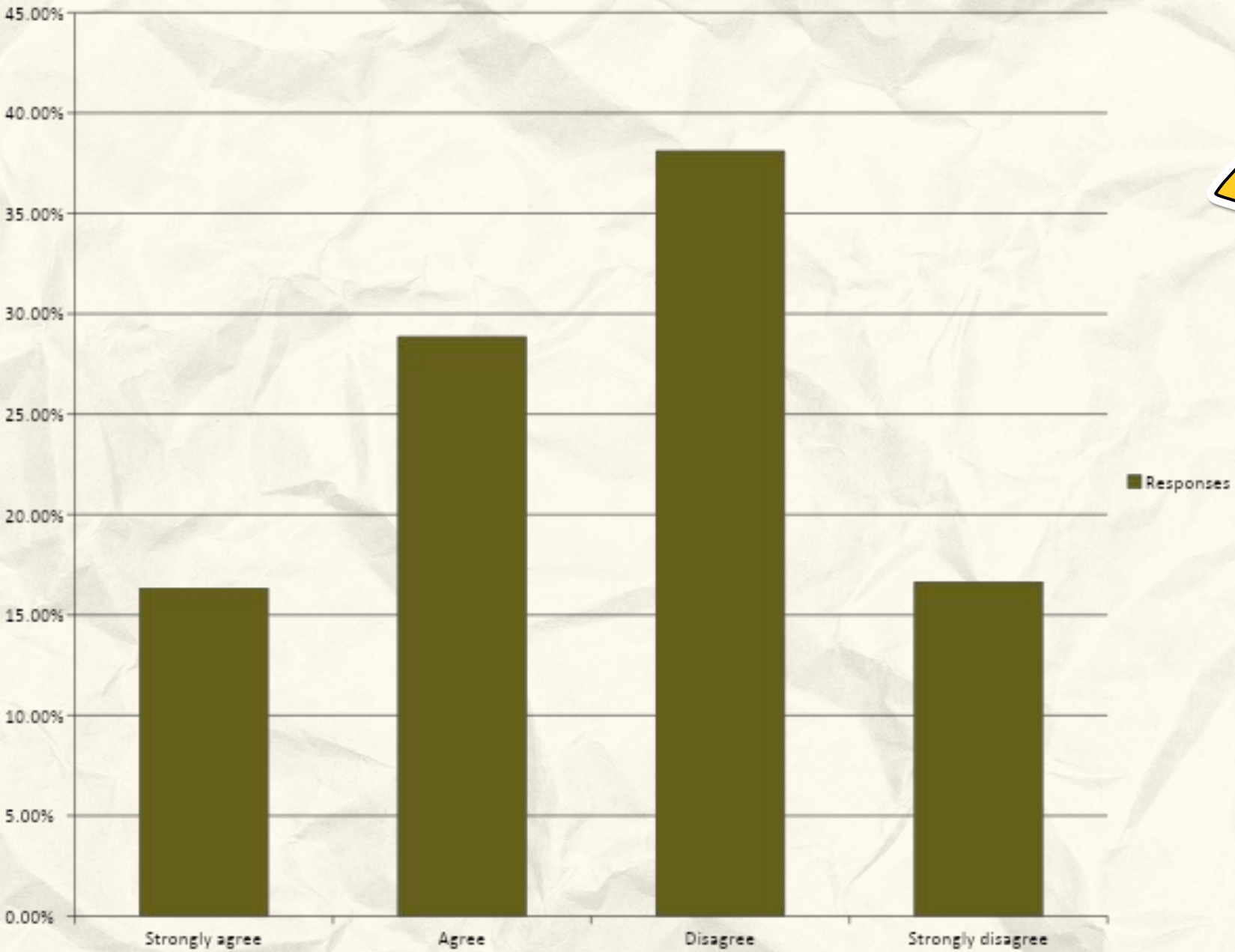
I am treated fairly at school.



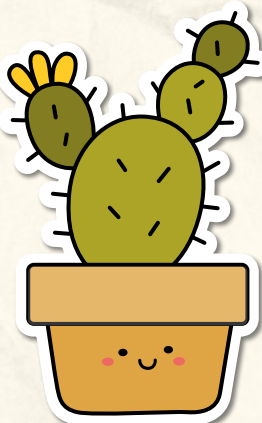
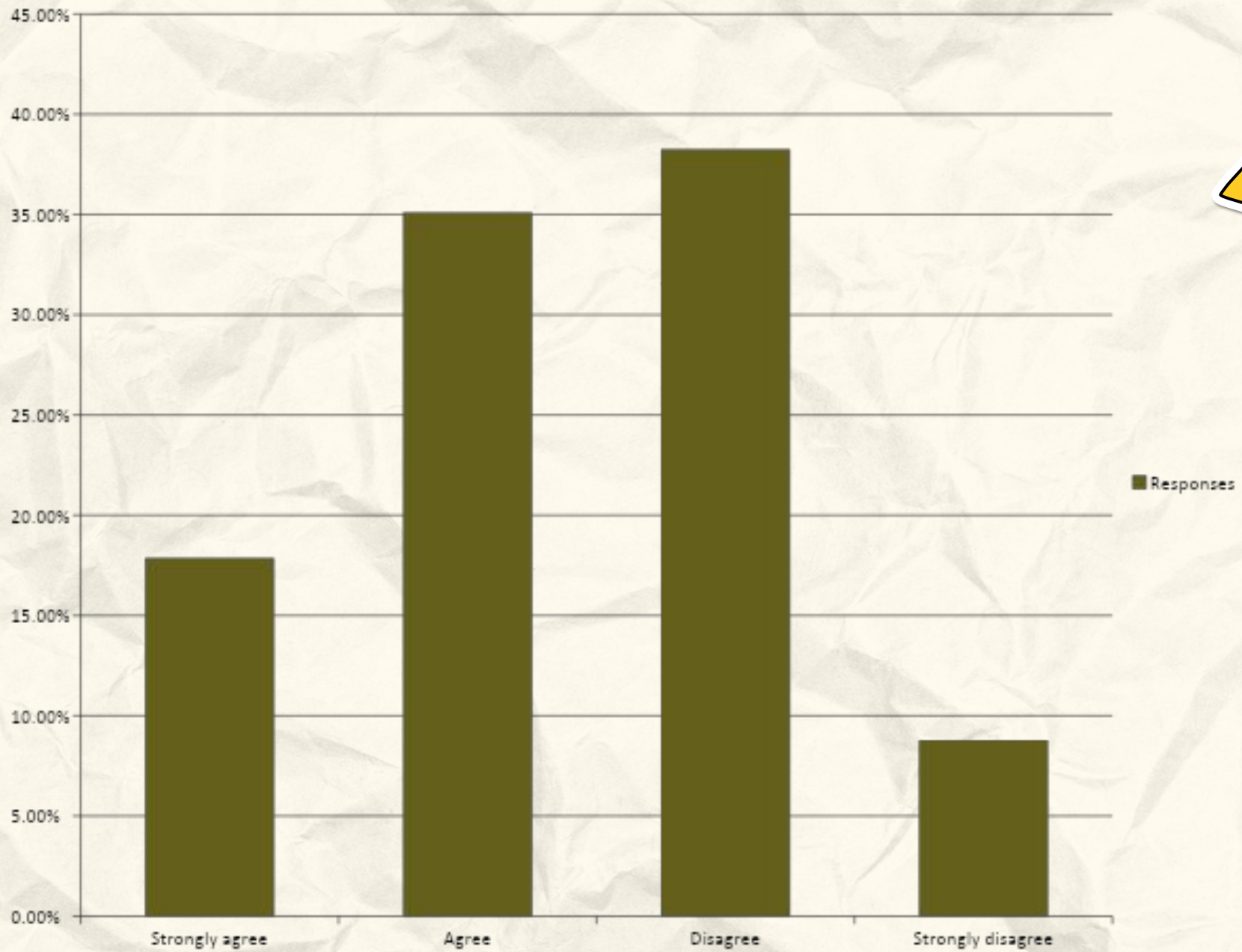
I feel safe at school.



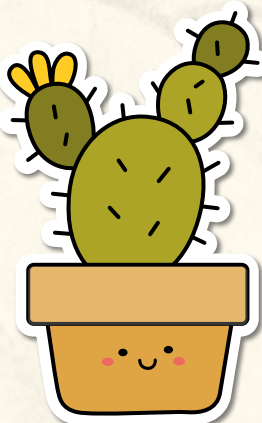
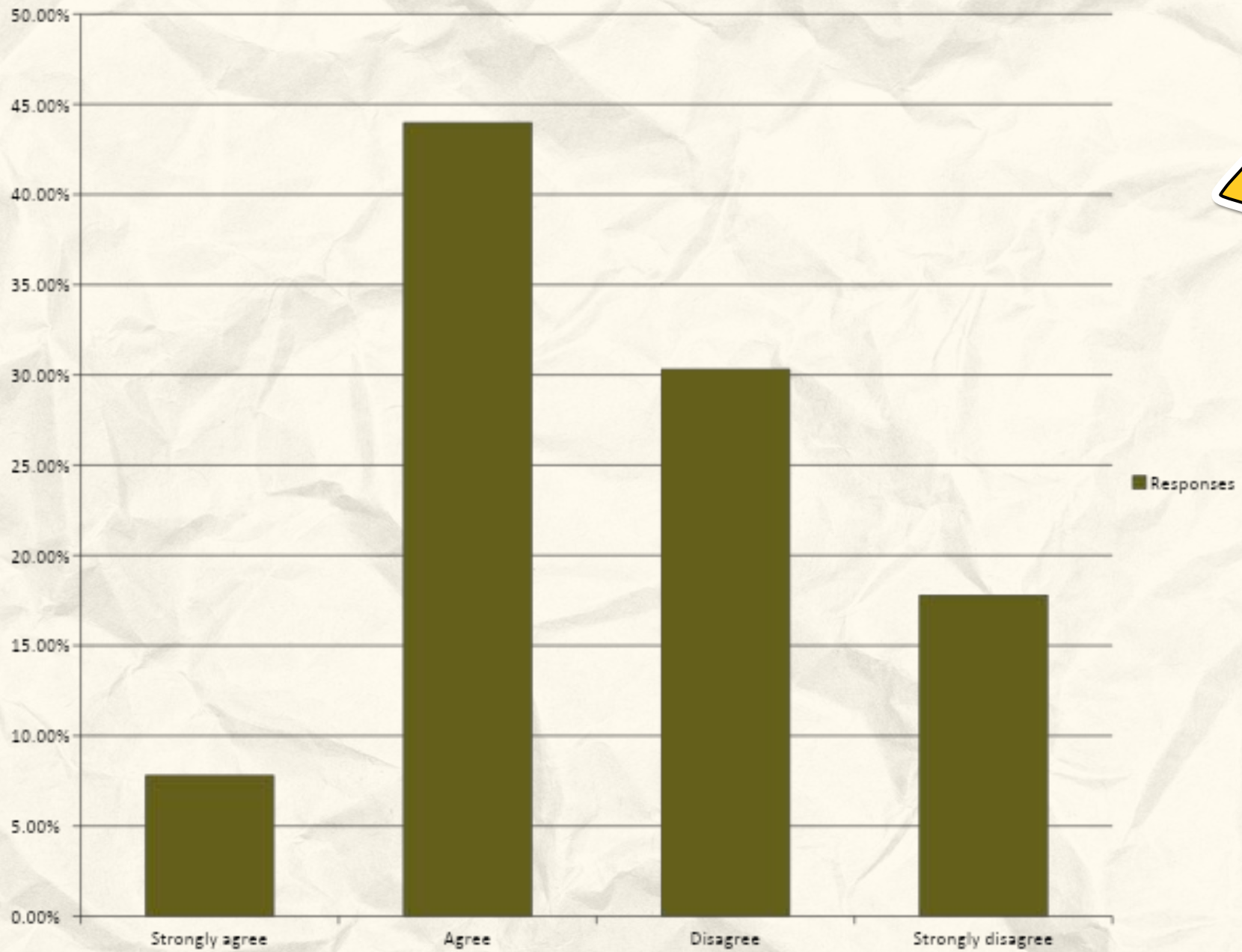
I worry about violence at this school.



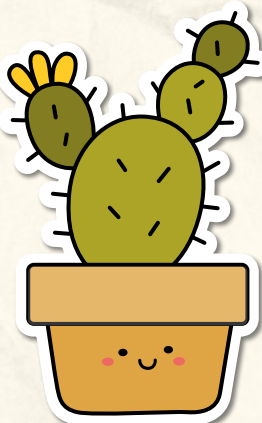
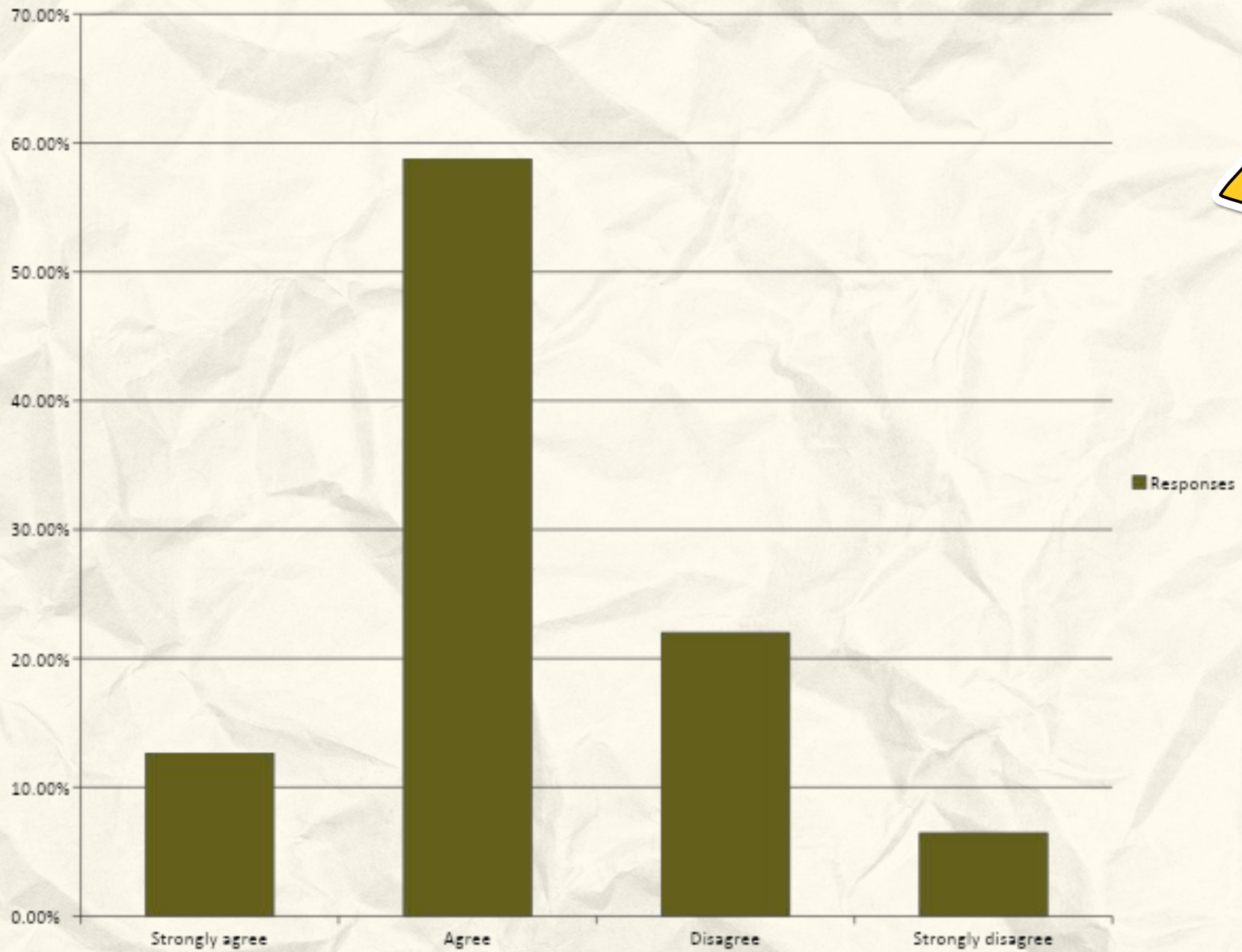
Students at my school are often bullied.



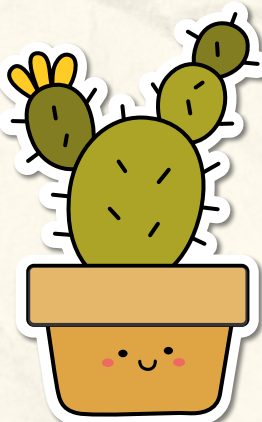
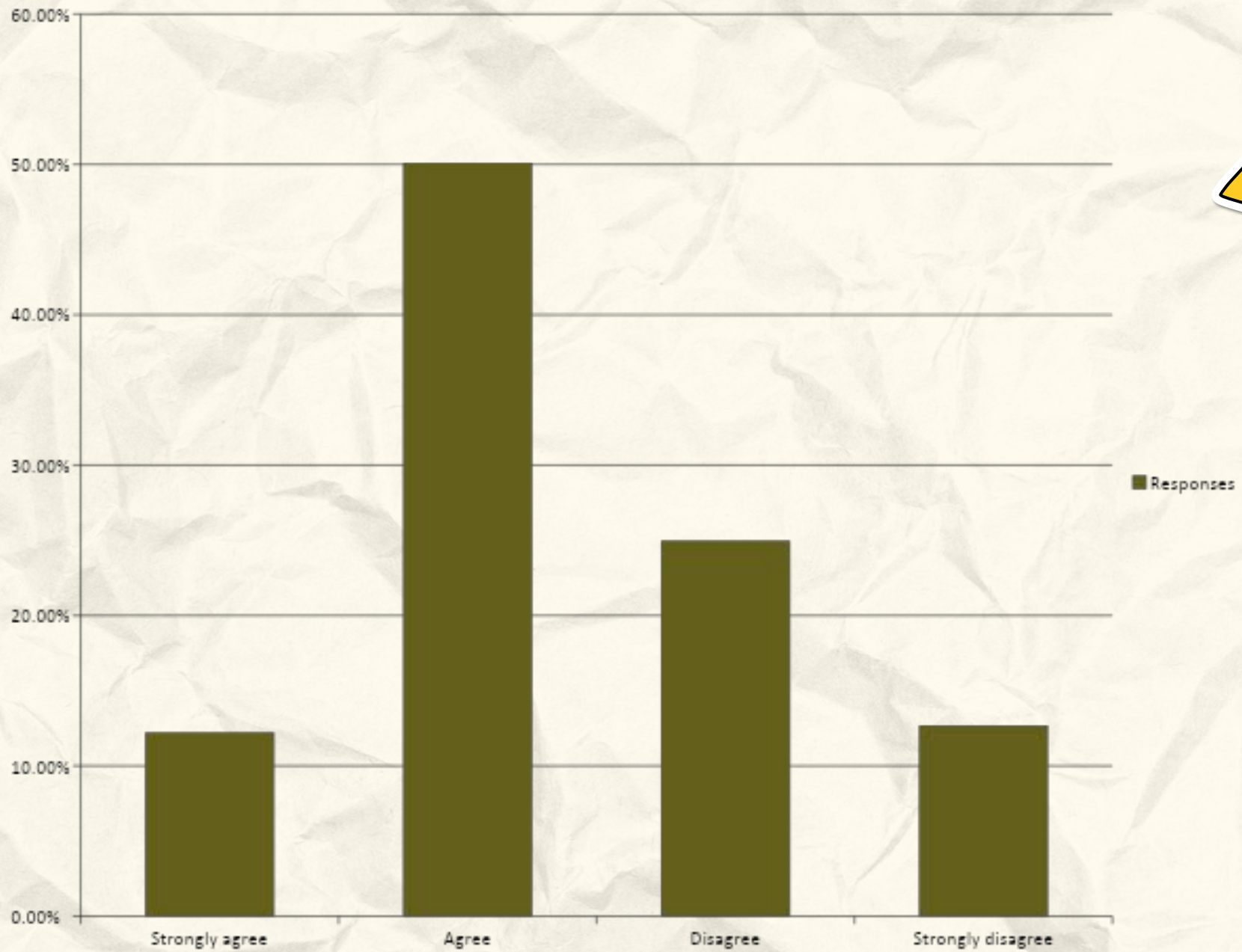
My school handles discipline fairly.



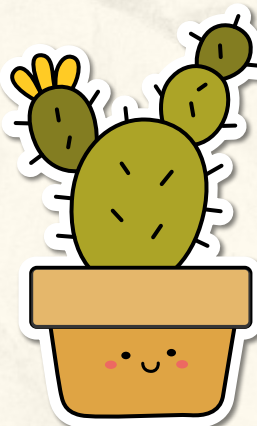
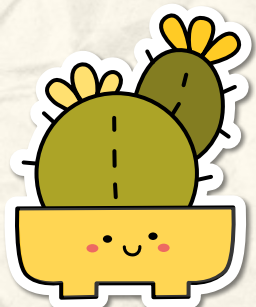
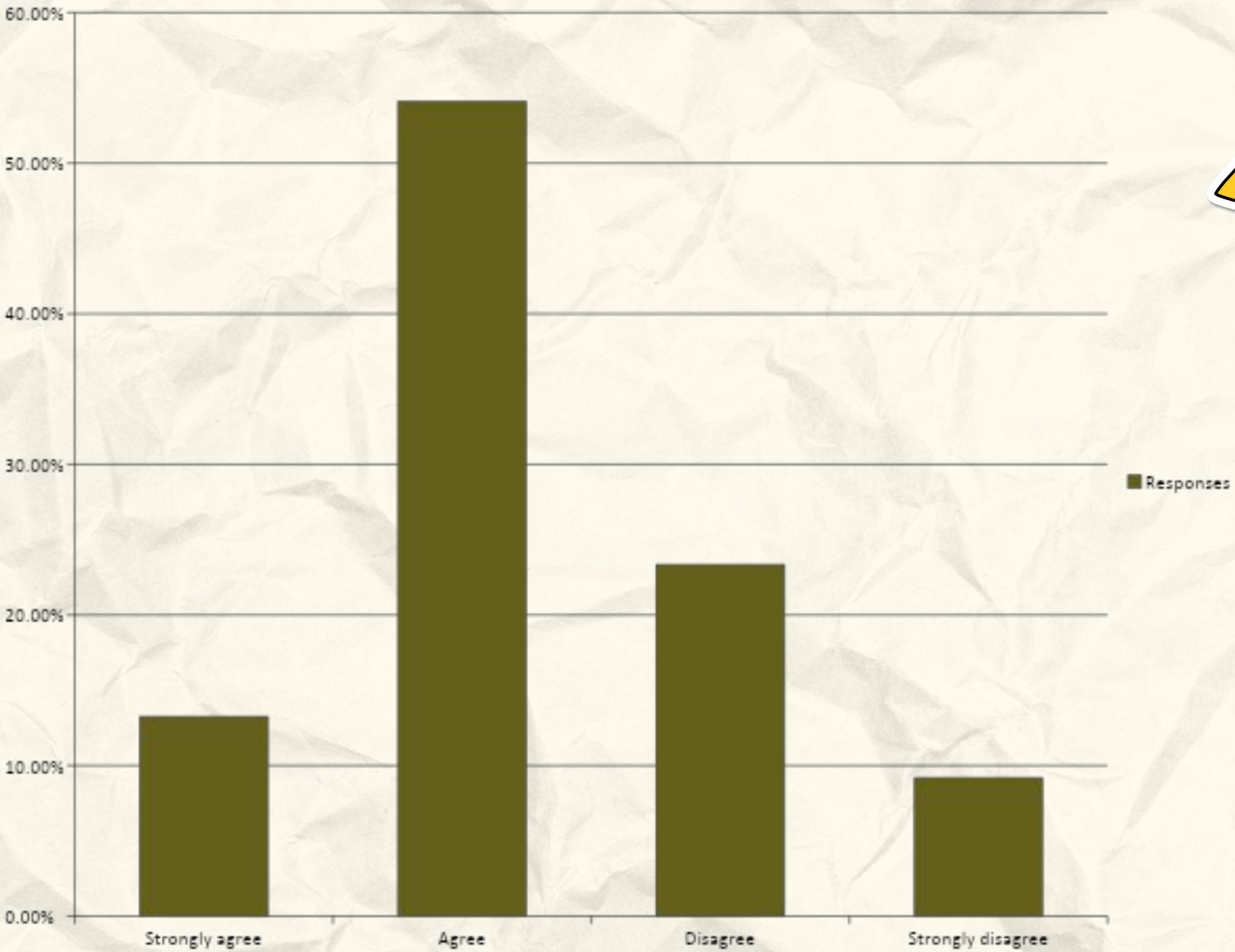
This school teaches and reinforces student self-discipline and responsibility.



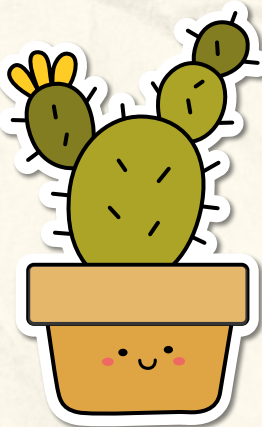
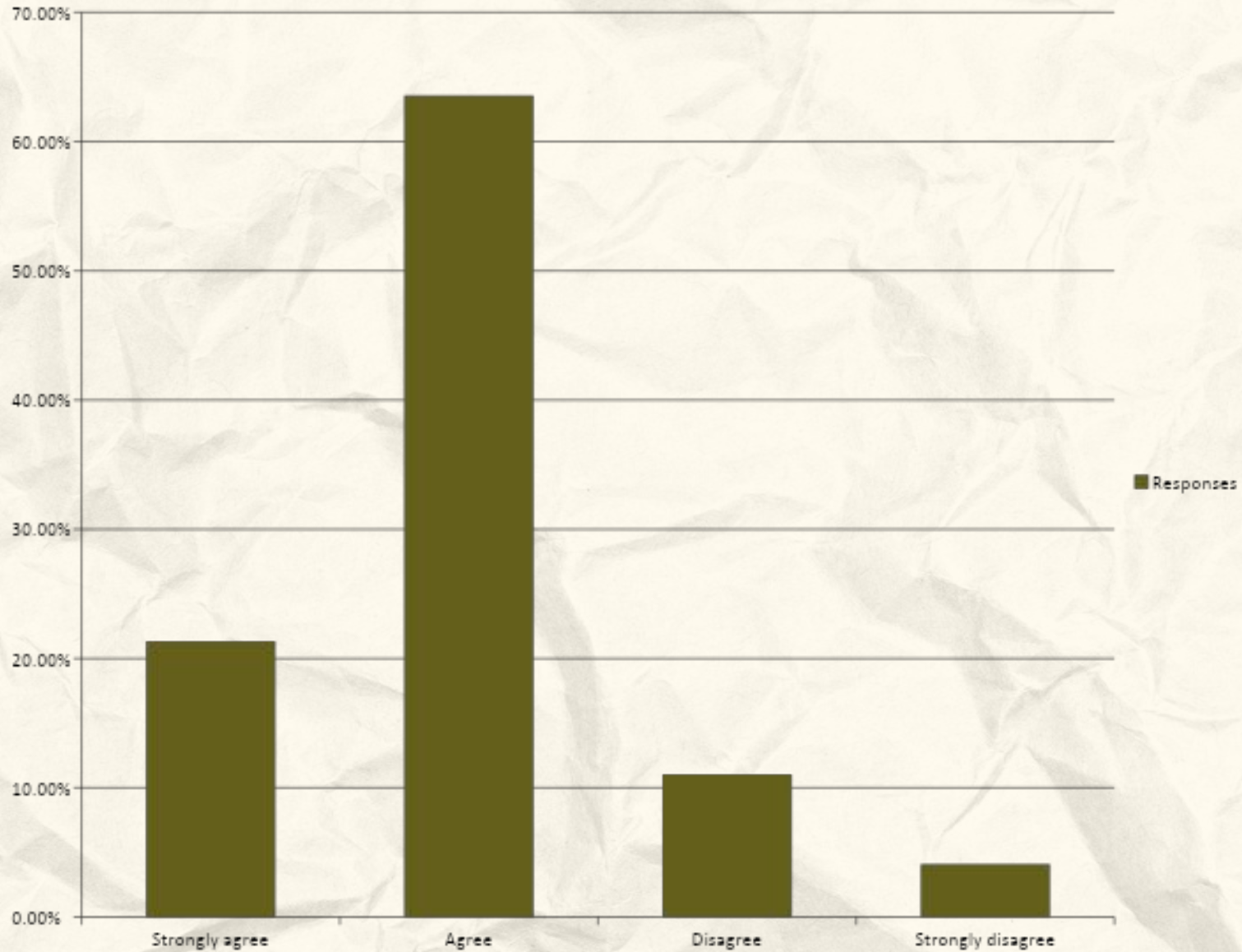
My school is clean.



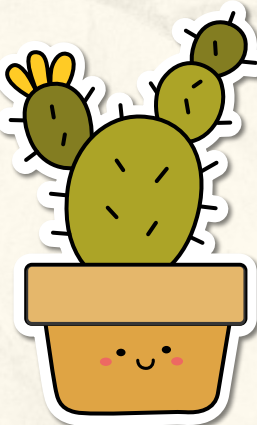
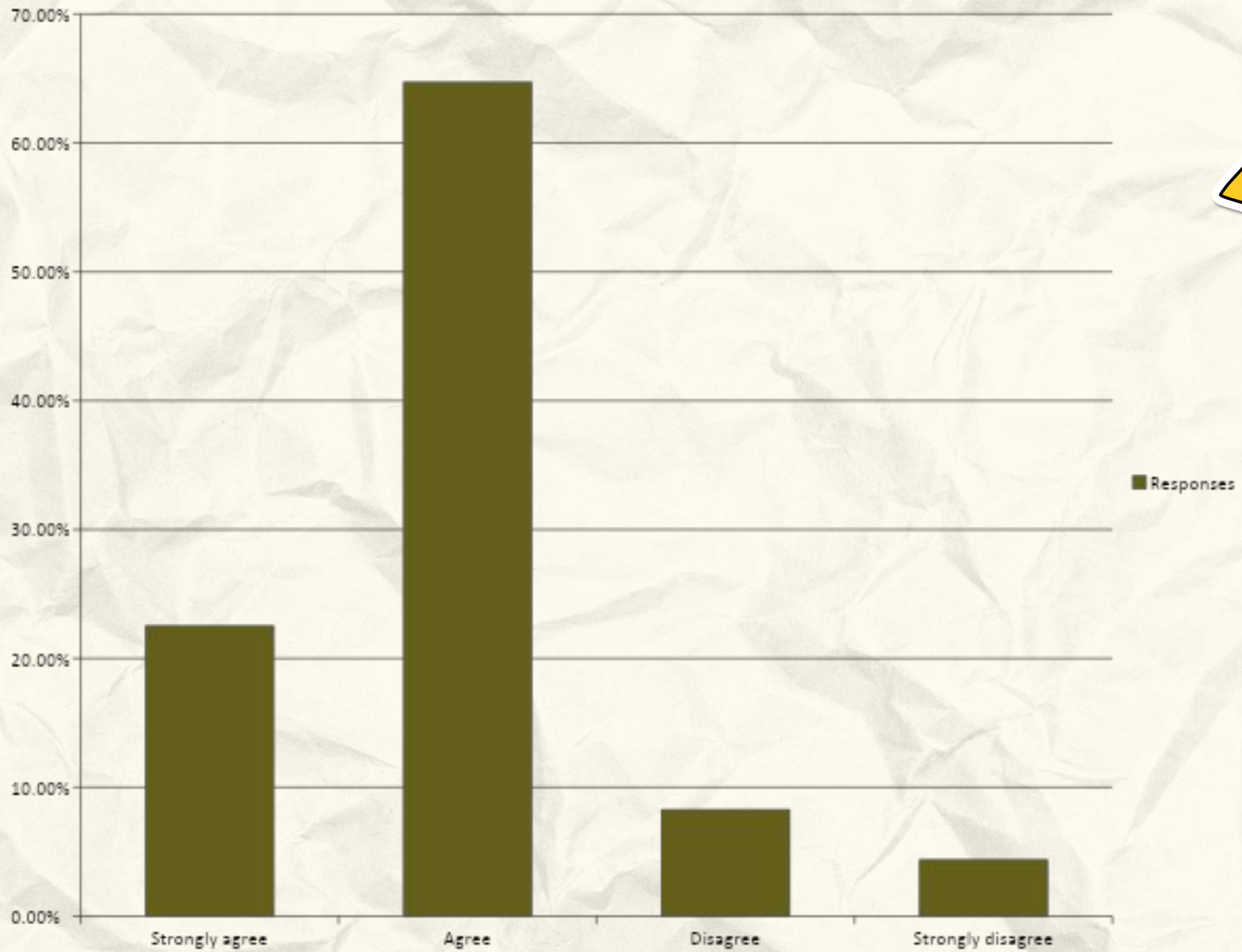
If I am overwhelmed because of a crisis, I know how to get help.



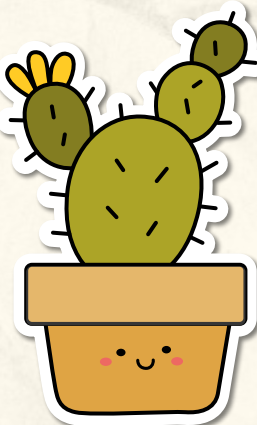
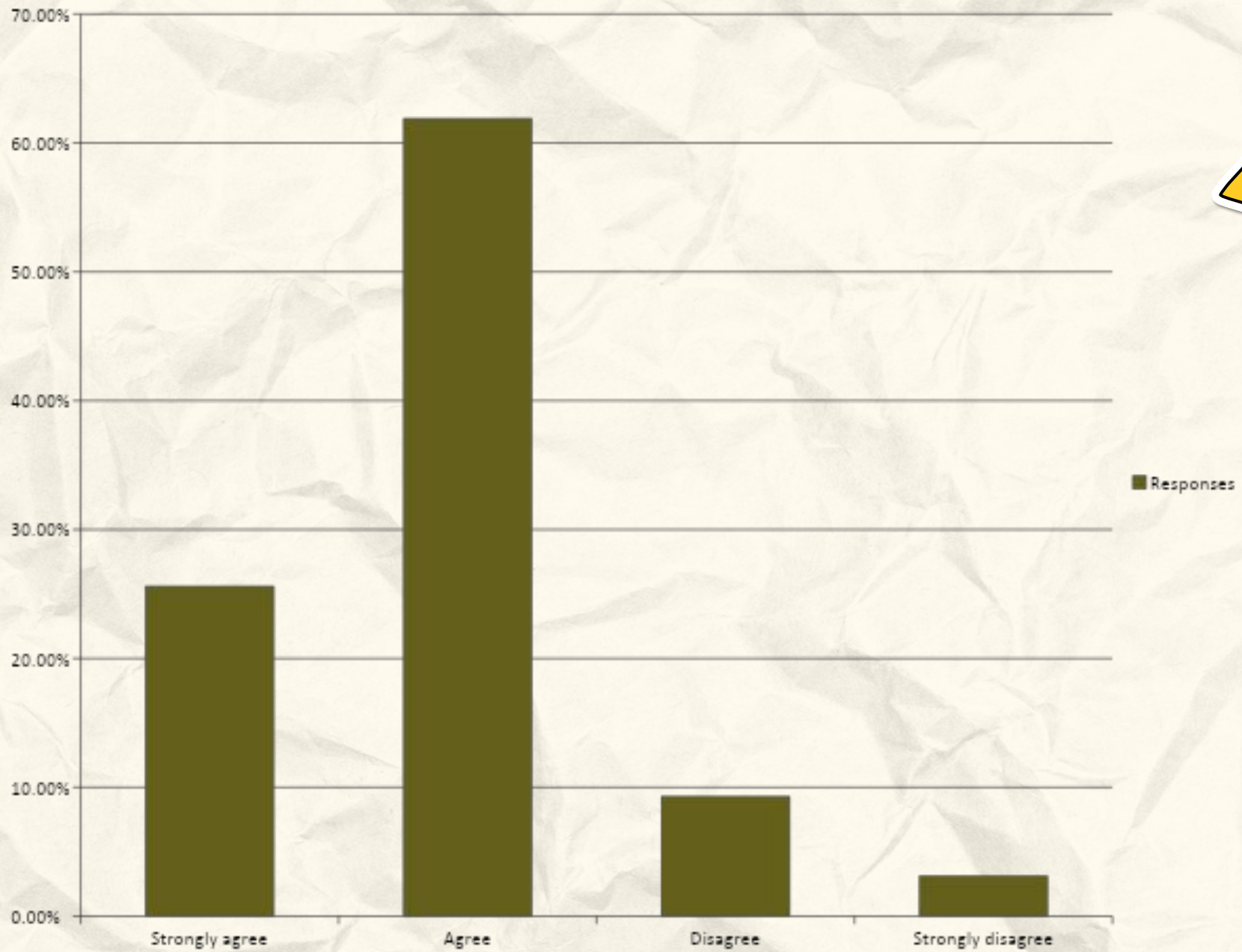
I know what to do if I hear about dangerous behaviors at school.



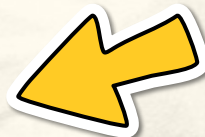
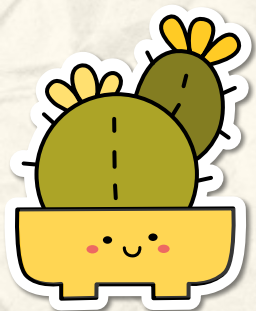
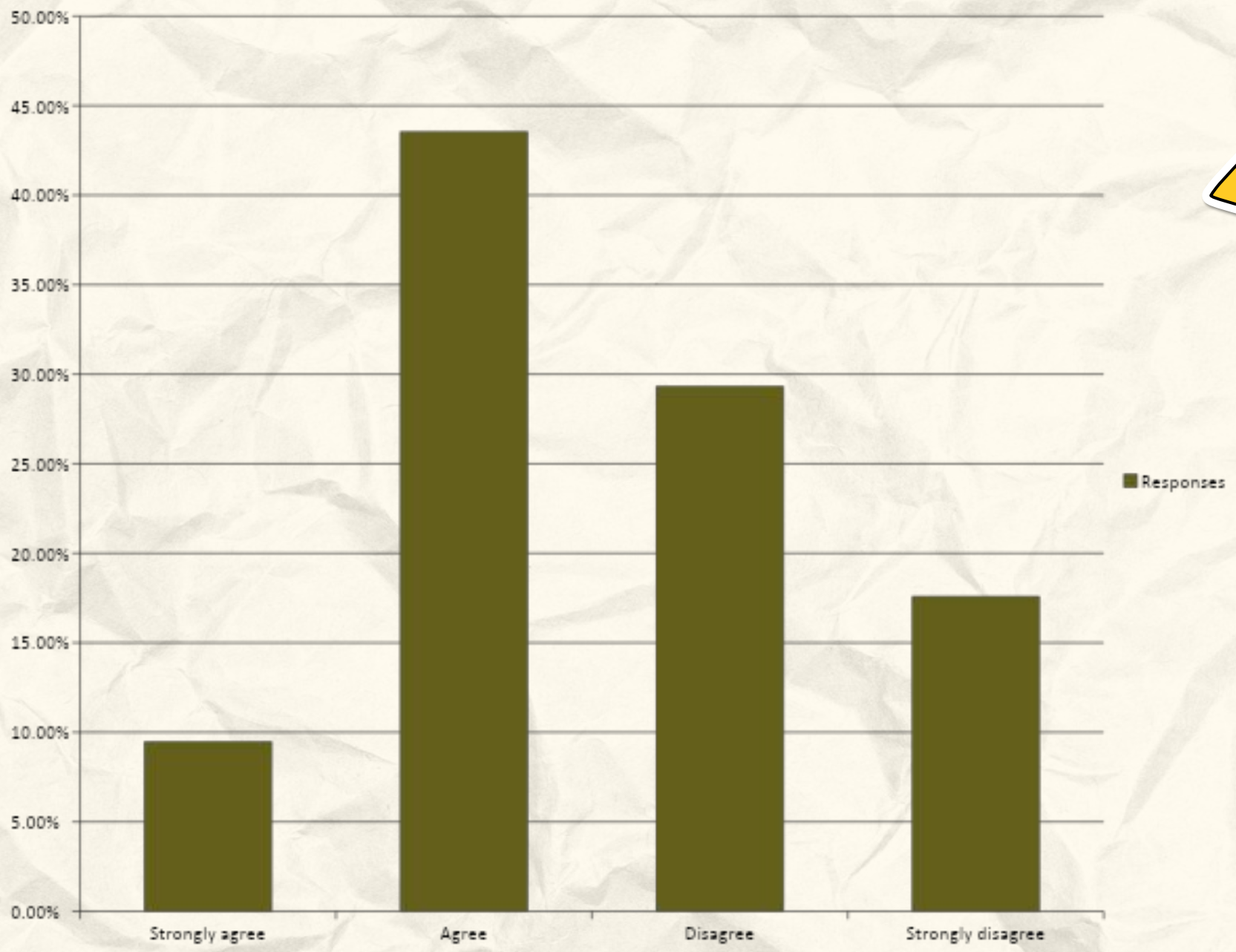
I know how to report bullying at my school.



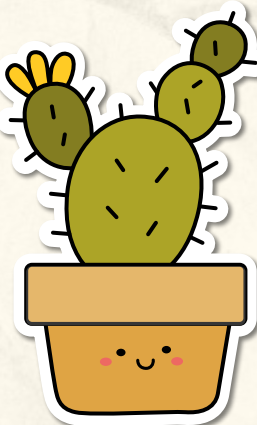
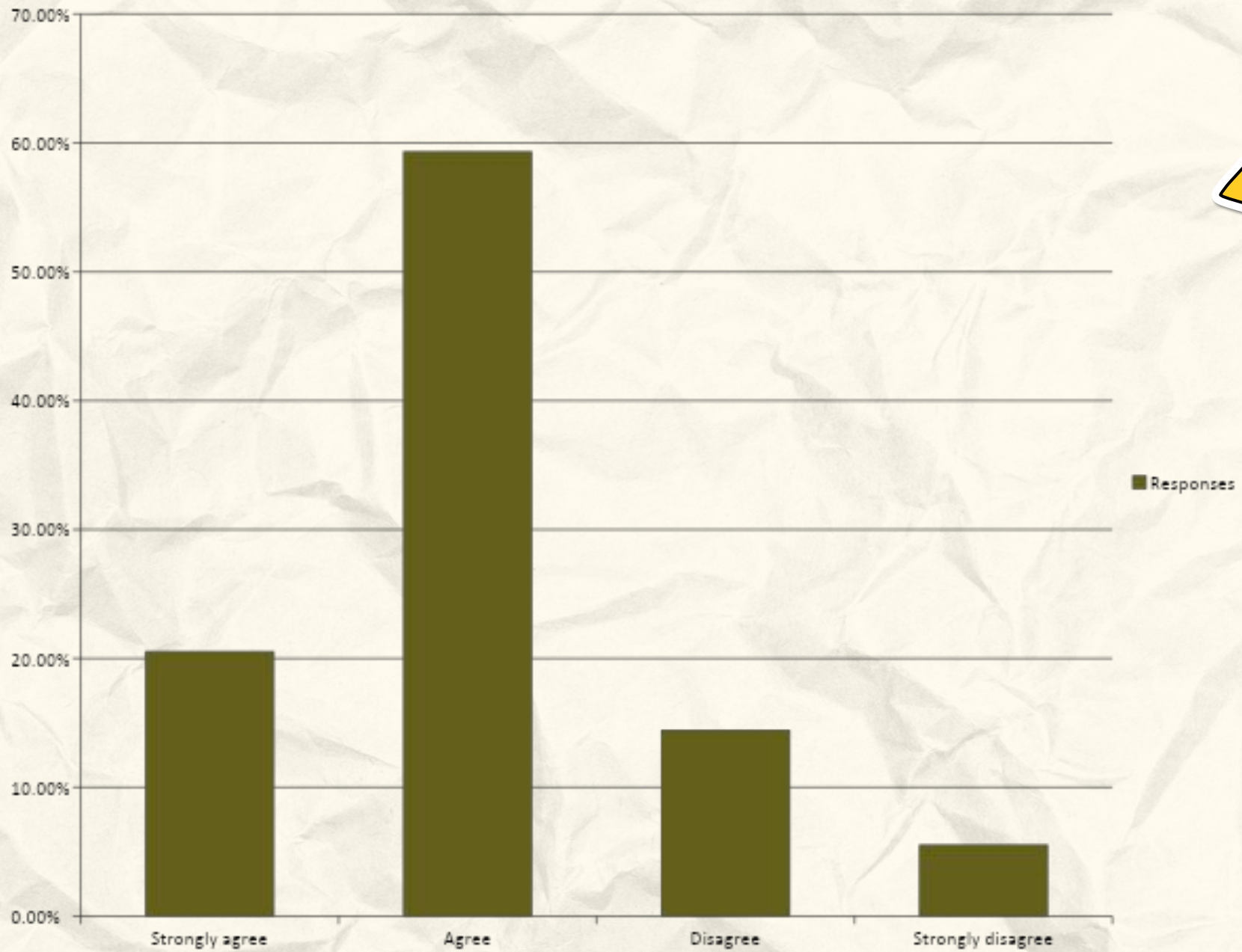
In case of an emergency, I know what to do.



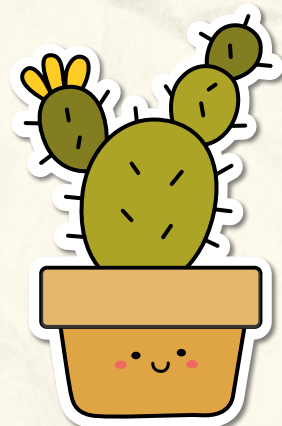
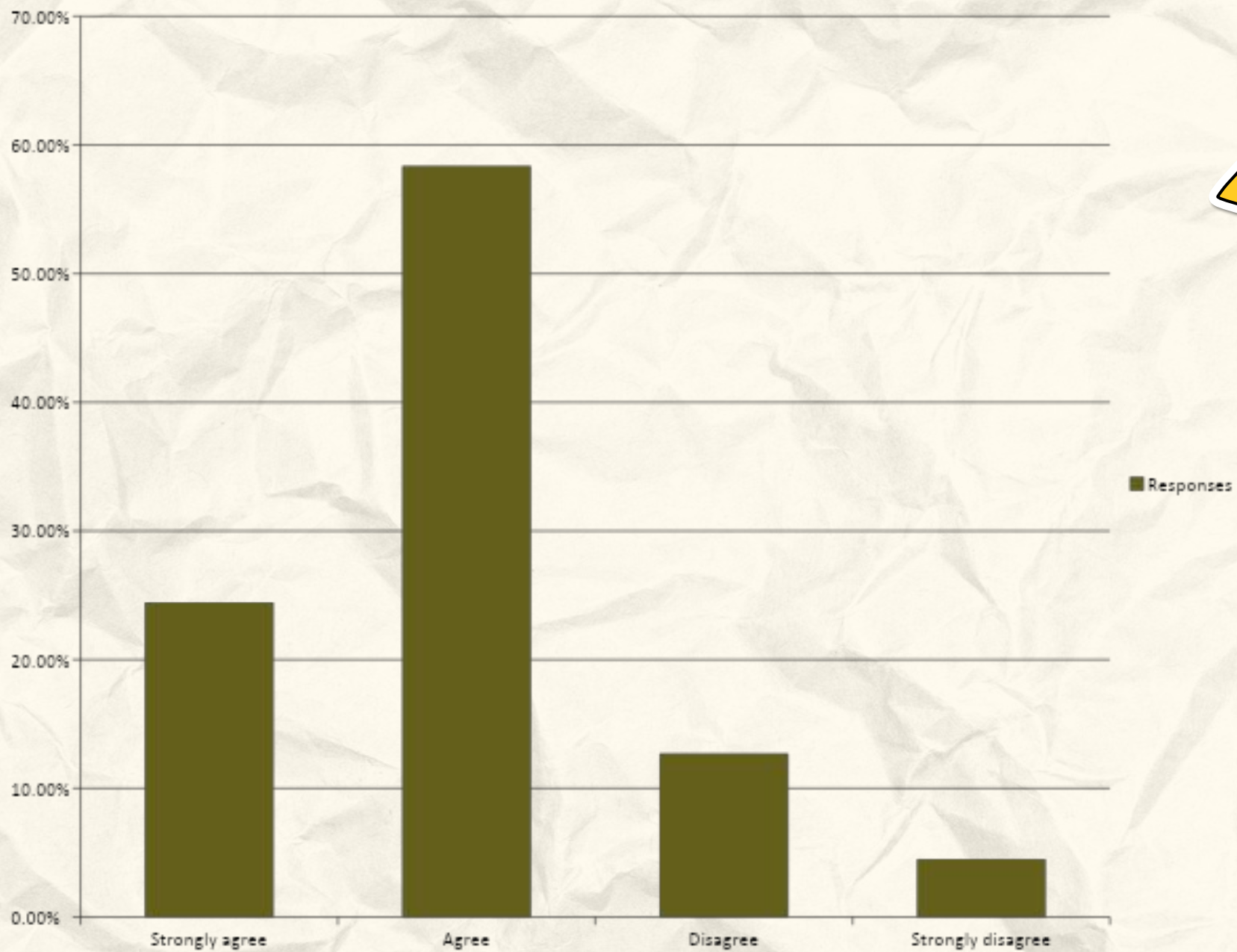
The school system assures student voices are heard and respected.



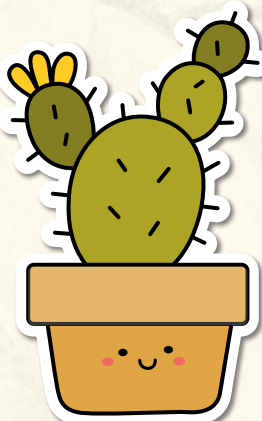
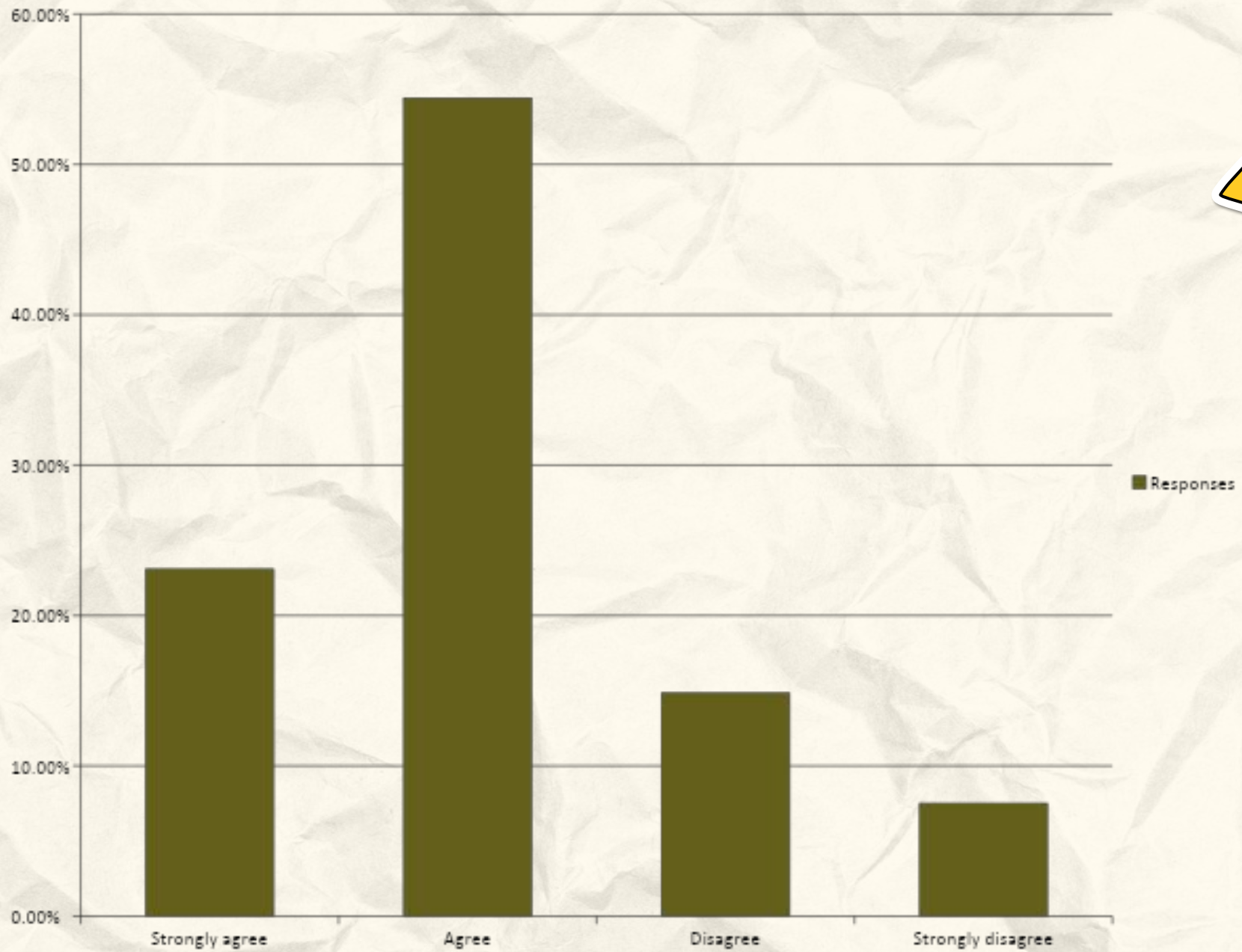
I get along well with others.



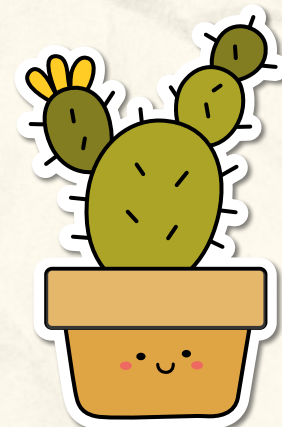
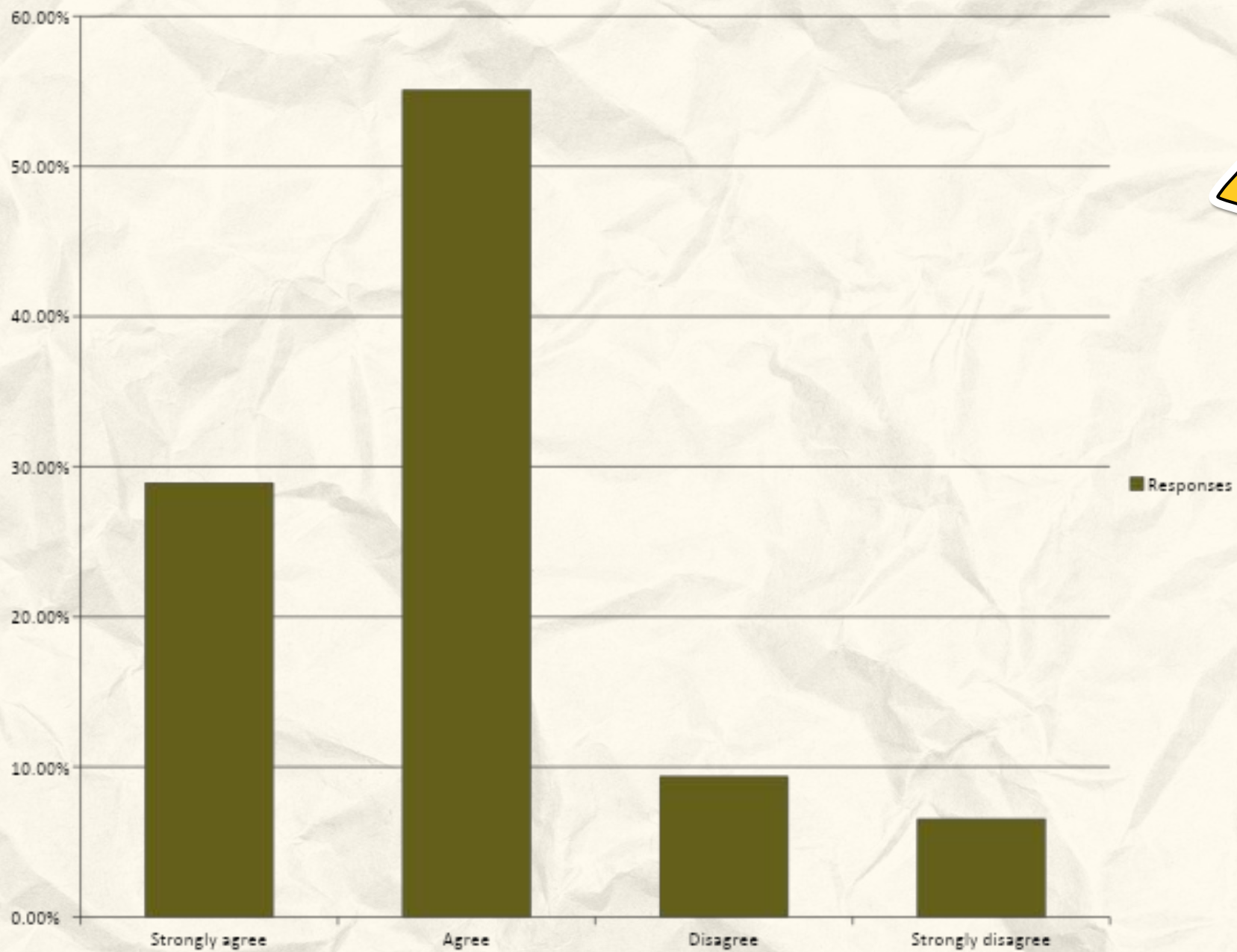
I know different ways to make and keep friends.



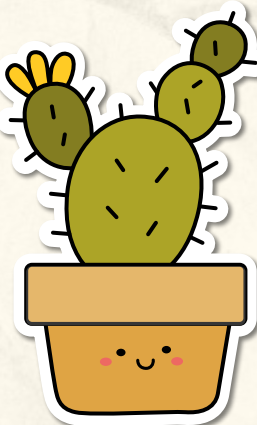
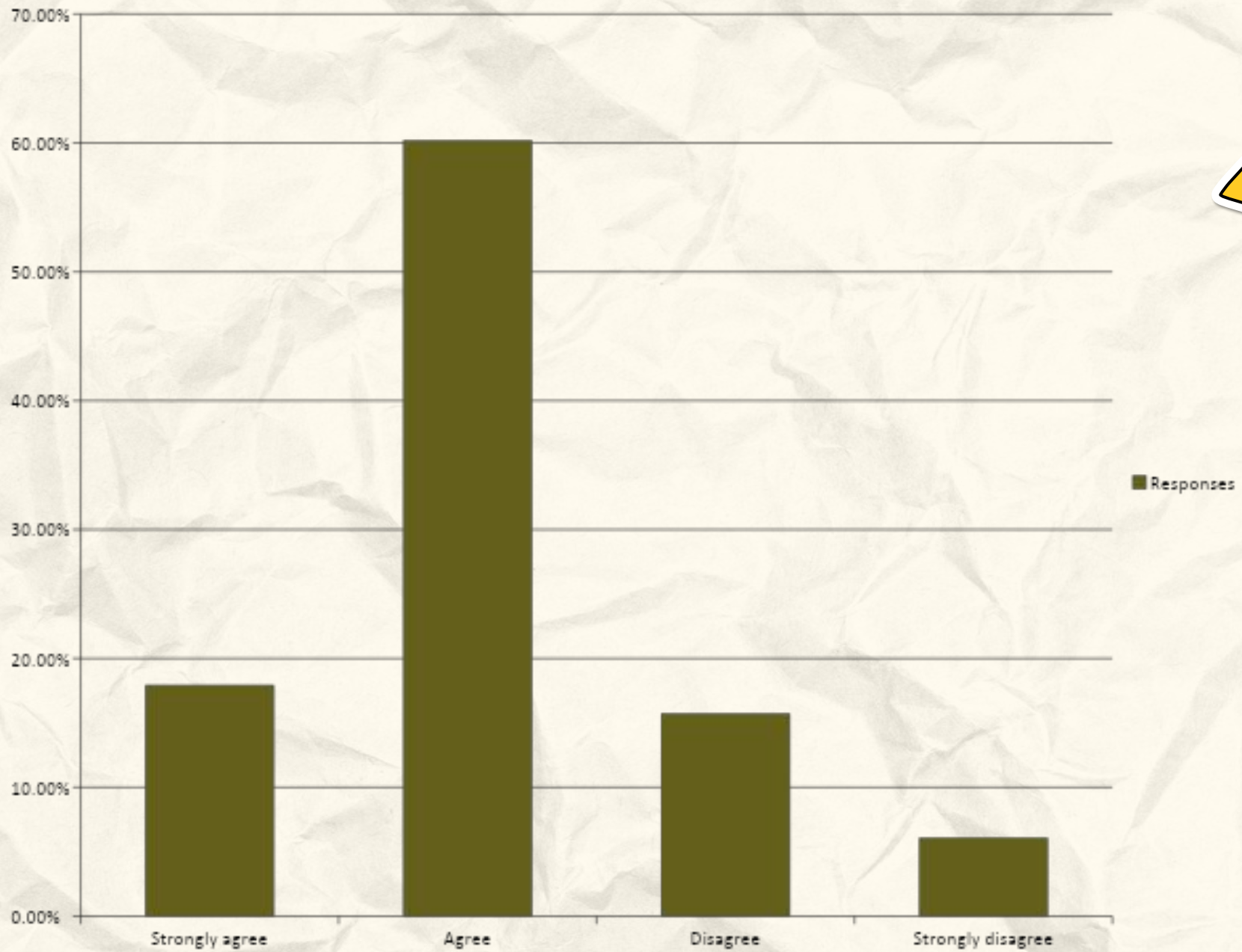
I know how to make friends with new people.



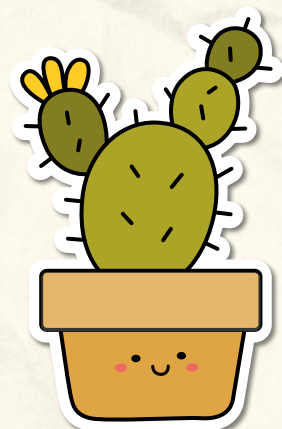
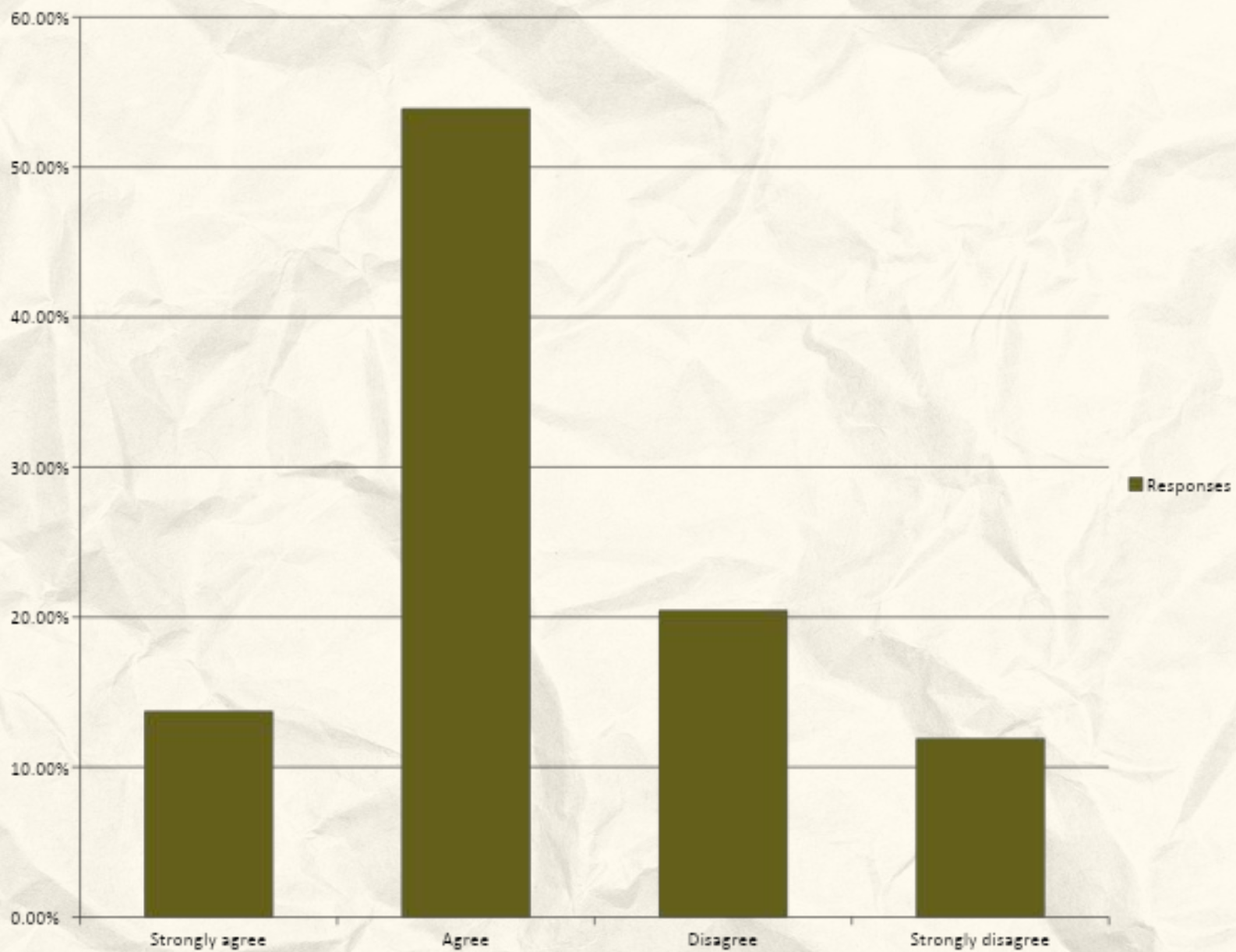
I care about how others feel.



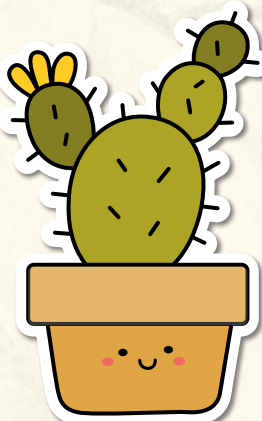
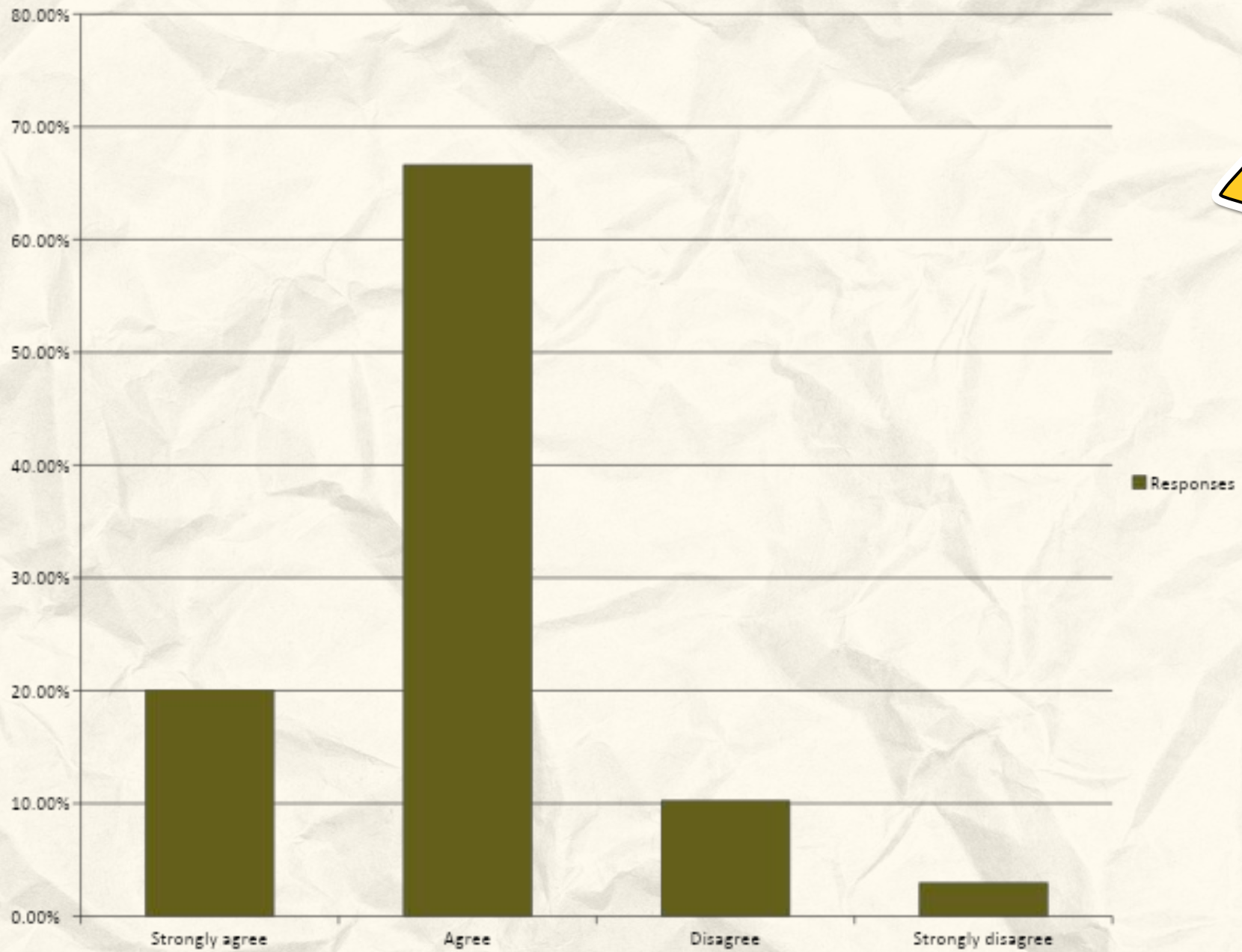
I know how to get along with others, even if I disagree with them.



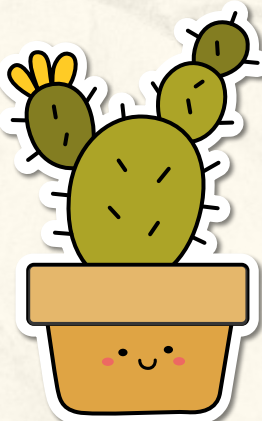
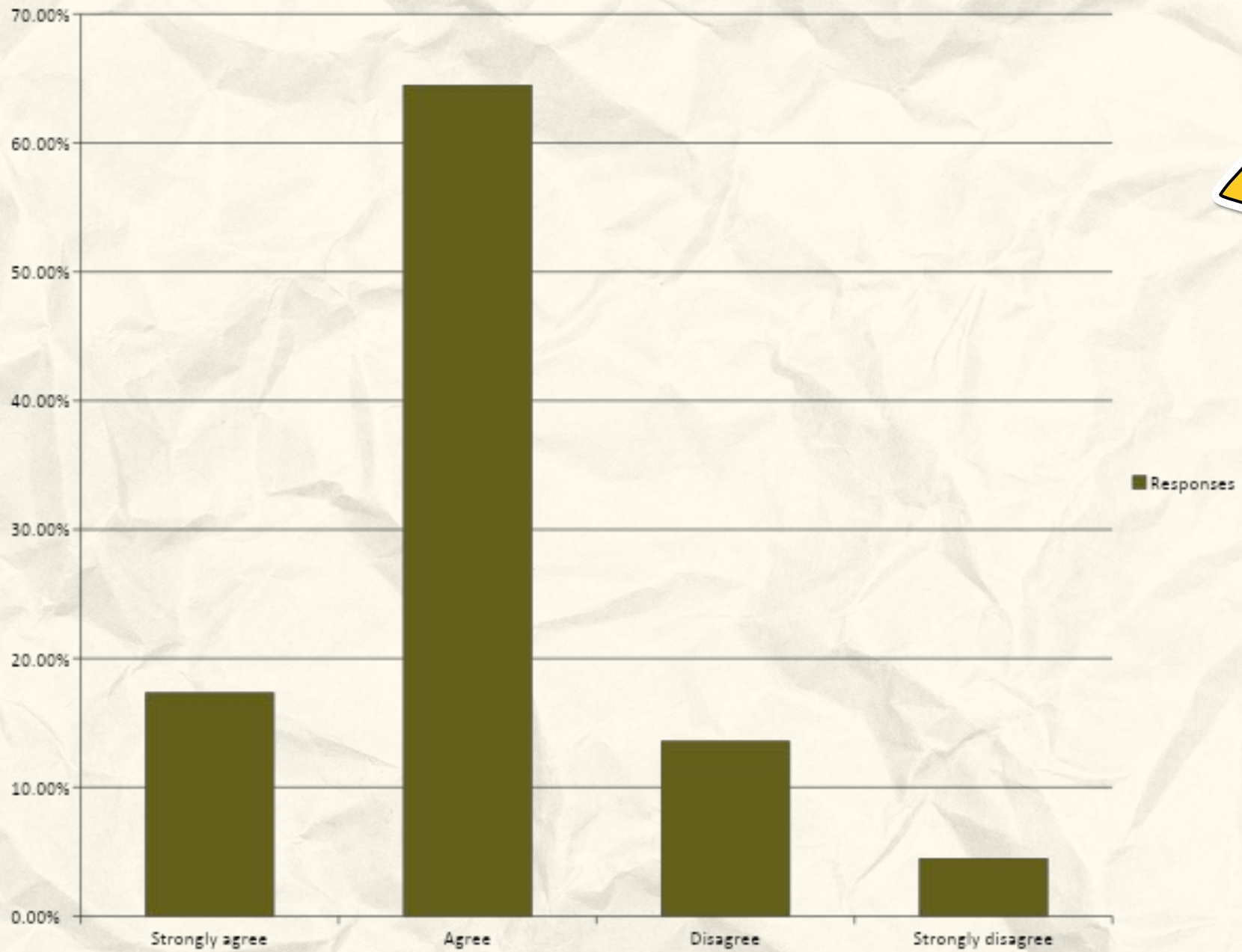
I feel socially accepted.



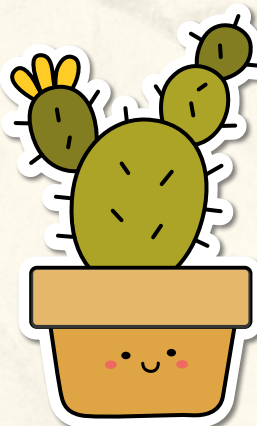
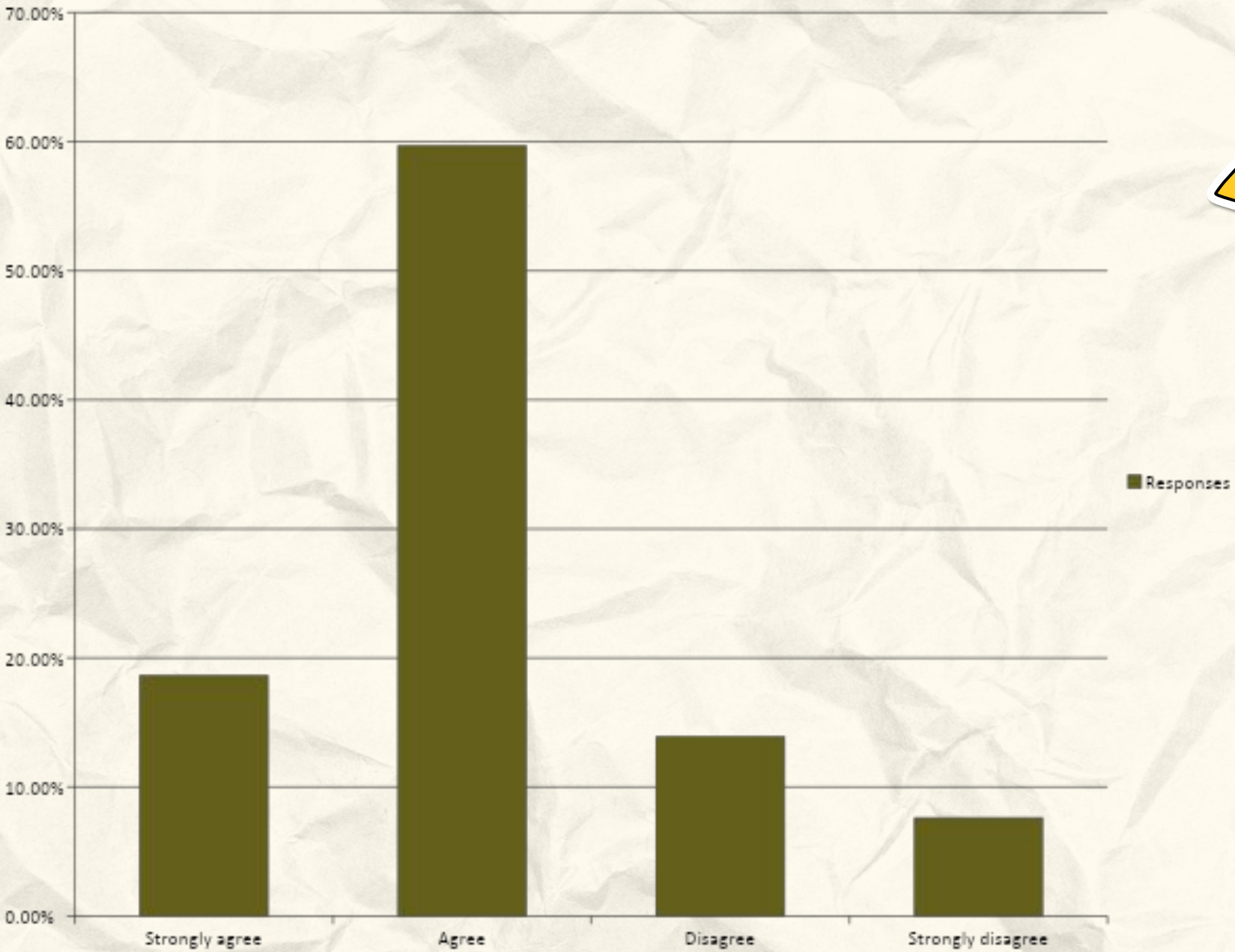
I can help solve problems among my friends in a positive way.



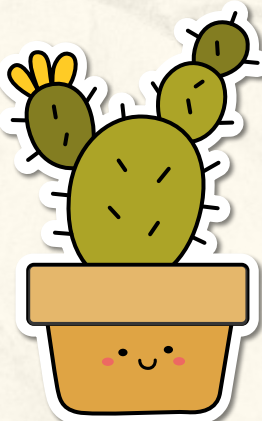
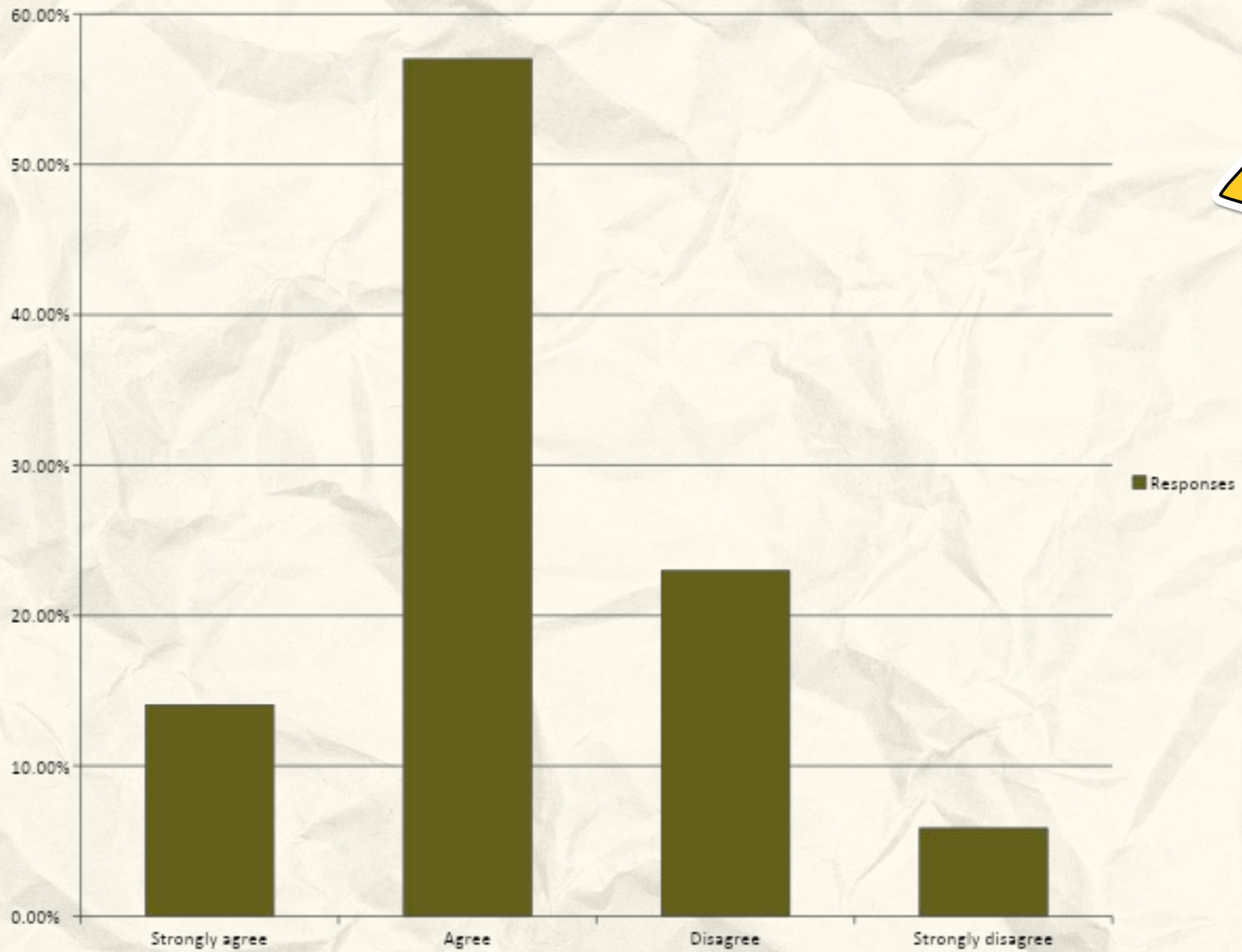
I can work with someone who has different opinions than me.



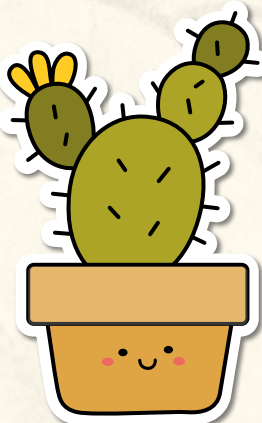
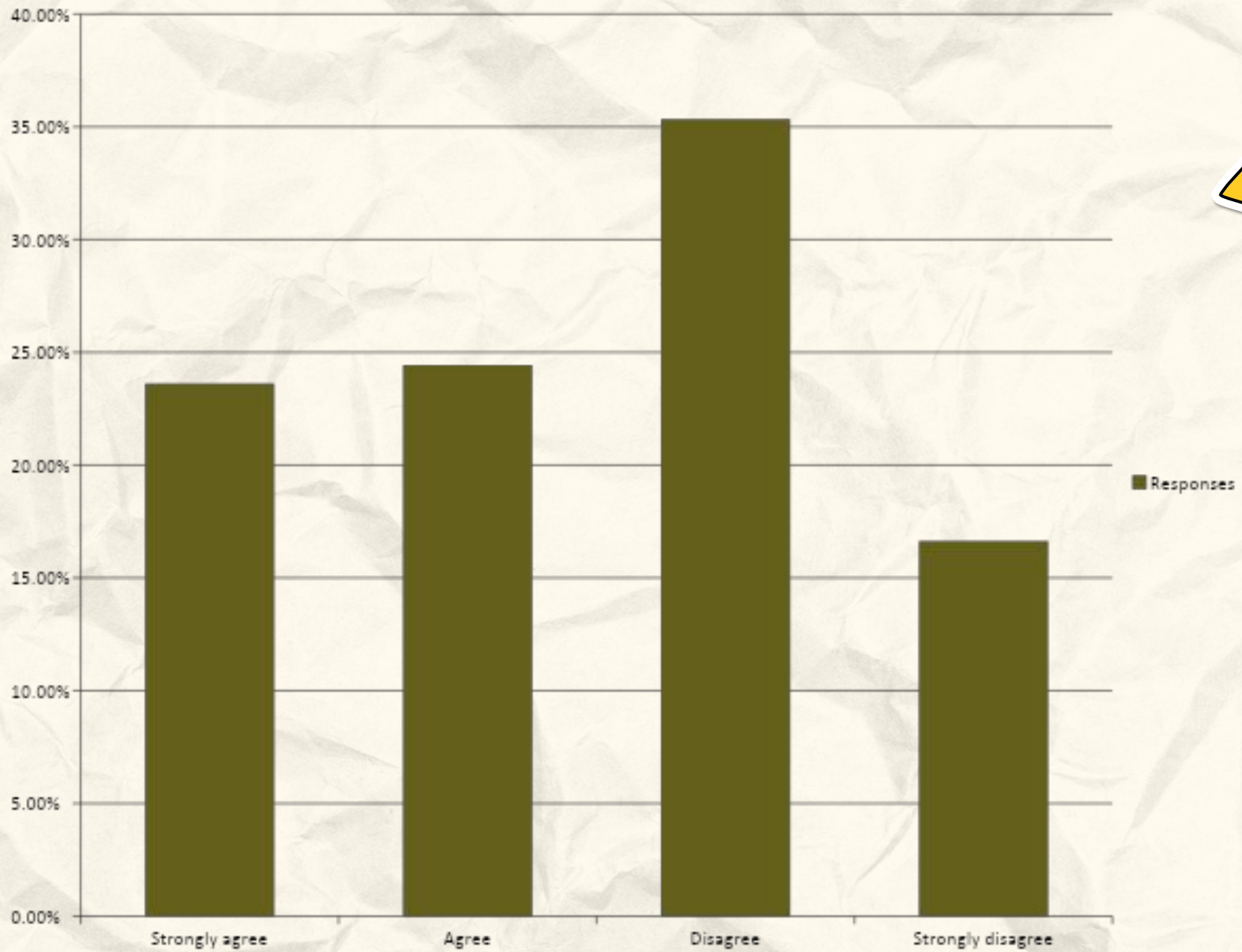
I know how to disagree without starting a fight or an argument.



I am good at solving conflicts with others.



I would attend a different school if I could.



SWOT Analysis



Strengths

Where does our marketing stand out?

Weaknesses

Where does our marketing fall short?

Opportunities

What opportunities are we not currently leveraging? Consider platforms, ad formats, and new channels.

Threats

What threats do we face? Consider technology, economic, social, and political threats.





Focus Areas:



Grades 3–5

- * Conflict Resolution
- * Liking School
- * Bullying/Safety

Grades 6–12

- * Student Voice
- * Safety
- * Liking School



Parent Survey



Focus Area

Bullying Education
and Prevention



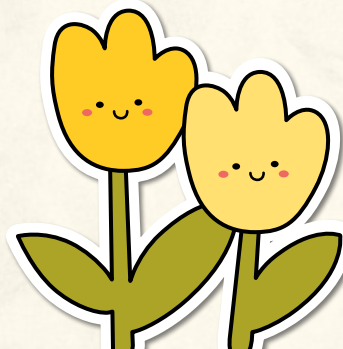
Focus Area

Parent Input



Focus Area

Communication on
CSIP Progress and
Student Voice



Feedback Activity in Group:

3 Focus Areas

2 Positives

1 Question

Once completed, please put on the corresponding poster.

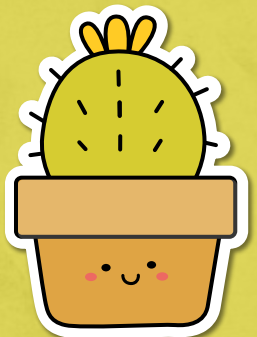


03



Implementation

Of Action Steps





Student Learning





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. | <ul style="list-style-type: none">✓ 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 | <ul style="list-style-type: none">✓ Leader in Me is implemented in grades 6-8✓ Missouri Connections implanted beginning in 6th grade |
| Implement AVID Program to increase college and career interest in secondary students. | <ul style="list-style-type: none">✓ 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. | <div>✓ Fall Tiger Festival of Nations, Spring Tiger Festival of Nations, Tiger Pride Nights with Diversity Focus, Tiger Tough Talks</div> <div>✓ 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.</div> |
| Student diversity teams will be established in each building to create and inform building activities. | <div>✓ 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.</div> |
| Equitable classroom training will be implemented in each school. | <div>✓ 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.</div> <div>✓ 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.</div> <div>✓ Creation of Diversity, Equity, and Inclusion webpage for Waynesville School District.</div> |
| 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. | <div>✓ The foundational statement has been created and board approved. It is posted on the website under Diversity, Equity, and Inclusion.</div> <div>✓ Equity and Inclusion Academy for district leadership and staff will continue with Dr. Meraz on equitable classrooms.</div> <div>✓ Quarterly board approved Diversity lessons will be utilized for Preschool – 12th grade students.</div> <div>✓ Quarterly training on equitable classrooms for staff.</div> |



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) | <ul style="list-style-type: none">✓ 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. | <ul style="list-style-type: none">✓ Instructional techs conduct collaborative lessons with classrooms and embed these skills. |
| Embed cybersafety and responsible use in curriculum. | <ul style="list-style-type: none">✓ 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. | <ul style="list-style-type: none">✓ 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. | <ul style="list-style-type: none">✓ 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. | <ul style="list-style-type: none">✓ In place as part of weekly PLC process. |
| Maximize special education student access to Tier 1 instruction, as well as | <ul style="list-style-type: none">✓ 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) | <ul style="list-style-type: none">✓ 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. | <div>✓ Under Parents/Students on the website, the major communications that have been sent are housed under the link “Communication Sent to Parents”</div> <div>✓ Multiple social media platforms are caring the same messages</div> <div>✓ Multiple important messages have been repeated as reminder emails to families</div> |
| Individual schools buildings will average at least two Facebook messages and two Twitter messages each week. | <div>✓ Facebook messages are being posted</div> <div>✓ The requirement for Twitter messages has been removed, based on data from national and local patrons</div> <div>✓ Communication and Marketing staff will work with individual principals who did not meet the two per week Facebook postings to develop a plan for the upcoming school year</div> |
| Increased promotion of the A+ program | <div>✓ New A+ Handbook published on WHS website, Emails sent to parents of high school students. Info published on Facebook.</div> <div>✓ Info about A+ will be published in the I in the Tiger</div> |
| Increased promotion of Career and Technical Education | <div>✓ WCC grant of \$400,000 and how it will be used to enhance career and tech education</div> <div>✓ Culinary arts students participate and finish 7th in World Food Championships</div> <div>✓ Tours offered before and after Chamber meeting</div> <div>✓ News stories about the WCC nursing students passing with 100%, agricultural program, Veterans display board, mock interviews, golf tourney, JROTC</div> |



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, Retired Sergeants Major 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 and spring editions 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. ✓ As a result, messages to parents have included opportunities for their input, how students have opportunities for input, and will include how we are making progress toward our CSIP goals. |
| The district will increase communication with alumni by developing a "where are they now" segment | ✓ Tiger Tracks has been developed, which features successful alumni |

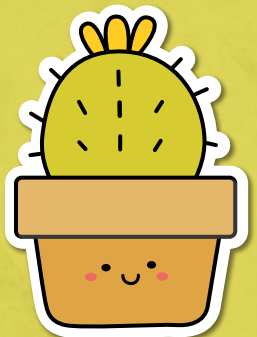


COMMUNICATIONS AUDIT 2022

The 2022 communication audit recommendations have resulted in the following implementations:

- Develop a comprehensive communication plan
- Develop a master planning calendar with input from principals
- Revamp Tiger Tails with a focus on what we want staff members to know, do (take action on) and share.
- Develop a planning calendar for the I in the Tiger

Human Resources





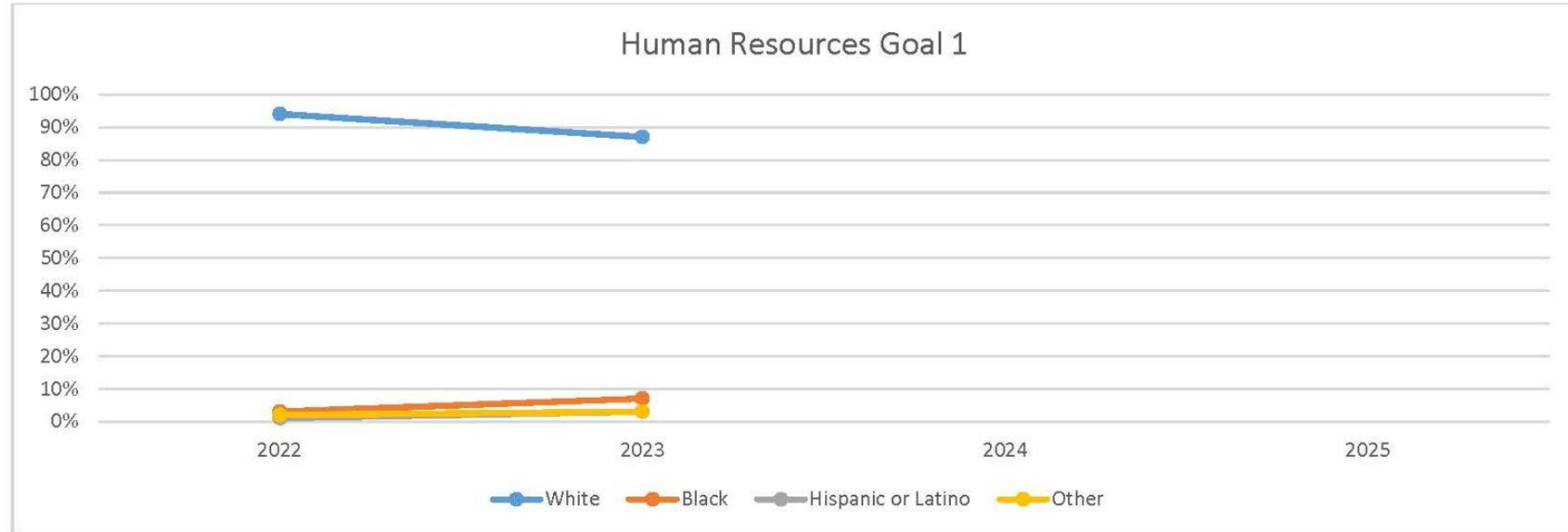
Human Resources

Focus Area Leader- Assistant Superintendent for Personnel Services

Human Resources Goal 1-

By 2025, the Waynesville School District will increase highly qualified underrepresented employees by 5%.

| 2022 | | | 2023 | | | 2024 | | | 2025 | | |
|--------------------|-------|----------|--------------------|-------|----------|--------------------|-------|----------|--------------------|-------|----------|
| | Staff | Students | | Staff | Students | | Staff | Students | | Staff | Students |
| White | 94% | 60.4% | White | 87% | 63% | White | | | White | | |
| Black | 3% | 13.8% | Black | 7% | 12.9% | Black | | | Black | | |
| Hispanic or Latino | 1% | 6.5% | Hispanic or Latino | 3% | 5.8% | Hispanic or Latino | | | Hispanic or Latino | | |
| Other | 2% | 19.1% | Other | 3% | 20.7% | Other | | | Other | | |

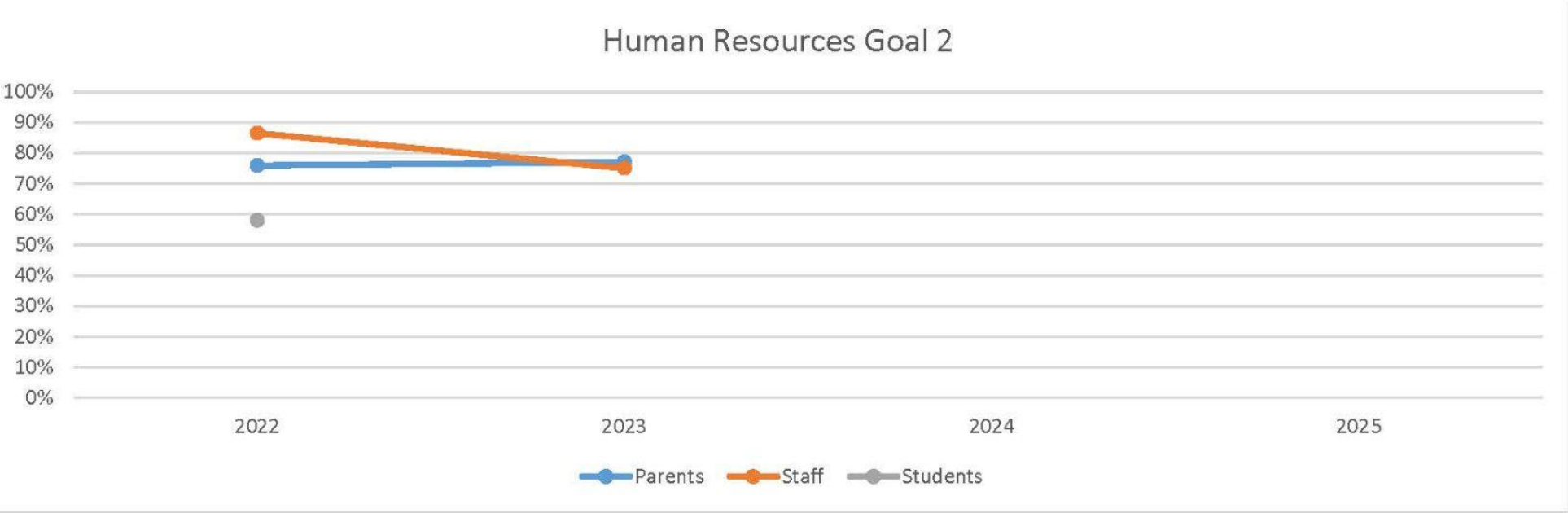




Human Resources Goal 2-

The Waynesville School District will increase understanding and use of mental health resources by 5% each year based on parent, student, and staff survey results.

| 2022 | | 2023 | | 2024 | 2025 |
|----------|--------|----------|-----|------|------|
| Parents | 75.91% | Parents | 77% | | |
| Staff | 86.44% | Staff | 75% | | |
| Students | 58% | Students | N/A | | |





Human Resources Goal 3-

The Waynesville School District will achieve a two percent reduction in turnover annually.

2022

| | |
|-------------------------------|------------|
| Certified | 74 |
| Classified | 28 |
| Percentage of Turnover | 24% |

*Will be entered on June 1st each year.

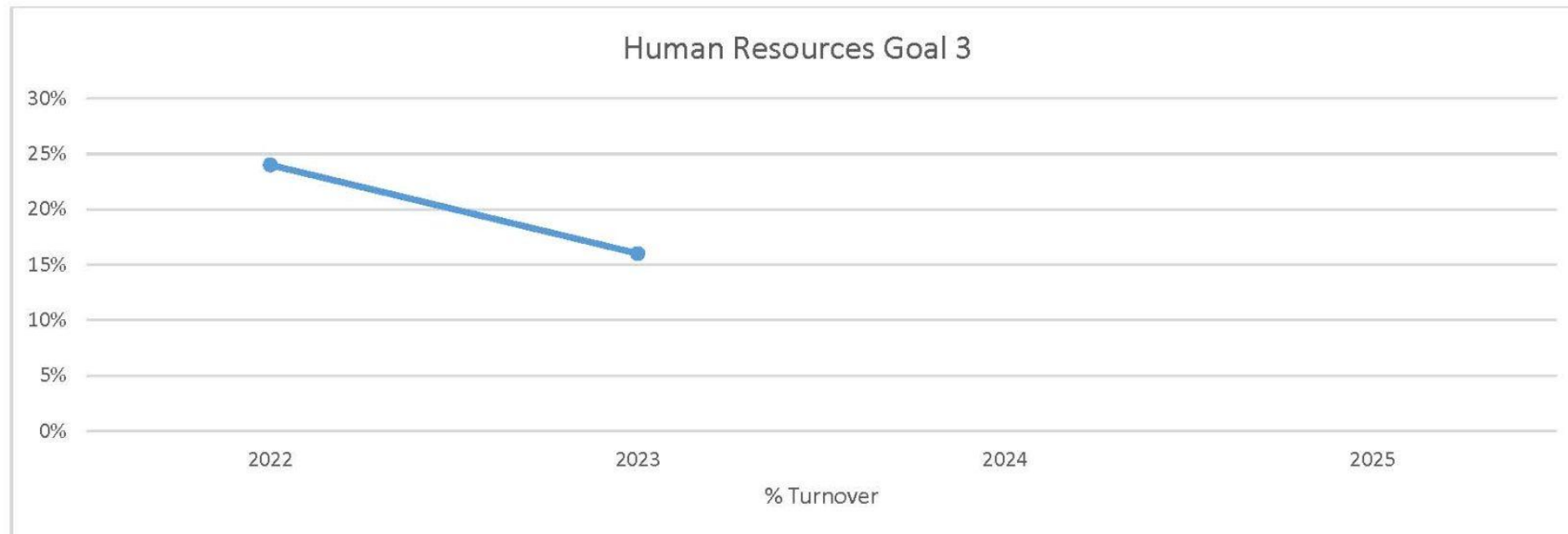
2023

| | |
|-------------------------------|------------|
| Certified | 69 |
| Classified | 48 |
| Percentage of Turnover | 16% |

*Will be entered on June 1st each year.

2024

2025





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">✓ Partnerships with Lincoln University and Missouri State University on Para to Pro have been established.✓ Three scholarship opportunities for Para's to attend MSU Para to Pro classes is being finalized.✓ During the 22-23 School Year there were six students enrolled in Tiger Teacher Academy.✓ Two scholarships were awarded to two Seniors that were enrolled in Tiger Teacher Academy. |
| 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">✓ Working to create a staff spotlight to showcase Waynesville Graduates who have come back to the District to work.✓ Follow up on stay conversation initiative.✓ Attended several job fairs in the local community.✓ Advertised positions on Indeed. |
| | |



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. | ✓ Developed a Kindergarten Summer School SEL focused curriculum to be delivered in June 2023. |
| Develop and implement a wellness plan that increases strategies to promote social wellness for staff and students. | <ul style="list-style-type: none">✓ Quarterly newsletters/wellness challenges✓ Information shared on EAP plan for staff members✓ Onsite exercise facilities opened for staff; offered orientation classes/ hours✓ Nutrition Education Class offered to district staff✓ Health Risk Assessment offered on site to staff in all buildings✓ School Based Health Clinic staffed and open during June; free physicals offered during Spring Break and the month of June✓ COMC Mobile Dental Clinic offered to students in all buildings✓ Hosted guest speaker Chris Herren at MS/HS |
| Increase student and teacher access to emotional support services. | <ul style="list-style-type: none">✓ Mental Health Support Grant- provides reimbursement for copays for therapy services✓ HOPE Squad pilot at SGC, expanding to MS in 23-24✓ Youth Mental Health First Aid training for staff- additional course offered second semester✓ Awarded the Immediate Services Grant (IRSG) through DESE to pay for an additional contracted therapist for students in 2023-24 |



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

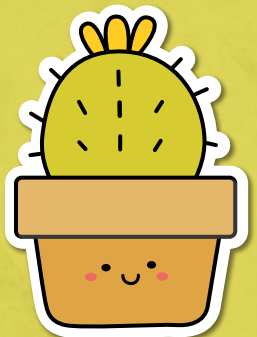
| Action Step | Progress |
|---|--|
| Work with the Physical Education and Health curriculum teams to embed and implement strategies the promote healthy lifestyles and lifetime physical wellness activities into daily lessons. | ✓ Continued implementation of strategies in PE and Health classes |
| 90% of students will be in attendance 90% of the time or greater. | ✓ Reinstated district attendance policies after taking some time away due to COVID. Building created focused plans implemented to address specific needs of their buildings. |
| | |



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">✓ Transition of Mentor Program to Personnel Services has begun and will be moved for the 23-24 school year.✓ Survey administered to this years mentors/mentees to continue to make improvements to this program |
| Continue to develop and implement a multi-step screening process to identify new employees whose attitudes and beliefs align with that of the district. | ✓ 100% of elementary principals were able to participate in screening applicants in the spring of 2023. |
| Train district staff to implement, in a reliable and consistent manner, the developed multi-step screening process. | ✓ 100% of secondary principals were able to participate in the screening process for the spring hiring season |
| | |
| | |

Resources



Resources Goals



| Resources Goal 1- 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. | | | |
|--|------|-------------|------|
| 2022 | 2023 | 2024 | 2025 |
| 30% | 30% | In Progress | |

Resources Goals



| Resources Goal 2- The District will remain among the top 2 in regional comparisons of salary (all categories). | | | | | |
|---|----------------|----------------------|----------------|---|------|
| 2022 | | 2023 | | 2024 | 2025 |
| Comparable Group | Lowest Ranking | Comparable Group | Lowest Ranking | <ul style="list-style-type: none">Normalized Certified Schedule and Increased by 0.5%Separated and Normalized Administrator's ScheduleIncreased Classified Schedule by 1% | |
| Certified | | Certified | | | |
| BS - Step 1 | 1 | BS+16 - Step 14 | 4 -> 3 | | |
| BS+8 - Step 9 | 1 | BS+24 - Step 10 | 4 -> 2 | | |
| BS+16 - Step 14 | 4 | MS+8 - Step 14 | 3 -> 2 | | |
| BS+24 - Step 10 | 4 | Spec/MS+40 - Step 26 | 4 -> 2 | | |
| Classified | | Classified | | | |
| MS - Step 9 | 1 | Transportation | 4 -> 2 | | |
| 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 | | | | |



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. | <div>✓ Progress Made through FY23</div> <div>✓ Waiting for salary comparison data to become available for FY24</div> |



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. | <div>✓ Regained Full Eligibility for FY22</div> <div>✓ Received approval for additional factors for FY23, maintained Full Eligibility</div> <div>✓ Working on approval of additional factors for FY24</div> |
| Ensure student data is being accurately tracked for Impact Aid reporting purposes | <div>✓ Incorporated Impact Aid information into PowerSchool Online Enrollment Process</div> |
| Closely monitor the Districts Per Pupil Expenditures and ensure it does not exceed 125% of Missouri's PPE. | <div>✓ Frequently monitoring PPE to ensure the 125% level is not exceeded</div> |



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.

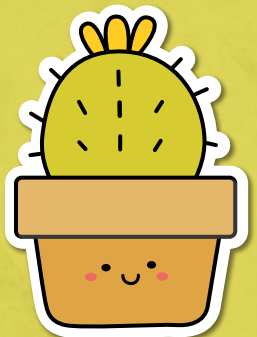
| Action Step | Progress |
|--|--|
| Publish important District Financial Information and the District's long range goals on the District website | ✓ Financial Information published on the District Website ✓ Working on Financial Dashboard (work in progress) |
| Schedule and conduct radio interviews and social media posts to communicate the importance of Impact Aid B2, and how eligibility is maintained | ✓ 2 Radio Interviews Completed in FY23 ✓ 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 |
| 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. |

Leadership





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 |
|---|-------------------------|
| 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. | ✓ Complete and Continue |
| Quarterly progress for the Board of Education updates to monitor CSIP implementation across the district. | ✓ Complete and Continue |
| Quarterly review of the implementation of building school improvement plans (BSIP), including quarterly evaluation and feedback of building principal leadership growth plans. | ✓ Complete and Continue |
| Monthly Board of Education professional development to increase leadership capacity. | ✓ In progress |

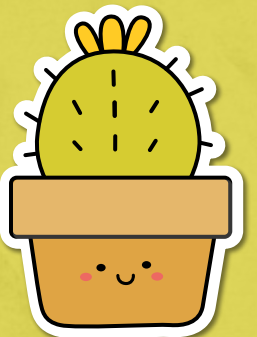


Diverse Learning Environment- Equitable educational experiences that promote the cultivation of respect, understanding and appreciation of the diverse community of learners will be integrated across the school community.

| Action Step | Progress |
|--|-------------------------|
| Monthly leadership development during district leadership team meetings. | ✓ Complete and Continue |



Facilities



Facilities Goal 2-

The district will continue to implement and improve a plan to ensure school safety measures at all facilities. 100% of buildings will implement a process to evaluate their safety plan each school year.

| 2022 | 2023 | 2024 | 2025 |
|--|--|------|------|
| 100%; All building plans were updated and improvements were implemented. | 100%; All building plans were updated and improvements were implemented. | | |





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) | ✓ Met with Architect to Update Long Range Plan |
| Develop and maintain a routine inspection process reviewed quarterly by the Executive Director for Operational Service. (Executive Director of Operational Services) | ✓ Working with Director of Maintenance to Develop Quarterly Building Checks ✓ Hilyard 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 Bi-Annually |
| | |



Safety- To ensure a safe learning environment that is focused on students learning and collaboration.

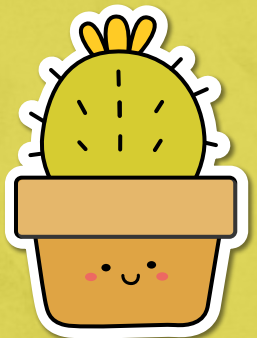
| Action Step | Progress |
|--|---|
| Continue the use of secured entrances at all buildings and schools, and develop a consistent practice for entry to all buildings. (Assistant Superintendent of Personnel Services) | <div>✓ New security vestibule was constructed at WCC</div> <div>✓ All buildings have secure entrance</div> <div>✓ Work with building administrators to create uniform visitor protocols</div> |
| Security cameras will be installed/update and positioned for best vantage points. (Assistant Superintendent of Personnel Services) | <div>✓ All buildings have new cameras and software</div> <div>✓ Continually monitor all building cameras and make adjustments as needed</div> |
| Continue to discuss, practice, monitor and review all safety and crisis plans with staff and students. (Assistant Superintendent of Personnel Services) | <div>✓ Continue with our monthly schedule with staff to review/practice safety plans and crisis plans.</div> |
| | |



04



Feedback Activity

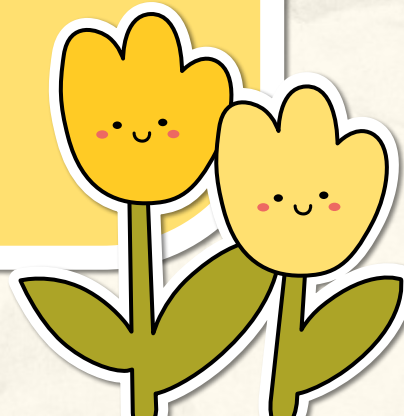
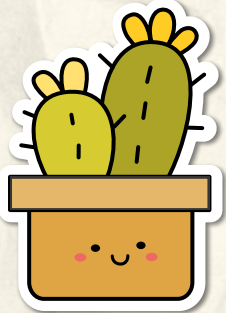




Feedback Activity

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?





Adjustment Considerations



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



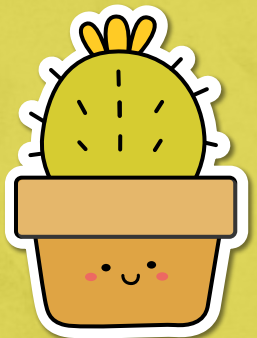


05



CSIP

MSIP 6



Continuous Improvement Plan (CSIP) Scoring Guide

Scoring Instructions:

- Local Education Agencies (LEAs) must meet the majority of requirements for each indicator.
- LEAs will receive a final summary and completed feedback form upon conclusion of the CSIP review.

LEA Name & Region: Waynesville R-VI, South Central

Review Date: March 9, 2023

Review Team Members: Kephart, Reed, Boyer

Area Supervisor: Mike Whittaker

| REQUIREMENT | MET | NOT MET |
|--|-----|---------|
| | X | |
| | X | |
| 3. The CSIP is based upon a data-based needs assessment. | X | |
| | X | |

B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.

| REQUIREMENT | MET | NOT MET |
|---|-----|---------|
| | X | |
| 2. The local board has established processes to review academic data. | X | |
| | X | |
| | X | |

Final Summary

Scoring: Put the number of mets and not mets from each indicator in the appropriate box below. (Ex. LEA has 4 descriptors Met 3, Not Met 1=4) LEA will receive points for meeting the majority of indicators in **each** respective standard. The points column will be totaled at the bottom. Any descriptor not met may be addressed on the CSIP Feedback Form as a growth opportunity.

| Indicator | MET | NOT MET | POINTS |
|---|-----|---------|--------|
| A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment. | 4 | 0 | 6 |
| | 4 | 0 | 6 |
| C. The CSIP Contains: <ul style="list-style-type: none"> Clear standards of mission and vision; Limited number of focused goals and objectives; Evidenced-based action steps and strategies; Timelines for implementation and monitoring; Persons responsible for implementation and monitoring; Funding sources; and Any other information. | 3 | 0 | 6 |
| | 3 | 0 | 6 |
| E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan.) | 3 | 0 | 6 |
| Total Points Earned | | | 30/30 |

C. The CSIP Contains:

- Clear standards of mission and vision;
- Limited number of focused goals and objectives;
- Evidenced-based action steps and strategies;
- Timelines for implementation and monitoring;
- Persons responsible for implementation and monitoring;
- Funding sources;
- Other information

| REQUIREMENT | MET | NOT MET |
|--|-----|---------|
| | X | |
| 2. All of the required components are addressed in the CSIP. | X | |
| | X | |

D. The local board regularly monitors the implementation and outcomes of the CSIP.

| REQUIREMENT | MET | NOT MET |
|---|-----|---------|
| 1. The local board reviews the CSIP at least quarterly. | X | |
| 2. The local board monitors CSIP progress and outcomes. | X | |
| | X | |

| REQUIREMENT | MET | NOT MET |
|---|-----|---------|
| | X | |
| | X | |
| 3. Evidence indicates that all plans are implemented with fidelity. | X | |

CSIP Feedback Form

This section is completed based on the CSIP Review Team's scoring results and findings.

| Indicator | Strengths | Growth Opportunities |
|--|--|----------------------|
| A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment. | <p>L3A-1 The LEA created a CSIP development process that included a significant number of stakeholders participating in the development of the CSIP. The LEA hosted eight planning sessions (CSIP, p. 2)</p> <p>L3A-4 The LEA has established a focus on data review at the teacher, building, and district levels. The LEA utilizes the data to make changes in instructional practices. (Response to Standards – Data Based Decision Making)</p> | |
| B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student. | | |
| <p>C. The CSIP Contains:</p> <ul style="list-style-type: none"> • Clear standards of mission and vision; • Limited number of focused goals and objectives; • Evidenced-based action steps and strategies; • Timelines for implementation and monitoring; • Persons responsible for implementation and monitoring; • Funding sources; and • Any other information. | <p>L3C-2 The CSIP clearly shows the LEA's implementation schedule and progress toward identified strategies and action steps. (CSIP)</p> | |

| | | |
|--|---|--|
| D. The local board regularly monitors the implementation and outcomes of the CSIP. | | |
| E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan and Technology Plan.) | L3E-2 There is evidence of strong alignment between the CSIP, building level, and district level plans. (CSIP) | |

Additional Comments

L3C-2 The LEA was very deliberate in creating a highly detailed CSIP. It is evident that the LEA utilizes their plan on an ongoing basis.

Area Supervisor Signature: _____ Date: _____

Superintendent/Charter Exec Director Signature: _____ Date: _____

Mission: Prepare and empower individual lifelong learners for opportunities as citizens and leaders.



Waynesville R-VI School District

CSIP
AT A
GLANCE

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

TEACHING & LEARNING

- Provide learning experiences to prepare students for post-secondary pursuits
- Provide equitable educational experiences that reflect and support the diverse community of learners
- Enhance student learning through the effective use of instructional technology
- Provide relevant learning experiences through a guaranteed and viable curriculum
- Ensure professional collaboration and implementation of instructional practices and interventions to support student learning

STAKEHOLDER ENGAGEMENT

- Develop a district communication plan to improve internal and external communication
- Engage stakeholders through increased opportunities for involvement

HUMAN RESOURCES

- Recruit and retain a highly qualified and diverse workforce
- Promote wellness

FISCAL MANAGEMENT

- Continue efficient fiscal management
- Provide competitive salaries and benefits
- Ensure accuracy of data for Impact Aid
- Closely monitor B-2 Heavily Impacted Aid eligibility
- Replace technology based on instructional needs

FACILITIES & SAFETY

- Construct and maintain educationally effective facilities
- Ensure a safe learning environment

LEADERSHIP

- Govern in an efficient, effective and ethical manner
- Promote leadership development
- Monitor CSIP program



Leading the Way ... Every Day!



Thank You!



Have a great summer!

