

**NOTICE OF PUBLIC MEETING
KINGMAN UNIFIED SCHOOL DISTRICT #20
GOVERNING BOARD WORKSHOP MINUTES
6/24/21**

- 1) Call to Order @ 3:0pm (Action)
- 2) Pledge of Allegiance was said (Action)
- 3) Roll Call: Dr. Lucero- Present Mr. Roger Jacks-Present Mrs. Beth Weisser- Present (Action)
 Mrs. Carole Young- ZOOM Mrs. Jen Shumway- ZOOM
- 4) Discussion of District Strategic Plan process and components (Discussion)

Agenda

3:00 pm: Overview of the Process & Priority Selection

3:30 pm: Priority I: Communication & Collaboration

4:00 pm: Priority II: Staff & Student Wellbeing

4:30 pm: Priority III: Equitable & Accessible Learning Env.

5:00 pm: Priority IV: Effective & Transparent Transitions

5:30 pm: R to L Guide / Board Meetings, Uniforms

SP Objective:

To set district priorities based on stakeholder input & district data in order to strengthen operations, ensure employees, families and students are working toward common goals and to identify agreed upon strategies and resources necessary to reach those goals.

Phase I: Gather the facts and outline current context

- Comprehensive Needs Assessment (CNA) by individual school site & district wide trends (review of guiding principles)
- Internal scan of district demographics; who we serve
- Stakeholder interviews; perceptions
- Review why teachers or families leave the district
- Current MVVG

Phase II: Develop strategic plan components

- Conduct SWOT analysis based on Phase I data
- Opportunities vs. Strengths
- Opportunities vs. Weaknesses
- Threats vs. Strengths
- Threats vs. Weaknesses
- Identify top 5 priorities
- Develop strategies, actions and accountability system

Phase III: Implement the Strategic Plan

- Communicate plan to all stakeholders
- Gather quarterly data by department / school
- Prepare semi-annual report
- Report progress to stakeholders
- Conduct annual audit and compliance review

KUSD MISSION

The phrase **welcomes all students** means to receive or accept with pleasure, all students

The phrase **learning pathway** means specific courses, academic programs, and learning experiences that individual students complete as they progress toward high school graduation

The word **informed** means a decision based on knowledge or facts of a situation

The word **engaged** encompasses a student or person's attention, curiosity, interest, optimism and passion

The word **citizenship** means the state of being a member of a particular group and behaving responsibly

Comprehensive Needs Assessment

Each school conducts an annual **C**omprehensive **N**eeds **A**ssessment. (CNA)

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy or location. Schools & districts identify primary needs, when addressed and resolved, result in increased student achievement and strengthened school systems leading to sustainable improvement.

- Principle 1: Effective Leadership
- Principle 2: Effective Teachers and Instruction
- Principle 3: Effective Organization of Time
- Principle 4: Effective Curriculum
- Trending need # 2 in district & community**
- Principle 5: Conditions, Climate and Culture
- Trending need # 3 in district & community**
- Principle 6: Family and Community Engagement
- Trending need # 1 in district & community**

Community	Pop 2019	Distance or SQ Mi	Schools	Enrollment x21 (X20)	Title I %	EL %	Sped# % Staff
Kingman	31,000	37 sq mi	LWHS: 9-12 PAC: 9-12 KMS: 6-8 WCMS: 6-8 Hualapai: k-5 Manzanita: k-5 Desert Willow: k-5	929 (1021) - 9% 147 705 (726) - 3% 615 (700) - 12% 707 (821) - 14% 708 (793) - 11% 382 (431) - 11%	47.67 78.52 48.05 54.62 63.67 71.19	22 (2%) 16 (2%) 18 (2%) 10 (1%) 21 (3%) 16 (4%)	74 (8%) 4 142 (20%) 8 87 (15%) 4 84 (12%) 3 92 (13%) 4 (HI)* 68 (17%) 4
Golden V.	9,100	78 sq mi: k-8 16 miles d: 9-12	Black Mount: k-8	537(552) - 3%	87.83	25 (5%)	85 (16%) 4
Meadview	1,200	62 miles d					
Dolan Springs	2,100	58 sq mi: p-6 37 miles d: 7-12	Mt Tipton: p-6	152 (124) +6%	100.00	16(11%)	19 (13%) 1

Valle Vista	1,400	26 miles d					
White Hills	250	52 miles d					
Butler (NK)	14,000	5 sq mi	KHS: 9-12 Cerbat: k-5 Little Expl: preK	838 (860) - 2.5% 607 (726) - 16.5% 233 (251) - 7.0%	66.44 87.37	18 (2%) 8 (1%)	162 (19%) 11 133 (22%) 7 131 (56%) Mo st
Category	KUSD 4 yr 19	KHS 4 yr 19	LWHS 4 yr 19	State 4 yr 19	County 4 yr 19	KHS 5 yr 19	LWHS 5 yr 19
Graduation Rate	73.5% (20)77.5%	62.22% (20)68.25%	82.56% (20)84.27%	79.2% (20)78.9%	79.0% (20)79.2%	66.4%	84.3%
Female grad Male grad	77.3% 69.5%	71.3% 5 2.7%	83.1% 8 2.1%	82.6% 75.8%	82.3% 75.6%	73.0% 59.5%	83.4% 85.3%
White	73.7%	63.31%	81.52%	84.2%	79.8%	67.1%	83.7%
Hispanic	80.4%	65.22%	90.91%	75.8%	81.1%	69.6%	92.4%
Low Income	70.7%	61.44% (T:158)	79.75% (T:153)	74.2%	76.8%	64.7%	81.5%
Students with Disabilities	66.0%	59.38 (T:46)	70.59% (T:34)	68.0%	63.3%	63.6%	73.5%
Multiple Races American Indian	64.7%	60.00% (T:19) 37.5% (T:<10)	68.42% (T:<10)	73.9% 69.4%	69.5% 52.6% (T:38)	66.7% 43.8%	68.4%

<p>Strengths</p> <ul style="list-style-type: none"> • School safety: 95% of respondents reported feeling safe • Positive staff-student relationships • Information dissemination • Infrastructures & organization of services • Dedicated / loyal employees • Overall district climate 	<p>Opportunities</p> <ul style="list-style-type: none"> • Ensure a guaranteed academic and SEL curriculum and research-based strategies based on student / community need • Increase two-way communication events and strategies & collaborative processes • Define transition milestones and unique needs of students • Evaluate recruitment and retention based on KUSD needs and patterns
<p>Weaknesses</p> <ul style="list-style-type: none"> • Meaningful two-way communication • Instructional and emotional environment variability & lack of consistent high expectations across all campuses • Milestone transition plans / communication • Staff recruitment & retention (in some job classifications) • Resources (outside of ESSER) such as substitutes, paraprofessionals, funding 	<p>Threats</p> <ul style="list-style-type: none"> • Competing with schools offering alternative instructional models (micro-charters, online programs) • Lack of district-wide structure that may lead to inconsistencies in procedures • Students choosing work and other life needs over school, travel distances • Being non-responsive to evolving community needs

SWOT: Strengths, Weaknesses, Opportunities and Threats

Priority I: Communication & Collaboration

Because we **VALUE: Communication, Inclusion, Diversity and Teamwork**

Our **VISION** includes: Engaging in meaningful and **inclusive communication** about what is important to stakeholders by building responsible partnerships among families, schools and the community

And drives these **INITIATIVES**

- Collaborate with key stakeholders to host, organize and execute **special events** and activities that **increase awareness** and **promote action**
- Execute consistent and **meaningful two-way communication** with parents & guardians regarding student **individual** needs, goals and progress
- **Recognize** and celebrate students, families, teachers, schools and community members committed to pursuing excellence for ALL students
- Coordinate **systems of aligned messages** designed to promote procedural, resource, situational, and impact information

Priority II: Staff & Student Wellbeing

Because we **VALUE: Being Compassionate, Attentive, and Responsive** to ALL staff and students

Our **VISION** includes: Committing to a district-wide focus on providing services that address the four pillars of staff and student wellbeing: physical, emotional, intellectual and relationship needs

And drives these **INITIATIVES**

- Implement research based (ESSA) approaches designed to address the evolving **emotional, intellectual and relationship** needs of ALL staff and students

- Monitor measures of **school safety** to ensure ALL staff and students have access to physically safe learning environments.
- Implement district-wide systems to identify **unique needs** that may affect staff and student wellbeing; including special needs, indicators for risk of failing, giftedness, at-risk subgroups and migrant students

Priority III: Equitable & Accessible Learning Environments

Because we **VALUE: Engagement, Confidence, Innovation and Reflection**

Our **VISION** includes: Building school and district systems that lead to **engaging** and **relevant** learning opportunities for ALL staff and student

And drives these **INITIATIVES**

- Recruit and retain **highly effective** staff to ensure ALL students have access to high **quality instructional** environments
- Provide **guaranteed curriculum** and **common formative assessments** at all grade levels in CORE subject areas
- Guarantee **digital instruction**, teacher training and access to technology at all grade levels on all campuses
- Engage ALL students as **invested participants** in the school and community by developing the whole child through research based instructional programs
- Strengthen and expand **Professional Learning Community** processes that are data based and student centered

Priority IV: Effective & Transparent Transitions

Because we **VALUE: Purpose, Accountability and Transparency,**

Our **VISION** includes: Preparing for **milestone transitions** where all stakeholders know the pathways and measures of success from Pre-K through high school graduation and in the world beyond the classroom.

And drives these **INITIATIVES**

- Implement **early warning** and **support systems** at all grade-level milestones for students at risk of failing or dropping out
- Expand and strengthen **relevant**, well-defined and varied **CCR pathways** at all grade spans
- Develop **transition plans** to effectively support ALL students at each key transition grade level
- Collaborate with **advanced ed (college), military** and **economic (career)** leaders to create a pipeline of prepared students for each of the three post-secondary pathways

Cont' Return to Learn Strategies 2021-2022

Cleaning & Sanitation Procedures

- Covid Custodian protocols
- Room disinfection after students sent home
- Hydration station inventory increased
- Ionization ventilation systems in place
- Transportation vehicles sanitized after each use
- Limit spectators at large events

Health Screening

- Temperature scans daily
- Fevers of 100.4 sent home
- Follow health department recommendations for return to school
- CDC close contact / quarantine procedure

Personal Protective Equipment

- Accommodations available upon request
- Continued use of plexi barriers
- Modified visitor policy
- Limit face to face meetings
- Encourage mask use as normal procedure

Resources

- Increase technology & digital resources to a 1:1 ratio using ESSER funds (goal)
- Funding for skill-gap programs
- Continue lower teacher: student ratios for duration of 21-22 school year
- Covid Substitute per campus