



Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
www.usd232.org

Frank Harwood, Ed.D
Superintendent of Schools

USD 232 BOARD OF EDUCATION REGULAR MEETING AGENDA

The meeting will be viewable to the public via our YouTube channel: <https://bitly.com/usd232youtube>

Administrative Offices (35200 West 91st Street, De Soto, Kansas)

September 12, 2022 - 6:00 P.M.

***** Please silence cell phones prior to the beginning of this meeting. *****

I. REVENUE NEUTRAL TAX RATE HEARING OPENING.

- A. Call to Order.
- B. Pledge of Allegiance.
- C. Hearing. [Julie Stucky]
- D. Approve Revenue Neutral Tax Rate Resolution.

II. ADJOURN REVENUE NEUTRAL RATE HEARING.

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I. BUDGET HEARING OPENING.

- A. Call to Order.
- B. Hearing. [Julie Stucky]

II. ADJOURN BUDGET HEARING.

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I. REGULAR MEETING OPENING.

- A. Call to Order.
- B. Published Agenda Overview & Adoption.

II. GOOD NEWS.

- A. Staff Member Recognition.

III. PATRON INPUT.

Individuals wanting to address the board must submit a request to the board clerk before the meeting is called to order. The board president will determine the amount of time allotted for comments.

IV. CONSENT AGENDA.

These items represent matters which the Board may approve without detailed discussion. Any item on the Consent Agenda may be removed for separate discussion as an Action Item upon request by the Superintendent or any board member. The Board has received supporting information on all items prior to action on the Consent Agenda.

- A. Approve minutes of the August 1st regular meeting.
- B. Approve payment of bills and transfer of funds (if appropriate).
- C. Approve employment recommendations made on September 6, 2022.
- D. Approve employment recommendations made on September 12, 2022.
- E. Approve proposed revisions to the 2022-2023 Related Services Employee Handbook.
- F. Approve the Eudora-De Soto Technical Education Center (EDTEC) Memorandum of Understanding for the 2022-2023 Academic Year.
- G. Approve purchase of 150 Apple iPads and related accessories (cases, keyboards) from Apple Inc. in the amount of \$88,942.50 for distribution to district middle schools.
- H. Declare a two door reach-in cooler (Hoshizaki Model #RH2-AAC), three door reach-in cooler (Hoshizaki Model #CR3B-FS) and three door reach-in freezer (Hoshizaki Model #CF3B-FS) as surplus.
- I. Declare two (2) football sleds (one 2-man and one 5-man) at De Soto High School as surplus.
- J. Declare the following items at Mill Valley High School as surplus: forty-two (42) sets (tops and bottoms) of Girls Basketball Uniforms, sixty-two (62) sets (tops and bottoms) of Boys Basketball Uniforms, and three (3) Yamaha Golf Carts (model years 2012, 2014 and 2016).
- K. Accept a donation in the amount of \$1,000.00 from an individual who wishes to remain anonymous to Belmont Elementary School.
- L. Accept a donation of ten (10) football helmets valued at \$2,300.00 from the Mill Valley Jr. Football and Cheer Academy to the Monticello Trails Middle School Football Program.
- M. Accept a donation in the amount of \$2,000.00 from the De Soto Veterinary Clinic (FWFP LCC) to the De Soto High School Dance Team/DHS Diamonds.
- N. Accept a donation in the amount of \$500.00 from MW Builders, Inc. to the De Soto High School Dance Team/DHS Diamonds.
- O. Accept a donation in the amount of \$500.00 from David and Michelle Gillespie to the De Soto High School Cross Country Program.
- P. Accept a donation in the amount of \$1,000.00 from Signature Mortgage Group LLC to the De Soto High School Cross Country Program.
- Q. Accept a donation in the amount of \$500.00 from Lisa Neighbors to the De Soto High School Cross Country Program.
- R. Accept a donation in the amount of \$500.00 from Ryan Cahoy to the Mill Valley High School Band Program.
- S. Accept a donation in the amount of \$5,000.00 from Nickolas Guess to the Mill Valley High School Debate and Forensics Program.
- T. Approve start-up of the Kansas Association for Youth (KAY) Club for students at Lexington Trails Middle School.
- U. Approve start-up of the Kansas Association for Youth (KAY) Club for students at Mill Creek Middle School.

- V. Approve start-up of the Spanish National Honors Society/La Sociedad Honoraria Hispanica (SHH) for students at De Soto High School.
- W. Approve start-up of the Ultimate Frisbee Club for students at Mill Valley High School.
- X. Approve the following extended day trips:
 - De Soto High School Cross Country Team, Grades 9-12, participate in Cross Country Trip and Race at Wartburg College, Waverly, IA, September 30 – October 1, 2022.
 - Mill Valley High School Cross Country Team, Grades 9-12, participate in the University of Arkansas Chile Pepper High School Race, Rogers/Fayetteville, AR, September 30 – October 1, 2022.
 - Lexington Trails Middle School Band, Grades 7-8, attend a recital, rehearse in a large band setting with students from across the state and participate in a Master Class, Wichita State University, Wichita, KS, October 19, 2022.
 - Monticello Trails Middle School Band, Grades 7-8, attend a recital, rehearse in a large band setting with students from across the state and participate in a Master Class, Wichita State University, Wichita, KS, October 19, 2022.
 - Mill Valley High School & De Soto High School Thespian Troupes, Grades 10-12, participate in State Thespian Conference, Century II Convention Center, Wichita, KS, January 5-7, 2023.
 - Mill Valley High School Band, Grades 9-12, participate in a Disney Workshop Soundtrack Session, Walt Disney World, Orlando, FL, March 12-16, 2023.
 - Mill Valley High School Varsity Baseball, Grades 9-12, participate in the Emporia Sparten Classic Baseball Tournament, Soden's Grove Field, Emporia, KS, May 5-6, 2023.

V. ACTION ITEMS.

- A. 2022-2027 District Goals. [Dr. Frank Harwood]
- B. 2022-2023 USD 232 Budget. [Julie Stucky]
- C. LOB Percentage Resolution. [Julie Stucky]
- D. Professional Negotiated Agreement for 2022-23. [Alvie Cater]
- E. Memorandum of Understanding with DTA – Retention Incentive. [Brian Schwanz & Carrie Handy]
- F. Custodial Pay. [Brian Schwanz & Carrie Handy]
- G. Medical Director Agreement with Johnson County Government. [Alvie Cater]

VI. ALERT. *(This item will require future action by the Board of Education.)*

- A. Monticello Trails Fire Alarm Panel.

VII. FYI REPORT.

- A. Building and Department Goals.

VIII. ADJOURNMENT.

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Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
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JULIE STUCKY
Director of Finance

TO: Dr. Frank Harwood, Superintendent of Schools
USD 232 Board of Education
FROM: Julie Stucky, Director of Finance
SUBJECT: Revenue Neutral Tax Rate Hearing
Revenue Neutral Tax Rate Resolution Adoption (Action Item)
DATE: September 7, 2022

At the Board of Education meeting on August 1, 2022 the Board approved publishing the budget for fiscal year 2022-23 and also publishing the Intent to Exceed the Revenue Neutral Tax Rate. State statute requires that there must be not less than 10 calendar days between the date of these budget publications and the public hearing. The budget and the Intent to Exceed the Revenue Neutral Tax Rate were published in The Legal Record on August 9, 2022. Therefore, the required 10-day period was met on August 19, 2022.

2021 SB 13 and Senate Sub for HB 2104, provides that a levy of property taxes to finance the 2022-2023 budget of USD 232 exceeds the Revenue Neutral Tax Rate to finance the 2022-2023 budget of USD 232, be authorized by a resolution. The following resolution will be adopted during the Revenue Neutral Tax Rate Hearing.

NOW, THEREFORE, BE IT RESOLVED by USD 232, Johnson County, that the 2022-2023 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2022-2023, as adjusted pursuant to 2021 SB 13 and Senate Sub for HB 2104 is hereby adopted for the following funds: General Fund, Supplemental General Fund, Capital Outlay Fund, Bond and Interest Fund, Special Assessment Fund, and the Cost of Living Fund.

The Board is required to do a roll call vote to pass the Revenue Neutral Tax Rate Resolution.

RESOLUTION NO.

A resolution expressing the property taxation policy of USD 232 De Soto with respect to exceeding the Revenue Neutral Tax Rate for financing the annual budget for 2022-2023.

Whereas, 2021 SB 13 and Senate Sub for HB 2104, provides that a levy of property taxes to finance the 2022-2023 budget of USD 232 exceeds the Revenue Neutral Tax Rate to finance the 2022-2023 budget of USD 232, be authorized by a resolution.

NOW, THEREFORE, BE IT RESOLVED by USD 232 that the 2022-2023 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2022-2023, as adjusted pursuant to 2021 SB 13 and Senate Sub for HB 2104 is hereby adopted for the following funds: General Fund, Supplemental General Fund, Capital Outlay Fund, Bond and Interest Fund, Special Assessment Fund, and the Cost of Living Fund.

Adopted this 12th day of September, 2022 by USD 232 De Soto in Johnson County, Kansas.

Board Clerk

Board President



Unified School District 232

De Soto – Shawnee – Lenexa – Olathe

www.usd232.org

USD 232 BOARD OF EDUCATION

OFFICIAL MINUTES -- REGULAR MEETING

Administrative Office (35200 West 91st Street, De Soto, Kansas) **August 1, 2022**

YouTube channel: <https://bitly.com/usd232youtube>

The Board President, Ashley Spaulding, called the meeting to order at 6:00 p.m. A quorum of the Board was present. Attendance was as follows:

Board Members Present: Rick Amos
Bill Fletcher
Brandi Jonasson
Stephanie Makalous
Calley Malloy
Ashley Spaulding

Absent: Danielle Heikes

Others Present: Jolyn Baldner, Director of Student Nutrition
Alvie Cater, Assistant Superintendent of Administration & Communications
Steve Deghand, Assistant Superintendent of Facilities & Operations
Carrie Handy, Executive Director of Elementary Education
Dr. Frank Harwood, Superintendent of Schools
Michelle Hite, Director of Elementary Curriculum & Instruction/Accreditation
Dr. Joe Kelly, Director of Secondary Curriculum & Instruction/Title Programs
Rob Moser, Coordinator of Safety & Transportation
Brian Schwanz, Executive Director of Secondary Education
Julie Stucky, Director of Finance

Alvie Cater led attendees in reciting the Pledge of Allegiance. He then briefly explained how the meeting would progress from one agenda item to the next.

President Spaulding asked if there were any changes for the Agenda. No changes were requested.

Mrs. Stephanie Makalous moved to adopt the Agenda.

Mr. Rick Amos seconded.

Carried 6/0.

PATRON INPUT. President Spaulding opened the floor for patron input. With no requests to speak submitted, she moved onto the next agenda item.

CONSENT AGENDA. President Spaulding asked the board if they had any changes for the Consent Agenda. No changes were requested.

Mrs. Stephanie Makalous moved to approve the Consent Agenda.

Mrs. Brandi Jonasson seconded.

Carried 6/0.

The following Consent Agenda items were approved:

1. Minutes of the July 11th regular meeting.
2. Payment of bills and issuance of checks numbered 59057 – 59126 and 59132 – 59215.
3. Personnel recommendations as follows:

Resignations – Classified

Stephanie Chavez, Student Nutrition Assistant, MCMS
Jesse McAlister, Plumber Technician, Districtwide
Julie Schneider, Student Nutrition Manager, BE
Christopher Young, Custodian, MVHS
Gerald Young, Custodian, MVHS

End of Employment – Classified

Rachelle Cook, Student Nutrition Assistant, MCMS

End of Contract – Classified

Morgan Gurwell, Paraprofessional Substitute, Districtwide
Devon Handy, Substitute Custodian, Districtwide
Eric Hatfield, Substitute Custodian, Districtwide
Natasha Hatfield, Substitute Custodian, Districtwide
Walter Lenon, Substitute Custodian, Districtwide
Valarie Portillo-Marquez, Substitute Custodian, Districtwide

Employment – Classified

Kendra Bittner, Assistive Technology Assistant, Districtwide
Jillian Brower, Student Nutrition Assistant, CCE
Mary Kate Cotton, School Nurse, CTEC
Cruz Gallegos, Rule 10 8th Grade Assistant Football Coach, MTMS
Kimberly Goff, Part-time Building Aide, CCE
Erin Harwig, Student Nutrition Assistant, MCMS
Jodie Hurt, Gifted Paraprofessional, MVHS
Jennifer MacDonald, Kitchen Manager, BE
Lissa McGivern, Building Aide, BE
Linda Mills, 4-hour Student Nutrition Assistant, LTMS
Sara Mitchell, Rule 10 Assistant Girls Golf Coach, DHS
Elizabeth Moser, Center-Based Paraprofessional, BE
Robin Roberts, Resource Paraprofessional, MVHS
Natalie Shultz, Part-time School Nurse, MCMS

Macy Smith, Center Based Paraprofessional, BE
Savannah Tasker, Paraprofessional Substitute, CTEC
Rebecca Walker, Part-time Building Aide, CCE
Gabrielle Williams, Center Based Paraprofessional, BE

Resignations – Certified (*Effective at conclusion of the 2021-22 school year.*)

Sean Endecott, Drafting/Architecture Teacher, MVHS
Sahra Lynders, Center Based Special Education Teacher, The Bridge

Employment – Certified

Ariel Baird, Special Education Center Based Autism Teacher, BE
Jessica Harrington, 2nd Grade Teacher, BE
Kelly Smith, Special Education Center Based Teacher, The Bridge
Heidi Thomsen, Kindergarten Teacher, BE

ACTION ITEM.

Budget & Revenue Neutral Rate Notice of Hearings Publication. Julie Stucky, Director of Finance, presented the board with the proposed budget for fiscal year 2022-23 for consideration. She reviewed budget Form 150, which shows all sources of revenue that make up the General Fund and Supplemental General Fund legal maximum budget authority. Superintendent Harwood pointed out a change made to the At-Risk Student Weighting and said that this year students that qualify for Medicaid are now direct certifications for free or reduced lunch which raises the weighting significantly. He explained that the district does not know how many of the students that are being direct certified would have applied for free/reduced lunch and qualified. Mrs. Stucky then reviewed budget Code 99, which shows a comparison of actual expenditures for 2020-21 and 2021-22 compared to proposed budget expenditures for 2022-23. She pointed out that the district has spent more out of the Special Assessment fund in the past couple of years than collected, so she had to increase it to get more funds to pay bills as they come in for Special Assessments. Mrs. Stucky said the numbers in the budget are estimated high and then adjustments will be made once the Superintendent's Organizational Report with student counts is complete and audited. She pointed out that the proposed mill levy for the 2022-23 budget is 61.599 mills compared to 61.949 mills in 2021-22, a decrease of .35 mills. She said this would raise more taxes due to an increase in assessed valuation. Mrs. Stucky also compared the proposed mill levies to the Revenue Neutral Rates shown in Code 99. She asked the board to approve publication of the Notice of Hearing for the 2022-2023 Budget and Exceeding the Revenue Neutral Tax Rate for the 2022-2023 School Year for publication.

Stephanie Makalous asked why Special Assessment has increased. Mrs. Stucky said the district has not been collecting enough tax to pay expenses which have been coming in higher than what the district budgeted for. Superintendent Harwood reminded the board that Special Assessments are basically property taxes the district is charged and pays to other entities like stormwater or sewer.

Ashley Spaulding asked when the Revenue Neutral Tax Rate forms taxpayers will receive will be sent out. Mrs. Stucky said probably within the next two weeks.

Mr. Rick Amos moved to approve publication of the Notice of Hearing - 2022-2023 Budget in the district's official newspaper stating that the Board will hold a public hearing on the budget on September 12, 2022, 6:00 p.m., at the USD 232 Administrative Office, 35200 West 91st Street, De Soto, KS.

Mrs. Stephanie Makalous seconded.

Carried 6/0.

Mr. Rick Amos moved to approve publication of the Notice of Hearing - Exceeding the Revenue Neutral Tax Rate for the 2022-2023 School Year in the district's official newspaper stating that the Board will hold a public hearing on exceeding the revenue neutral tax rate on September 12, 2022, 6:00 p.m., at the USD 232 Administrative Office, 35200 West 91st Street, De Soto, KS.

Mrs. Ashley Spaulding seconded.

Carried 6/0.

DISCUSSION ITEMS.

Economic Development Update. Superintendent Harwood informed the Board that on July 13th Governor Laura Kelly announced that the former Sunflower Army Ammunition Plant site in De Soto has been selected by The Panasonic Energy Co. for its new electric vehicle battery manufacturing facility. He said this represents a \$4 billion investment in the region and is expected to bring 4,000 skilled jobs to the area. It is the largest economic development project in state history. Superintendent Harwood shared the following slides with the Board:

Recent Background

- January 2022 – City of De Soto annexes more than 6,000 acres.
- January 2022 – City of De Soto approves the establishment of a 6,000 acre redevelopment district at the former Sunflower Army Ammunition site.
- February 2022 – USD 232 approves an agreement with Sunflower Redevelopment, LLC, granting the district approval authority over project plans that include residential components.
- February 2022 – The Kansas Legislature approves the APEX bill providing incentives for large projects.

Proposed Tax Increment Financing (TIF) Map A map was shared showing 6,000 acres the City of De Soto has proposed for a TIF District.

Current Developments

- On July 21, 2022, the City of De Soto approved two 300 acre project plans as part of the Sunflower TIF District. A map was shared showing these 300 acre tracts.
- Roadway Improvements – On July 21, 2022, the Kansas Department of Transportation (KDOT) announced \$40 million in roadway projects in support of planned growth in the area with substantial completion in June of 2024.
- Financial Commitments: KDOT - \$26 million, Johnson County - \$7.5 million and City of De Soto - \$2 million.

- Johnson County has also committed \$7.5 million for a new fire station on the site.

Impacts to USD 232

- The announcement of a \$4 billion investment and 4,000 jobs will not immediately impact the school district.
- Over time, there could be a significant increase in the district's assessed valuation. This could lead to a lower tax levy for all residents.
- The district will certainly be impacted by enrollment growth as it occurs.
- The district has been planning for enrollment growth for many years.

Ashley Spaulding asked how the project would impact staffing. Superintendent Harwood said that staffing falls in line with enrollment. He said as the district grows it will need to hire new staff. He said the district is fortunate to be in an area where a lot of people want to live and work and has not seen the same impact from a teacher shortage as the more rural areas.

Bill Fletcher suggested that the district should be receiving some of the sales tax generated by the project. He pointed out that the cities and counties will see a benefit immediately whereas the district will not see benefit for a long time. Superintendent Harwood said the city will have significant expenses providing infrastructure needed for the project; whereas the district will not see any changes or expenses until students start moving in and the district gets increased funding for them. He said the district could also see a significant increase in property valuation in the future.

Stephanie Makalous said she was looking forward to seeing benefit in student internship opportunities and real world experiences. Superintendent Harwood said with a grant through the Kauffman Foundation the district has hired a Business Liaison who will try to build more partnerships with area businesses.

Board Member Area Redistricting. Superintendent Harwood informed the Board that state law allows four different election methods and three different voting plans for electing school board members. He explained that the Election Method outlines the number of districts and how many board members are in each one (1. two districts with three members each and one at large, 2. three districts with two members each and one at large, 3. six districts with one member each and one at large, 4. seven members at large) and the Voting Plan outlines who can vote in primary and general elections (1. Voting Plan A: all electors in the district can vote for all candidates in the primary and the general election, 2. Voting Plan B: only electors that reside in the member districts can vote in a primary, but all electors in the district may vote in the general election, 3. Voting Plan C: only electors that reside in the member district can vote in the primary and the general election. Superintendent Harwood said USD 232 uses the three district method and Voting Plan B. He shared a map of current board member districts showing the estimated population in each and the following information:

- State law requires that all member districts be within 5% of the mean based on the Federal Census.
- Based on information from Johnson County AIMS, the estimated population within the district is 40,611.
- With three board member districts, the mean would be 13,537.
- USD 232 board member districts 2 and 3 are more than 5% from the mean.

- State law also requires that member districts include whole voting precincts when practical, but at a minimum whole census blocks will be included.

Superintendent Harwood said that based on population estimates from Johnson County AIMS, the board must change the member district boundaries. He said changing boundaries can be complex when trying to move whole census blocks, therefore the administration recommends having Johnson County AIMS develop possible board member district maps for consideration. In conclusion he asked the board if there are any priorities they would like the maps to address and said the goal is to have the new districts finalized by January 2023.

Stephanie Makalous said she liked the idea of keeping the current boundaries and just making some slight changes. Other board members were in agreement with her.

EXECUTIVE SESSION.

Negotiations.

Mrs. Ashley Spaulding moved to go into executive session at 6:40 p.m. for a period of twenty minutes with Frank Harwood, Alvie Cater, Brian Schwanz, Carrie Handy and Julie Stucky to discuss collective bargaining Negotiations pursuant to the exception for employer-employee negotiations under KOMA and return to open session at 7:00 p.m. at this location.

Mrs. Rick Amos seconded.

Carried 6/0.

The Board returned to open session and President Spaulding called the meeting back to order at 7:00 p.m.

President Spaulding adjourned the meeting at 7:00 p.m.

Date Approved

Clerk, Board of Education

President, Board of Education



Unified School District 232

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JULIE STUCKY
Director of Finance

TO: Dr. Frank Harwood, Superintendent of Schools
USD 232 Board of Education
FROM: Julie Stucky, Director of Finance
DATE: September 7, 2022
SUBJECT: Treasurer's Report (Consent Agenda Item)

Approve Checks 59216– 59585 with Following Exceptions:

| | |
|-------------|---|
| 59216 | BCBS of KC July 2022 Billing |
| 59270 | 1st August Payroll Vendor Checks 07/16-07/31/22 Pay Date 08/15/22 |
| 59434-59438 | 2nd August Payroll Vendor Checks 08/1-08/15/22 Pay Date 08/31/22 |

Approve the following transfers for month ending August, 2022

\$ 11,853.71 From Supp Gen Fund (08) to Parents Educator Program (Fund 28)

Check Journal - 08/05/2022

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|----------------------------------|--|--------------|
| 59217 | 08/05/22 | 4imprint, Inc. | Badge Holders | \$376.76 |
| 59218 | 08/05/22 | Academic Therapy Publ | Title I per Tana Byers | \$107.90 |
| 59219 | 08/05/22 | Act | Expedited Shipping from 2021 Workkeys Materials | \$74.00 |
| 59220-59221 | 08/05/22 | Amazon Capital Services | Supplies | \$3,417.62 |
| 59222 | 08/05/22 | Arvest Bank | Parts/Repairs | \$869.10 |
| 59223 | 08/05/22 | Atmos Energy | Heat-MC, CLC, DSC, DHS, LT, ME, CTE -June 2022 | \$732.00 |
| 59224 | 08/05/22 | B & H Photo Video Pro Audio | Materials for MVHS | \$1,132.36 |
| 59225 | 08/05/22 | Barts Electric | LTMS Theatre Lighting Control | \$14,100.00 |
| 59226 | 08/05/22 | Bio-Rad Laboratories | Biotech Materials - CTEC | \$1,204.14 |
| 59227 | 08/05/22 | Brookes Publishing | ASQ Renewal 2022-23 | \$499.90 |
| 59228 | 08/05/22 | BSN Sports, LLC | MVHS - Girls Tennis Uniforms | \$22,873.25 |
| 59229 | 08/05/22 | Central Striping Inc | DHS Track Re Striping | \$9,600.00 |
| 59230 | 08/05/22 | City of Lenexa | SRO 3rd/4th Quarter | \$6,633.75 |
| 59231 | 08/05/22 | City Of De Soto | W/S/T -June 2022 | \$3,890.33 |
| 59232 | 08/05/22 | Committee for Children | New Pink Class Supplies | \$459.00 |
| 59233 | 08/05/22 | Dell Marketing L.P. | Equipment | \$1,069.56 |
| 59234 | 08/05/22 | Evergy | Electricity | \$137,935.64 |
| 59235 | 08/05/22 | Evergy Kansas Central, Inc. | Pole Lease | \$2,181.36 |
| 59236 | 08/05/22 | Everyday Speech, LLC | SEL & Social Communication Curricula - Blended | \$1,062.31 |
| 59237 | 08/05/22 | Fastenal Company | Grounds Supplies | \$284.10 |
| 59238 | 08/05/22 | Fisher Science Education | Biotech Materials - CTEC | \$85.58 |
| 59239 | 08/05/22 | Flinn Scientific Inc. | Biotech Materials - CTEC | \$561.67 |
| 59240 | 08/05/22 | Grainger | Tarps for District Wide | \$175.96 |
| 59241 | 08/05/22 | Interstate Elec. Supply, Inc. | Maintenance Supplies | \$843.00 |
| 59242 | 08/05/22 | Johnson Co Sheriff's Office | 7.11.22 BOE Meeting Security | \$37.50 |
| 59243 | 08/05/22 | k12 ITC, Inc. | Contracted Services | \$195,395.92 |
| 59244 | 08/05/22 | Kansas Gas Service | Gas Service-MT, MV, PRE, BE, HE, RE, and TP. June 2022 | \$989.99 |
| 59245 | 08/05/22 | Kennycos Industries, Inc. | Service Call, Extender Panel- DHS | \$1,055.00 |
| 59246 | 08/05/22 | Key Refrigeration Supply L.L.C. | Air Filters, District-wide | \$6,173.76 |
| 59247-59248 | 08/05/22 | Lowe's | Lowe's Maint Supplies | \$4,100.63 |
| 59249 | 08/05/22 | Meyer Music | Summer Cleaning and Repair | \$5,382.00 |
| 59250 | 08/05/22 | Mill Valley High School | State Girls Soccer Bus Expense | \$724.91 |
| 59251 | 08/05/22 | Leah Garcia | Student Nutrition Dept. | \$43.15 |
| 59252 | 08/05/22 | Office of the State Fire Marshal | Boiler Inspection - DHS, Vessel #KS65813H in 300 Wing Mech F | \$30.00 |
| 59253 | 08/05/22 | Pitney Bowes | encumber \$\$ for Postage Lease | \$61.50 |
| 59254 | 08/05/22 | Plumbmaster, Inc. | Valves PRE & RE | \$748.80 |

Check Journal - 08/05/2022

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|------------------------------------|---|---------------------|
| 59255 | 08/05/22 | Quench USA, Inc. | Water machine | \$66.92 |
| 59256 | 08/05/22 | Roberts Dairy | Student Nutrition Dept. | \$1,334.33 |
| 59257 | 08/05/22 | School Specialty, LLC | PTA Grant - Ping | \$238.85 |
| 59258 | 08/05/22 | Soter Technologies | Software | \$300.00 |
| 59259 | 08/05/22 | STAPLES Advantage | Student Nutrition Dept. | \$149.62 |
| 59260 | 08/05/22 | Sunflower Restaurant Supply, Inc. | Combi Ovens | \$63,374.00 |
| 59261 | 08/05/22 | T-Tech, LLC | Euipment | \$3,982.00 |
| 59262 | 08/05/22 | Teachers' Curriculum Institute | 6-8 Social Studies Materials (7 Year Adoption) | \$211,995.00 |
| 59263 | 08/05/22 | Toshiba America Business Solutions | Printers 7/25/22-7/24/23 | \$5,670.00 |
| 59264 | 08/05/22 | TriMark Hockenbergs | Student Nutrition Dept. | \$3,544.57 |
| 59265 | 08/05/22 | Validity Screening Solutions | Employee background checks | \$1,038.00 |
| 59266 | 08/05/22 | Varsity Spirit | MVHS-Cheer Uniforms-Needs List | \$17,972.00 |
| 59267 | 08/05/22 | W.W. Norton & Company | Psychology in Your Life | \$10,717.20 |
| 59268 | 08/05/22 | Waste Management | Trash/Recycle -July 2022 | \$6,191.59 |
| 59269 | 08/05/22 | Water District No 1 Of Jo Co | Water-MT, MC,MV, PRE, HE, BE,CCE, ME, RE, & TP-June/Jul | \$4,862.42 |
| | | | | \$756,348.95 |

Check Journal - 08/12/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|------------------------------------|--|-------------|
| 59271 | 08/12/22 | 24-7 Fire Protection LLC | Fire Sprinkler System Upgrade RE Waterone | \$18,750.00 |
| | | | Parts and Labor - District Wide | \$3,224.81 |
| | | | Repair/Replace domestic backflow preventer - CCE | \$4,391.00 |
| | | | Annual Fire Sprinkler Inspection - District Wide | \$8,610.00 |
| | | | MVHS Repair Frozen Backflow | \$648.77 |
| | | | District - Test Backflows | \$2,100.00 |
| 59272 | 08/12/22 | Academic Therapy Publ | Title I per Tana Byers | \$210.00 |
| 59273-59274 | 08/12/22 | Amazon Capital Services | Teaching/Office Supplies | \$3,559.99 |
| 59275 | 08/12/22 | Bio-Rad Laboratories | Biotech Materials - CTEC | \$294.28 |
| 59276 | 08/12/22 | BSN Sports, LLC | DHS - Girls Basketball | \$2,107.17 |
| | | | LTMS-22/23 Athletic supplies/equipment/uniforms | \$4,950.55 |
| 59277 | 08/12/22 | Campione Interior Solutions, LLC | Horizon Carpet Replacement App by BOE 4/4/22 | \$68,940.00 |
| 59278 | 08/12/22 | Carolina Biological Supply Co | Classroom Materials for Millie Laughlin - CTEC | \$1,136.04 |
| 59279 | 08/12/22 | Crisis Prevention Institute, Inc. | CPI Renewal | \$200.00 |
| 59280 | 08/12/22 | Dey Appliance Service | Maintenance Supplies | \$85.94 |
| 59281 | 08/12/22 | Digitability Inc. | Digitability Subscription | \$2,448.00 |
| 59282 | 08/12/22 | E3 Diagnostics | annual equipment calibration | \$2,380.00 |
| 59283 | 08/12/22 | Eric Armin Inc. | Math activities | \$29.95 |
| 59284 | 08/12/22 | Executive Marketing Promotion Inc. | Student back to school shirts and staff | \$3,697.50 |
| 59285 | 08/12/22 | Fastenal Company | Grounds Supplies | \$512.42 |
| 59286 | 08/12/22 | Gill Athletics, Inc. | MVHS-Soccer-Needs List | \$182.00 |
| 59287 | 08/12/22 | Industrial Sales Co., Inc. | Irrigation Parts @ MCMS - ER | \$711.83 |
| 59288 | 08/12/22 | Integrity Locating Services, LLC | Locate Charges | \$639.00 |
| 59289 | 08/12/22 | Kansas City Behavioral Health | Student Services | \$13,937.50 |
| 59290 | 08/12/22 | Kansas Land Management, LLC | 2021 Mowing Contract | \$5,360.00 |
| 59291 | 08/12/22 | Key Refrigeration Supply L.L.C. | Parts for CE and Stock | \$2,012.50 |
| | | | Air Filters, District-wide | \$4,893.06 |
| 59292 | 08/12/22 | Kansas School For The Deaf | ESY student FM systems | \$291.00 |
| 59293 | 08/12/22 | KU Midwest Occupational Health | KU MedWest: Fund 22-23 HPE Tests | \$42.00 |
| 59294 | 08/12/22 | Laguna Tools, Inc. | 14112 Bandsaw - 4440220342 | \$1,599.00 |
| 59295 | 08/12/22 | Learning Tree Institute | Greenbush Medicaid fee | \$184.68 |
| 59296 | 08/12/22 | Marilei Rothgeb | Mileage - parents | \$168.00 |
| 59297 | 08/12/22 | Meyer Music | Summer cleaning and repair estimate | \$5,590.00 |
| 59298 | 08/12/22 | Minsky's Lawrence | Student Nutrition Dept. | \$808.50 |
| 59299 | 08/12/22 | Keri Janda | Student Nutrition Dept. | \$72.85 |
| 59300 | 08/12/22 | Megan Lingor | Student Nutrition Dept. | \$81.80 |

Check Journal - 08/12/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|-----------------------------------|--|-----------------------|
| 59301 | 08/12/22 | ODP Office Solutions, LLC | Teaching/Office Supplies | \$255.72 |
| 59302 | 08/12/22 | Perma-Bound | books and processing for library | \$771.44 |
| 59303 | 08/12/22 | Pitney Bowes Reserve | Ink for postage machine- Connie | \$77.38 |
| 59304 | 08/12/22 | Predator Termite & Pest | August District Pest Control | \$2,766.50 |
| 59305 | 08/12/22 | Procure Therapy | Contracted Nurse services | \$2,976.75 |
| 59306 | 08/12/22 | Quadient Leasing USA | Lease - Postage Meter | \$453.00 |
| 59307 | 08/12/22 | Really Great Reading Company, LLC | PTA Grant - Guth | \$67.20 |
| 59308 | 08/12/22 | Realityworks, Inc | Realcare Babies | \$3,146.85 |
| 59309 | 08/12/22 | School Health Corporation | Child masks | \$128.90 |
| 59310 | 08/12/22 | School Specialty, LLC | Teaching/Office Supplies | \$416.73 |
| 59311 | 08/12/22 | SEK Education Service Center | Greenbush contracted services | \$14,141.10 |
| 59312 | 08/12/22 | Shawnee Copy Center, Inc. | Student materials- Michelle Mages | \$1,139.68 |
| 59313 | 08/12/22 | SiteOne Landscape Supply, LLC | Grounds Supplies | \$22.98 |
| 59314 | 08/12/22 | Skyward, Inc. | Software | \$119.00 |
| 59315 | 08/12/22 | STAPLES Advantage | Teaching/Office Supplies | \$176.81 |
| 59316 | 08/12/22 | UCP Seguin | Infinitec yearly membership | \$5,284.80 |
| 59317 | 08/12/22 | Uline | Supplies | \$393.88 |
| 59318 | 08/12/22 | United Office Products, Inc. | Additional Furniture CTEC | \$5,637.80 |
| | | | Furniture MTMS | \$1,899.90 |
| | | | Office Furniture Mize App by BOE 12/5/21 | \$5,919.40 |
| | | | District Furniture Replacement App by BOE 5/2/22 | \$12,237.00 |
| 59319 | 08/12/22 | Veronica Moore | Speaker for Professional Development | \$3,000.00 |
| 59320 | 08/12/22 | Volt Enterprises, LLC | Supplies | \$945.00 |
| 59321 | 08/12/22 | WoodRiver Energy LLC | Heating Bill - West Side | \$921.31 |
| | | | Heating Bill - East Side | \$758.50 |
| 202200093 | 08/11/22 | Magic Wrighter Inc | Efunds Card Fee - July 2022 | \$8,983.65 |
| 202200094 | 08/11/22 | Security 1st Title, LLC | Land Acquisition | \$1,640,258.41 |
| | | | | \$1,877,749.83 |

Check Journal - 08/19/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---------------------------------------|---|-------------|
| 59322 | 08/19/22 | 95 Percent Group INC. | Training requisition - ESSER | \$4,200.00 |
| 59323 | 08/19/22 | Academic Therapy Publ | Literacy Materials - ESSER III | \$5,141.50 |
| 59324-59325 | 08/19/22 | Amazon Capital Services | Teaching/Office Supplies | \$2,582.72 |
| 59326 | 08/19/22 | B & W Fire L.L.C. | Two Fire Extinguishers - CTEC | \$165.00 |
| 59327 | 08/19/22 | BSN Sports, LLC | MTMS Football Supplies | \$219.46 |
| 59328 | 08/19/22 | Cates Service Company | HVAC Service Agreement | \$8,317.25 |
| 59329 | 08/19/22 | Curators of the University of MO | ELLC Training + Travel Expenses | \$6,553.15 |
| 59330 | 08/19/22 | Demco, Inc. | Library Supplies/Book Processing | \$385.89 |
| 59331 | 08/19/22 | Essdack | Professional Learning Summer 2022 Training | \$5,472.00 |
| 59332 | 08/19/22 | Fastenal Company | Grounds Supplies | \$131.37 |
| 59333 | 08/19/22 | Gary Morsch | Medicaid compliance | \$615.00 |
| 59334 | 08/19/22 | Hasty Awards | Sports Medals | \$225.10 |
| 59335 | 08/19/22 | Interstate Elec. Supply, Inc. | Maintenance Supplies | \$409.50 |
| 59336 | 08/19/22 | Johnson County Parks & Rec Dist. | XC- Shelter Rental | \$45.00 |
| 59337 | 08/19/22 | Kennyco Industries, Inc. | Service Call - MVHS | \$155.00 |
| 59338 | 08/19/22 | Leading Edge Laminating | Lamination for building | \$416.10 |
| 59339 | 08/19/22 | Learning Tree Institute | Greenbush Medicaid fee | \$71.86 |
| 59340 | 08/19/22 | Lexia Learning Systems | LETRS Facilitator Online Renewal with Symposium | \$477.00 |
| 59341 | 08/19/22 | Liberty Flags, Inc. | Flags & brackets | \$238.11 |
| 59342 | 08/19/22 | Merrill Industrial Electric Co., LLC. | SE HVAC Repairs | \$4,345.00 |
| 59343 | 08/19/22 | Midwest Concrete Materials, Inc. | Blocks for Hoop House MVHS/DHS | \$320.00 |
| 59344 | 08/19/22 | ODP Office Solutions, LLC | Teaching/Office Supplies | \$856.11 |
| 59345 | 08/19/22 | Olathe T-Shirt & Trophy Inc. | District Uniforms | \$310.00 |
| 59346 | 08/19/22 | Penny's Aggregates, Inc. | Ballfield Mix for Horizon, Mill Creek, and Mize | \$1,743.53 |
| 59347 | 08/19/22 | Performance Glass, Inc. | Nurse's Window MTMS App by BOE 12/5/21 | \$635.00 |
| 59348 | 08/19/22 | Pro-Ed | SLP testing protocols | \$53.90 |
| 59349 | 08/19/22 | Quill Corporation | office supplies | \$116.19 |
| 59350 | 08/19/22 | Ramsey Education | Ramsey Personal Finance Student Books | \$1,648.35 |
| 59351 | 08/19/22 | Renzulli Learning, LLC | Gifted materials | \$20.00 |
| 59352 | 08/19/22 | All American Sports Corp. | DHS - Football Helmets | \$12,850.70 |
| 59353 | 08/19/22 | Royal Metal Industries Inc. | Metal Materials for DHS PAC | \$315.50 |
| 59354 | 08/19/22 | School Outfitters | Storage for Engineering CTEC | \$220.57 |
| 59355 | 08/19/22 | Smallwood Lock Supply | Clone Key for Truck 203 (Kent Rigdon) | \$120.00 |
| 59356 | 08/19/22 | Teacher's Discovery | Yancey - 6G SS | \$149.99 |
| 59357 | 08/19/22 | Teacher Synergy, LLC. | Bell Ringer | \$52.98 |
| 59358 | 08/19/22 | The Legal Record | Notice of Budget Hearing and RNR | \$321.00 |

Check Journal - 08/19/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|-------------------------------|---|--------------------|
| 59358 | 08/19/22 | The Legal Record | Notice of Budget Hearing and RNR | \$192.60 |
| 59359 | 08/19/22 | Tire Hub | Vehicle Supplies | \$591.96 |
| 59360 | 08/19/22 | United Office Products, Inc. | Office Furniture Clear Creek App by BOE 12/5/21 | \$6,059.50 |
| | | | Desk Parts/Chairs | \$789.75 |
| 59361 | 08/19/22 | Verizon Wireless Services LLC | Tech/Facilities/HR-Broadband cards | \$612.57 |
| 59362 | 08/19/22 | Wps | School Psych testing protocols | \$113.30 |
| | | | | \$68,259.51 |

Check Journal - 08/26/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---|---|-------------|
| 59363 | 08/26/22 | Abbey Simons Company | Tackboards CTEC - 4440220301 | \$3,555.00 |
| 59364 | 08/26/22 | Academic Therapy Publ | High Noon | \$1,001.00 |
| 59365-59367 | 08/26/22 | Amazon Capital Services | Teaching/Office Supplies | \$8,122.67 |
| 59368-59370 | 08/26/22 | Arvest Bank | Credit Card Stmt 8.14.22 | \$34,679.43 |
| 59371 | 08/26/22 | Atmos Energy | Gas Service-Bridge & DHS for July 2022 | \$132.15 |
| | | | Heat-MC, CLC, DSC, DHS, LT, ME, CTE -July 2022 | \$902.08 |
| 59372 | 08/26/22 | B & H Photo Video Pro Audio | Digital Photography camera purchase | \$8,494.79 |
| | | | Photo Imaging equipement | \$203.36 |
| 59373 | 08/26/22 | BCI Mechanical, Inc. | HVAC Upgrade SE CCE App by BOE 2/7/22 | \$77,060.00 |
| 59374 | 08/26/22 | Blick Art Materials | Art supply order | \$1,780.72 |
| 59375 | 08/26/22 | BSN Sports, LLC | Water tree parts | \$219.46 |
| | | | DHS - Baseball - J. Thaemert | \$1,771.47 |
| | | | DHS - Girls Tennis- J. Hoffman | \$2,139.00 |
| 59376 | 08/26/22 | Cates Service Company | Repairs | \$8,518.92 |
| 59377 | 08/26/22 | CDW Government | Parts | \$372.80 |
| 59378 | 08/26/22 | Cedar Rapids Comm. Schools Found. | Cedar Rapids at IOWA BIG | \$900.00 |
| 59379 | 08/26/22 | Cosentino Enterprise, Inc. | ESY supplies | \$66.37 |
| 59380 | 08/26/22 | Daymark Solutions, Inc. | Employee Badge supplies | \$607.50 |
| 59381 | 08/26/22 | Dey Appliance Service | Maintenance Supplies | \$53.13 |
| 59382 | 08/26/22 | Fastenal Company | Grounds Supplies | \$243.36 |
| 59383 | 08/26/22 | Financial Advocates of Musical Eagles | Olathe Marching Invitational entry | \$325.00 |
| 59384 | 08/26/22 | First | FTC registration and initial parts and supplies. | \$1,148.70 |
| 59385 | 08/26/22 | Follett Content Solutions, LLC. | Elementary Science Books | \$4,605.75 |
| 59386 | 08/26/22 | General Parts LLC | Kitchen Supplies | \$216.21 |
| 59387 | 08/26/22 | Gerken Rentall | Telehandler rental for MTMS | \$630.90 |
| 59388 | 08/26/22 | GoTrack Inc. | Go Track Upgrade | \$2,000.00 |
| 59389 | 08/26/22 | Grainger | Flat File Storage DHS Add | \$923.93 |
| | | | Pallet Jack WHSE | \$540.40 |
| | | | Fasteners, Screws - District | \$125.23 |
| | | | Fire Extinguisher Cabinet - MVHS | \$129.23 |
| | | | Door Number Signs - DHS and MV | \$570.15 |
| 59390 | 08/26/22 | Grizzly Industrial, Inc. | 1" and 6" Sanders for Industrial Tech - DHS | \$1,868.99 |
| 59391 | 08/26/22 | Horst, Terrill & Karst Architects, P.A. | Architectural Service LTMS | \$660.00 |
| | | | Architectural Services DHS PAC | \$13,494.97 |
| | | | Architectural Fees for for DHS Athletic Improvement | \$9,837.54 |
| 59392 | 08/26/22 | IFix Olathe | Parts/Repairs | \$220.00 |

Check Journal - 08/26/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|---------------------------------------|--|-------------|
| 59393 | 08/26/22 | Interstate Elec. Supply, Inc. | Maintenance Supplies | \$401.73 |
| 59394 | 08/26/22 | Johnson Co Sheriff's Office | 8/1 BOE Meeting Security | \$40.00 |
| 59395 | 08/26/22 | JourneyEd | Software | \$2.22 |
| 59396 | 08/26/22 | k12 ITC, Inc. | Software | \$15,552.00 |
| 59397 | 08/26/22 | Kansas Gas Service | Gas Service-MT, MV, PRE, BE, HE, RE,TP July 22 | \$861.95 |
| 59398 | 08/26/22 | Kennyco Industries, Inc. | 6 Month Monitoring Fire Alarms - DHS | \$444.00 |
| 59399 | 08/26/22 | Lakeshore Learning Materials | New Pink Class supplies | \$228.93 |
| 59400 | 08/26/22 | Lansing High School | Lansing VB entry fee | \$150.00 |
| 59401 | 08/26/22 | Learning Without Tears | New Pink Class Supplies | \$19.49 |
| 59402 | 08/26/22 | Lexia Learning Systems | LETRS Facilitator Online Renewal with Symposium | \$477.00 |
| 59403 | 08/26/22 | Meyer Music | Band Repairs | \$6,271.85 |
| 59404 | 08/26/22 | Mill Valley High School | Reimburse for FIRST Robotics Registration | \$6,000.00 |
| 59405 | 08/26/22 | Norris, Keplinger, Hicks & Welder LLC | Legal Services & Expenses | \$3,162.00 |
| 59406 | 08/26/22 | ODP Office Solutions, LLC | Teaching/Office Supplies | \$112.78 |
| 59407 | 08/26/22 | Overhead Door Company of KC | Annual Fire Damper & Dock Leveler Inspection | \$370.00 |
| 59408 | 08/26/22 | Performance Glass, Inc. | Pivot Hinges - PRE and District | \$993.75 |
| 59409 | 08/26/22 | Perma-Bound | Classroom Supplies | \$1,496.77 |
| 59410 | 08/26/22 | Plumbmaster, Inc. | Mixing Valve for Water Heater - PRE, RE | \$437.60 |
| 59411-59412 | 08/26/22 | Pur-0-Zone, Inc | Custodial Supplies/Repairs | \$1,755.42 |
| | | | District Wide - Gym Floor Resurfacing | \$1,989.00 |
| 59413 | 08/26/22 | Quench USA, Inc. | 2 month rental Sept-Oct 2022 | \$251.88 |
| 59414 | 08/26/22 | Rogers Manufacturing, Inc | 2022 EZGO Valor 4 Electric | \$9,275.00 |
| 59415 | 08/26/22 | Shawnee Copy Center, Inc. | Detention Forms- Michelle Mages | \$54.20 |
| 59416 | 08/26/22 | SiteOne Landscape Supply, LLC | Grounds Supplies | \$257.98 |
| 59417 | 08/26/22 | Smart Pro Technologies LLC | Parts and Repairs | \$150.00 |
| 59418 | 08/26/22 | Sosaya & Sons Construction, Inc. | Light Pole Repairs DHS | \$12,695.00 |
| 59419 | 08/26/22 | STAPLES Advantage | Construction paper, staples & tape | \$78.53 |
| 59420 | 08/26/22 | Stimpson | Stimpson order for vinyl banner making materials | \$119.16 |
| 59421 | 08/26/22 | Surface Clean Softwashing, LLC | Surface Clean DHS Tennis Courts | \$4,052.67 |
| 59422 | 08/26/22 | The Sherwin-Williams Co. | Paint - CTEC | \$46.07 |
| 59423 | 08/26/22 | Time Warner Cable | Cable TV/internet | \$109.98 |
| 59424 | 08/26/22 | Travelers CL Remittance Center | Treasurers Bond | \$266.00 |
| 59425 | 08/26/22 | Treadwell, LLC | Resinous Flooring Project App by BOE 2/7/22 | \$15,585.00 |
| 59426 | 08/26/22 | Univ. Of KS Hospital Authority | Sports Medicine Agreement DHS, MVHS | \$7,000.00 |
| 59427 | 08/26/22 | USI, Inc. | Laminating Supplies | \$550.18 |
| 59428 | 08/26/22 | Vernier Software & Technology | CAPS- N.McLeod | \$2,934.01 |

Check Journal - 08/26/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|-------------------------------------|-----------------------------------|---------------------|
| 59429 | 08/26/22 | Wachter Inc | Security Equipment/Maint. | \$2,477.76 |
| 59430 | 08/26/22 | William Sadlier Inc. | Literacy Materials - ESSER III | \$5,777.02 |
| 59431 | 08/26/22 | World Fuel Services, Inc. | Diesel Fuel Transportation | \$41,715.75 |
| 59432 | 08/26/22 | Zimmerman Construction Company Inc. | Window for DHS App by BOE 12/5/21 | \$12,500.00 |
| | | | Reconfigure BOE Seating Admin | \$6,736.00 |
| 59433 | 08/26/22 | Zoom Video Communications, Inc. | Software | \$168.65 |
| | | | | \$351,687.54 |

Credit Card Reconciliation

08/15/22

| Date | Cardholder Name | Merchant | Merchant Location | Amount |
|-----------|---------------------------------------|---------------------------|-----------------------------|--------------------|
| 8/3/2022 | CARRIE HANDY | PITTSBURG STATE UNIV | 800-3398131, AZ 850270000 | \$ 150.00 |
| 8/3/2022 | CARRIE HANDY | WASHBURN UNIVERSITY | 785-6701156, KS 666210000 | \$ 75.00 |
| | CARRIE HANDY Total | | | \$ 225.00 |
| 7/31/2022 | CLEAR CREEK ELEMENTARY | SMORE.COM - EDUCATOR | WWW.SMORE.COM, PA 152060000 | \$ 79.00 |
| 8/1/2022 | CLEAR CREEK ELEMENTARY | #69 LAKESHORE LEARNING | MERRIAM, KS 662020000 | \$ 68.18 |
| 8/1/2022 | CLEAR CREEK ELEMENTARY | IKEA MERRIAM | MERRIAM, KS 662020000 | \$ 536.44 |
| 8/1/2022 | CLEAR CREEK ELEMENTARY | HOBBY-LOBBY #0081 | MERRIAM, KS 662020000 | \$ 70.49 |
| 8/4/2022 | CLEAR CREEK ELEMENTARY | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 192.35 |
| | CLEAR CREEK ELEMENTARY Total | | | \$ 946.46 |
| 7/28/2022 | DESOTO HIGH SCHOOL | KJ'S PIZZERIA | DESOTO, KS 660180000 | \$ 122.70 |
| 8/3/2022 | DESOTO HIGH SCHOOL | JT'S GRILL & SPORTS BAR | DE SOTO, KS 660180000 | \$ 258.35 |
| 8/4/2022 | DESOTO HIGH SCHOOL | GOODCENTS SUBS - 3002 - D | DESOTO, KS 660180000 | \$ 251.76 |
| 8/5/2022 | DESOTO HIGH SCHOOL | KJ'S PIZZERIA | DESOTO, KS 660180000 | \$ 14.85 |
| 8/11/2022 | DESOTO HIGH SCHOOL | WM SUPERCENTER #2855 | SHAWNEE, KS 662170000 | \$ 270.35 |
| | DESOTO HIGH SCHOOL Total | | | \$ 918.01 |
| 7/14/2022 | DHS TRAVEL 1 | OWAMNI BY THE SIOUX CHEF | MINNEAPOLIS, MN 554010000 | \$ 99.57 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/15/2022 | DHS TRAVEL 1 | HILTON HOTELS | MINNEAPOLIS, MN 554030000 | \$ 783.33 |
| 7/14/2022 | DHS TRAVEL 1 | TST COPPER HEN CAKERY | MINNEAPOLIS, MN 554040000 | \$ 109.62 |
| | DHS TRAVEL 1 Total | | | \$ 4,909.17 |
| 7/15/2022 | DOYLE BAKER | WESTLAKE HARDWARE #045 | LENEXA, KS 662190000 | \$ 114.09 |
| | DOYLE BAKER Total | | | \$ 114.09 |
| 7/21/2022 | DR CINDY SWARTZ | HOLIDAY INN EXPRESS & SU | PITTSBURG, KS 667620000 | \$ 983.84 |
| 7/29/2022 | DR CINDY SWARTZ | GOODCENTS SUBS - 0174 - S | SHAWNEE, KS 662260000 | \$ 37.99 |
| 7/29/2022 | DR CINDY SWARTZ | PRICE CHOPPER #249 | SHAWNEE MISSI, KS 662260000 | \$ 33.63 |
| | DR CINDY SWARTZ Total | | | \$ 1,055.46 |
| 7/17/2022 | EARLY CHILDHOOD LEARNING | WM SUPERCENTER #2855 | SHAWNEE, KS 662170000 | \$ 54.98 |
| 7/18/2022 | EARLY CHILDHOOD LEARNING | SMORE.COM | WWW.SMORE.COM, PA 152060000 | \$ 149.00 |
| 7/29/2022 | EARLY CHILDHOOD LEARNING | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 139.52 |
| 8/1/2022 | EARLY CHILDHOOD LEARNING | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 51.84 |
| 8/1/2022 | EARLY CHILDHOOD LEARNING | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ (77.88) |
| 8/5/2022 | EARLY CHILDHOOD LEARNING | SOMBREROS MEXICAN CANTINA | SHAWNEE, KS 662260000 | \$ 160.00 |
| 8/9/2022 | EARLY CHILDHOOD LEARNING | DOLLARTREE | SHAWNEE, KS 662260000 | \$ 25.00 |
| 8/8/2022 | EARLY CHILDHOOD LEARNING | JOHNNY'S BBQ OLATHE | OLATHE, KS 660610000 | \$ 149.85 |
| 8/9/2022 | EARLY CHILDHOOD LEARNING | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 75.97 |
| 8/10/2022 | EARLY CHILDHOOD LEARNING | GOODCENTS SUBS 0174 SHAWN | SHAWNEE, KS 662260000 | \$ 92.98 |
| | EARLY CHILDHOOD LEARNING Total | | | \$ 821.26 |
| 8/11/2022 | ERIC ROBERTS | MIDWAY FORD TRUCK CENTER- | 618-4133123, MO 641610000 | \$ 1,325.45 |
| | ERIC ROBERTS Total | | | \$ 1,325.45 |
| 7/28/2022 | FACILITIES OFFICE STAFF | USPS PO 1924860025 | DE SOTO, KS 660180000 | \$ 13.80 |
| 8/3/2022 | FACILITIES OFFICE STAFF | ADAPTIVE SPECILATIES LLC | 877-808-4540, OH 430820000 | \$ 549.98 |
| | FACILITIES OFFICE STAFF Total | | | \$ 563.78 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| 7/15/2022 | FRANK HARWOOD | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 148.80 |
| | FRANK HARWOOD Total | | | \$ 892.80 |
| 7/20/2022 | GABRIELLA PHILBROOK | GOODCENTS SUBS - 0174 - S | SHAWNEE, KS 662260000 | \$ 810.64 |
| | GABRIELLA PHILBROOK Total | | | \$ 810.64 |
| 8/8/2022 | HORIZON ELEMENTARY | MCALISTERS 1425 MM | 214-373-3400, KS 662030000 | \$ 170.28 |
| | HORIZON ELEMENTARY Total | | | \$ 170.28 |
| 7/26/2022 | JANET HOPKINS | SAMS CLUB #8208 | LENEXA, KS 662150000 | \$ 591.41 |
| 8/4/2022 | JANET HOPKINS | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 116.04 |
| | JANET HOPKINS Total | | | \$ 707.45 |
| 7/15/2022 | JODIE SAULTZ | KANSAS TURNPIKE AUTHORIT | 316-682-4537, KS 672070000 | \$ 13.95 |
| 7/20/2022 | JODIE SAULTZ | BTS REEVESWIEDEMAN | 816-960-6400, MO 641110000 | \$ 677.37 |

Credit Card Reconciliation

08/15/22

| Date | Cardholder Name | Merchant | Merchant Location | Amount |
|-----------|---------------------------------------|---------------------------|-----------------------------|--------------------|
| 7/20/2022 | JODIE SAULTZ | IN CORE COMMUNICATIONS L | 816-5816400, MO 641160000 | \$ 3,224.00 |
| 7/20/2022 | JODIE SAULTZ | PTC EZPASS CSC WEB IVR | STATE.PA.US, PA 171110000 | \$ 9.10 |
| 7/25/2022 | JODIE SAULTZ | IN CORE COMMUNICATIONS L | 816-5816400, MO 641160000 | \$ 1,123.30 |
| 7/26/2022 | JODIE SAULTZ | USPS PO 1924860025 | DE SOTO, KS 660180000 | \$ 13.15 |
| 8/1/2022 | JODIE SAULTZ | BTS REEVESWIEDEMAN | 816-960-6400, MO 641110000 | \$ 533.57 |
| 8/8/2022 | JODIE SAULTZ | IN CORE COMMUNICATIONS L | 816-5816400, MO 641160000 | \$ 869.10 |
| 8/9/2022 | JODIE SAULTZ | BTS REEVESWIEDEMAN | 816-960-6400, MO 641110000 | \$ 158.60 |
| 8/9/2022 | JODIE SAULTZ | CEDAR CREEK PHARMACY | DE SOTO, KS 660180000 | \$ 27.19 |
| 8/11/2022 | JODIE SAULTZ | BTS REEVESWIEDEMAN | 816-960-6400, MO 641110000 | \$ 44.47 |
| | JODIE SAULTZ Total | | | \$ 6,693.80 |
| 8/7/2022 | JULIE MAURER | FOREIGN CURRENCY CONVERSI | ON MARKUP, 000000000 | \$ 0.34 |
| 8/7/2022 | JULIE MAURER | QUSTODIO | BARCELONA, 080130000 | \$ 34.95 |
| | JULIE MAURER Total | | | \$ 35.29 |
| 8/5/2022 | KENT RIGDON | WESTLAKE HARDWARE #045 | LENEXA, KS 662190000 | \$ 15.98 |
| | KENT RIGDON Total | | | \$ 15.98 |
| 7/28/2022 | LEE HANSON | HYATT REGENCY WICHITA | WICHITA, KS 672020000 | \$ 239.48 |
| 7/28/2022 | LEE HANSON | HYATT REGENCY WICHITA | WICHITA, KS 672020000 | \$ 285.98 |
| 7/28/2022 | LEE HANSON | HYATT REGENCY WICHITA | WICHITA, KS 672020000 | \$ 285.98 |
| | LEE HANSON Total | | | \$ 811.44 |
| 7/29/2022 | LEXINGTON TRAILS MS | PITNEY BOWES PI | 844-256-6444, CT 069260000 | \$ 71.25 |
| 7/29/2022 | LEXINGTON TRAILS MS | PITNEY BOWES PBP | 844-256-6444, CT 069260000 | \$ 200.00 |
| 8/5/2022 | LEXINGTON TRAILS MS | HOBBY-LOBBY #0075 | OLATHE, KS 660620000 | \$ 20.24 |
| 8/5/2022 | LEXINGTON TRAILS MS | HOBBY-LOBBY #0075 | OLATHE, KS 660620000 | \$ 53.51 |
| 8/5/2022 | LEXINGTON TRAILS MS | MURPHY TROPHY AND ENGRAVI | OLATHE, KS 660610000 | \$ 44.00 |
| | LEXINGTON TRAILS MS Total | | | \$ 389.00 |
| 7/29/2022 | MARY CAROLINE FRIDAY | SAMSClub #4870 | KANSAS CITY, KS 661090000 | \$ 247.90 |
| 8/2/2022 | MARY CAROLINE FRIDAY | TARGET 00017590 | SHAWNEE, KS 662170000 | \$ 111.21 |
| 8/2/2022 | MARY CAROLINE FRIDAY | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 62.10 |
| | MARY CAROLINE FRIDAY Total | | | \$ 421.21 |
| 7/29/2022 | MELISSA MILLER | THE WEBSTRAUNT STORE INC | 717-392-7472, PA 176020000 | \$ 1,798.11 |
| | MELISSA MILLER Total | | | \$ 1,798.11 |
| 7/19/2022 | MIKE JEROME | ABC SUPPLY 0006 | KANSAS CITY, KS 661030000 | \$ 452.00 |
| 7/20/2022 | MIKE JEROME | MENARDS LAWRENCE KS | LAWRENCE, KS 660460000 | \$ 19.99 |
| 7/22/2022 | MIKE JEROME | THE UPS STORE 5094 | 913-6205271, KS 662260000 | \$ 13.36 |
| 7/29/2022 | MIKE JEROME | WESTLAKE HARDWARE #045 | LENEXA, KS 662190000 | \$ 41.58 |
| 8/10/2022 | MIKE JEROME | WESTLAKE HARDWARE #017 | SHAWNEE, KS 662160000 | \$ 24.58 |
| | MIKE JEROME Total | | | \$ 551.51 |
| 8/1/2022 | MILL VALLEY HIGH SCHOOL | QUADIENT LEASING USA P | 800-636-7678, CT 064610000 | \$ 158.34 |
| 8/8/2022 | MILL VALLEY HIGH SCHOOL | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 24.54 |
| | MILL VALLEY HIGH SCHOOL Total | | | \$ 182.88 |
| 7/26/2022 | MIZE ELEMENTARY | CRICUT | WWW.CRUCUT.CO, UT 840950000 | \$ 0.99 |
| 7/27/2022 | MIZE ELEMENTARY | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 246.86 |
| 8/4/2022 | MIZE ELEMENTARY | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 69.08 |
| 8/6/2022 | MIZE ELEMENTARY | TWISTED FRESH-SHAWNEE | SHAWNEE, KS 662260000 | \$ 158.13 |
| 8/9/2022 | MIZE ELEMENTARY | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 45.60 |
| | MIZE ELEMENTARY Total | | | \$ 520.66 |
| 7/19/2022 | MONTICELLO TRAILS MS | EDPUZZLE PRO TEACHER | HTTPSEDPUZZLE, CA 941030000 | \$ 11.50 |
| 7/20/2022 | MONTICELLO TRAILS MS | EDPUZZLE PRO TEACHER | HTTPSEDPUZZLE, CA 941030000 | \$ 12.50 |
| 7/29/2022 | MONTICELLO TRAILS MS | SMORE.COM - EDUCATOR | WWW.SMORE.COM, PA 152060000 | \$ 79.00 |
| 8/2/2022 | MONTICELLO TRAILS MS | WM SUPERCENTER #2855 | SHAWNEE, KS 662170000 | \$ 69.34 |
| 8/8/2022 | MONTICELLO TRAILS MS | USPS PO 1983621532 | SHAWNEE, KS 662260000 | \$ 164.00 |
| 8/9/2022 | MONTICELLO TRAILS MS | EDPUZZLE PRO TEACHER | HTTPSEDPUZZLE, CA 941030000 | \$ 11.50 |
| 8/9/2022 | MONTICELLO TRAILS MS | FOREIGN CURRENCY CONVERSI | ON MARKUP, 000000000 | \$ 1.36 |
| 8/9/2022 | MONTICELLO TRAILS MS | SP WIPEBOOK CORP. | OTTAWA, ON 001550000 | \$ 136.98 |
| | MONTICELLO TRAILS MS Total | | | \$ 486.18 |
| 8/5/2022 | PRAIRIE RIDGE ELEMENTARY | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 29.80 |
| 8/10/2022 | PRAIRIE RIDGE ELEMENTARY | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 23.40 |
| | PRAIRIE RIDGE ELEMENTARY Total | | | \$ 53.20 |
| 8/1/2022 | RIVERVIEW ELEMENTARY | USPS PO 1983621532 | SHAWNEE, KS 662260000 | \$ 8.90 |
| 8/3/2022 | RIVERVIEW ELEMENTARY | SQ SQUARE WEEBLY | GOSQ.COM, CA 941030000 | \$ 104.25 |
| 8/11/2022 | RIVERVIEW ELEMENTARY | PRAYER BOX CAFE | SHAWNEE, KS 662260000 | \$ 163.03 |
| 8/11/2022 | RIVERVIEW ELEMENTARY | YOS DONUTS | SHAWNEE, KS 662170000 | \$ 191.57 |

Credit Card Reconciliation

08/15/22

| Date | Cardholder Name | Merchant | Merchant Location | Amount |
|-----------|-----------------------------------|---------------------------|----------------------------|--------------------|
| | RIVERVIEW ELEMENTARY Total | | | \$ 467.75 |
| 8/2/2022 | STARSLIDE ELEMENTARY | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 247.52 |
| 8/9/2022 | STARSLIDE ELEMENTARY | MICHAELS STORES 9975 | SHAWNEE, KS 662170000 | \$ 22.92 |
| | STARSLIDE ELEMENTARY Total | | | \$ 270.44 |
| 7/14/2022 | TAMI CASEY | WAL-MART #2855 | SHAWNEE, KS 662170000 | \$ 58.54 |
| 7/14/2022 | TAMI CASEY | HARP'S 249 | DE SOTO, KS 660180000 | \$ 7.08 |
| 7/21/2022 | TAMI CASEY | SQ TOOLS 4 READING | GOSQ.COM, OK 731160000 | \$ 120.00 |
| 7/21/2022 | TAMI CASEY | SQ TOOLS 4 READING | GOSQ.COM, OK 731160000 | \$ 120.00 |
| 7/25/2022 | TAMI CASEY | HILTON GARDEN INN | 858-6761660, CA 921280000 | \$ 190.46 |
| 7/27/2022 | TAMI CASEY | PITTSBURG STATE UNIV | 800-3398131, AZ 850270000 | \$ 300.00 |
| 7/28/2022 | TAMI CASEY | ACTE | 703-683-3111, VA 223140000 | \$ 145.00 |
| 7/28/2022 | TAMI CASEY | EDWARDS MANUFACTURING CO | 800-373-8206, MN 560070000 | \$ 1,801.27 |
| 7/28/2022 | TAMI CASEY | THE WEBSTAURANT STORE INC | 717-392-7472, PA 176020000 | \$ 849.00 |
| 7/29/2022 | TAMI CASEY | GRIZZLY INDUSTRIAL PHONE | 360-647-0801, WA 982290000 | \$ 838.00 |
| 7/28/2022 | TAMI CASEY | HILTON GARDEN INN | 858-6761660, CA 921280000 | \$ 190.46 |
| 8/2/2022 | TAMI CASEY | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 141.43 |
| 8/3/2022 | TAMI CASEY | DWF KC | KANSAS CITY, MO 641160000 | \$ 165.00 |
| 8/2/2022 | TAMI CASEY | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 404.56 |
| 8/2/2022 | TAMI CASEY | SAMSCUB #8208 | LENEXA, KS 662150000 | \$ 205.52 |
| 8/5/2022 | TAMI CASEY | PIZZA WEST | SHAWNEE, KS 662260000 | \$ 1,128.02 |
| 8/5/2022 | TAMI CASEY | PROMETRIC EXAM FEE | 800-853-6769, MD 212240000 | \$ 85.00 |
| 8/8/2022 | TAMI CASEY | NTLREST SERVSAFE | 312-7151010, IL 606060000 | \$ 851.72 |
| 8/8/2022 | TAMI CASEY | SQ TOOLS 4 READING | GOSQ.COM, OK 731160000 | \$ 120.00 |
| | TAMI CASEY Total | | | \$ 7,721.06 |
| 7/21/2022 | TARA HARMON MOORE | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 282.76 |
| 7/21/2022 | TARA HARMON MOORE | HYATT REGENCY WICHITA | 3166136224, KS 672020000 | \$ 424.14 |
| | TARA HARMON MOORE Total | | | \$ 706.90 |
| 8/2/2022 | TRAVEL CARD 1 | 066 BRAUMS STORE | EMPORIA, KS 668010000 | \$ 9.65 |
| 8/1/2022 | TRAVEL CARD 1 | HYATT REGENCY WICHITA F& | WICHITA, KS 672020000 | \$ 10.98 |
| 8/2/2022 | TRAVEL CARD 1 | HYATT REGENCY WICHITA F& | WICHITA, KS 672020000 | \$ 10.98 |
| | TRAVEL CARD 1 Total | | | \$ 31.61 |
| 7/23/2022 | TRAVEL CARD 2 | WICHITA AIRPORT DOUBLETRE | WICHITA, KS 672090000 | \$ 404.55 |
| | TRAVEL CARD 2 Total | | | \$ 404.55 |
| 8/6/2022 | TRAVEL CARD 6 | HOBBY-LOBBY #0026 | LAWRENCE, KS 660460000 | \$ 34.65 |
| 8/5/2022 | TRAVEL CARD 6 | JT'S GRILL & SPORTS BAR | DE SOTO, KS 660180000 | \$ 49.50 |
| 8/6/2022 | TRAVEL CARD 6 | WM SUPERCENTER #1151 | KANSAS CITY, KS 661090000 | \$ 82.74 |
| 8/8/2022 | TRAVEL CARD 6 | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ 181.39 |
| 8/9/2022 | TRAVEL CARD 6 | WAL-MART #4611 | SHAWNEE, KS 662260000 | \$ 41.93 |
| 8/9/2022 | TRAVEL CARD 6 | WM SUPERCENTER #4611 | SHAWNEE, KS 662260000 | \$ (14.96) |
| | TRAVEL CARD 6 Total | | | \$ 375.25 |
| 7/26/2022 | WENDY DENHAM | HARP'S 249 | DE SOTO, KS 660180000 | \$ 66.86 |
| 8/4/2022 | WENDY DENHAM | HY-VEE SHAWNEE 1560 | SHAWNEE, KS 662160000 | \$ 85.00 |
| | WENDY DENHAM Total | | | \$ 151.86 |
| | Grand Total | | | \$35,548.53 |
| | | | Check #59222 | \$ 869.10 |
| | | | Check #59370 | \$34,679.43 |
| | | | | \$35,548.53 |

Check Journal - 09/01/2022

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|--|--|--------------|
| 59439 | 09/01/22 | 95 Percent Group INC. | Professional Development - Riverview Elementary | \$3,200.00 |
| 59440 | 09/01/22 | A-1 Sewer & Septic Service | Stormwater Line Cleaned Clear Creek | \$15,325.00 |
| 59441 | 09/01/22 | Academic Therapy Publ | Literacy Materials - ESSER III | \$1,107.00 |
| 59442 | 09/01/22 | Advanced Exercise Equipment Inc. | Weight Equipment DHS | \$39,249.79 |
| 59443 | 09/01/22 | Aidex Corporation | Amatrol eLearning Renewal 2022-23 | \$3,500.00 |
| 59444-59446 | 09/01/22 | Amazon Capital Services | supplies | \$11,052.55 |
| 59447 | 09/01/22 | Apple Inc. | Equipment | \$4,975.00 |
| 59448 | 09/01/22 | Assoc. of Texas Photo Instructors | Membership | \$20.00 |
| 59449 | 09/01/22 | Carroll Seating Company | Tiger Catch Bolts | \$13.08 |
| 59450 | 09/01/22 | CBIZ Insurance Services, Inc. | Property Insurance | \$270.00 |
| 59451 | 09/01/22 | CE Distribution, Inc. | Water Softening Salt - District | \$2,124.70 |
| 59452 | 09/01/22 | Cengage Learning Inc. | CTE Cengage MindTap - Digital Curriculum 2022-23 | \$4,703.40 |
| 59453 | 09/01/22 | De Soto Auto Parts | Vehicle Maintenance | \$163.75 |
| 59454 | 09/01/22 | Easy Ice, LLC | Ice Machine Replacement MCMS | \$4,550.00 |
| 59455 | 09/01/22 | Electronix Express | Digital Electronics - Materials - CTEC | \$130.25 |
| 59456 | 09/01/22 | Extra Duty Solutions | MVHS Security | \$280.80 |
| 59457 | 09/01/22 | Fastenal Company | Grounds Supplies | \$548.16 |
| 59458 | 09/01/22 | First Student, Inc. | Student Transportation - August 2022 | \$60,420.20 |
| 59459 | 09/01/22 | Flagsource Unlimited | Handle for Winches on Flagpole | \$59.00 |
| 59460 | 09/01/22 | Flex Made Easy | FSA Fee - Aug 2022 | \$752.50 |
| 59461 | 09/01/22 | Grainger | Shelving CTEC | \$470.30 |
| 59462 | 09/01/22 | Grandview Top Company | Counter Top MVHS | \$608.00 |
| 59463 | 09/01/22 | Harp's Food Stores, Inc. | Supplies for Bridge program | \$7.98 |
| 59464 | 09/01/22 | Heartland Payment Systems-Nutrikids | Student Nutrition Dept. | \$530.00 |
| 59465 | 09/01/22 | Hobart | Kitchen Supplies | \$237.21 |
| 59466 | 09/01/22 | Industrial Sales Co., Inc. | Ratchet straps for ground, irrigation parts for MCMS | \$405.69 |
| 59467 | 09/01/22 | Interstate Elec. Supply, Inc. | Student Nutrition Dept.. | \$134.10 |
| 59468 | 09/01/22 | k12 ITC, Inc. | Contracted Services | \$195,395.92 |
| 59469 | 09/01/22 | Kansas Assoc. for Career Tech. Edu. | C-ACTE Summer 2022 Registration | \$385.00 |
| 59470 | 09/01/22 | Kansas Bandmasters Association, Inc. | Marching Championship entry fee | \$350.00 |
| 59471 | 09/01/22 | Knowledge Matters, Inc. | 2022-23 Renewal | \$5,600.00 |
| 59472 | 09/01/22 | KS/MO Superintendents Leadership Forum | KMSLF Membership Dues - 2022-23 School Year | \$650.00 |
| 59473 | 09/01/22 | Kspa | Yearly membership/critique | \$1,100.00 |
| 59474 | 09/01/22 | KU Midwest Occupational Health | KU MedWest: Fund 22-23 HPE Tests | \$210.00 |
| 59475 | 09/01/22 | Lexia Learning Systems | LETRS Online Course Extension for the 2022-23 | \$2,655.00 |
| 59476 | 09/01/22 | Lowe's | Grounds Supplies | \$4,836.40 |

Check Journal - 09/01/2022

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|--|--|--------------|
| 59477 | 09/01/22 | McGraw-Hill School Education Holdings | NumberWorlds Online Student Licenses Renewal 2022-23 | \$2,420.04 |
| 59478 | 09/01/22 | Merrill Industrial Electric Co., LLC. | Emergency HVAC Service Call MVHS | \$655.00 |
| 59479 | 09/01/22 | Meyer Music | Piano for DHS PAC | \$20,130.00 |
| 59480 | 09/01/22 | Mid-America Golf & Landscape | Turf Grooming DHS/MVHS | \$9,600.00 |
| 59481 | 09/01/22 | Sheldon Lisondra | Reimbursement for Field Rental | \$300.00 |
| 59482 | 09/01/22 | Mize Elementary School | Reimbursement on a Conference registration | \$60.00 |
| 59483 | 09/01/22 | Morgan Hunter Education, LLC | Teacher Sub Pay | \$15,907.65 |
| 59484 | 09/01/22 | National Sign Company, Inc. | Traffic Signs- District Wide Use | \$782.65 |
| 59485 | 09/01/22 | NSPA Membership | Membership 2023 | \$248.00 |
| 59486 | 09/01/22 | Olathe T-Shirt & Trophy Inc. | District Uniforms | \$145.00 |
| 59487 | 09/01/22 | Omega Door and Hardware | New Pivot on Exit Doors to Playground - PRE | \$406.25 |
| 59488 | 09/01/22 | Overhead Door Company of KC | Inspection of stage door - MVHS, fire door drop test | \$908.50 |
| 59489 | 09/01/22 | Perma-Bound | Classroom supplies | \$1,494.32 |
| 59490 | 09/01/22 | Pitney Bowes Global Financial Services L | Mail machine lease | \$61.50 |
| 59491 | 09/01/22 | Plumbing By Fisher, Inc. | Sewer Line Repairs - MTMS | \$15,264.00 |
| 59492 | 09/01/22 | Plumbmaster, Inc. | Flush Valves; Module - District | \$724.49 |
| 59493 | 09/01/22 | Procure Therapy | Contracted Nurse services | \$2,816.50 |
| 59494 | 09/01/22 | Project Lead The Way, Inc. | Network Security Lab Hosting Fee - 2022/23 | \$1,000.00 |
| 59495 | 09/01/22 | Pur-0-Zone, Inc | Custodial Equipment Maintenance/Repairs | \$811.73 |
| 59496 | 09/01/22 | Really Great Reading Company, LLC | Phonics and Spelling Literacy Materials | \$123.20 |
| 59497 | 09/01/22 | Royal Metal Industries Inc. | welding material-picking out at store | \$144.50 |
| 59498 | 09/01/22 | School Outfitters | Storage for Engineering CTEC | \$939.36 |
| 59499 | 09/01/22 | SEK Education Service Center | Greenbush contracted services | \$3,338.55 |
| 59500 | 09/01/22 | Smallwood Lock Supply | Maintenance Supplies | \$645.67 |
| 59501 | 09/01/22 | STAPLES Advantage | Copy Paper 11X17 | \$35.94 |
| 59502 | 09/01/22 | Student Television Network | Membership 2023 | \$125.00 |
| 59503 | 09/01/22 | Swank Movie Licensing USA | Movie Licensing | \$545.00 |
| 59504 | 09/01/22 | Synetic Technologies, Inc. | Tech Use | \$4,200.00 |
| 59505 | 09/01/22 | The Kansas City Food Hub | Student Nutrition Dept. | \$675.03 |
| 59506 | 09/01/22 | Toshiba America Business Solutions | Maintenance Charge | \$60.37 |
| 59507 | 09/01/22 | Transeo | 2022-23 Transeo Subscriptions & Services | \$11,840.00 |
| 59508 | 09/01/22 | United Office Products, Inc. | District Furniture Replacement | \$231,955.55 |
| 59509 | 09/01/22 | Waste Management | Grounds Dumpster | \$603.17 |
| 59510 | 09/01/22 | Water District No 1 Of Jo Co | MT, MC,MV,PRE, HE,BE,CCE,ME,RE,&TP-July/Aug 2022 | \$5,598.15 |

\$700,585.90

Check Journal - 09/09/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|--------------------------------------|---|--------------|
| 59511 | 09/09/22 | ABCCreative, Inc. | Playground Parts- SE | \$298.00 |
| 59512 | 09/09/22 | Academic Therapy Publ | Literacy Materials - ESSER III | \$5,863.50 |
| 59513 | 09/09/22 | Advanced Turf Solutions Inc | Fertilizer for MCMS athletic fields | \$439.68 |
| 59514 | 09/09/22 | Altmar, Inc. | Other Construction Service DHS PAC BOE App 2/1/21 | \$5,797.80 |
| 59515-59517 | 09/09/22 | Amazon Capital Services | Teaching/Office Supplies | \$14,113.62 |
| 59518 | 09/09/22 | Award Decals, Inc. | Helmet Decals | \$470.00 |
| 59519 | 09/09/22 | Barts Electric | Other Construction Service DHS PAC BOE App 2/1/21 | \$28,048.30 |
| | | | Electrical DHS Fieldhouse | \$4,270.00 |
| 59520 | 09/09/22 | Boehm Brothers Painting | MCMS Shed/Ticket Booth Repair App by BOE 12/5/21 | \$18,995.00 |
| 59521 | 09/09/22 | BSN Sports, LLC | Fieldhouse Chairs - 4440220372 | \$3,683.91 |
| 59522 | 09/09/22 | Cambridge Educational Services, Inc. | ACT Tests & Reports Package | \$8,985.47 |
| 59523 | 09/09/22 | City Of De Soto | W/S/T -July 2022 | \$4,295.62 |
| 59524 | 09/09/22 | Conference Technologies, Inc. | Audio equipment rental for graduation | \$5,660.00 |
| 59525 | 09/09/22 | Conley Sprinkler Inc | Other Construction Services DHS PAC - 4440220139 | \$2,935.67 |
| 59526 | 09/09/22 | Cosentino Enterprise, Inc. | Student Nutrition Dept. | \$17.16 |
| 59527 | 09/09/22 | Diamond Everley Roofing Contractors | Other Construction Services DHS PAC - 4440220129 | \$7,247.09 |
| 59528 | 09/09/22 | Evergy | Electricity for July/Aug 2022 | \$174,852.87 |
| 59529 | 09/09/22 | General Parts LLC | Kitchen Supplies | \$270.63 |
| 59530 | 09/09/22 | Generation Genius, Inc. | Generation Genius subscription | \$175.00 |
| 59531 | 09/09/22 | Harvest AV Solutions, LLC | Other Construction Services DHS PAC - 4440220137 | \$20,595.78 |
| 59532 | 09/09/22 | Hasty Awards | XC Medals | \$124.47 |
| 59533 | 09/09/22 | Heartland Coca Cola Bottling Co | Student Nutrition Dept. | \$5,376.34 |
| 59534 | 09/09/22 | Henry Schein, Inc | Heating Relief Unit | \$270.21 |
| 59535 | 09/09/22 | Hobart | Kitchen Supplies | \$714.14 |
| 59536 | 09/09/22 | Interstate Elec. Supply, Inc. | Maintenance Supplies | \$1,519.60 |
| 59537 | 09/09/22 | Jennifer Whitney | RAT Training on 8/26/2022 | \$30.00 |
| 59538 | 09/09/22 | Jennifer Kerr | September 2022 Fee | \$720.00 |
| 59539 | 09/09/22 | Kansas City Behavioral Health | Student Services | \$13,937.50 |
| 59540 | 09/09/22 | Kansas Land Management, LLC | Mowing Contract | \$42,880.00 |
| 59541 | 09/09/22 | KC Mechanical Inc | Other Construction Service DHS PAC BOE App 2/1/21 | \$1,465.20 |
| 59542 | 09/09/22 | Kennedy Glass, LLC | Store Front Doorways CTEC | \$15,149.00 |
| | | | Repair screen - MVHS | \$40.07 |
| 59543 | 09/09/22 | Key Refrigeration Supply L.L.C. | Student Nutrition Dept. | \$4,372.86 |
| 59544 | 09/09/22 | KU Midwest Occupational Health | KU MedWest: Fund 22-23 HPE Tests | \$42.00 |
| 59545 | 09/09/22 | Lexia Learning Systems | LETRS Facilitator Professional Learning | \$1,800.00 |
| 59546 | 09/09/22 | Lineage | Postage Machine Supplies | \$181.75 |

Check Journal - 09/09/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|----------------------------------|--|-------------|
| 59547 | 09/09/22 | Lowe's | Supplies for School | \$85.37 |
| 59548 | 09/09/22 | Marilei Rothgeb | Mileage - parents | \$117.00 |
| 59549 | 09/09/22 | Midland Steel Co. | Other Construction Services DHS PAC - 4440220125 | \$17,299.00 |
| 59550 | 09/09/22 | Minsky's Lawrence | Student Nutrition Dept. | \$4,326.00 |
| 59551 | 09/09/22 | Shannon Johnson | Student Nutrition Dept. | \$222.45 |
| 59552 | 09/09/22 | Jamie Garrett | Student Nutrition Dept. | \$82.40 |
| 59553 | 09/09/22 | Bryan Schrader | Student Nutrition Dept. | \$9.75 |
| 59554 | 09/09/22 | Lidia Garcia Campos | Student Nutrition Dept. | \$52.70 |
| 59555 | 09/09/22 | Donna Witters | Student Nutrition Dept. | \$38.05 |
| 59556 | 09/09/22 | Julius Teopaco | Student Nutrition Dept. | \$250.00 |
| 59557 | 09/09/22 | Kathleen Corbin | Student Nutrition Dept. | \$60.00 |
| 59558 | 09/09/22 | Andrea Lawson | Student Nutrition Dept. | \$87.05 |
| 59559 | 09/09/22 | ODP Office Solutions, LLC | Teaching/Office Supplies | \$261.31 |
| 59560 | 09/09/22 | Pinnacle Solultions LLC | Pest Management Services | \$599.00 |
| 59561 | 09/09/22 | Pioneer Manufacturing Company | Athletic Field Paint | \$2,662.00 |
| 59562 | 09/09/22 | Pitsco Education, LLC | Project materials | \$2,109.89 |
| 59562 | 09/09/22 | Pitsco Education, LLC | Pitsco for Engineering Technology MCMS | \$1,457.50 |
| 59563 | 09/09/22 | Plumbing By Fisher, Inc. | Emergency Service call MTMS | \$38,622.90 |
| 59564 | 09/09/22 | Plumbmaster, Inc. | Hand washing sink parts- District | \$437.60 |
| 59565 | 09/09/22 | Procure Therapy | Contracted Nurse services | \$3,307.75 |
| 59566 | 09/09/22 | Project Lead The Way, Inc. | supplies | \$6.00 |
| 59567-59568 | 09/09/22 | Pur-0-Zone, Inc | Custodial Equip./Supplies/Repairs | \$11,186.62 |
| 59569 | 09/09/22 | Redexium Turf Products | Turf Groomer App by BOE 12/5/21 | \$16,945.44 |
| 59570 | 09/09/22 | Regents Flooring | Other Construction Services DHS PAC - 4440220132 | \$5,454.00 |
| 59571 | 09/09/22 | All American Sports Corp. | Football-face masks | \$793.15 |
| 59572 | 09/09/22 | Roberts Dairy | Student Nutrition Dept. | \$17,639.98 |
| 59573 | 09/09/22 | Roma Bakery | Student Nutrition Dept. | \$2,149.97 |
| 59574 | 09/09/22 | School Specialty, LLC | Teaching/Office Supplies | \$459.91 |
| 59575 | 09/09/22 | Southeastern Performance Apparel | Tuxedo Ensembles for Jag Chorale | \$3,081.60 |
| 59576 | 09/09/22 | Stanion Wholesale Electric | Lamps - DHS Attendance | \$169.20 |
| 59577 | 09/09/22 | STAPLES Advantage | Office supplies | \$42.68 |
| 59578 | 09/09/22 | Summit Behavioral Services | Contracted student services | \$7,992.50 |
| 59579 | 09/09/22 | The Kansas City Food Hub | Student Nutrition Dept. | \$534.30 |
| 59580 | 09/09/22 | Theno Construction, LLC | District Concrete Project App by BOE 4/4/22 | \$30,999.00 |
| | | | District Concrete Project Additional Charges | \$20,216.00 |
| 59581 | 09/09/22 | U.S. Engineering Company | BE AC Repairs | \$27,960.35 |

Check Journal - 09/09/22

| Check Number | Check Date | Payee | Reason | Amount |
|--------------|------------|----------------------------------|-------------------------------|---------------------|
| 59582 | 09/09/22 | U.S. Foodservice, Inc | Student Nutrition Dept. | \$15,971.38 |
| 59583 | 09/09/22 | Underground Vaults & Storage Inc | Contracted Services | \$64.00 |
| | | | OFFICE - Document maintenance | \$1,258.00 |
| 59584 | 09/09/22 | Validity Screening Solutions | Employee background checks | \$1,179.00 |
| 59585 | 09/09/22 | Waste Management | Trash/Recycle -August 2022 | \$5,981.59 |
| | | | Grounds Dumpster | \$655.91 |
| | | | | \$638,466.54 |



Human Resources

Carrie Handy – Executive Director of Elementary Education
Brian Schwanz – Executive Director of Secondary Education

To: USD 232 Board of Education
Frank Harwood, Superintendent of Schools
From: USD 232 Human Resources Department
Date: September 7, 2022
RE: Proposed Revisions for the 2022 – 2023 Related Services Employee Handbook
(CONSENT)

The recommended changes for the 2022 – 2023 Related Service Employee Handbook are outlined below. Pending Board approval, we will post the updated handbook on the USD232 Benefits Intranet as well as the Human Resources Intranet. Additionally, hard copies will be made available in each building's main office with individual copies provided to those who so request.

District Compensation

- **\$1,000** increase to a base rate of \$44,500
 - Step and column movement
 - Horizontal movement
 - Minimum \$1,000 increase for individuals off the salary schedule
 - 3.42% average increase in salaries

Retention Stipend

- **\$1,200** – to be paid in two installments at \$600 each
 - Payment 1 at end of first quarter
 - Payment 2 at end of third quarter
 - Retention stipend to be prorated for newly hired employees
 - **Guaranteed minimum retention stipend of \$600 for the 2023-24 school year**

Health Insurance

- Health insurance increase estimated **12%**
 - Increase = **\$220,350** estimate for 2022-23

Supplemental Positions and Salary Schedule – Supplemental Assignments

The district recommends the following:

- *Head Unified Bowling* = \$3,050
- *Assistant Unified Bowling* = \$2,860
- *Assistant Band Specialist – building expense*
- *High School Department Chairs – 18 at Step 13* = \$11,880
- *Head Swim – move to Category 3* = \$3,600

- *Assistant Swim – move to Category 7 = \$1,720*
- *MS Head Drama – move to Category 7 = \$2,100*
- *Additional Column – add Step 10 = \$14,780*
- *Supplemental Base – add **\$15** increase to \$675 = \$22,672*
- *5.36% increase to Supplemental salaries*
- **Total increase** for supplemental positions and changes = **\$69,662**

Compensation Summary

- Avg. **3.42%** salary increase
- Avg. **3.76%** salary, supplemental, and benefits increase
- Total increase for salaries, benefits, supplemental assignments (not including retention stipends)

Other Items

- Increase buy-back rate of current year unused discretionary and personal leave from \$120/day to \$140/day.
- Change blackout days for leave to blackout; for the 2022-23 contract year, the day before or after a school holiday will not be considered a blackout day.
- Added language to Military Leave article to provide up to ten days of uncharged leave for professional employees who are members of the National Guard or reserve forces to attend required trainings or other military service.
- Duration of the Handbook is July 1, 2022 through June 30, 2023.
- Changed language for New Baby/Adoption Leave (for staff members not eligible for FMLA) from a maximum of 30 contract days of unpaid leave to 60 calendar days.

APPENDIX A2: HEALTH SERVICES SALARY SCHEDULE

| Step | ADN-RN | BSN-RN | MSN-RN |
|------|----------|----------|----------|
| 1 | \$39,534 | \$41,555 | \$44,555 |
| 2 | \$39,891 | \$41,931 | \$44,931 |
| 3 | \$40,248 | \$42,307 | \$45,307 |
| 4 | \$40,606 | \$42,683 | \$45,683 |
| 5 | \$40,963 | \$43,059 | \$46,059 |
| 6 | \$41,320 | \$43,435 | \$46,435 |
| 7 | \$41,677 | \$43,811 | \$46,811 |
| 8 | \$42,034 | \$44,187 | \$47,187 |
| 9 | \$42,392 | \$44,563 | \$47,563 |
| 10 | \$42,749 | \$44,939 | \$47,939 |
| 11 | \$43,106 | \$45,315 | \$48,315 |
| 12 | \$43,463 | \$45,691 | \$48,691 |
| 13 | \$43,910 | \$46,161 | \$49,161 |
| 14 | \$44,356 | \$46,631 | \$49,631 |
| 15 | \$44,803 | \$47,101 | \$50,101 |
| 16 | \$44,803 | \$47,571 | \$50,571 |
| 17 | \$44,803 | \$48,041 | \$51,041 |
| 18 | \$44,803 | \$48,511 | \$51,511 |
| 19 | \$44,803 | \$48,981 | \$51,981 |
| 20 | \$44,803 | \$49,451 | \$52,451 |
| 21 | \$44,803 | \$49,921 | \$52,921 |
| 22 | \$44,803 | \$50,391 | \$53,391 |
| 23 | \$44,803 | \$50,861 | \$53,861 |
| 24 | \$44,803 | \$51,331 | \$54,331 |
| 25 | \$44,803 | \$52,835 | \$55,835 |
| 26 | \$44,803 | \$53,399 | \$56,399 |
| 27 | \$44,803 | \$53,963 | \$56,963 |
| 28 | \$44,803 | \$54,527 | \$57,527 |
| 29 | \$44,803 | \$55,091 | \$58,091 |
| 30 | \$44,803 | \$55,655 | \$58,655 |



Dr. Joseph Kelly, Director- Secondary Curriculum &
Instruction, Title Programs

To: Members of the Board of Education
From: Dr. Frank Harwood, Superintendent of Schools
Date: September 5, 2022
Subject: **EDTEC-CTEC MOU – CONSENT AGENDA**

USD 232 and the Eudora School District have partnered for many years to provide students enrolled in both school districts with Career and Technical Education opportunities. The current program is called the Eudora-De Soto Technical Education Center (EDTEC), and is housed in Eudora.

With the opening of Cedar Trails Exploration Center (CTEC), which is part of the Center for Advanced Professional Studies (CAPS) network, there is also an opportunity for Eudora students to enroll in classes at CTEC-CAPS if space is available. To date, students from Eudora have not been able to take advantage of this opportunity, but the proposed MOU will allow for it.

The board will be asked to approve an updated agreement with the Eudora School District. This will allow USD 232 students to continue attending EDTEC in Eudora, and allow Eudora High School students to attend CTEC-CAPS.

EUDORA USD NO. 491 AND DE SOTO USD NO. 232

EUDORA-DE SOTO TECHNICAL EDUCATION CENTER (EDTEC) **MEMORANDUM OF UNDERSTANDING**

2022-2023 Academic Year

INTRODUCTION

This document is a binding memorandum of understanding (the "Memorandum") between Eudora Unified School District No. 491 (the "Eudora District") and Unified School District No. 232, Johnson County, Kansas (the "De Soto District"). The intention of this Memorandum is to develop the framework for establishing, maintaining, governing, and delivering technical, career, work-study, and other education programs (the "Programs") to secondary students residing in the Eudora District, the De Soto District. For the purposes of this Memorandum, the Eudora District and the De Soto District shall each be considered a "Program Member". This Memorandum does not address all issues pertinent to the formation, operation, or dissolution of the Programs, but it does describe an agreed-upon set of principles. The goal of this Memorandum is to maximize the efficiency and effectiveness of the Programs, and shall be an annual supplement to the Service Contract agreed upon by the Eudora District and the De Soto District for the establishment and administration of the Programs.

POINTS OF UNDERSTANDING

- 1. The Eudora District will administer and retain day-to-day responsibility for the Programs in the areas of Mobile Equipment Maintenance (Auto Collision Repair), Health Sciences (Health Careers), Hospitality & Tourism (Culinary Arts), Agriculture Science (Animal & Plant Sciences), and such other areas as the Eudora District and the De Soto District may deem necessary or advisable.**
 - 1.1 USD 232 – De Soto will administer and retain day-to-day responsibilities for programs at Cedar Trails Exploration Center (CTEC).**
- 2. The De Soto District and the Eudora District agree to provide financial support for the Programs as follows:**
 - 2.1 On or before January 1 of each year, the Eudora District shall prepare a recommended annual budget for the EDTEC Programs and present the annual budget to the De Soto District for review.**
 - 2.2 After presentation of the annual budget, the Program Members shall determine the "Annual Fee" per student to be paid by the Program Members. In determining the annual fee, the De Soto rate shall be based upon 40% of the sum of budgeted costs divided by the 50 students committed while the Eudora fee shall be based upon 60% divided by the number of students committed, respectively, pursuant to Section 3 herein.**
 - 2.3 The De Soto District agrees to pay the annual fee for the first 50 students enrolled for the 2022-23 academic year and will not be charged for any enrollments from 51 through 60. The De Soto District agrees to pay a fee \$ 1,710.00 for any additional enrollments that exceed 60, that will not exceed enrollment maximums designated for each program.**

- 2.3.1 The Eudora District agrees to pay the annual fee per student enrolled in CTEC. The Eudora District will receive a credit for De Soto District students that are not charged for when De Soto District enrollment is between 50-60.
- 2.4 The Program Members shall pay the Annual Fee as follows: Fifty percent (50%) on or before January 1 of each year; Twenty-five percent (25%) on or before February 1 of each year; and the remaining twenty-five percent (25%) on or before April 1 of each year.
- 2.4.1 If possible, amounts due from each district will be considered so that only one district pays a net due amount.

3. The number of seats in each individual Program will be limited to twenty (20) per teacher per section offered.

- 3.1 On or before April 1 of each year, the Program Members, respectively, shall execute a written commitment for a number of enrollees for each Program for the following academic year:
 - 3.1.1 Should the number of enrollees committed by any one Program Member exceed the number of seats available to such Program Member, such Program Member shall not be responsible for such excess commitments, such excess commitments shall not be used in calculation of the Annual Fee;
 - 3.1.2 In the event that one Program Member cannot fulfill its commitments, and the other Program Member has excess or "waiting list" students, the former Program Member may fill such commitments with such excess or "waiting list" students;
- 3.2 If, in the judgment of the Eudora District, certain Programs have insufficient commitments, such Programs may not be offered, and the Program Members shall not be responsible for their respective commitments to such Programs, and the Annual Fee shall be adjusted accordingly.
- 3.3 The available seats in any individual Program shall be allocated among the Program Members as may hereafter be agreed by the Program Members; provided that, all enrollees in any given Program in any current academic year shall be guaranteed a seat in the same Program for the following academic year regardless of their Program Member district of residence; and further provided that, such Program continues to be offered.
- 3.4 Program Members' allotted seats in any individual Program may be divided between morning (a.m.) and afternoon (p.m.) sections. The Eudora District shall attempt to accommodate the requests of the Program Members, but shall have sole discretion in allotting seats in the event that any request cannot be accommodated.

4. The Eudora District and the De Soto District shall develop long and short-term goals for the Programs. The Eudora District shall be responsible for the development and revision of specific Program curricula, based on input from the De Soto District. After development and revision of Program curricula, the curricula will be presented to the Program Members. Each Program shall also be submitted to the state board of education for approval, for so

long as the state board of education approves technical, career, work-study, and other education programs.

5. The EDTEC Programs shall follow the Eudora District academic calendar and the CTEC Programs will follow the De Soto District academic calendar.

6. The Eudora District is responsible for EDTEC Program staff development needs and the schedules of employees assigned to the Programs. The Eudora District will require 6 professional development days during the academic year. The De Soto District is responsible for the staff development needs of the CTEC staff.

7. The Eudora-De Soto Technical Education Center (EDTEC) Code of Conduct will be used for all student-related matters, including but not limited to, discipline. A student's school district of residence shall be involved in all disciplinary actions. This may include the assignment of punitive consequences as deemed appropriate for students by administrative staff from the district of residence with consultation from EDTEC administrative staff.

8. If a student enrolled in any Program requires specialized instruction or services or related or supplemental instruction or services (i.e. SPED), such instruction or services shall be provided by such student's school district of residence.

9. The Eudora-De Soto Technical Education Center (EDTEC) Attendance Policy will be used for all student related matters associated with attendance and their continued enrollment in Program courses.

10. Program Competition Guidelines: Eudora District will pay the inclusive hotel, transportation, and meal expenses incurred for EDETC students and sponsor for pre-approved competitions. Registration and or membership fees will be made from the course project activity accounts. Course instructors will either collect these fees from their students or use their earned project monies as the expenses are incurred.

11. Program Costs: The De Soto District will pay \$4,106.87 per student for 50 students; no fees will be assessed for students 51-60. The fee for any students accepted for enrollment by the EDTC Principal exceeding 60 will be assessed a fee of \$1,710.00 for each student.

11.1 The Eudora District will pay \$4,106.87 per students attending CTEC. There will not be a charge for Eudora District students equal to the number of De Soto District students between 51-60.

| | | |
|---|--------|---------------|
| ➤ Total amount due from De Soto for first 50 students | —————→ | \$ 205,343.74 |
| 1 st payment due Jan 1 | —————→ | 50% |
| 2 nd payment due Feb 1 | —————→ | 25% |
| 3 rd payment due April 1 | —————→ | 25% |

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum on the dates set forth below.

**EUDORA UNIFIED SCHOOL
DISTRICT NO. 491**

Date: _____

By: _____

Name: _____
President, Board of Education

ATTEST:

By: _____

Name: _____
Clerk, Board of Education

Date: _____

**DE SOTO UNIFIED SCHOOL
DISTRICT NO. 232**

Date: _____

By: _____

Name: _____
President, Board of Education

ATTEST:

By: _____

Name: _____
Clerk, Board of Education

Date: _____



Unified School District 232

Operational Technology

www.usd232.org

Brandon Riffel, Director of Technology

To: USD 232 Board of Education
Mr. Frank Harwood, Superintendent of Schools
From: Brandon Riffel, Director of Technology
Date: September 12, 2022
Subject: Middle School Apple Purchase (CONSENT AGENDA)

We will ask the Board on Monday, September 12, to consider the purchase of 150 iPads to help support learning at all three middle schools.

Background

Over the previous two years, iPad devices that had been available for periodic use at the middle schools have been repurposed across the district to support students, teachers, and paraprofessionals. These devices need to be restocked to enable middle school educators to utilize specific instructional tools and functionality.

Purpose

Our plan is to use the new devices to evaluate the feasibility of their use by students and teachers at the middle level for a future, possible device refresh. Once the evaluation period is completed, the devices will be dispersed so that they are available for regular use at all three middle schools. The devices could also be diverted to the elementary level as necessary to support student growth.

Recommendation

It is our recommendation that the Board of Education approve the purchase for 150 Apple iPads and related accessories (case, keyboards) from Apple Inc. for \$88,942.50 as the sole source provider of this hardware. Funding source would be capital outlay.

TO: Frank Harwood, Superintendent of Schools
USD 232 Board of Education members

FROM: Jolyn Baldner, Director of Student Nutrition

DATE: September 7, 2022

SUBJECT: Student Nutrition Surplus Items (CONSENT AGENDA)

Per Education Statute K.S.A. 72-3216 we are requesting approval for the disposal of the cafeteria/kitchen equipment listed.

Two Door Reach-In Cooler

The reach-in cooler is 13 years old. According to the USD 232 maintenance department, the unit is not holding the appropriate temperature for food safety regulations due to the compressor being out. We are requesting the cooler be declared surplus and removed for disposal.

| Item | Condition | Age | Notes |
|---|-----------|----------|---|
| Hoshizaki Brand Reach-In Cooler; Model #RH2-AAC | Poor | 13 years | Unit currently at DHS; compressor went out on unit, so it is no longer working. The cost to replace the compressor is just as much as purchasing a new unit |

Three Door Reach-In Cooler

The reach-in cooler is 12 years. According to the USD 232 maintenance department, the unit is not holding the appropriate temperature for food safety regulations due to the evaporator being out. We are requesting the cooler be declared surplus and removed for disposal.

| Item | Condition | Age | Notes |
|---|-----------|----------|---|
| Hoshizaki Brand Reach-In Cooler; Model #CR3B-FS | Poor | 12 years | Unit currently at Clear Creek; evaporator went out on unit, so it is no longer working. Due to the age of unit, it is more cost effective to purchase new unit. |

Three Door Reach-In Freezer

The reach-in freezer is 13 years old. According to the USD 232 maintenance department, the unit is beyond repair. We are requesting the cooler be declared surplus and removed for disposal.

| Item | Condition | Age | Notes |
|---|-----------|----------|--|
| Hoshizaki Brand Reach-In Cooler; Model #CF3B-FS | Poor | 13 years | Unit currently at LTMS; compressor broken, door heater broken, and unable to properly regulate temperatures. Due to the age of the freezer, the unit is beyond repair. |

DE SOTO HIGH SCHOOL

35000 West. 91st Street - De Soto, KS - 66018

Phone: 913.667.6250 - Fax: 913.667.6251

www.usd232.org/dhs - www.dhswildcatnation.com

TO: Frank Harwood, Superintendent of Schools
USD 232 Board of Education members
FROM: Michelle Mages, DHS Activities Director
Brian King, DHS Head Football Coach
DATE: Sept 2, 2022
SUBJECT: Surplus Football Sleds

We are requesting approval to declare *2 football sleds* as surplus property pursuant to Kansas Statute 72-3216. One 2-man sled and one 5-man sled.

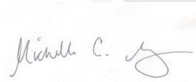
Background

Both football sleds are rusted, missing pads, and unsafe for use. These items are approximately 20 years old and are not being used by football as they have been replaced. They are randomly placed around the new complex (including one between tennis and softball) and could be a safety issue for children attending events.

Decommissioned / Surplus

If the property is declared surplus by the Board, the school would seek to appropriately discard the sleds.

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

Sam Ruff - Principal | Abby Huggins - Associate Principal | Michelle Mages - Activities Director | Cathryn Monroe - SIS
Crissy Johns - Counselor (A-G) | Abbey Heller - Counselor (H-N) | Kaitlin Britt- Counselor (O-Z)

Mill Valley High School
De Soto Unified School District #232
5900 Monticello Road
Shawnee, KS 66226
Phone: (913) 422-4351
Fax: (913) 422-4039
mvhs.usd232.org



We ARE Mill Valley!
Achievement-Responsibility-Empowerment

To: USD 232 Board of Education
Dr. Frank Harwood, Superintendent of Schools
From: Dr. Gail Holder
Date: September 7, 2022
Subject: Declare basketball uniforms as surplus (Consent Agenda)

We are requesting approval to declare retired basketball uniforms as surplus property pursuant to Kansas Statute 72-3216.

Background

Mill Valley High School currently has 104 sets of boys and girls' basketball uniforms that are no longer in use. The uniforms have been in storage and range in age from 12 years to 22 years.

If the property is declared surplus by the Board, the school would seek to appropriately discard the uniforms.

Decommissioned / Surplus

Description

| Description | Quantity | Brand |
|----------------------------|--------------------------|----------------|
| Girl's Basketball Uniforms | 42 sets/tops and bottoms | BSN Brand/Nike |
| Boy's Basketball Uniforms | 62 sets/tops and bottoms | BSN Brand/Nike |

Through a cooperative partnership with students, school, home, and community, Mill Valley's mission is to foster individual Achievement and Responsible citizenship by Empowering students through a rigorous curriculum to develop honor, integrity, and life-long learning.

Mill Valley High School
De Soto Unified School District #232
5900 Monticello Road
Shawnee, KS 66226
Phone: (913) 422-4351
Fax: (913) 422-4039
mvhs.usd232.org



We ARE Mill Valley!
Achievement-Responsibility-Empowerment

To: USD 232 Board of Education
Dr. Frank Harwood, Superintendent of Schools
From: Dr. Gail Holder
Date: September 7, 2022
Subject: Declare old golf carts as surplus (Consent Agenda)

We are requesting approval to declare three old golf carts as surplus property pursuant to Kansas Statute 72-3216.

Background

Mill Valley High School currently owns three golf carts, each more than ten years in age. The carts were not purchased with tax dollars.

Over time, the carts began to fail and have reached a point whereby repairs would be too expensive. Based on information we have gathered; the carts still have an anticipated market value of about \$600-\$800 each.

If the property is declared surplus by the Board, the school would seek to sell the carts in their current condition. Proceeds from the sale would be utilized to cover future maintenance and repairs of remaining vehicles.

Decommissioned / Surplus

Description

Model, year (if known), quantity, condition (poor).

2012 Yamaha-poor-too expensive to fix

2014 Yamaha-poor-too expensive to fix

2016 Yamaha-poor-too expensive to fix



Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
w w w . u s d 2 3 2 . o r g

Mrs. Pam Hargrove

Principal, Belmont Elementary

TO: USD 232 Board of Education
FROM: Pamela Hargrove
DATE: August 31, 2022
RE: Permission to accept donation

I respectfully ask that the Board of Education recognize and approve a gift in the amount of \$1,000.00 for use toward classroom supplies and necessities that would otherwise be purchased by teachers for classroom use. The donation was made by the parent of a Belmont team member. We appreciate the generosity of this family and thank you for your attention to this request.

Jennifer Smith
Principal

Bryan LeBar
Associate Principal

De Soto Unified School District 232

Monticello Trails Middle School

6100 Monticello Rd.
Shawnee, KS 66226

Kelly Robinson
School Improvement Specialist

Cara Olson
Kelly Hilden
Counselor

8/16/2022

USD 232 Board of Education,

Monticello Trails would like to accept a donation from the Mill Valley Jr. Football and Cheer Academy (MVJFCA) in the form of 10 football helmets with a donation value of \$2300. These helmets will go unused this year by the MVJFCA and this will be the last year they can be used. The helmets are reconditioned and ready to be used this year. Monticello Trails Middle School is short football helmets due to very high numbers and this would allow us to outfit our entire team.

Thank you for your consideration.

Bryan LeBar
Associate Principal/Athletic Director
Monticello Trails Middle School
913-422-1100

DE SOTO HIGH SCHOOL

35000 West. 91st Street - De Soto, KS - 66018

Phone: 913.667.6250 - Fax: 913.667.6251

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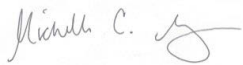
July 28th, 2022

To: USD 232 Board of Education
From: Michelle Mages, Associate Principal/Activities Director
Re: Donation to Dance/DHS Diamonds

I seek the approval from our Board of Education to accept the following donation to the DHS Dance Program. This donation will help our dance coaches supplement needs in the program.

De Soto Veterinary Clinic (FWFP LCC) –\$2,000.00

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

Sam Ruff - Principal | Abby Huggins - Associate Principal | Michelle Mages - Activities Director | Cathryn Monroe - SIS
Crissy Johns - Counselor (A-G) | Abbey Heller - Counselor (H-N) | Kaitlin Britt- Counselor (O-Z)

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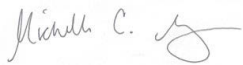
August 15th, 2022

To: USD 232 Board of Education
From: Michelle Mages, Associate Principal/Activities Director
Re: Donation to Dance/DHS Diamonds

I seek the approval from our Board of Education to accept the following donation to the DHS Dance Program. This donation will help our dance coaches supplement needs in the program.

MW Builders, INC –\$500.00

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

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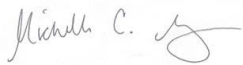
August 29th, 2022

To: USD 232 Board of Education
From: Michelle Mages, Associate Principal/Activities Director
Re: Donation to DHS Cross Country

I seek the approval from our Board of Education to accept the following donation for the DHS Cross Country Program. This donation will help fund program needs.

David and Michelle Gillespie –\$500.00

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

Sam Ruff - Principal | Abby Huggins - Associate Principal | Michelle Mages - Activities Director | Cathryn Monroe - SIS
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Phone: 913.667.6250 - Fax: 913.667.6251

www.usd232.org/dhs - www.dhswildcatnation.com

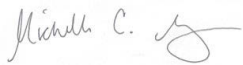
August 31st, 2022

To: USD 232 Board of Education
From: Michelle Mages, Associate Principal/Activities Director
Re: Donation to DHS Cross Country

I seek the approval from our Board of Education to accept the following donation for the DHS Cross Country Program. This donation will help fund program needs.

Signature Mortgage Group LLC -\$1000.00

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

Sam Ruff - Principal | Abby Huggins - Associate Principal | Michelle Mages - Activities Director | Cathryn Monroe - SIS
Crissy Johns - Counselor (A-G) | Abbey Heller - Counselor (H-N) | Kaitlin Britt- Counselor (O-Z)

DE SOTO HIGH SCHOOL

35000 West. 91st Street - De Soto, KS - 66018

Phone: 913.667.6250 - Fax: 913.667.6251

www.usd232.org/dhs - www.dhswildcatnation.com

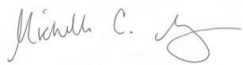
August 31st, 2022

To: USD 232 Board of Education
From: Michelle Mages, Associate Principal/Activities Director
Re: Donation to DHS Cross Country

I seek the approval from our Board of Education to accept the following donation for the DHS Cross Country Program. This donation will help fund program needs.

Lisa Neighbors –\$500.00

Respectfully submitted for Board approval,



Michelle C. Mages
Associate Principal
Activities/Athletic Director

HOME OF THE WILDCATS!

Sam Ruff - Principal | Abby Huggins - Associate Principal | Michelle Mages - Activities Director | Cathryn Monroe - SIS
Crissy Johns - Counselor (A-G) | Abbey Heller - Counselor (H-N) | Kaitlin Britt- Counselor (O-Z)



August 2, 2022

To: USD 232 Board of Education
From: Gail Holder, Principal, Mill Valley High School
Re: Donation

I seek the approval from our Board of Education to accept a donation to the MVHS Band program. This donation will help our coach supplement the cost of the Band program at Mill Valley.

Ryan Cahoy: \$500

Respectfully submitted for Board approval,

Gail Holder

Principal, MVHS



August 2, 2022

To: USD 232 Board of Education
From: Gail Holder, Principal, Mill Valley High School
Re: Donation

I seek the approval from our Board of Education to accept a donation to the MVHS Debate and Forensics. This donation will help our coach supplement the cost of the Debate and Forensics programs at Mill Valley.

Nickolas Guess: \$5,000

Respectfully submitted for Board approval,

Gail Holder

Principal, MVHS



De Soto Unified School District 232

Lexington Trails Middle School
8800 Penner Avenue
De Soto, Kansas 66018

Phone: (913) 667-6260
Fax: (913) 667-6261

Mr. Clark McCracken
Principal

Mrs. Susan Slater
Assistant Principal

TO: USD 232 Board Of Education
FROM: Susan Slater, Assistant Principal
DATE: August 23, 2022
SUBJECT: New Club Approval – (Consent Agenda)

I would like to request the approval of a new activity for Lexington Trails Middle School, (LTMS), at the September Board of Education meeting.

Name of Organization: KAY Club
Advisors: Molly Kennedy

Overview

The Kansas Association for Youth (KAY) is a character-building, leadership training, service program directed by the Kansas State High School Activities Association. This national acclaimed organization provides students an opportunity to learn to assume their citizenship responsibilities and to enrich their personalities through well-organized programs, project, and parties. Programs educate, inspire and direct members into carefully planned service projects. These projects emphasize four areas of service-school, community, nation, and world. KAY is student association unique to Kansas and started in 1946 under the direction of Miss Wanda May Vinson. After seventy-five years, the KAY program continues to grow and develop by seeking to fill the needs of current and future generations.

Officers

A nominating committee shall consist of eight graders and seventh graders appointed by the president & sponsor from the general membership, & 2 members from the current board of directors. The president shall act as the chairman of the nominating committee. The committee shall nominate 2 members for each of the four different offices: president, vice president, secretary, treasurer. Members nominated shall be contacted by the sponsor about their willingness to perform the duties of the office for which they have been nominated. Members of the KAY club shall elect their officers by a majority vote. Voting shall take place on a school day and be done by secret ballot. During the first meeting, students wishing to become an officer will submit their names to the presidents. At the second meeting, nominees will give a short speech on why they are interested in becoming an officer and why they would be a good fit for the position. Club members will then vote on nominees to determine the officers.

Positions

The president of this chapter will organize meetings and club activities, as well as contact KAY representatives to stay up to date on conference and competition dates. Officers, if needed, will assist the president with these tasks.

My Attitude and Effort Determine My Success

Purpose

The KAY program empowers Kansas students with lifetime leadership skills and an attitude of service to others. Students who participate in activities like KAY tend to have higher grade point averages, better attendance records, lower dropout rates and few discipline problems. Activities also contribute greatly to school spirit and they help make school much more enjoyable. The KAY theme for 2022-2023 is “Service with Purpose.” Service and purpose are the catalysts for change and change is necessary to make a difference. This motto parallels the mission of Mill Creek Middle School: Enter To Learn, Go Forth To Serve. KSHSAA requires a \$2.00/student fee which is sent to KSHSAA in September.

Meetings

The second and forth Friday of the month, 2:35 to 3:05 pm during Seminar.

Membership Criteria

Membership for the KAY Club is open to all students of Mill Creek Middle School, geared towards students interested in leadership and community service. Members must remain in good standing with the school.

Pre-Planned Activities/Events

A Sponsor Workshop is planned for September 19, 2022 at Rock Springs Ranch with a \$50.00 fee. A Winter Unit Conferences is scheduled for February 10th at St. James Academy (Lenexa) with a \$3.00 fee for each member and sponsor attending. A Summer Leadership Camp is scheduled for July 25-29, 2022 at Rock Springs 4-H Center, Junction City. Other events and activities within Mill Creek’s chapter will be discussed and voted on by members during the first meeting(s). Some possibilities may include campus litter pickup, bus driver appreciation, care packages, mental health projects.

Enter to Learn. Go Forth to Serve.



De Soto Unified School District 232

Mill Creek Middle School

8001 Mize Blvd.

Lenexa, Kansas 66227

Phone: (913) 667-3512

Fax: (913) 422-9229

Web: www.usd232.org/mcms

Mr. Andrew Legler
Principal

Mrs. Denise Legore
Seawood
Associate Principal

TO: USD 232 Board Of Education
FROM: Denise Legore Seawood, Associate Principal
DATE: August 22, 2022
SUBJECT: New Club Approval – (Consent Agenda)

At the September regularly scheduled meeting of the Board of Education, we are requesting the approval of a new club at Mill Creek Middle School.

Name of Organization: KAY Club
Advisors: Brian Kirkpatrick

Overview

The Kansas Association for Youth (KAY) is a character-building, leadership training, service program directed by the Kansas State High School Activities Association. This national acclaimed organization provides students an opportunity to learn to assume their citizenship responsibilities and to enrich their personalities through well-organized programs, project, and parties. Programs educate, inspire and direct members into carefully planned service projects. These projects emphasize four areas of service-school, community, nation, and world. KAY is student association unique to Kansas and started in 1946 under the direction of Miss Wanda May Vinson. After seventy-five years, the KAY program continues to grow and develop by seeking to fill the needs of current and future generations.

Officers

A nominating committee shall consist of 3 eighth graders and 2 seventh graders appointed by the president & sponsor from the general membership, & 2 members from the current board of directors. The president shall act as the chairman of the nominating committee. The committee shall nominate 2 members for each of the four different offices: president, vice president, secretary, treasurer. Members nominated shall be contacted by the sponsor about their willingness to perform the duties of the office for which they have been nominated. Members of the KAY club shall elect their officers by a majority vote. Voting shall take place on a school day and be done by secret ballot. During the first meeting, students wishing to become an officer will submit their names to the presidents. At the second meeting, nominees will give a short speech on why they are interested in becoming an officer and why they would be a good fit for the position. Club members will then vote on nominees to determine the officers.

Positions

The president of this chapter will organize meetings and club activities, as well as contact KAY representatives to stay up to date on conference and competition dates. Officers, if needed, will assist the president with these tasks.

Enter to Learn. Go Forth to Serve.

Purpose

The KAY program empowers Kansas students with lifetime leadership skills and an attitude of service to others. Students who participate in activities like KAY tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems. Activities also contribute greatly to school spirit and they help make school much more enjoyable. The KAY theme for 2022-2023 is “Service with Purpose.” Service and purpose are the catalysts for change and change is necessary to make a difference. This motto parallels the mission of Lexington Trails, “*My Attitude and Effort Determine My Success*”. KSHSAA requires a \$2.00/student fee which is sent to KSHSAA in September.

Meetings

Monday- Friday 2:35 pm to 3:05 pm during Seminar.

Membership Criteria

Membership for the KAY Club is open and decided by teacher recommendations at Lexington Trails geared towards students interested in leadership and community service. Members must remain in good standing with the school.

Pre-Planned Activities/Events

A Sponsor Workshop is planned for September 19, 2022 at Rock Springs Ranch with a \$50.00 fee. A Winter Unit Conferences is scheduled for February 10th at St. James Academy (Lenexa) with a \$3.00 fee for each member and sponsor attending. A Summer Leadership Camp is scheduled for July 25-29, 2022 at Rock Springs 4-H Center, Junction City. Other events and activities within the LTMS chapter will be discussed and voted on by members during the first meeting(s). Some possibilities may include Campus Recycle Pickup, New Student Welcome Bags, Blankets for KU NICU, Bully Prevention Week Activities and team building activities.

My Attitude and Effort Determine My Success

DE SOTO HIGH SCHOOL

35000 West. 91st Street - De Soto, KS - 66018

Phone: 913.667.6250 - Fax: 913.667.6251

www.usd232.org/dhs - www.dhswildcatnation.com

TO: USD 232 Board Of Education
FROM: Michelle Mages, Associate Principal and Activities Director
DATE: August 24, 2022
SUBJECT: Spanish National Honor Society

Name of Organization: Spanish National Honor Society
Date of Application: 08/16/2022
Advisors: Jessica Pennybacker, Luis Rivera, Catherine Miller-Desbois

Purpose:

The purpose of the Spanish National Honor Society is to recognize high achievement in Spanish by DHS students and to promote continuity of interest in Latinx studies.

Meetings:

Meetings will be held the 2nd Tuesday of every month as needed

Student Information:

President, Vice President, Secretary, Treasurer, and Historian. Students will participate in committees as needed for the induction & celebration, the tutoring program, and service opportunities.

Membership Criteria:

Membership is restricted to currently enrolled DHS students whom:

- a) Are actively enrolled in an upper-level Spanish class (Spanish III or higher) or actively engaged in post-AP Spanish activities.
- b) Have completed at least two years of Spanish from an accredited MO or KS high school.
- c) Have a current quarter Spanish grade of 85% or higher.
- d) Have a cumulative Spanish average GPA of 3.5 or higher and an overall GPA of 3.0 or higher.
- e) Have a record of good behavior (no outstanding Skyward referrals) and be in good standing (per the DHS student handbook).

Potential members must complete an application (may include a short essay) by the deadline to be considered.

Pre-Planned Activities/Events:

An induction ceremony will be held for new members and their families. The SNHS sponsor and officers will determine a location and time. The event will likely be held in the Performing Arts Center at DHS during a weekday evening.

HOME OF THE WILDCATS!

Mill Valley High School
De Soto Unified School District #232
5900 Monticello Road
Shawnee, KS 66226
Phone: (913) 422-4351
Fax: (913) 422-4039
www.usd232.org/mvhs



We ARE Mill Valley!
Achievement—Responsibility—Empowerment

TO: USD 232 Board Of Education
FROM: Marilyn Chrisler, Assistant Principal
DATE: September 1, 2022
SUBJECT: New Club Approval – (Consent Agenda)

Please review the following information regarding the approval of new clubs at MVHS for the 2022-2023 school year.

Name of Organization: Ultimate Frisbee Club
Advisor Jill E. Lloyd

Student Info

Benjamin Hansen, a current junior at Mill Valley would act as president of this club.

Overview

Ultimate is a non-contact sport where the objective is to pass a flying disc into the opposing team's end zone whilst preventing them from doing the same. Both teams can have a maximum of seven players on the field at once - with subs on the sideline. The spirit of the game hinges on both cooperation and competition, but never at the expense of fairness.

Officers

Officer elections will be held at the end of the club's season (once per year). Candidates will submit an application for a position to the president by the third to last meeting of the season. On the second to last meeting of the season, candidates will be allowed to give a short speech on why they should be elected. The winner will be the person who receives the most votes. Voting will be done through a Google Form and will be hosted by the president. Only club members will be allowed to vote and members will be allowed to cast only one vote per position.

In the event of a tie, the current president of the club will decide the winner. If only one candidate runs for a position, that candidate is automatically assigned to that position. Positions may be shared by no more than two members as co-officers. Co-officers will run as a party.

Positions

President and Vice President:

The president and vice president will schedule meetings, reserve field space, and manage recruitment. They will also handle communication with teachers, coaches, or the administration.

Secretary:

If the club is larger than fifteen members, a secretary will be elected. The secretary will take attendance each meeting, manage equipment, and take minutes.

Recruitment Manager:

The recruitment manager will be in charge of public relations, recruiting new members, and advertising.

Purpose

The purpose of this club is to allow its members to learn about, practice, and play ultimate frisbee.

Meetings

Meetings will be held once a week at 3:10. Meetings will take place on one Mill Valley's fields. The day of the meeting will be determined by the availability of the field.



Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Grade(s)

Class/Group

District Sponsors on
the trip:

Does this trip
involve more than
one day?

YES
NO

Purpose of Trip:

Destination:

Destination City, State:

First Day of Trip:
(XX/XX/XXXX)

Departure Time:

Depart from:

Last Day of Trip:
(XX/XX/XXXX)

Return Time:

Return to:

Mode of transportation/travel:

Will there be an overnight stay?

YES

NO

If yes, where will
students be staying?

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel:

*Cost per student:

*Cost for hotel:

*Amount paid by
building funds:

*Cost for food/other:

*Amount paid by
students

Additional
Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all
students participating?:

YES
NO

Complete list of students attending on file with
school including names, contact information,
and emergency contact information ?

YES
NO

Have parents and students been
made aware of relevant trip
insurance and refund policies?

YES
NO

Have parents and students been informed
that the district can cancel or postpone trip at
any time?

YES
NO

Have parents and students been made aware
that the district is not responsible for any cost
incurred by participants due to cancellation or
postponement?

YES
NO

Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:

Date:

Principal/Supervisor
Signature

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.

DHS Cross Country Iowa Trip Itinerary 9/30/22 - 10/1/22

Friday 9/30

7:00am - Coaches pick-up district vehicles
7:30am - Meet at DHS
8:00am - Depart DHS
10:40am - Stop in Osceola, IA for rest break / early lunch
11:10am - Depart for course
2:00pm - Arrive at XC course to do pre-meet run
3:30pm - Depart course for hotel
4:00pm - Check in to hotel
5:30pm - Olive Garden delivered to hotel
6:30pm - Depart for Palmer's Family Fun
7:00pm - Team Mini Golf
8:00pm - Return to hotel
9:00pm - Team meeting lobby
10:30pm - In own room
11:00pm - Lights Out

Saturday 10/1

7:00am - Wake Up
7:15am - Meet in lobby for morning warm-up/ shake-out
7:30am - Breakfast
9:45am - Meet in lobby with bags
10:00am - Depart for course
10:30am - Arrive course
10:45am - Sachse and Duffy take two suburbans w/ students to get sandwiches. JV athletes remain at course.
11:30am - Return to course
12:45pm - JV girls race
1:25pm - JV boys race
2:00 - Varsity girls race
2:40pm - Varsity boys race
3:45pm - Depart course
6:15pm - Stop in West Des Moines for dinner
7:15pm - Depart West Des Moines
10:30pm - Arrive at DHS
10:45pm - Coaches return district vehicles



Unified School District 232

De Soto - Shawnee - Lenexa - Olathe
www.usd232.org

Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High

Grade(s)

9-12

Class/Group

Mill Valley XC

District Sponsors on the trip:

Chris McAfee
Madeline Byrd
Kati Goering

Does this trip involve more than one day?

☒ YES
☐ NO

Purpose of Trip:

We would like to compete at the University of Arkansas Chile Pepper high school race. This will allow some of our athletes to compete in a college atmosphere, for us to build positive team culture, and for us to see some of our alumni race in college.

Destination:

Rogers/Fayetteville Arkansas

Destination City, State:

Rogers/Fayetteville Arkansas

First Day of Trip:
(XX/XX/XXXX)

09/30/2022

Departure Time:

8:00 AM

Depart from:

Mill Valley

Last Day of Trip:
(XX/XX/XXXX)

10/01/2022

Return Time:

5:00 PM

Return to:

Mill Valley

Mode of transportation/travel:

We would like to take a school bus and a district vehicle.

Will there be an overnight stay?

☒ YES ☐ NO

If yes, where will students be staying?

We are working on that currently.

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel:

*Cost per student:

*Cost for hotel:

*Amount paid by building funds:

*Cost for food/other:

*Amount paid by students

Additional Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:
☒ YES
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?
☒ YES
☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies?
☒ YES
☐ NO

Have parents and students been informed that the district can cancel or postpone trip at any time?
☒ YES
☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement?
☒ YES
☐ NO

Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.

Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

| | | |
|--|------------------------------------|-----------------------------------|
| Building | Grade(s) | Class/Group |
| <input type="text" value="Lexington Trails Middle"/> | <input type="text" value="6,7,8"/> | <input type="text" value="Band"/> |

| | | |
|--------------------------------|--------------------------------|---|
| District Sponsors on the trip: | Rob Foster Angie Eisenbarth | Does this trip involve more than one day? <input type="radio"/> YES <input checked="" type="radio"/> NO |
|--------------------------------|--------------------------------|---|

| | |
|------------------|---|
| Purpose of Trip: | Students will work with the music faculty from Wichita State University to gain invaluable insight into techniques specific to their chosen instruments. They will attend a recital, rehearse in a large band setting with students from across the state as well as WSU, and will participate in a Master Class. |
|------------------|---|

| | |
|--------------------------|--------------------------|
| Destination: | Destination City, State: |
| Wichita State University | Wichita, Kansas |

| | | |
|---|-------------------------------------|-----------------------------------|
| First Day of Trip: (XX/XX/XXXX) | Departure Time: | Depart from: |
| <input type="text" value="10/19/2022"/> | <input type="text" value="5:45am"/> | <input type="text" value="MTMS"/> |

| | | |
|---|-------------------------------------|-----------------------------------|
| Last Day of Trip: (XX/XX/XXXX) | Return Time: | Return to: |
| <input type="text" value="10/19/2022"/> | <input type="text" value="5:30pm"/> | <input type="text" value="MTMS"/> |

| |
|--------------------------------|
| Mode of transportation/travel: |
| Schoo Bus |

| | | |
|--|---|--|
| Will there be an overnight stay? | If yes, where will students be staying? | |
| <input type="radio"/> YES <input checked="" type="radio"/> NO | | |

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel: *Cost per student:

*Cost for hotel: *Amount paid by building funds:

*Cost for food/other: *Amount paid by students

Additional Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending: Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:
☒ YES
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?
☒ YES
☐ NO

Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



Unified School District 232
De Soto - Shawnee - Lenexa - Olathe
www.usd232.org

Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Monticello Trails Middle

Grade(s)

7-8

Class/Group

Band

District Sponsors on
the trip:

Angie Eisenbarth
Rob Foster

Does this trip
involve more than
one day?

☐ YES
☒ NO

Purpose of Trip:

Students will work with the music faculty from Wichita State University to gain invaluable insight into techniques specific to their chosen instrument. They will attend a recital, rehearse in a large band setting with students from across the state as well as WSU, and will participate in a Master Class.

Destination:

Wichita State University

Destination City, State:

Wichita, KS

First Day of Trip:
(XX/XX/XXXX)

10/19/2022

Departure Time:

5:45am

Depart from:

MTMS

Last Day of Trip:
(XX/XX/XXXX)

10/19/2022

Return Time:

5:30pm

Return to:

MTMS

Mode of transportation/travel:

School Bus

Will there be an overnight stay?

☐ YES ☒ NO

If yes, where will
students be staying?

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel: *Cost per student:

*Cost for hotel: *Amount paid by building funds:

*Cost for food/other: *Amount paid by students:

Additional
Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating?: ☒ YES
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information? ☒ YES
☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies? ☒ YES
☐ NO

Have parents and students been informed that the district can cancel or postpone trip at any time? ☒ YES
☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement? ☒ YES
☐ NO

Attach a daily schedule of activities if trip extends beyond one day.

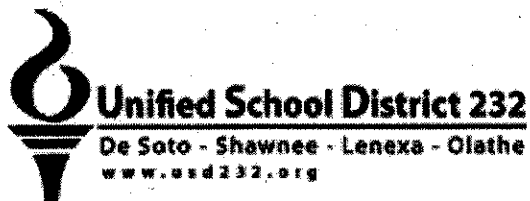
Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High + DHS ☒

Grade(s)

10-12

Class/Group

Thespians Troupe

District Sponsors on the trip:

Jon Copeland - MVHS Drama
Sarah Cronkleton-Kidd - DHS Drama

Does this trip involve more than one day?

☒ YES

☐ NO

Purpose of Trip:

State Thespians Conference - students will attend workshops, attend performances of plays and musicals, compete in individual events, and audition for scholarships.

Destination:

Century II Convention Center

Destination City, State:

Wichita, KS

First Day of Trip:
(XX/XX/XXXX)

01/05/2023

Departure Time:

7:15AM

Depart from:

MVHS

Last Day of Trip:
(XX/XX/XXXX)

01/07/2023

Return Time:

10:00PM

Return to:

MVHS

Mode of transportation/travel:

Bus

Will there be an overnight stay?

☒ YES ☐ NO

If yes, where will students be staying?

Fairfield Inn & Suites Wichita Downtown

525 South Main St.
Wichita, KS 67202

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel: *Cost per student:
*Cost for hotel: *Amount paid by building funds:
*Cost for food/other: *Amount paid by students:

Additional Information:
(500 character limit)

MVHS and DHS students travel together by bus and lodge at the same hotel. I have attached a tentative schedule for the Thespian conference for reference.

The conference registration costs \$165. With the \$135 for bus and hotel, it totals \$300, paid by students.

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending: Number of supervising parents attending:

Parent Permission Slips on file for all students participating?:

☒ YES
☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information ?

☒ YES
☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies?

☒ YES
☐ NO

Have parents and students been informed that the district can cancel or postpone trip at any time?

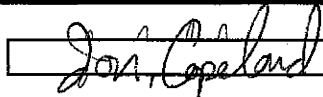
☒ YES
☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement?

☒ YES
☐ NO

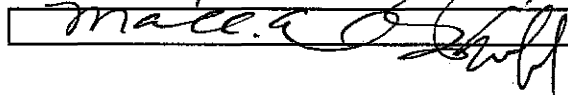
Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:



Date:

Principal/Supervisor Signature



Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.

2023 Kansas Thespian Festival

THURSDAY, January 5, 2023

9:00 a.m. - 4:00 p.m. **Registration**
Conference Entry - Hyatt Regency & Eagle D
Lobby Display Set Up
2nd level - Promenade Level

12:30pm-1pm. **Thespy Judge Meeting**
Eagle G

12:30pm-1pm State Board Meeting
3pm-3:30pm State Board Meeting

1pm-5:00 p.m. **Thespys**
See guidebook for I.E. room numbers

1:00-5:00 p.m. **Tech Challenge**
Redbud A/B/C (210A/B/C)

1:00-2:45 p.m. **Main Stage Show**
Mary Jane Teall Theatre

3:15-5:00 p.m. **Main Stage Show**
Mary Jane Teall Theatre

3:15-3:45 p.m. **Senior Audition Workshop**
Those auditioning must attend one session
Birch (203)

4:15-5:00 p.m. **Student State Board**
Eagle D

Thespian Sponsor Meeting
Eagle E

4:15-4:45 p.m. **Senior Audition Workshop**
Birch (203)
Those auditioning must attend one session

5:00-6:45 p.m. **Dinner**
On Your Own

7:00 p.m. **Main Stage Show**
Century II Concert Hall
Immediately following the play

Speed Charades
Cypress B (209), Redbud A (210), Eagle G

Creative Costumes
Eagle D & Eagle E

Competitive Improvisation
Cypress A (209A)/Redbud B (210B)/Redbud C (210C)

Theatre Quiz Bowl
Maple (205) & Walnut (208)

11:30 p.m. **Activities Conclude**

11:45 p.m. **Students in Hotel Rooms**
Sponsors check rooms - lights out by midnight

FRIDAY, January 6, 2023

7:30 a.m. - 8:30 a.m. **Breakfast**
Guest Artists only - Waterview Suite/Hyatt 18th Floor

9:00am - 10:30 a.m. **Session I**
Theatre Educator Scholarship Interviews
Birch (203)

10:45am - 12:15 p.m. **Session II**
12:15 p.m. **Lunch**
Students and Sponsors in Expo Hall
College Reps, Guest Artists, Vendors in Maple (205)

1:30pm-3:00 p.m. **Session III**
College/Scholarship Auditions
Birch (203)

3:15pm-4:45 p.m. **Session IV**
College/Scholarship Auditions
Birch (203)

5:00-6:45 p.m. **Dinner**
On Your Own

Tech Portfolio Interviews
Cypress A (209A) - Dinner will be provided

7:00 p.m. **Main Stage Show**
Century II Concert Hall

10:00-11:30 p.m. **Final Rounds Improv**
Cypress A (209A)/Redbud B (210B)/Redbud C (210C)

Thespy Showcase
Mary Jane Teall Theatre

Workshop
Eagle Ballrooms

Workshop
TBD

11:30 p.m. **Activities Conclude**

11:45 p.m. **Students in Hotel Rooms**
Sponsors check rooms - lights out by midnight

SATURDAY, January 7, 2023

7:30 a.m. - 8:30 a.m. **Breakfast**
Guest Artists only - Waterview Suite/Hyatt 18th Floor

9am - 10:30 a.m. **Session V**
College/Scholarship Auditions
Birch (203)

10:00 a.m.-12pm **Mainstage Show**
Mary Jane Teall Theatre

10:45 - 12:15 p.m. **Session VI**
College Callbacks
Locations posted on callback forms

12:15-1:30 p.m. **Lunch**

Students and Sponsors in the Expo Hall
College Reps, Guest Artists, Vendors in Maple (205)

1:45 p.m. **Main Stage Show**
Century II Concert Hall
Awards and Farewell

Thespian State Conference Itinerary- Jan. 5-7, 2023

| | | | | |
|--------|--------|-------------|---|--|
| Thurs. | Jan. 5 | 7:15am | Load students at MVHS | |
| Thurs. | Jan 5 | 7:45am | Pick up students at DHS- Eat at McDonalds on Turnpike on the way to Wichita | |
| Thurs. | Jan 5 | 11:30AM | Arrive at Downtown Wichita Fairfield Inn -525 S. Main, Wichita, KS | |
| Fri. | Jan 6 | 4:30PM | Load students at hotel/Convention center for Dinner. Drive to dinner location. | |
| Fri. | Jan. 6 | 6:45pm | Return students to Hotel/Convention center | |
| Sat. | Jan. 7 | 11:30AM | Load luggage on bus. | |
| Sat. | Jan. 7 | 4:30ish | Load Bus at convention center. And depart for DeSoto. Eat at Fast Food on turnpike. | |
| Sat. | Jan 7 | 8:45 PM ish | Drop off DeSoto students at DHS | |

Sat. Jan 7 9:30PM-ish Drop off MVHS students at MVHS.



Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building Grade(s) Class/Group

District Sponsors on the trip:

Deb Steiner
Jennifer Whyte
Erin Hayes
Isabel Crain

Does this trip involve more than one day?

☒ YES
☐ NO

Purpose of Trip:

Students will participate in the the Disney Workshop Soundtrack Session. At this workshop they will learn what it is like to be a studio musician. The participation in the workshop will produce a audio/video recording of the students playing the music to a Disney movie.

Destination:

Walt Disney World

Destination City, State:

Orlando, Florida

First Day of Trip:
(XX/XX/XXXX)

03/12/2023

Departure Time:

AM - TBA

Depart from:

MCI

Last Day of Trip:
(XX/XX/XXXX)

03/16/2023

Return Time:

PM - TBA

Return to:

MCI

Mode of transportation/travel:

Plane and Bus

Will there be an overnight stay?

☒ YES ☐ NO

If yes, where will students be staying?

Holiday Inn and Suites

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (.))

*Cost for travel:

*Cost per student:

\$2,200.00

*Cost for hotel:

*Amount paid by
building funds:

\$0.00

*Cost for food/other:

*Amount paid by
students

\$2,200.00

Additional
Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending:

4

Number of supervising parents attending:

0

Parent Permission Slips on file for all
students participating?:

☒ YES
☐ NO

Complete list of students attending on file with
school including names, contact information,
and emergency contact information ?

☒ YES
☐ NO

Have parents and students been
made aware of relevant trip
insurance and refund policies?

☒ YES
☐ NO

Have parents and students been informed
that the district can cancel or postpone trip at
any time?

☒ YES
☐ NO

Have parents and students been made aware
that the district is not responsible for any cost
incurred by participants due to cancellation or
postponement?

☒ YES
☐ NO

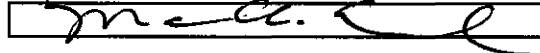
Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:



Date: 08/31/2022

Principal/Supervisor
Signature



Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



Request for Board Approval of Extended Day Trip

Save this document to your computer, complete the form, save again, then send electronically or print.

Building

Mill Valley High

Grade(s)

9-12

Class/Group

Mill Valley Varsity Baseball

District Sponsors on the trip:

Jeff Strickland, TJ Finan, George Walden, Brian McDanel

Does this trip involve more than one day?

☒ YES

☐ NO

Purpose of Trip:

Varsity baseball team will be playing the the Emporia Sparten Classic Baseball Tournament.

Destination:

Soden's Grove Field

Destination City, State:

Emporia, Kansas

First Day of Trip:
(XX/XX/XXXX)

05/05/2023

Departure Time:

TBD

Depart from:

Mill Valley High School

Last Day of Trip:
(XX/XX/XXXX)

05/06/2023

Return Time:

TBD

Return to:

Mill Valley High School

Mode of transportation/travel:

First Student Bus

Will there be an overnight stay?

☒ YES ☐ NO

If yes, where will students be staying?

Hampton Inn
2900 Eaglecrest Dr.
Emporia, KS 66801

*Indicates "estimate" if actual cost has not been set (enter numbers only not (\$) or (,))

*Cost for travel: *Cost per student:

*Cost for hotel: *Amount paid by building funds:

*Cost for food/other: *Amount paid by students:

Additional
Information:
(500 character limit)

Attach flyer or other information as provided to students and parents.

Number of staff sponsors attending:

Number of supervising parents attending:

Parent Permission Slips on file for all students participating? ☒ YES ☐ NO

Complete list of students attending on file with school including names, contact information, and emergency contact information? ☒ YES ☐ NO

Have parents and students been made aware of relevant trip insurance and refund policies? ☐ YES ☒ NO

Have parents and students been informed that the district can cancel or postpone trip at any time? ☒ YES ☐ NO

Have parents and students been made aware that the district is not responsible for any cost incurred by participants due to cancellation or postponement? ☒ YES ☐ NO

Attach a daily schedule of activities if trip extends beyond one day.

Sponsor Signature:

Date:

Principal/Supervisor Signature:

Date:

This form must be received in the Superintendent's Office by the first Tuesday of the month for consideration at the next Board of Education meeting.



Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
www.usd232.org

Frank Harwood Ed. D
Superintendent of Schools

To: Members of the Board of Education
From: Frank Harwood, Superintendent of Schools
Date: September 7, 2022
Subject: District Goals 2022-2027 **ACTION**

As part of our School Improvement and Accreditation process, the Board of Education has annually approved District Goals to help direct the work of district staff. As previously discussed, our intention is to continue the three goal areas: Achievement, Buildings and Budgets and Community Engagement for the 2022-27 accreditation cycle. The board will be presented with the 2022-27 goals and strategies and actions steps for 2022-23 school year.

In addition to the goals, action steps and strategies, the supporting documentation includes two different needs assessments:

1. The first needs assessment is part of the Kansas Education Accreditation System (KESA). In this section, the Foundational Structures that are the basis for school improvement goals are identified. (Appendix A)
2. The second needs assessment is required as part of HB 2567. In this needs assessment, Kansas State Assessment data is presented and three required questions are considered. These questions are: 1) Barriers that must be overcome for each student to achieve grade level proficiency on assessments, 2) Budget actions that should be taken to address and remove those barriers. 3) Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented. Assessment data is provided at the district level and for each school building:
 - District (Appendix B)
 - Belmont Elementary (Appendix C)
 - Clear Creek Elementary (Appendix D)
 - Horizon Elementary (Appendix E)
 - Mize Elementary (Appendix F)
 - Prairie Ridge Elementary (Appendix G)
 - Riverview Elementary (Appendix H)
 - Starside Elementary (Appendix I)
 - Lexington Trails Middle School (Appendix J)
 - Mill Creek Middle School (Appendix K)
 - Monticello Trails Middle School (Appendix L)
 - De Soto High School (Appendix M)
 - Mill Valley High School (Appendix N)

The board will be asked to approve the 2022-27 District Goals and the 2022-23 Strategies and Action Steps.



Vision

Maximize each student's potential, through inspiration and discovery, challenging all students to become self-sufficient and positive contributors to society.

Mission

USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

District Goals for 2022-2027

Achievement

Improve student achievement for all students while reducing the achievement disparities of various disaggregated groups.

Buildings & Budgets

Maximize district resources and provide high quality facilities to enhance educational programs.

Community Engagement

Work proactively with the community to improve educational programs.

Specific strategies and action steps have been developed for each of the three goals.

**USD 232 Board of Education
District Action Steps for 2022-23**

Achievement

| |
|---|
| Improve achievement for all students while reducing the achievement disparities of various disaggregated groups. |
| Objective A1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year. |
| Objective A2: Ninety percent or more of USD 232 students will perform at or above grade level and Sixty percent or more will perform in the College and Career Ready category on the Kansas State Assessments or the ACT by the 2026 assessment period. |

| Strategy #1 Fully implement collaborative teams focused on student performance and success (Communication and Basic Skills) | | | | | |
|--|-------|---|------------------------------------|-----------------------------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 4 | 1,7 | Administration and staff will utilize the USD 232 Needs Assessment document to analyze state assessment and other data, and respond to essential questions, as part of the Goal & Strategy development process for the accreditation compliance requirements set by the Kansas State Board of Education, PreK-12. | On or prior to September 1, 2022 | Hite, Kelly, | |
| 4 | 1,4 | Administration and staff will utilize the Professional Learning Community culture, PreK-12, to support instructional decisions and learning. | 2022-2023 | Hite, Handy, Kelly, Schwanz | |
| 1,4 | 1,4 | Collaboration Teams will use multi-point data to make instructional decisions regarding student needs for standard and skill instruction for continued academic growth. | 2022-2023 | Hite, Handy, Kelly, Schwanz | |
| 1,4 | 1 | Fifty percent of identified district professional development time will be devoted to the development of common assessments in reading in grades K-5. | October 24, 2022 April 24, 2023 | Hite | |
| 1,4 | 1,4,7 | Administration and staff will utilize the USD 232 PLC/MTSS Handbook 2022-2023 for process and protocol guidance to meet student academic needs through core, intervention, and Tier instruction, PreK-12. | 2022-2023 | Hite, Kelly | |

**USD 232 Board of Education
District Action Steps for 2022-23**

| Strategy #2 Improve physical and mental health for all USD 232 students and staff (Physical and Mental Health) | | | | | |
|---|------|--|-----------|---------------------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 1,6 | 1,4 | Administrators and staff will provide core, intervention, and Tier social-emotional/behavior student supports, in part through guidance and protocol in the PLC/MTSS Handbook 2022-2023. | 2022-2023 | Hite, Kelly, Hanson | |
| 1,6 | 1,4 | Elementary school counselors will follow district protocol guidance for core, intervention, and Tier student support via appropriate district document(s). | 2022-2023 | Hite, Handy | |
| 1,6 | 1,4 | Administrators will support staff with professional learning opportunities related to mental wellness and self-care. | 2022-2023 | Hite, Kelly | |
| 1,6 | 1,4 | Data related to Social and Emotional Wellness will be analyzed to inform planning and use of district resources for teachers and students. | 2022-2023 | Kelly | |

| Strategy #3 Ensure that every USD 232 graduate is prepared for their chosen future and has at least one relevant Market Value Asset (Postsecondary and Career Preparation) | | | | | |
|---|---------|---|-----------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 4,5,8 | 2,3 | Students in grades K-5 will participate in Civic and Social Engagement in age-appropriate lessons and projects. | 2022-2023 | Hite | |
| 4,5,8 | 2,3,6,7 | Students in grades K-5 will explore career interests to gain exposure to opportunities in academic and vocational experiences for pre- and postsecondary readiness. | 2022-2023 | Hite | |
| 4,5,8 | 2,4,6,7 | Administrators in grades 6 -12 will estimate the success rates for the graduating classes of 2023 through 2027 by reviewing students' Individual Plans of Study. | 2022-2023 | Kelly | |
| 4,5,8 | 2,4,6,7 | Implement Year 1 of the district's 3-Year Real World Learning Plan focusing on increasing opportunities for students to attain MVAs | 2022-2023 | Kelly | |

**USD 232 Board of Education
District Action Steps for 2022-23**

Buildings & Budgets

| |
|---|
| Maximize district resources and provide high quality facilities to enhance educational programs. |
| Objective B1: Completion of 2018 Bond Project by 2023 and planning for future facility needs. |
| Objective B2: Adapt to changes in available funding for USD 232 schools. |

| Strategy #4 School Safety. | | | |
|---|-----------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Complete school entry vestibule project. | October 2022 | Cater | |
| Conduct exterior security audit. | October 2022 | Cater | |
| Comprehensive security report to the Board of Education | December 2022 | Cater | |
| Plan for additional security needs. | June 2022 | Cater | |

| Strategy #5 2018 Bond completion and future planning. | | | |
|---|--------------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Completion of original 2018 Bond projects. | October 2022 | Deghand | |
| Review of remaining 2018 Bond proceeds and additional project planning | November 2022 | Deghand | |
| Comprehensive district enrollment study. | March 2023 | Deghand | |
| Planning for future facility needs | June 2023 | Deghand | |
| Provide information to keep the community up to date on the completion of the 2018 Bond | Throughout 2022-23 | Cater | |

| Strategy #6 Budget plans based on the Kansas Legislatures school funding action and ESSER funding. | | | |
|---|--------------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Consider the impact of legislative action for enrollment and budget. | Throughout 2022-23 | Stucky | |
| Monitor ESSER expenditures and project the impact on future district budgets. | Throughout 2022-23 | Stucky | |
| Monitor growth in assessed valuation to determine budget and mill levy implications. | September 2022 | Stucky | |
| Present recommendations to the board as appropriate | TBD | | |

**USD 232 Board of Education
District Action Steps for 2022-23**

Community Engagement

| | | | | | |
|---|--|--|--|--|--|
| Work proactively with the community to improve educational programs. | | | | | |
| Objective C1: Increase family and community engagement with schools. | | | | | |
| Objective C2: Increase community awareness of USD 232. | | | | | |

| Strategy #6 Increase parent and community engagement. (Families, Community and Business Partnerships) | | | | | |
|--|------|---|--------------------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| | | Launch redesigned website, mobile app and text communication for families and students. | Fall 2022 | Cater | |
| | | Promote What's New in 232 series throughout the USD 232 community. | Throughout 2022-23 | Cater | |
| | | Continued expansion and involvement of the USD 232 Education Foundation. | Throughout 2022-23 | Cater | |

| Strategy #7 Improve diversity and engagement, including racial and ethnic, throughout the district. (Diversity, Equity and Inclusion) | | | | | |
|--|------|--|--------------------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| | | Collect stakeholder input for the development of the District Equity Plan. | Fall 2022 | Cater | |
| | | Present District Equity Plan to the Board of Education. | February 2023 | Cater | |
| | | Implement District Equity Plan as approved by the Board of Education. | Spring 2023 | Cater | |
| | | Continue work of Diversity and Engagement Parent Advisory Committee to provide input about the state of the district's equity plan. Propose and initiate engagement activities as appropriate. | Throughout 2022-23 | Cater | |

Kansas Education Systems Accreditation (KESA) Needs Assessment Spring 2022

USD 232 received full accreditation from the Kansas State Department of Education on May 10, 2022. This achievement is effective July 1, 2022 through June 30, 2027. The five-year process to obtain certification occurred through the Kansas Education Systems Accreditation (KESA) program of district and school continuous improvement.



The district is currently in Year One of the new cycle. The state has transitioned from goals, strategies, and action steps founded in “The Five R’s” (Relationships, Relevance, Responsive Culture, Rigor, and Results) to “Foundational Structures” incorporated in the Kansas Vision for Education. The eight Foundational Structures are:

1. Tiered Framework of Support
2. Families, Community, and Business Partnerships
3. Diversity, Equity, and Inclusion
4. Communication and Basic Skills
5. Civic and Social Engagement
6. Physical and Mental Health
7. Art and Cultural Appreciation
8. Postsecondary and Career Preparation

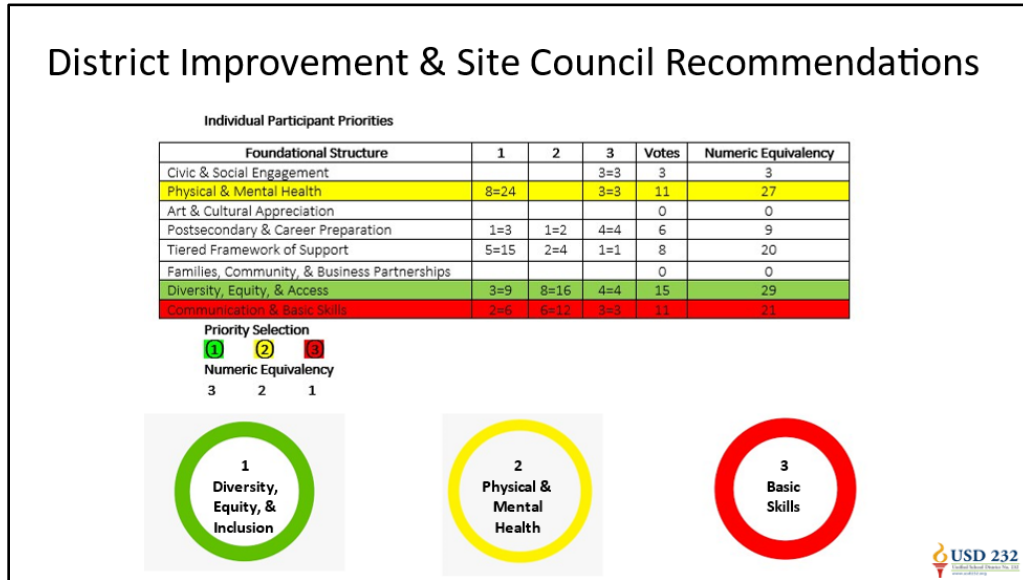
Descriptors for Foundational Structures may be viewed [HERE](#) .

All school Building Leadership Teams (BLTs) completed a comprehensive needs assessment within defined rubrics in the previous school year. Rubrics were compiled based on feedback gathered from each building’s staff, for the purpose of determining direction for continuous improvement in the new cycle.

Results were provided to the District Improvement Team and District Site Council in a combined meeting, where they evaluated data and considered implications of autonomous building input scaffolded to drive district goals. The teams then prioritized the KESA needs assessment Foundational

Structures to identify priorities for district improvements in the new cycle. Recommendations are as follows:

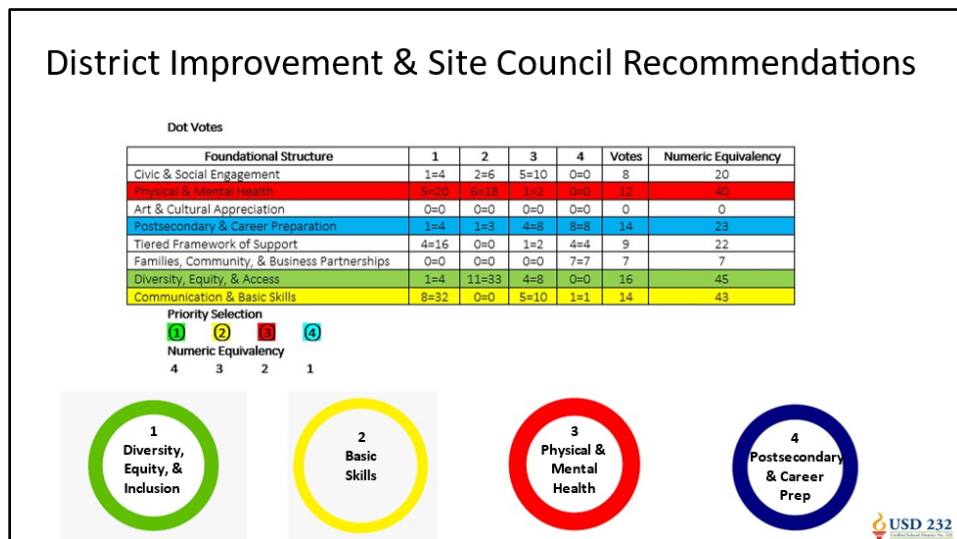
1. Diversity, Equity, and Inclusion
2. Basic Skills
3. Physical and Mental Health



Systems are required by KESA to select three Foundational Structure areas for the cycle.

However, DIT/DSC members were asked what they felt were the most pressing needs at building levels, and that is why, in the chart below, Postsecondary & Career Preparation made it in as a fourth option. The team decided to support that through Strategies and Action Steps, which may be revisited annually in the district goals through the work and goals of the Department of Teaching & Learning.

Both charts are included to identify district Foundational Structures at the district level, and additional ones which have generally materialized in secondary building goals.



| Basic Skills | | Emerging | Implementing | Transitioning | Modeling |
|--------------|----------------------|----------|--------------|---------------|----------|
| | Elementary | | | | |
| | Belmont | | 2.3 | | |
| | Clear Creek | | | 3.2 | |
| | Horizon | | | 3 | |
| | Mize | 1 | | | |
| | Prairie Ridge | | | 3.3 | |
| | Riverview | | | 3.1 | |
| | Starside | | 2.3 | | |
| | Early Childhood | | | 3 | |
| | | | 2.65 | | |
| | Middle School | | | | |
| | Lexington Trails | | | X | |
| | Mill Creek | X | | | |
| | Monticello Trails | | 2.3 | | |
| | | | X | | |
| | High School | | | | |
| | De Soto | | | X | |
| | Mill Valley | | X | | |
| | | | X | X | |
| | District DIT | | X | | |

| Physical and Mental Health | | Emerging | Implementing | Transitioning | Modeling |
|----------------------------|----------------------|----------|--------------|---------------|----------|
| | Elementary | | | | |
| | Belmont | | 2.5 | | |
| | Clear Creek | | 2.9 | | |
| | Horizon | | | 3 | |
| | Mize | | | 3 | |
| | Prairie Ridge | 3 | | | |
| | Riverview | | 2.5 | | |
| | Starside | | 2.2 | | |
| | Early Childhood | | | 3 | |
| | | | 2.76 | | |
| | Middle School | | | | |
| | Lexington Trails | | | X | |
| | Mill Creek | | X | | |
| | Monticello Trails | | 2.9 | | |
| | | | X | | |
| | High School | | | | |
| | De Soto | | X | | |
| | Mill Valley | | | | X |
| | | | | X | |
| | District DIT | | X | | |

| Postsecondary & Career Preparation | | Emerging | Implementing | Transitioning | Modeling |
|------------------------------------|----------------------|----------|--------------|---------------|----------|
| | Elementary | | | | |
| | Belmont | 1 | | | |
| | Clear Creek | | 2 | | |
| | Horizon | 1 | | | |
| | Mize | 1 | | | |
| | Prairie Ridge | NA | | | |
| | Riverview | 1 | | | |
| | Starside | 1 | | | |
| | Early Childhood | 1 | | | |
| | | 1 | | | |
| | Middle School | | | | |
| | Lexington Trails | | X | | |
| | Mill Creek | X | | | |
| | Monticello Trails | | 2.2 | | |
| | | | X | | |
| | High School | | | | |
| | De Soto | | X | | |
| | Mill Valley | | X | | |
| | | | X | | |
| | District DIT | | X | | |

Foundational Structures supported in district and school goals documents through strategies and action steps include:

| Tier Framework & System of Support | | Emerging | Implementing | Transitioning | Modeling |
|------------------------------------|----------------------|----------|--------------|---------------|----------|
| | Elementary | | | | |
| | Belmont | | | 3 | |
| | Clear Creek | | | 3.2 | |
| | Horizon | | | 3.5 | |
| | Mize | | | 3 | |
| | Prairie Ridge | | | 3.4 | |
| | Riverview | | | 3.2 | |
| | Starside | | 2.7 | | |
| | Early Childhood | | 2.1 | | |
| | | | | 3.01 | |
| | Middle School | | | | |
| | Lexington Trails | | | X | |
| | Mill Creek | | | X | |
| | Monticello Trails | | 2 | | |
| | | | | X | |
| | High School | | | | |
| | De Soto | | | X | |
| | Mill Valley | | | X | |
| | | | | X | |
| | District DIT | | | X | |

Civic & Social Engagement

| | Emerging | Implementing | Transitioning | Modeling |
|----------------------|----------|--------------|---------------|----------|
| Elementary | | | | |
| Belmont | 1.3 | | | |
| Clear Creek | | 2 | | |
| Horizon | 1.5 | | | |
| Mize | 1 | | | |
| Prairie Ridge | 1.8 | | | |
| Riverview | | 2.3 | | |
| Starside | 1 | | | |
| Early Childhood | 1.6 | | | |
| | 1.56 | | | |
| Middle School | | | | |
| Lexington Trails | | | X | |
| Mill Creek | X | | | |
| Monticello Trails | 1.7 | | | |
| | X | | | |
| High School | | | | |
| De Soto | | X | | |
| Mill Valley | | X | | |
| | | X | | |
| District DIT | | X | | |

Family, Business, & Community Partnerships

| | Emerging | Implementing | Transitioning | Modeling |
|----------------------|----------|--------------|---------------|----------|
| Elementary | | | | |
| Belmont | | 2.8 | | |
| Clear Creek | | | 3.6 | |
| Horizon | | | 3.5 | |
| Mize | | | 3 | |
| Prairie Ridge | | | 3.8 | |
| Riverview | | 2.9 | | |
| Starside | | | 3.3 | |
| Early Childhood | | 2.5 | | |
| | | | 3.17 | |
| Middle School | | | | |
| Lexington Trails | | | | X |
| Mill Creek | | | X | |
| Monticello Trails | | | 3.3 | |
| | | | X | |
| High School | | | | |
| De Soto | | | X | |
| Mill Valley | | | X | |
| | | | X | |
| District DIT | | | X | |

| Art & Cultural Appreciation | | Emerging | Implementing | Transitioning | Modeling |
|--------------------------------|----------------------|----------|--------------|---------------|----------|
| | Elementary | | | | |
| | Belmont | | | 3 | |
| | Clear Creek | | | 3.2 | |
| | Horizon | | | 3.5 | |
| | Mize | | | 3 | |
| | Prairie Ridge | | | 3.5 | |
| | Riverview | | 2.9 | | |
| | Starside | | 2.5 | | |
| | Early Childhood | | 2.5 | | |
| | | | | 3.01 | |
| | Middle School | | | | |
| | Lexington Trails | | | X | |
| | Mill Creek | | X | | |
| | Monticello Trails | | | 3.3 | |
| | | | | X | |
| | High School | | | | |
| | De Soto | | | X | |
| | Mill Valley | | | X | |
| | | | | X | |
| | District DIT | | X | | |

Additional Steps to meet Compliance per Kansas State Department of Education:

1. Prioritized recommendations for district goals were provided to Dr. Harwood, who incorporated selected Foundational Structures into the District Goals document draft.
2. District goals were shared with building administration at Leadership Summit on May 27, 2022.
3. Building administration worked with Building Leadership Teams to write building goals.
4. District goals will be provided to the Board of Education for potential approval.



USD 232 District Needs Assessment 2022-2023

Superintendent Name: Dr. Frank Harwood

District Information

Students

| | | | |
|--|-------|---------------------------------------|-------|
| Total K-12 Enrollment 21-22 | 7,206 | Average Daily Attendance 21-22 | 94.7% |
| Projected K-12 Enrollment 22-23 | 7,215 | Chronic Absenteeism 21-22 | 12.6% |
| Students with IEP's 21-22 | 960 | Graduation Rate 2021 | 97.2% |
| Students on Free & Reduced Lunch 21-22 | 10.2% | Dropout Rate 20-21 | 0.4% |
| English Language Learners 21-22 | 253 | Five-Year Effectiveness Average 20-21 | 73% |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 554 | Certified Staff 22-23 | 557 |
| Student-Teacher Ratio 21-22 | 17:1 | Student-Teacher Ratio 22-23 | 17:1 |
| Classified Staff 21-22 | 398 | Classified Staff 22-23 | 414 |
| Student-Staff Ratio 21-22 | 8:1 | Student-Staff Ratio 22-23 | 7:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|
| Kindergarten | 501 | 26 | 19.3 | 462 | 27 | 17.1 |
| 1 st Grade | 513 | 27 | 19 | 506 | 26 | 19.5 |
| 2 nd Grade | 522 | 27 | 19.3 | 506 | 26 | 19.5 |
| 3 rd Grade | 516 | 26 | 19.8 | 521 | 27 | 19.3 |
| 4 th Grade | 579 | 26 | 22.3 | 530 | 25 | 21.2 |
| 5 th Grade | 543 | 23 | 23.6 | 536 | 26 | 20.6 |
| 6 th Grade | 547 | 24 | 23 | 542 | 23 | 24 |
| 7 th Grade | 584 | 25 | 23 | 565 | 24 | 24 |
| 8 th Grade | 614 | 23 | 27 | 594 | 25 | 24 |
| Totals | 4,919 | 227 | 21.67 | 4,762 | 229 | 20.79 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and state assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Supporting a SEL curriculum, a social worker and a counselor can focus on rebuilding strong relationships with students, teachers, and parents.
 - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need.
 - Ensuring the growth of students through the Science of Reading.
 - Retaining and attracting highly qualified teachers and classified staff.
2. Budget actions that should be taken to address and remove those barriers:
 - District Internal Agency:
 - Expansion of USD 232 MTSS Handbook to provide detailed support for reading, math, and behavior in core and intervention learning.
 - Change responsibilities and schedules of elementary counselors (SEL) to add flexibility, additional time, and support for student well-being.
 - Provide professional development at building and team levels to support staff-identified professional learning needs and opportunities.
 - Hire FTE elementary math specialists in all buildings.
 - Hire FTE secondary reading and math specialists in all buildings.
 - Hire FTE social workers in all buildings to support mental health.
 - Provide staff and student training for trauma and social-emotional balance.
 - District Budget Support:
 - Purchase supplemental resources and materials for staff
 - Professional development in the areas of Professional Learning Community restructuring
 - Purchase of Phonics, reading, math, and Social-emotional learning materials
 - Increase salary to recruit and retain highly qualified certified staff.
 - Increase dollars to hire and retain classified staff.
 - Significantly increase salary for veteran teachers.
 - Provide retention incentives at a higher rate than current allowance.
 - Additional certified staff to reduce class-size within the ratio formula used prior to years of reduced per-pupil state funding.
 - Fund all ESSER-initiated staff positions beyond the end of 2024.
 - State Budget Support
 - The Kansas Legislature should allocate funding to meet the statutory requirement to fund 92% of excess costs of special education. Due to underfunding of special education from both the state and federal levels, USD 232 was required to use \$5.5 million dollars of General and Supplemental General funds for special education expenses. Due to state and federal regulations, the special education services must be provided, requiring the use of General and Supplemental General funds that would have been otherwise available for general education expenses. For this reason, USD 232 must maximize allowable local resources to make up for this deficit.
 - The Kansas Legislature should fund PreK-12 education at a level required to achieve Kansas State Board of Education goals as predicted in the study conducted by Dr. Lori Taylor which was commissioned by the Legislature.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

One lesson that was learned during the era of No Child Left Behind is that setting arbitrary timelines to student performance on a one-time test is not productive. It is very unlikely that every student will perform at their best on a given day and time in a particular subject area. Additionally, the fact that we are not assessing the same students year to year makes predicting 100% of student performance nearly impossible.

In the current climate, it is also very unlikely that the Kansas Legislature will choose to provide the funding that its own study in 2018 indicated was necessary to achieve the current State Board of Education goals of 75% of students scoring in categories 3 and 4 on the state assessments, let alone 100% scoring in categories 2-4.

USD 232 will continue to use multiple measures of student performance and all allowable resources to plan for and provide an outstanding educational program. We will continue to work with each student helping to maximize their full potential.

State Assessment Data Analysis- 2022

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------|---|--------|
| | 2021 | 2022 | 2021 | 2022 |
| District | 87.35% | 83.61% | 53.33% | 49.51% |
| State | 69.7% | 66.06% | 35.18% | 32.11% |

Highest Standard/Skill Performance:

- 3rd Text Types and Purposes
- 4th Text Types and Purposes
- 5th Text Types and Purposes
- 6th Language in Writing
- 7th Language in Writing
- 8th Language in Writing
- 10th Language in Writing

Lowest Standard/Skill Performance:

- 3rd Key Ideas and Details
- 4th Text Types and Purposes
- 5th Craft, Structure, and Language in Reading
- 6th Overall Reading
- 7th Overall Reading
- 8th Overall Reading
- 10th Craft, Structure, and Language in Reading

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------|---|--------|
| | 2021 | 2022 | 2021 | 2022 |
| District | 84.76% | 85.39% | 48.41% | 49.27% |
| State | 65.81% | 67.80% | 29.37% | 30.89% |

Highest Standard/Skill Performance:

- 3rd Measurement and Data
- 4th Operations and Algebraic Thinking
- 5th Operations and Algebraic Thinking
- 6th Ratios and Proportional Relationships
- 7th Expressions and Equations
- 8th Strategic Thinking and Reasoning
- 10th Statistics and Probability

Lowest Standard/Skill Performance:

- 3rd Geometry
- 4th Number and Operations in Base 10
- 5th Number and Operations with Fractions
- 6th Geometry
- 7th Geometry
- 8th Geometry
- 10th Functions

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the reading state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------|---|--------|
| | 2021 | 2022 | 2021 | 2022 |
| District | 80.48% | 78.21% | 53.17% | 49.12% |
| State | 53.00% | 60.01% | 24.25% | 31.17% |

Highest Standard/Skill Performance:

- 5th Physical and Chemical Sciences
- 8th Earth and Space Sciences
- 11th Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- 5th Life Sciences
- 8th Physical and Chemical Sciences
- 11th Earth and Space Sciences

Building Grade Level Goal for 2022-2023:

- Students will score increase achievement by a minimum of 5% in categories 3 and 4 on the science state assessment.

Rationale:

- District goal is to achieve 90% in categories 2, 3, and 4 and 60% in categories 3 and 4 by 2027. Annual incremental growth is a reasonable expectation, when factoring in need to concurrently mitigate and decrease learning loss.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Belmont Elementary

Principal Name: Pamela Hargrove

Building Information

Students

| | | | |
|--|----------|---------------------------------------|--------|
| Total enrollment 2021-22 | 385 | Average Daily Attendance 21-22 | 94.1% |
| Projected Enrollment 2022-23 | 385 | Chronic Absenteeism 21-22 | 11.69% |
| Students with IEP's 21-22 | 97/25.4% | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 37/9.6% | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 0 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 32.8 | Certified Staff 22-23 | 35 |
| Student-Teacher Ratio 21-22 | 12:1 | Student-Teacher Ratio 22-23 | 11:1 |
| Classified Staff 21-22 | 15.5 | Classified Staff 22-23 | 18.5 |
| Student-Staff Ratio 21-22 | 8:1 | Student-Staff Ratio 22-23 | 7:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|-------------------|-------------------|------------------------|-------------------|-------------------|------------------------|
| Kindergarten | 64 | 3 | 21.3 | 71 | 4 | 17.8 |
| 1 st Grade | 74 | 4 | 18.5 | 56 | 3 | 18.7 |
| 2 nd Grade | 58 | 3 | 19.3 | 75 | 4 | 18.7 |
| 3 rd Grade | 63 | 3 | 21 | 52 | 3 | 17.3 |
| 4 th Grade | 72 | 3 | 24 | 62 | 3 | 20.7 |
| 5 th Grade | 54 | 2 | 27 | 67 | 3 | 22.3 |
| Totals | 385 | 18 | 21.4 | 383 | 20 | 19.2 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response: The opportunity to learn is paramount to learning. Students cannot learn if they are not actively engaged in a positively structured learning environment on a consistent basis for an extended amount of time. I am not only referring to a child's physical presence in a classroom, although over the last three years, that has become a barrier we could have never predicted; I am referring to a child's ability to mentally engage with learning. This is a beast that teachers are battling at a much higher rate than ever before. Our students are, simply put, not as mentally, physically, or emotionally ready to manage themselves among others, and lack an urgency for completing tasks necessary for growth. We are teaching or reteaching executive functioning skills that children most naturally learn from a stable, low-stress home environment. Our families have been put in the position of making decisions to survive-added stresses due to the pandemic, social, economic, and political issues have robbed them of their ability to relax and engage with their children as both they and their children deserve. This pandemic has created classrooms of children dealing with anxieties that they cannot begin to explain, understand, or mitigate on their own. Whereas classroom teachers in past years have perhaps had two or three students in their classroom family who were learning through special circumstances, the current reality is that the overwhelming majority of every class is now in need of special accommodations, modifications, therapies, behavior plans, team collaboration meetings, 504 plans, Individual Education Plans or just extended time to process the information coming into their brains while learning in a classroom full of neurodiversity and all of the people, strategies and unexpected behaviors that can come with any or all of these environmental settings. Do not misunderstand my words; I fully believe that inclusive classrooms are paramount to all students learning. Our building theme is We BElong, and we believe in empowering and protecting each learner. It is, however, an intricate dance that we perform. The quantity and intensity of need has, and no doubt will continue, to change. Hitting a number on an ambiguous, one-shot state assessment is not going to be our focus. Individual student growth and attainment of standards, knowledge, and skills will always be important to our team. The state must consider alternate ways for students with disabilities to show their growth, because asking them to sit and struggle through a grade-level assessment when they are still working well below the level of their peers, not because they or their instructional team are not expecting and pushing for greatness, but because their brains are not yet ready to access and process confusing grade-level material, is demoralizing and cruel. We can do better for our kids in Kansas. We need to do better. Parents should not feel the need to exempt their children from state assessments to save their psyche. That's just wrong. We need an assessment system that sees every learner on their best day, not just as a number on the assigned day.

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response: We will continuously work to improve our instruction, to best meet our learner needs as we understand them. Our response

systems will efficiently and effectively provide a path for collaboration, instruction, assessment, analysis, and response through a data-driven and intentional plan of action.

- Building Budget Response: We appreciate all district efforts to provide small class sizes, not because the research is particularly strong in the area of class sizes, but because as a district, we understand that each child represents a unique and needy learner and/or family, and that one teacher is stronger when that teacher has the mental and physical capacity to discover, research, plan for and meet a reasonably limited number of needs each year. We also appreciate district efforts to provide interventional specialists in each building, including but not limited to: Social Worker, Counselor, Registered Nurses, Special Education Teams, Reading and Math Specialists.
- District Budget Response:

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response: This is a nefarious question that fails to take in the individual needs and circumstances of each learner. Students come to us having spent five years in a vast variety of life settings from neglect or active trauma to happy and structured professional pre-school education. Some students are on track the minute they enter our doors and will remain on track for the duration of their educational careers, despite difficult classroom situations that may arise, because they received significant emotional intelligence and executive functioning skills as an early learner. Others may be a complete mess their entire school career yet have a brain that works like a well-oiled machine to input, process and export knowledge. They'll score just fine on the assessments if they aren't too distracted that day. If I were to give an estimate though, of how long it will take to meet and maintain our goals of 90% at 2 or above and 60% at 3 or 4, I would say possibly never. I don't say this to be trite, as we are already at the goal in many areas, but to recognize that 25% of our population consists of students with identified disabilities, many of whom may never be able to show their learning on a formalized assessment required by the state. Many of our students with disabilities will rock it, some will find themselves exempted by their parents, and others will give their absolute all and still fall short. Because they aren't there...yet. We have an entire population of students and parents who already know that they aren't performing at grade level due to a disability that they neither created, nor asked for...when do they get to show and celebrate their abilities, instead of being reminded of their disabilities? They will, however, close the gap in life, and live successfully in a world that isn't measured by a score on a test in elementary, middle, or high school. So how long will it take for the state to allow for appropriate accommodations, or modified testing other than the Dynamic Learning Map so that all students have a platform through which to show growth? I would say that's the answer of how long it will take for each student to achieve grade-level proficiency. I wish I knew.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 90 | 75 | 56 | 42 |
| District | 88 | 83 | 61 | 56 |
| State | 69 | 68 | 40 | 38 |

Highest Standard/Skill Performance:

- Text Types and Purpose

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2022-2023:

- Increase student awareness of patterns, increase opportunity to identify key ideas and details across the curriculum, and model inferential thinking during instruction.

Rationale:

- Students are more likely to be successful with information that requires little processing, thus, providing more opportunity for learning from teacher modeling of thought processes will be beneficial as students navigate information to make informed decisions regarding author's intent.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92 | 95 | 76 | 65 |
| District | 93 | 91 | 71 | 67 |
| State | 78 | 77 | 48 | 50 |

Highest Standard/Skill Performance:

- Number and Operations with Fractions

Lowest Standard/Skill Performance:

- Geometry

Building Grade Level Goal for 2022-2023:

- Increase opportunity to manipulate and understand patterns and shapes within the student environment.

Rationale:

- Students who work through the concrete, pictorial, abstract progression during math instruction have a higher likelihood of learning and retaining skills.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95 | 98.5 | 74 | 69.7 |
| District | 95 | 94 | 70 | 64 |
| State | 82 | 81 | 48 | 43 |

Highest Standard/Skill Performance:

- Text Types and Purposes AND Language in Writing

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2022-2023:

- Increase student awareness of patterns, increase opportunity to identify key ideas and details across the curriculum, and model inferential thinking during instruction.

Rationale:

- Students are more likely to be successful with information that requires little processing, thus, providing more opportunity for learning from teacher modeling of thought processes will be beneficial as students navigate information to make informed decisions regarding author's intent.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 93 | 97 | 62 | 80 |
| District | 94 | 93 | 56 | 58 |
| State | 78 | 80 | 33 | 35 |

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- Number and Operations in Base Ten

Building Grade Level Goal for 2022-2023:

- Identify strengths and needs of students, while aligning instruction to fill gaps to meet needs.

Rationale:

- Students who work through the concrete, pictorial, abstract progression during math instruction have a higher likelihood of learning and retaining skills.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92 | 87 | 66 | 40 |
| District | 92 | 82 | 65 | 55 |
| State | 73 | 69 | 44 | 40 |

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2022-2023:

- Increase student awareness of patterns, increase opportunity to identify key ideas and details across the curriculum, and model inferential thinking during instruction.

Rationale:

- Students are more likely to be successful with information that requires little processing, thus, providing more opportunity for learning from teacher modeling of thought processes will be beneficial as students navigate information to make informed decisions regarding author's intent.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 86 | 82 | 43 | 38 |
| District | 86 | 80 | 45 | 42 |
| State | 66 | 66 | 29 | 31 |

Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

- Number and Operations with Fractions

Building Grade Level Goal for 2022-2023:

- Continue work in strategic thinking and reasoning, combined with increased use of CPA process to make instruction in number and operations with fractions more effective.

Rationale:

- Students who work through the concrete, pictorial, abstract progression during math instruction have a higher likelihood of learning and retaining skills.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84 | 94 | 55 | 59 |
| District | 90 | 90 | 69 | 65 |
| State | 72 | 73 | 44 | 45 |

Highest Standard/Skill Performance:

- Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2022-2023:

- Increase opportunity for hands on science to increase the percentage of students retaining scientific knowledge to score in categories 3 or 4.

Rationale:

- Students will score in categories 3 or 4 on state assessment.

USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Clear Creek Elementary

Principal Name: Kelley Begley-McCall

Building Information

Students

| | | | |
|--|-----|---------------------------------------|------|
| Total enrollment 2021-22 | 557 | Average Daily Attendance 21-22 | 97.9 |
| Projected Enrollment 2022-23 | 537 | Chronic Absenteeism 21-22 | 46 |
| Students with IEP's 21-22 | 56 | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 36 | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 0 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 40 | Certified Staff 22-23 | 41 |
| Student-Teacher Ratio 21-22 | 14:1 | Student-Teacher Ratio 22-23 | 13:1 |
| Classified Staff 21-22 | 20 | Classified Staff 22-23 | 23 |
| Student-Staff Ratio 21-22 | 9:1 | Student-Staff Ratio 22-23 | 8:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| Kindergarten | 91 | 5 | 18.2 | 65 | 4 | 16.25 |
| 1 st Grade | 84 | 4 | 21 | 100 | 5 | 20 |
| 2 nd Grade | 98 | 5 | 19.6 | 82 | 4 | 20.5 |
| 3 rd Grade | 93 | 4 | 23.25 | 96 | 5 | 19.2 |
| 4 th Grade | 92 | 4 | 23 | 98 | 4 | 24.5 |
| 5 th Grade | 99 | 4 | 24.75 | 96 | 4 | 24 |
| Totals | 557 | 26 | 21.42 | 537 | 26 | 20.65 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response:
 - Teachers need professional development in the area of number sense.
 - Teachers need professional development in the area of problem solving.
 - Current barriers are ongoing learning and application in the Science of Reading.
 - While our staff ratios look good, the actual number of certified teachers in the classroom that are assigned to teaching reading and math to students is closer to 20 students per 1 teacher. This includes general ed classroom teachers and our 1 reading specialist.
2. Budget actions that should be taken to address and remove those barriers
 - Building Response:
 - Building Internal Agency Response: Providing the time and professional development in number sense, problem solving, and Science of Reading.
 - Building Budget Response:
 - Professional Development budget in all areas needing more PD. Our calendar reflects the time needed for professional development in number sense, problem solving, and Science of Reading.
 - Utilizing our Professional Learning Communities (PLC) structure during our Student Collaboration Team to address student needs.
 - Continue with a robust reading intervention programs with support full time reading interventionists and Reading Aides(s).
 - District Budget Response:
 - Advocating for and hiring of a certified Math Interventionists and Math Aides
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: Undetermined at this time, as yearly time and budget allotted for in the areas of Number Sense, Problem Solving, and Science of Reading will increase each year determined by grade level data.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88.16 | 92.45 | 60.21 | 76.33 |
| District | 88 | 83 | 61 | 56 |
| State | 69 | 68 | 40 | 38 |

Highest Standard/Skill Performance:

1. Language & Writing

Lowest Standard/Skill Performance:

1. Craft, Structure, & Language and Reading

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% and Percent of Students Scoring in Categories 3 & 4 will be 60%.

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Third grade has achieved in 2022.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 93.46 | 95.68 | 69.55 | 74.8 |
| District | 93 | 91 | 71 | 67 |
| State | 78 | 77 | 48 | 50 |

Highest Standard/Skill Performance:

1. Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

1. Geometry

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Third grade has achieved in 2022.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92.3 | 95.73 | 73.62 | 63.82 |
| District | 95 | 94 | 70 | 64 |
| State | 82 | 81 | 48 | 43 |

Highest Standard/Skill Performance:

1. Key Ideas and Details

Lowest Standard/Skill Performance:

1. Craft, Structure, & Language and Reading

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Fourth grade has achieved in 2022.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91.29 | 94.67 | 54.34 | 58.5 |
| District | 94 | 93 | 56 | 58 |
| State | 78 | 80 | 33 | 35 |

Highest Standard/Skill Performance:

1. Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

1. Number and Operations with Fractions

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Fourth grade has achieved in 2022.

HGSS- History, Government, Social Studies

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|-------------------------------|---|-------------------------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | N/A | Not available at this time | N/A | Not Available at this time |
| District | | | | |
| State | | | | |

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95.83 | 79.37 | 63.54 | 62.88 |
| District | 92 | 82 | 65 | 55 |
| State | 73 | 69 | 44 | 40 |

Highest Standard/Skill Performance:

1. Text Types & Purposes

Lowest Standard/Skill Performance:

1. Craft, Structure, & Language and Reading

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Fifth grade has achieved in 2022.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84.19 | 74.22 | 38.93 | 39.17 |
| District | 86 | 80 | 45 | 42 |
| State | 66 | 66 | 29 | 31 |

Highest Standard/Skill Performance:

1. Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

1. Measurement and Data

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Fifth grade has achieved in 2022.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 90.41 | 85.55 | 70.2 | 63.91 |
| District | 90 | 90 | 69 | 65 |
| State | 72 | 73 | 44 | 45 |

Highest Standard/Skill Performance:

1. Physical Science

Lowest Standard/Skill Performance:

1. Life Science

Building Grade Level Goal for 2022-2023:

Percent of Students scoring in Categories 2,3 & 4 will be 90% (by 2027) and Percent of Students Scoring in Categories 3 & 4 will be 60% (by 2027).

Rational: Continue to reach for 90% in 2,3 & 4 and 60% for 3 & 4 and maintain or exceed what Fourth grade has achieved in 2022.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Horizon Elementary

Principal Name: Steve Crutchfield

Building Information **Students**

| | | | |
|--|-----|---------------------------------------|--------|
| Total enrollment 2021-22 | 364 | Average Daily Attendance 21-22 | 96.20% |
| Projected Enrollment 2022-23 | 369 | Chronic Absenteeism 21-22 | 9.95% |
| Students with IEP's 21-22 | 61 | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 7% | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 0 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 38 | Certified Staff 22-23 | 38 |
| Student-Teacher Ratio 21-22 | 10:1 | Student-Teacher Ratio 22-23 | 10:1 |
| Classified Staff 21-22 | 24 | Classified Staff 22-23 | 22 |
| Student-Staff Ratio 21-22 | 6:1 | Student-Staff Ratio 22-23 | 6:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| Kindergarten | 55 | 3 | 18.33 | 49 | 3 | 16.33 |
| 1 st Grade | 60 | 3 | 20 | 52 | 3 | 17.33 |
| 2 nd Grade | 74 | 4 | 18.50 | 63 | 3 | 18.50 |
| 3 rd Grade | 50 | 3 | 16.67 | 75 | 4 | 16.67 |
| 4 th Grade | 69 | 3 | 23 | 53 | 3 | 17.67 |
| 5 th Grade | 56 | 3 | 18.67 | 77 | 3 | 25.67 |
| Totals | 364 | 19 | 19.16 | 369 | 19 | 19.42 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Some of the key barriers that must be overcome to achieve grade level proficiency on assessments at Horizon Elementary include:

- Lack of special education funding
- Large class sizes at the intermediate grade levels
- High level of students facing trauma and resulting behavioral challenges
- Limited time for collaboration between special education and general education staff
- Time within the daily schedule to meet increasing instructional demands

2. Budget actions that should be taken to address and remove those barriers

- Building Internal Agency Response:
 - We will continuously work to improve our instruction, to best meet our learner needs as we understand them. Our response systems will efficiently and effectively provide a path for collaboration, instruction, assessment, analysis, and response through a data-driven and intentional plan of action.
- Building Budget Response:
 - Utilize a portion of the building budget to procure additional substitutes for staff to collaborate on a regular basis.
 - Provide building in-service time for special education and general education staff to collaborate
- District Budget Response:
 - Increase in support staff hired to meet the individual learning and SEL needs of all students. The support staff would help with tiered academic and behavioral instruction.
 - Increase funding to build time into the elementary schedule for increased collaboration to occur between support staff, specialists, and general education teachers
 - Increased funding for special education at the state level
 - Increase in salary and enhanced benefits packages for classified staff
 - Maintain lower teacher ratio

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
- Building Response: In utilizing the SCT (student collaborative team) structure we will address student needs in a timely manner, realizing that each student is unique; learning and developing at their own pace.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88.51 | 87.73 | 75.4 | 63.25 |
| District | 88.41 | 82.99 | 61.21 | 56.24 |
| State | 69.21 | 66.55 | 39.31 | 36.70 |

Highest Standard/Skill Performance:

- Language in Writing

Lowest Standard/Skill Performance:

- Key Ideas and Details

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 96.65 | 89.78 | 79.99 | 71.42 |
| District | 92.98 | 91.04 | 70.66 | 67.50 |
| State | 77.11 | 75.83 | 46.15 | 48.11 |

Highest Standard/Skill Performance:

- Measurement and Data

Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional

opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------|--|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 96.28 | 95.58 | 72.21 | 76.47 |
| District | 94.79 | 93.87 | 69.64 | 64.15 |
| State | 82.41 | 80.47 | 46.99 | 41.92 |

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Language in Writing

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------|--|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 94.43 | 94.11 | 62.95 | 69.11 |
| District | 94.20 | 93.01 | 55.98 | 57.41 |
| State | 77.27 | 79.38 | 32.26 | 34.73 |

Highest Standard/Skill Performance:

- Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

- Numbers and Operations in Base 10

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88.44 | 91.06 | 64.09 | 60.71 |
| District | 91.83 | 81.44 | 64.26 | 55.42 |
| State | 73.63 | 68.07 | 42.98 | 39.23 |

Highest Standard/Skill Performance:

- Text Types and Purposes

Lowest Standard/Skill Performance:

- Language in Writing

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 86.82 | 92.85 | 48.67 | 53.57 |
| District | 85.37 | 80.32 | 44.44 | 41.75 |
| State | 65.13 | 64.58 | 28.00 | 29.89 |

Highest Standard/Skill Performance:

- Number Operations in Base 10/Strategic Thinking and Reasoning

Lowest Standard/Skill Performance:

- Numbers and Operations with Fractions

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have

mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------------|---|--------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 93.32 | 94.62 | 74.66 | 73.12 |
| District | 89.61 | 90.12 | 68.68 | 64.43 |
| State | 70.83 | 72.20 | 42.66 | 42.71 |

Highest Standard/Skill Performance:

- Earth and Space Sciences/Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- Life Sciences

Building Grade Level Goal for 2022-2023:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Mize Elementary

Principal Name: Gerri Balthazor

Building Information

Students

| | | | |
|--|-----|---------------------------------------|------|
| Total enrollment 2021-22 | 460 | Average Daily Attendance 21-22 | 95.4 |
| Projected Enrollment 2022-23 | 458 | Chronic Absenteeism 21-22 | 9.71 |
| Students with IEP's 21-22 | 32 | Graduation Rate 2021 | N/A |
| Students on Free & Reduced Lunch 21-22 | 10 | Dropout rate 20-21 | N/A |
| English Language Learners 21-22 | 1 | Five-Year Effectiveness Average 20-21 | N/A |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 42 | Certified Staff 22-23 | 43 |
| Student-Teacher Ratio 21-22 | 11:1 | Student-Teacher Ratio 22-23 | 11:1 |
| Classified Staff 21-22 | 36 | Classified Staff 22-23 | 36 |
| Student-Staff Ratio 21-22 | 15:1 | Student-Staff Ratio 22-23 | 13:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| Kindergarten | 62 | 3 | 20 | 68 | 4 | 17 |
| 1 st Grade | 77 | 4 | 19 | 69 | 3 | 23 |
| 2 nd Grade | 73 | 4 | 18 | 81 | 4 | 20 |
| 3 rd Grade | 75 | 4 | 18 | 79 | 4 | 19 |
| 4 th Grade | 77 | 3 | 25 | 82 | 4 | 20 |
| 5 th Grade | 91 | 4 | 22 | 79 | 3 | 26 |
| Totals | 455 | 22 | | | 22 | 458 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response:
 - Ensuring growth of our students through the Science of Reading
 - Ensuring both the social and emotional needs of students
 - Lack of classified support services and special education funding
2. Budget actions that should be taken to address and remove those barriers
 - Building Response:
 - Building Internal Agency Response:
 - Building goals targeting specific needs on the Science of Reading
 - Data Analysis and Instructional Plans within PLC's
 - Continued efforts to recruit and retain classified staff members
 - Building Budget Response:
 - Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency.
 - This is an area that has become increasingly more difficult with state budget cuts to special education.
 - District Budget Response:
 - Building Math Aide to address needs of tier math students
 - Reading Specialist and aide to address needs of tier reading students and Science of Reading initiatives
 - Paraprofessional support for Special Education student needs
 - Given appropriate funding, we could continue to support staff through recruiting and retaining classified and certified staff members.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91% | 92% | 64% | 64% |
| District | 88% | 83% | 61% | 56% |
| State | 69% | 68% | 40% | 38% |

Highest Standard/Skill Performance:
Key Ideas and Details

Lowest Standard/Skill Performance:
Language in Writing

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 94% | 96% | 82% | 88% |
| District | 93% | 90% | 71% | 67% |
| State | 78% | 78% | 48% | 50% |

Highest Standard/Skill Performance:
Measurement & Data

Lowest Standard/Skill Performance:
Geometry

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 94% | 94% | 69% | 62% |
| District | 93% | 94% | 56% | 64% |
| State | 78% | 81% | 33% | 43% |

Highest Standard/Skill Performance:

Craft, Structure, and Language in Reading

Lowest Standard/Skill Performance:

Key Ideas and Details

Language in Writing

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 94% | 95% | 69% | 61% |
| District | 94% | 93% | 56% | 58% |
| State | 78% | 80% | 33% | 35% |

Highest Standard/Skill Performance:

Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

Number and Operations in Base Ten

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 96% | 91% | 66% | 75% |
| District | 93% | 81% | 65% | 55% |
| State | 74% | 69% | 44% | 40% |

Highest Standard/Skill Performance:

Craft, Structure, and Language in Reading

Lowest Standard/Skill Performance:

Language in Writing

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 90% | 94% | 45% | 68% |
| District | 86% | 80% | 45% | 42% |
| State | 66% | 66% | 29% | 31% |

Highest Standard/Skill Performance:

Number and Operations in Base Ten

Lowest Standard/Skill Performance:

Number and Operations with Fractions

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91% | 98% | 75% | 85% |
| District | 90% | 91% | 69% | 65% |
| State | 72% | 74% | 44% | 45% |

Highest Standard/Skill Performance:

Physical and Chemical Sciences

Lowest Standard/Skill Performance:

Life Sciences

Building Grade Level Goal for 2022-2023:

Goal 2: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-23 school year.* Foundational Structures: Post-Secondary Career Preparation

Goal 3: *District Goal: Relevant, data-driven instruction will guide student achievement.* (SCT) Foundational Structures: Basic Skills, Tiered Framework of Support

Rational: As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Prairie Ridge Elementary

Principal Name: Kristel Fulcher

Building Information

Students

| | | | |
|--|------|---------------------------------------|-----|
| Total enrollment 2021-22 | 485 | Average Daily Attendance 21-22 | 475 |
| Projected Enrollment 2022-23 | 474 | Chronic Absenteeism 21-22 | 6 |
| Students with IEP's 21-22 | 12% | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 2.9% | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 0 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 39 | Certified Staff 22-23 | 38 |
| Student-Teacher Ratio 21-22 | 19:1 | Student-Teacher Ratio 22-23 | 20:1 |
| Classified Staff 21-22 | 22 | Classified Staff 22-23 | 20 |
| Student-Staff Ratio 21-22 | 8:1 | Student-Staff Ratio 22-23 | 8:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| Kindergarten | 72 | 4 | 18 | 73 | 4 | 18 |
| 1 st Grade | 65 | 4 | 16 | 69 | 4 | 17 |
| 2 nd Grade | 77 | 4 | 19 | 65 | 3 | 22 |
| 3 rd Grade | 82 | 4 | 20 | 75 | 4 | 19 |
| 4 th Grade | 103 | 5 | 21 | 82 | 4 | 20 |
| 5 th Grade | 86 | 4 | 22 | 104 | 5 | 21 |
| Totals | 485 | 25 | | 468 | 24 | |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response:
 - Building Strong relationships- Relationships were affected with on-line learning and COVID guidelines. Supporting a SEL curriculum, a social worker and a counselor can focus on rebuilding strong relationships with students, teachers, and parents.
 - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need.
 - Ensuring the growth of students through the Science of Reading.
 - Retaining and attracting highly qualified teachers and classified staff.
2. Budget actions that should be taken to address and remove those barriers
 - Building Response:
 - Building Internal Agency Response:
 - Adding the Second Step Bullying Unit and updating the Prairie Ridge PBIS handbook focuses on building strong relationships.
 - Changing the schedule of the counselor to add more flexibility and support to our students helps support our students SE wellbeing and builds strong relationships.
 - Writing sub-committee to focus on strong written communication skills.
 - Our building has purchased outside materials to focus on phonics and phonemic awareness following the foundation of Structured Literacy.
 - Building Budget Response:
 - Purchasing Writing Revolution books and focused time outside the classroom with substitute teachers to focus on learning and developing PD.
 - Purchasing Sadlier from Phonics to Reading materials for our K-3 students and Morpheme Magic for grades 4-5.
 - District Budget Response:
 - Purchasing the Second Step Bullying Unit
 - Increased salary to recruit and retain highly qualified certified and classified staff

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

- Building Response:

- While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------|---|--------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91.25% | 82.91% | 67.95% | 57.31% |
| District | 88.41% | 82.99% | 61.21% | 56.24% |
| State | 69.21% | 66.53% | 39.31% | 36.69% |

Highest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

Lowest Standard/Skill Performance:

- Key Ideas & Details

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|--------|---|--------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 93.19% | 90.23% | 75.72% | 70.72% |
| District | 92.98% | 91.04% | 70.66% | 67.5% |
| State | 77.11% | 75.82% | 46.15% | 48.1% |

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- Number and Operations with Fractions

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 97.45% | 95.13% | 72.14% | 70.86% |
| District | 94.79% | 93.87% | 69.64% | 64.15% |
| State | 82.41% | 80.46% | 46.99% | 41.91% |

Highest Standard/Skill Performance:

- Key Ideas & Details

Lowest Standard/Skill Performance:

- NA

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95% | 94.15% | 52.5% | 61.15% |
| District | 94.2% | 93.01% | 55.98% | 57.41% |
| State | 77.27% | 79.37% | 32.26% | 34.72% |

Highest Standard/Skill Performance:

- Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- Number and Operations in Base Ten

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92.92% | 84.87% | 71.71% | 56.97% |
| District | 91.83% | 81.44% | 64.26% | 55.42% |
| State | 73.63% | 68.06% | 42.98% | 39.22% |

Highest Standard/Skill Performance:

- Key Ideas & Details

Lowest Standard/Skill Performance:

- Craft, Structure, & Language in Reading

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 85.7% | 87.19% | 45.91% | 46.5% |
| District | 85.37% | 80.17% | 44.44% | 41.67% |
| State | 65.13% | 64.57% | 28% | 29.88% |

Highest Standard/Skill Performance:

- Measurement and Data

Lowest Standard/Skill Performance:

- Number and Operations in Base Ten

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------------|---|------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92% | 90% | 74% | 71% |
| District | 90% | 91% | 69% | 65% |
| State | 72% | 74% | 44% | 45% |

Highest Standard/Skill Performance:

- All Areas-Physical and Chemical Sciences, Life Sciences, Earth, and Space Sciences

Lowest Standard/Skill Performance:

- NA

Building Grade Level Goal for 2022-2023:

- 90% of students will score in categories 2, 3 & 4 and 60% of students will score in categories 3 & 4 on State Assessments in ELA and Math.

Rational:

- As a building, we would like to focus our attention on increasing the percentage of students scoring in categories 3 and 4 on the Kansas state assessment. To do this, teachers will need to provide engaging and relevant instructional opportunities for all students. In addition, we want all students who have mastered the standard(s) of focus to have the opportunity to dig deeper and apply their knowledge.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Riverview Elementary

Principal Name: Megan Turpin

Building Information

Students

| | | | |
|--|-----|---------------------------------------|------|
| Total enrollment 2021-22 | 475 | Average Daily Attendance 21-22 | 97.5 |
| Projected Enrollment 2022-23 | 476 | Chronic Absenteeism 21-22 | |
| Students with IEP's 21-22 | 54 | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 16 | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 37 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 41 | Certified Staff 22-23 | 42 |
| Student-Teacher Ratio 21-22 | 12:1 | Student-Teacher Ratio 22-23 | 11:1 |
| Classified Staff 21-22 | 21 | Classified Staff 22-23 | 21 |
| Student-Staff Ratio 21-22 | 8:1 | Student-Staff Ratio 22-23 | 8:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|-------------------|-------------------|------------------------|-------------------|-------------------|------------------------|
| Kindergarten | 70 | 4 | 17.5 | 73 | 4 | 17 |
| 1 st Grade | 80 | 4 | 20 | 72 | 4 | 17.5 |
| 2 nd Grade | 81 | 4 | 20 | 79 | 4 | 19 |
| 3 rd Grade | 82 | 4 | 20.5 | 86 | 4 | 20.5 |
| 4 th Grade | 86 | 4 | 21.5 | 80 | 4 | 20 |
| 5 th Grade | 77 | 3 | 26 | 86 | 4 | 22 |
| Totals | 476 | 23 | | 476 | 24 | |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response:
 - COVID response protocol
 - Attendance
 - Trouble filling vacancy in math aide position
 - Home stress stability
2. Budget actions that should be taken to address and remove those barriers
 - Building Response:
 - Building Internal Agency Response:
 - Building Budget Response:
 - Building purchase of online adaptive supplemental math application
 - Community communication between school and home
 - Offering free community schoolwide activities
 - District Budget Response:
 - Filling math aide vacancy
 - Filling a full time SIS position from a part time.
 - New math intervention curriculum
 - Additional Para support for student ratios
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response:
 - 2-3 years to really see the affect over time

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88.2% | 80.5% | 67.1% | 54.9% |
| District | 88% | 83% | 61% | 56% |
| State | 56% | 67% | 13% | 37% |

Highest Standard/Skill Performance:

- 58.02% of students are at Meets or Exceeds in Language and Writing

Lowest Standard/Skill Performance:

- 49.38% of students are at Meets or Exceeds in the areas of Key Ideas and Overall Writing

Building Grade Level Goal for 2022-2023:

- Place an emphasis on Key Ideas and Details not only increasing writing and reading rigor, but also being able to identify key ideas and details cross curricular. At least 50% of the 3rd grade student population obtain the of meets in the areas of Key Ideas and Overall Writing after the Spring State Assessment.

Rational:

- If we can increase instruction within key ideas and details, that will in turn increase and effect our overall writing in both key ideas and overall writing for third grade.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95.3% | 92.7% | 68.2% | 63.4% |
| District | 93% | 91% | 71% | 68% |
| State | 77% | 76% | 46% | 48% |

Highest Standard/Skill Performance:

- 76% of students are at Meets or Exceeds in Geometry

Lowest Standard/Skill Performance:

- 40.35% of students are at Meets or Exceeds in Numbers and Operation in Base Ten

Building Grade Level Goal for 2022-2023:

- Place and emphasis on Numbers and Operations in Base Ten to improve our overall percentage to a 45% or greater by Spring State Testing.

Rational:

- By emphasizing and reteaching number and operations in base ten, other areas, such as skills and concepts will also improve.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 90.4% | 92.0% | 60.3% | 64.8% |
| District | 95% | 94% | 70% | 64% |
| State | 82% | 80% | 47% | 42% |

Highest Standard/Skill Performance:

- 72.73% of students are at Meets or Exceeds in Overall Writing

Lowest Standard/Skill Performance:

- 55.68% of students are at Meets or Exceeds in Overall Reading

Building Grade Level Goal for 2022-2023:

- Place an emphasis on Key Ideas and Details to improve the overall reading score. At least 58% of the 4th grade student population will obtain at least meets in the areas of Overall Reading after the Spring State Assessment.

Rational:

- When we place an emphasis on key ideas and details through rigor and instruction, it will in turn increase and effect our overall reading as our focus for improvement in the fourth grade.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95.9% | 86.4% | 43.8% | 40.9% |
| District | 94% | 93% | 56% | 57% |
| State | 77% | 79% | 32% | 35% |

Highest Standard/Skill Performance:

- 61.82% of students are at Meets or Exceeds in Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- 37.29% of students are at Meets or Exceeds in Numbers and Operation in Base Ten

Building Grade Level Goal for 2022-2023:

- A grade level emphasis on Numbers and Operations in Base Ten to increase the fourth-grade percentage to a 40% or greater by Spring State Testing.

Rational:

- By improving number and operations in base ten, other areas, such as skills and concepts will also improve.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 95.4% | 79.7% | 64.6% | 53.2% |
| District | 91.8 | 81% | 64.3 | 55% |
| State | 73.7% | 68% | 43.4 | 39% |

Highest Standard/Skill Performance:

- 61.54% of students are at Meets or Exceeds in Text Types and Purposes

Lowest Standard/Skill Performance:

- 47.44% of students are at Meets or Exceeds in Language and Writing

Building Grade Level Goal for 2022-2023:

- Place an emphasis on Language and Writing to improve the overall reading and writing scores. At least 50% of the 5th grade student population obtain meets or exceeds in the Language and Writing after the Spring State Assessment.

Rational:

- If we can increase instruction within language and writing through rigor and instruction, that will increase and effect our Overall Reading and Overall Writing which is our focus for improvement in the fifth grade.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 85.1% | 81.0% | 47.8% | 35.4% |
| District | 85.4% | 80% | 44.5% | 42% |
| State | 65.2% | 65% | 28% | 30% |

Highest Standard/Skill Performance:

- 64.29% of students are at Meets or Exceeds in Operations and Algebraic Thinking

Lowest Standard/Skill Performance:

- 44.87% of students are at Meets or Exceeds in Measurement and Data

Building Grade Level Goal for 2022-2023:

- Place an instructional emphasis on Measurement and Data. At least 47% of the 5th grade student population will obtain meets or exceeds in Measurement and Data after the Spring State Assessment.

Rational:

- By increasing our percentage in Measurement and Data there would be a direct increase in strategic thinking and reasoning.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84.9% | 87.3% | 62.1% | 57.0% |
| District | 89.6% | 90% | 68.7% | 64% |
| State | 70.9% | 72% | 42.7% | 43% |

Highest Standard/Skill Performance:

- 66.67% of students are at Meets or Exceeds in Physical and Chemical Sciences

Lowest Standard/Skill Performance:

- 51.28% of students are at Meets or Exceeds in Earth and Space Sciences

Building Grade Level Goal for 2022-2023:

- Show growth in 6 or more students currently in the below range, in Earth and Space Sciences by the end of Spring State Testing.

Rational:

- By increasing 7.5% of students from below to meets or exceeds, will improve the pass rate from a 51.28% to a 60% meets or exceeds in Earth and Space Sciences.



USD 232 Needs Assessment Audit- Elementary 2022-2023

School Name: Starside Elementary

Principal Name: Jan A. Hicks

Building Information **Students**

| | | | |
|--|-----|---------------------------------------|-----|
| Total enrollment 2021-22 | 455 | Average Daily Attendance 21-22 | 88% |
| Projected Enrollment 2022-23 | 450 | Chronic Absenteeism 21-22 | 15% |
| Students with IEP's 21-22 | 13% | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 39% | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 20% | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 39 | Certified Staff 22-23 | 39 |
| Student-Teacher Ratio 21-22 | 12:1 | Student-Teacher Ratio 22-23 | 11:1 |
| Classified Staff 21-22 | 16 | Classified Staff 22-23 | 17 |
| Student-Staff Ratio 21-22 | 8:1 | Student-Staff Ratio 22-23 | 8:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| Kindergarten | 84 | 4 | 21 | 60 | 4 | 15 |
| 1 st Grade | 77 | 4 | 19 | 83 | 4 | 20 |
| 2 nd Grade | 65 | 3 | 21 | 77 | 4 | 19 |
| 3 rd Grade | 71 | 4 | 17 | 63 | 3 | 21 |
| 4 th Grade | 80 | 4 | 20 | 79 | 3 | 26 |
| 5 th Grade | 75 | 3 | 25 | 82 | 4 | 20 |
| Totals | 452 | 22 | 20.5 | 444 | 22 | 20.2 |

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Increasing high free and reduced numbers
 - English language learner needs
 - Increasing students identified for special education
 - Lack of adequate funding
 - High levels of students facing trauma or social emotional needs
 - Lack of community mental health services for students
2. Budget actions that should be taken to address and remove those barriers
 - Building Internal Agency Response:
 - Increase reading and math proficiency
 - Continue to gather and provide building data to demonstrate needs
 - Building Budget Response:
 - Continue to fund our SPARK after school program
 - Materials for English language learners
 - Train staff in structured literacy strategies
 - Continue to purchase Wiley Blevins phonics program
 - District Budget Response:
 - Lower teacher to student ratio in classroom
 - Increased funding to expand extended school year and summer school programming for students. Continue with summer school tutoring.
 - Increase paraeducator and teacher support in special education classrooms
 - Additional substitute teachers including building substitutes
 - Increased salary to recruit and retain highly qualified certified and classified staff
 - Continue to fund full time social workers and counselors in schools after ESSER money runs out
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: Our kindergartners this year will be starting with our new phonics program. They will be in third grade when they take their first state assessment. So, over the next 3-4 years we expect to see improvement with their reading skills. Also, continued social emotional supports should allow students the support they need to engage in academics.

State Assessment Data Analysis- 2022

Third Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 68 | 79 | 30 | 36 |
| District | 83 | 88 | 56 | 61 |
| State | 68 | 69 | 38 | 40 |

Highest Standard/Skill Performance:

- Language and writing

Lowest Standard/Skill Performance:

- Craft, structure, language and reading

Building Grade Level Goal for 2022-2023:

- 30% will meet or exceed (category 3 & 4) in the areas of craft, structure, language and reading

Rational:

- If we want 60% meets/exceeds by 2027, a goal of 30% is reasonable for this school year.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 76 | 89 | 39 | 46 |
| District | 91 | 93 | 67 | 71 |
| State | 77 | 78 | 50 | 48 |

Highest Standard/Skill Performance:

- Operations and algebraic

Lowest Standard/Skill Performance:

- Measurement and data

Building Grade Level Goal for 2022-2023:

- 38% of students will meet or exceed (category 3 & 4) in measurement and data

Rational:

- If we want 60% meets/exceeds by 2027, a goal of a 10% increase is reasonable for this school year.

Fourth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 86 | 94 | 42 | 52 |
| District | 94 | 95 | 64 | 70 |
| State | 81 | 82 | 43 | 48 |

Highest Standard/Skill Performance:

- Overall writing

Lowest Standard/Skill Performance:

- Overall writing

Building Grade Level Goal for 2022-2023:

- 57% scoring in categories 3 & 4

Rational:

- By focusing on key ideas and details, which was our lowest area we can raise the overall percentage of student scoring a 3 or 4.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91 | 97 | 40 | 49 |
| District | 93 | 94 | 58 | 56 |
| State | 80 | 78 | 35 | 33 |

Highest Standard/Skill Performance:

- Number and operations with fractions

Lowest Standard/Skill Performance:

- Number and operations in base ten

Building Grade Level Goal for 2022-2023:

- 55% scoring in categories 3 and 4

Rational:

- By focusing on number and operations in base ten, which was our lowest area we can raise the overall percentage of students scoring a 3 or 4.

Fifth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 60 | 79 | 30 | 49 |
| District | 82 | 92 | 55 | 65 |
| State | 69 | 73 | 40 | 44 |

Highest Standard/Skill Performance:

- Writing: vocabulary and language use

Lowest Standard/Skill Performance:

- Key ideas and details

Building Grade Level Goal for 2022-2023:

- 35% of students will be in categories 3 or 4 in the areas of key ideas and details

Rational:

- If we want 60% meets/exceeds by 2027, a goal of 35% is reasonable for this school year.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 54 | 79 | 12 | 43 |
| District | 80 | 86 | 42 | 45 |
| State | 66 | 66 | 31 | 29 |

Highest Standard/Skill Performance:

- Problem solving

Lowest Standard/Skill Performance:

- Fractions

Building Grade Level Goal for 2022-2023:

- 20% of all students will score a 3 or 4 in fractions

Rational:

- If we want 60% meets/exceeds by 2027, a goal of 20% is reasonable for this school year

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|-------------|--|-------------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 86 | 91 | 40 | 60 |
| District | 90 | 90 | 65 | 69 |
| State | 73 | 72 | 45 | 44 |

Highest Standard/Skill Performance:

- Physical and chemical sciences

Lowest Standard/Skill Performance:

- Life sciences

Building Grade Level Goal for 2022-2023:

- 45% of all students will score a 3 or 4 in life sciences

Rational:

- If we want 60% meets/exceeds by 2027, a goal of 45% is reasonable for this school year.



**USD 232 Needs Assessment Audit- Middle School
2022-2023**

School Name: Lexington Trails Middle School

Principal Name: Clark McCracken

Building Information

Students

| | | | |
|--|------------|---------------------------------------|--------------|
| Total enrollment 2021-22 | 356 | Average Daily Attendance 21-22 | 93.3% |
| Projected Enrollment 2022-23 | 381 | Chronic Absenteeism 21-22 | 21.7% |
| Students with IEP's 21-22 | 46 | Graduation Rate 2021 | NA |
| Students on Free & Reduced Lunch 21-22 | 102 | Dropout rate 20-21 | NA |
| English Language Learners 21-22 | 31 | Five-Year Effectiveness Average 20-21 | NA |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 30 | Certified Staff 22-23 | 31 |
| Student-Teacher Ratio 21-22 | 12:1 | Student-Teacher Ratio 22-23 | 12:1 |
| Classified Staff 21-22 | 10 | Classified Staff 22-23 | 10 |
| Student-Staff Ratio 21-22 | 11:1 | Student-Staff Ratio 22-23 | 11:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|
| 6 th Grade | 108 | 5 | 21.6 | 130 | 5 | 26 |
| 7 th Grade | 122 | 5 | 24.4 | 120 | 5 | 24 |
| 8 th Grade | 127 | 5 | 25.4 | 131 | 5 | 26.2 |
| Totals | 356 | 15 | 23.7 | 376 | 15 | 24.8 |

Helpful Links for Guiding Documents

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

Building Response: Barriers at LTMS include:

- students entering middle school missing skills in reading and math
- students entering middle school academically behind according to standardized test scores
- students that come from single parent households (these students score lower and have more behavioral issues)
- absenteeism
- lack of student and parent involvement at school

2. Budget actions that should be taken to address and remove those barriers

Building Response: We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school. LTMS needs funding for before and after school programs and staffing. We need stipends for sponsors/coaches and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach, and sponsor. We also need money for curriculum and hardware for our proposed Esports team. This would reach a demographic of students that are currently uninvolved in co/extracurricular activities. After the initial cost of starting the program, there is minimal cost (plus the coach/sponsor).

▪ Building Internal Agency Response:

- PSP (Panther Success Program): This tutoring program has been offered one day a week and was funded by the education foundation. We need to expand this program to two days a week and utilize more staff to cut the student to pupil ratio.
- Esports: Starting a Esports team would provide additional opportunities for students to be engaged in after school activities.
- Wellness Club: Last year we started a strength and conditioning program before school, two days a week at the high school. Now that we have our own space, we want to expand the program to before and after school, and include health, dietary, and mental wellness curriculum, and activities to support the many developmental needs of students.

▪ Building Budget Response:

- LTMS has invested \$22,000 in a staff and student wellness center to improve the health and well-being of students and staff post-pandemic.
- We are also prepared to split the cost of starting the [Esports team](#) (equipment and curriculum/certification).
- LTMS is increasing the budgets/funding for our clubs (KAY, STUCO, Student Advisory).

▪ District Budget Response:

- We need a coaching stipend or hourly pay for our Esports sponsor (1 coach, 3 days per week, 1.5 hour per day, for 28 weeks = \$2,200).
- We need money for the initial equipment/curriculum purchase for our [Esports team](#) (\$5000 in equipment and \$3000 in curriculum/coaching training and certification).
- We need money to pay for our Panther Success Program tutors (6 staff, 2 hours per day, 2x per week for 28 weeks = \$11,500).
- We need money for dietary, physical health, and mental health curriculum/resources for our wellness club (\$500).
- We need money to pay teachers/sponsors to teach and supervise the wellness sessions (2 staff, 2 hours per day, 4x per week for 28 weeks = \$7,600).
- Total requested funds: \$29,800

- Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

Building Response: We can have over 95% of students involved in activities at LTMS in the next three years with adequate funding (PSP, Esports, Wellness + current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those students not involved.

State Assessment Data Analysis- 2022

Sixth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84 | 77 | 56 | 51 |
| District | 80 | 77 | 52 | 47 |
| State | 64 | 63 | 36 | 33 |

Highest Standard/Skill Performance:

- Text types and purpose
- Language in writing

Lowest Standard/Skill Performance:

- Key ideas and detail
- Craft, structure, and language in reading

Building Grade Level Goal for 2022-2023: 84% category 2, 3, 4, and 55% category 3, 4

Rationale: The scores for incoming students are very low, with a high level of category 1 students. We can move more kids to category 3 and 4, and we hope to return to 2021 levels of category 1.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 85 | 94 | 46 | 66 |
| District | 88 | 81 | 44 | 43 |
| State | 63 | 64 | 28 | 30 |

Highest Standard/Skill Performance:

- Statistics and probabilities

Lowest Standard/Skill Performance:

- Ratios and proportions

Building Grade Level Goal for 2022-2023: 85% category 2, 3, 4 and 60% category 3 and 4.

Rationale: Over 35% of our incoming 6th graders scored in category 1 on the state assessment last year. We want to cut that number to 15%, knowing that our category 3 and 4 will be a smaller percentage than last year.

Seventh Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 81 | 86 | 59 | 56 |
| District | 84 | 79 | 50 | 47 |
| State | 64 | 63 | 32 | 41 |

Highest Standard/Skill Performance:

1. Craft, structure, and language in reading

Lowest Standard/Skill Performance:

1. Language in writing

Building Grade Level Goal for 2022-2023: 85% category 2, 3, 4, and 55% category 3, 4

Rationale: Students were at 77% category 2, 3, 4, and 51% category 3,4 in 6th grade, so we want to increase those numbers and be in-line with 7th grade trends at LTMS.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88 | 93 | 48 | 51 |
| District | 91 | 92 | 44 | 51 |
| State | 73 | 76 | 25 | 27 |

Highest Standard/Skill Performance:

1. Ratios and proportional relations
2. Expressions and equations
3. Statistics and probabilities

Lowest Standard/Skill Performance:

1. Number system
2. Geometry

Building Grade Level Goal for 2022-2023: 95% category 2, 3, 4 and 65% category 3, 4.

Rationale: We want to maintain the success this group had as 6th grade students, meeting district goals.

HGSS- History, Government, Social Studies

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | NA | 98 | NA | 80 |
| District | NA | | NA | |
| State | NA | | NA | |

Highest Standard/Skill Performance:

1. Claim/Thesis

Lowest Standard/Skill Performance:

1. Supporting Evidence

Building Grade Level Goal for 2022-2023: 95% category 2, 3, 4 and 85% category 3, 4.

Rationale: We want to maintain the success we have had in social studies, exceeding district goals

Eighth Grade

Reading-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 90 | 88 | 32 | 41 |
| District | 89 | 86 | 36 | 39 |
| State | 71 | 64 | 25 | 22 |

Highest Standard/Skill Performance:

1. Text types and purpose
2. Language in writing

Lowest Standard/Skill Performance:

1. Key ideas and detail
2. Craft, structure, and language in reading

Building Grade Level Goal for 2022-2023: 90% category 2, 3, 4 and 60% category 3, 4.

Rationale: We want to build on the success this group had in 7th grade, increasing their scores to the district goal.

Math-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 81 | 80 | 40 | 49 |
| District | 80 | 80 | 39 | 42 |
| State | 55 | 52 | 22 | 21 |

Highest Standard/Skill Performance:

1. Expressions and equations
2. Functions

Lowest Standard/Skill Performance:

1. Geometry
2. Strategic thinking

Building Grade Level Goal for 2022-2023: 90% category 2, 3, 4 and 55% category 3 and 4.

Rationale: We want to build on the success this group had in 7th grade and increase their level 3 and 4 percentage.

Science-

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 80 | 79 | 45 | 49 |
| District | 74 | 75 | 44 | 41 |
| State | 57 | 53 | 28 | 23 |

Highest Standard/Skill Performance:

1. Earth and space science

Lowest Standard/Skill Performance:

1. Physical and chemical science
2. Life science

Building Grade Level Goal for 2022-2023: 80% category 2, 3, 4 and 50% category 3 and 4.

Rationale: Until we adequately address the comprehensive test and how we teach the standards in 6th, 7th, and 8th grade, we want to maintain our current levels of performance. Many tested concepts are covered in 6th and 7th grade, but we need time to look closer at those classes vs. the content on the state assessment before moving to 90% category 2, 3, 4 and 60% category 3 and 4, respectively.



**USD 232 Needs Assessment Audit - Middle School
2022-2023**

School Name: Mill Creek Middle School

Principal Name: Andrew Legler

Building Information

Students

| | | | |
|--|-----|---------------------------------------|------|
| Total enrollment 2021-22 | 628 | Average Daily Attendance 21-22 | 95.8 |
| Projected Enrollment 2022-23 | 630 | Chronic Absenteeism 21-22 | 8.96 |
| Students with IEP's 21-22 | 37 | Graduation Rate 2021 | X |
| Students on Free & Reduced Lunch 21-22 | 23 | Dropout rate 20-21 | X |
| English Language Learners 21-22 | N/A | Five-Year Effectiveness Average 20-21 | X |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 54 | Certified Staff 22-23 | 53 |
| Student-Teacher Ratio 21-22 | 12:1 | Student-Teacher Ratio 22-23 | 12:1 |
| Classified Staff 21-22 | 22 | Classified Staff 22-23 | 23 |
| Student-Staff Ratio 21-22 | 9:1 | Student-Staff Ratio 22-23 | 8:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|
| 6 th Grade | 201 | 9 | 22.3 | 209 | 9 | 23.2 |
| 7 th Grade | 216 | 9 | 24 | 202 | 9 | 22.4 |
| 8 th Grade | 238 | 10 | 23.8 | 219 | 10 | 21.9 |
| Total | 655 | 28 | | 630 | 18 | |

Helpful Links for Guiding Documents

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response: Analyze instructional gaps/holes in Reading/ELA in 7th and 8th grade. The same will be done for Math in 6th grade. Use this information to increase understanding of essential standards and instructional techniques to better develop methods for recognizing: are students learning? What are we doing if students are not learning?
2. Budget actions that should be taken to address and remove those barriers
Building Response:
 - Building Internal Agency Response: MTSS, ELT time
 - Building Budget Response: Additional Reading/ELA support materials (ex. Interim practice tests) if needed for 7th. Additional professional development in differentiated Reading/ELA instruction.
 - District Budget Response: Need additional funding for supplemental materials and staff PD.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: Time to analyze academic data. This will be completed during PLC time on Tuesdays and during building PD time on district early release days. Est. time spent will be several hours per grade level/teacher until preliminary data shows an improvement in proficiency percentages.

State Assessment Data Analysis - 2022

6th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 74 | 79 | 46 | 48 |
| District | 80 | 78 | 52 | 47 |
| State | 63 | 62 | 36 | 33 |

Highest Standard/Skill Performance:

- Text types/purpose (writing)
- Language in Writing

Lowest Standard/Skill Performance:

- Key ideas & details
- Craft, structure, and language in reading

Building Grade Level Goal for 2022-2023:

- We will increase the percentage score of students scoring in categories 2, 3, & 4 by 5% points to exceed both State and DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 78 | 80 | 39 | 48 |
| District | 83 | 81 | 44 | 51 |
| State | 64 | 65 | 28 | 27 |

Highest Standard/Skill Performance:

- Number system
- Expressions & equations

Lowest Standard/Skill Performance:

- Ratios and proportional relationships
- Geometry
- Statistics & probability
- Strategic thinking & reasoning

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 3 & 4 by 4% percentage points to exceed the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3 and 4 categories.

7th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 88 | 74 | 47 | 41 |
| District | 84 | 79 | 50 | 47 |
| State | 64 | 64 | 32 | 32 |

Highest Standard/Skill Performance:

- Text types/purpose (writing)
- Language in Writing

Lowest Standard/Skill Performance:

- Key ideas & details
- Craft, structure, and language in reading

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 2, 3 & 4 by 5% percentage points to match the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 91 | 90 | 35 | 48 |
| District | 91 | 91 | 44 | 51 |
| State | 72 | 76 | 24 | 27 |

Highest Standard/Skill Performance:

- Expressions & equations
- Strategic thinking & reasoning

Lowest Standard/Skill Performance:

- Ratios & proportional relationships
- Geometry
- Statistics & probability
- Number system

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 3 & 4 by 4% percentage points to exceed the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 2, 3, and 4 categories.

8th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 86 | 86 | 33 | 34 |
| District | 89 | 86 | 36 | 39 |
| State | 71 | 65 | 25 | 22 |

Highest Standard/Skill Performance:

- Language in writing

Lowest Standard/Skill Performance:

- Text types and purposes of writing
- Key ideas & details
- Craft, structure, and language in reading

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 3 & 4 by 5% percentage points to match the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 71 | 87 | 26 | 39 |
| District | 80 | 80 | 39 | 42 |
| State | 56 | 52 | 22 | 21 |

Highest Standard/Skill Performance:

- Expressions & equations

Lowest Standard/Skill Performance:

- Functions
- Geometry
- Skills & concepts
- Strategic thinking & reasoning

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 3 & 4 by 4% percentage points to exceed the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.

Science

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|--|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| | | | | |

| | 2021 | 2022 | 2021 | 2022 |
|-----------------|------|------|------|------|
| Building | 70 | 72 | 47 | 34 |
| District | 75 | 75 | 44 | 41 |
| State | 57 | 52 | 28 | 23 |

Highest Standard/Skill Performance:

- None

Lowest Standard/Skill Performance:

- Physical & chemical sciences
- Life Sciences
- Earth & space sciences

Building Grade Level Goal for 2022-2023:

- We will raise the percentage score of students scoring in categories 3 & 4 by 7% percentage points to match the DeSoto 232 score from 2022.

Rationale:

- Our school community of parents and staff have high expectations for our students. We have a large population of students that are more than capable of performing at the high level 3, and 4 categories.



USD 232 Needs Assessment Audit - Middle Schools 2022-2023

School Name: Monticello Trails Middle School

Principal Name: Jennifer Smith

Building Information

Students

| | | | |
|--|-----|---------------------------------------|-----|
| Total enrollment 2021-22 | 733 | Average Daily Attendance 21-22 | 680 |
| Projected Enrollment 2022-23 | 710 | Chronic Absenteeism 21-22 | 93 |
| Students with IEP's 21-22 | 77 | Graduation Rate 2021 | X |
| Students on Free & Reduced Lunch 21-22 | 40 | Dropout rate 20-21 | X |
| English Language Learners 21-22 | 1 | Five-Year Effectiveness Average 20-21 | X |

Staff

| | | | |
|-----------------------------|--------|-----------------------------|--------|
| Certified Staff 21-22 | 51 | Certified Staff 22-23 | 51.5 |
| Student-Teacher Ratio 21-22 | 16:1 | Student-Teacher Ratio 22-23 | 15.4:1 |
| Classified Staff 21-22 | 20 | Classified Staff 22-23 | 20 |
| Student-Staff Ratio 21-22 | 10.5:1 | Student-Staff Ratio 22-23 | 10:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|-----------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| 6 th Grade | 241 | 9 | 26.8 | 206 | 9 | 22.9 |
| 7 th Grade | 244 | 10 | 24.4 | 247 | 10 | 24.7 |
| 8 th Grade | 248 | 10 | 24.8 | 251 | 10 | 25.1 |
| Total | 733 | 29 | | 704 | 29 | |

Helpful Links for Guiding Documents

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments

- Building Response:
 - Development of Formative Common Assessments
 - Time for Data Analysis and Vertical Skills Discussions
 - Absenteeism
 - Move-in/ Transfer Students
 - Student motivation
 - Student Engagement
 - Social Emotional Needs of Students and Teachers
 - Athletic Transportation to Events- Early departure = missing instruction
 - Complete grade-level teams to allow for teachers to focus on content and student skills

2. Budget actions that should be taken to address and remove those barriers

Building Response:

- Building Internal Agency Response:
 - Tier 1 support training provided to staff
 - Realigned ELT structure to better meet needs of students
 - Development of Social Emotional Supports and Structures for teachers
 - Quarterly student rewards parties – targeting attendance, tardies, and grades
 - All homework must be turned in - policy
 - Quarterly Showcase nights
 - College and Career Day
 - Increased guest speakers – To increase engagement and relevance
 - Reevaluating Priority Standards
 - Staffing changes
- Building Budget Response:
 - Remodel of Teacher's Lounge – Social Emotional
 - Student Zen Room Additions – Social Emotional
 - Flexible seating purchased
 - Once a semester ½ day substitutes to allow for ELA and Math collaboration
 - Outdoor classroom – Social Emotional
- District Budget Response:
 - Increased days of Timberwolf Success Program
 - Added a .5 reading interventionist
 - Offering after school athletic training, art, engineering tech, theater opportunities for students
 - Mastery Connect – Data Analysis Program
 - Hiring 1 additional staff member to complete 6th grade team
 - Purchase of 2 15-passenger vans to address transportation needs for athletic events

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented

▪ Building Response:

Our goal at Monticello Trails Middle School is to focus on student learning. The first step to that is getting students here and getting them engaged in their learning. Looking at our building goals it is evident that goal number one and two focuses on student learning and the three main questions of a PLC.

What do we want them to know?

How do we know if they learned it?

What do we do if they have not learned it or already know it?

This is a continuous process that we are striving to have in place by the end of this year and will continue to refine and adjust over time to meet the needs of our students. The purchase of Mastery Connect, the additional time to collaborate, and sending a team to the PLC convention all helps us to continue growing and improving in these areas.

Our building goals number three and four focus on student empowerment and individualization of instruction. This targets absenteeism, engagement, as well as the social emotional needs of our students. While we are putting strategies and structures in place to address the needs we see, many of these barriers are also tied to home and elements outside of school. While we are building our partnership between families and the community there are some factors of which we have little control that makes it difficult to predict when each student will meet proficiency. The needs and students are ever changing.

State Assessment Data Analysis - 2022

6th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84 | 76 | 56 | 43 |
| District | 80 | 78 | 52 | 47 |
| State | 63 | 62 | 36 | 33 |

Highest Standard/Skill Performance:

- Writing

Lowest Standard/Skill Performance:

- Main Idea
- Supporting Conclusions
- Literary Text

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.

- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 83 | 76 | 45 | 33 |
| District | 83 | 81 | 44 | 43 |
| State | 64 | 65 | 28 | 30 |

Highest Standard/Skill Performance:

- Problem Solving
- Modeling and Data Analysis

Lowest Standard/Skill Performance:

- The Number System
- Expressions and Equations

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation.

7th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 81 | 80 | 49 | 47 |
| District | 84 | 79 | 50 | 47 |
| State | 64 | 64 | 32 | 32 |

Highest Standard/Skill Performance:

- Writing

Lowest Standard/Skill Performance:

- Informational Text

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92 | 92 | 50 | 55 |
| District | 91 | 91 | 44 | 51 |
| State | 72 | 76 | 24 | 27 |

Highest Standard/Skill Performance:

- Ratios and Proportions
- Expressions and Equations
- Statistics and Probability
- Strategic Thinking

Lowest Standard/Skill Performance:

- The number system
- Geometry

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation

8th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 92 | 83 | 42 | 42 |
| District | 89 | 86 | 36 | 39 |
| State | 71 | 65 | 25 | 22 |

Highest Standard/Skill Performance:

- Writing

Lowest Standard/Skill Performance:

- Literary Text
- Making Supporting Conclusions
- Main Idea

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 85 | 75 | 49 | 43 |
| District | 80 | 80 | 39 | 42 |
| State | 56 | 52 | 22 | 21 |

Highest Standard/Skill Performance:

- Expressions and Equations

Lowest Standard/Skill Performance:

- Functions
- Geometry

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

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Science

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|---|------|--|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 73 | 75 | 39 | 43 |
| District | 75 | 75 | 44 | 41 |
| State | 57 | 52 | 28 | 23 |

Highest Standard/Skill Performance:

- Earth and Space Science

Lowest Standard/Skill Performance:

- Life Science
- Physical and Chemical Science

Building Grade Level Goal for 2022-2023:

- 90% or more of MTMS students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-23 school year.
- Staff will utilize the PLC structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards by all students.
- Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided with opportunities from experts in the field to learn more about careers they are interested in exploring.

Rationale:

Focusing on learning allows us to meet the needs of all our students. The action steps associated with these goals allow us to have a means to involve students, the community, and parents in learning. It also provides a structure for us to identify and communicate what students need to know, if they have learned it, or if they require extension. These goals also allow for student individualization and personalization of learning which will increase engagement and motivation.



USD 232 Needs Assessment Audit - High Schools 2022-2023

School Name: De Soto High School

Principal Name: Sam Ruff

Building Information

Students

| | | | |
|--|------|---------------------------------------|-------|
| Total enrollment 2021-22 | 978 | Average Daily Attendance 21-22 | 94.7 |
| Projected Enrollment 2022-23 | 1009 | Chronic Absenteeism 21-22 | 15.17 |
| Students with IEP's 21-22 | 119 | Graduation Rate 2021 | 95.2 |
| Students on Free & Reduced Lunch 21-22 | 145 | Dropout rate 20-21 | 0.9% |
| English Language Learners 21-22 | 32 | Five-Year Effectiveness Average 20-21 | 64.0 |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 70 | Certified Staff 22-23 | 71.5 |
| Student-Teacher Ratio 21-22 | 16:1 | Student-Teacher Ratio 22-23 | 16:1 |
| Classified Staff 21-22 | 37 | Classified Staff 22-23 | 37 |
| Student-Staff Ratio 21-22 | 9:1 | Student-Staff Ratio 22-23 | 9:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|------------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|
| 9 th Grade | 227 | | | 261 | | |
| 10 th Grade | 257 | | | 234 | | |
| 11 th Grade | 247 | | | 270 | | |
| 12 th Grade | 245 | | | 243 | | |
| Total | 978 | 369 | 21.20 | 1009 | 369 | 21.87 |

Helpful Links for Guiding Documents

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Lack of foundational skills
 - Attendance
 - Mental Health
2. Budget actions that should be taken to address and remove those barriers
 - Building Internal Agency Response: Increased teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), Wildcat Rising (summer academic support)
 - Building Budget Response: Increased budget allocations for teacher training/professional learning (Collaborative Team Training and Support, AVID Summer Institute Training), Wildcat Rising (summer academic support), funding for additional HS staff to provide interventions, training, before and after school student academic support (Breakfast Club, and After School Study Tables)
 - District Budget Response: provide universal preschool, increased staffing at the elementary and middle levels (teachers, support staff, interventionist, counselors). School based health and mental health care providers (for short and long-term student needs – could be community wide).
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: The amount of time needed for **each** student to attain grade level proficiency is unknown. Students learn at different rates and have a wide variety of needs.

Assessment Data Analysis- 2022

10th Grade

English Language Arts

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 82 | 80 | 40 | 39 |
| District | 84 | 84 | 41 | 40 |
| State | 66 | 62 | 28 | 26 |

Highest Standard/Skill Performance:

- Language in Writing (169/252 meeting or exceeding)
- Language in Writing: These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, and punctuation rules.

Lowest Standard/Skill Performance:

- Craft/Structure/Language in Reading (80/252 meeting or exceeding)

- Craft, Structure, & Language in Reading: These questions require students to read literary and informational texts and then analyze text structure, point of view, author's purpose, and language use and determine and analyze word meaning.

Building Grade Level Goal for 2022-2023:

- 82% of the tenth-grade students at DHS will score a 2, 3, or 4 on the ELA state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 84 | 74 | 48 | 38 |
| District | 83 | 77 | 44 | 38 |
| State | 54 | 51 | 21 | 21 |

Highest Standard/Skill Performance:

- Statistics and Probability (142/252 meeting or exceeding)
- Statistics and Probability: These questions require students to compare and draw inferences from data sets and to calculate probability of simple and compound events.

Lowest Standard/Skill Performance:

- Strategic Thinking and Reasoning (94/252 meeting or exceeding)
- Strategic Thinking and Reasoning: These questions require students to solve complex problems using problem-solving strategies and mathematical tools; explain their reasoning, defend their answers, and critique the reasoning of others; and analyze complex, real-world situations to construct and use mathematical models to solve problems, and to interpret results in the context of a situation.

Building Grade Level Goal for 2022-2023:

- 80% of the tenth-grade students at DHS will score a 2, 3, or 4 on the math state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.

11th Grade

Science

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|-----------------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 78 | 75 | 50 | 49 |
| District | 78 | 70 | 48 | 43 |
| State | 63 | 57 | 35 | 28 |

Highest Standard/Skill Performance:

- PHYSICAL AND CHEMICAL SCIENCES (142/243 meets or exceeds)
- PHYSICAL AND CHEMICAL SCIENCES: These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Analyzing and Interpreting Data), (2) their core ideas (ex. Chemical Reactions), and (3) concepts that crosscut science disciplines (ex. Stability and Change).

Lowest Standard/Skill Performance:

- EARTH AND SPACE SCIENCES (121/243 meets or exceeds)
- EARTH AND SPACE SCIENCES: These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Developing and Using Models), (2) their core ideas (ex. Earth Systems), and (3) concepts that crosscut science disciplines (ex. Systems and System Models).

Building Grade Level Goal for 2022-2023:

- 80% of the eleventh-grade students at DHS will score a 2, 3, or 4 on the science state assessment.

Rationale:

- Using Collaborative Teams, DHS will continue to improve in meeting the needs of our students.



USD 232 Needs Assessment Audit - High Schools 2022-2023

School Name: Mill Valley High School

Principal Name: Dr. Gail Holder

Building Information

Students

| | | | |
|--|------|---------------------------------------|-----------|
| Total enrollment 2021-22 | 1318 | Average Daily Attendance 21-22 | 95% |
| Projected Enrollment 2022-23 | 1322 | Chronic Absenteeism 21-22 | 0.03% |
| Students with IEP's 21-22 | 138 | Graduation Rate 2021 | 97.9/100% |
| Students on Free & Reduced Lunch 21-22 | 34 | Dropout rate 20-21 | 0% |
| English Language Learners 21-22 | 10 | Five-Year Effectiveness Average 20-21 | 71 |

Staff

| | | | |
|-----------------------------|------|-----------------------------|------|
| Certified Staff 21-22 | 95 | Certified Staff 22-23 | 96 |
| Student-Teacher Ratio 21-22 | 14:1 | Student-Teacher Ratio 22-23 | 14:1 |
| Classified Staff 21-22 | 37 | Classified Staff 22-23 | 40 |
| Student-Staff Ratio 21-22 | 10:1 | Student-Staff Ratio 22-23 | 10:1 |

Class Size Information

| Grade | 21-22 Students | 21-22 Sections | 21-22 Class Size | 22-23 Students | 22-23 Sections | 22-23 Class Size |
|------------------------|----------------|----------------|------------------|----------------|----------------|------------------|
| 9 th Grade | 314 | | 26-29 | 369 | | 26-29 |
| 10 th Grade | 331 | | 26-29 | 325 | | 26-29 |
| 11 th Grade | 311 | | 26-29 | 337 | | 26-29 |
| 12 th Grade | 326 | | 26-29 | 308 | | 26-29 |
| Total | 1282 | | 26-29 | 1339 | | 26-29 |

21-22 we have 1367 total sections. 662/705

22-23 we have 1320 total sections. 666/654

Helpful Links for Guiding Documents

- [Foundational Structures- KSDE](#)
- [Rose Capacities](#)
- [Kansas State Board of Education Outcomes](#)
- [Building Needs Assessment & State Assessments Review: Guidance & Budget Usage](#)
- [Needs Assessment Template](#)

Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments
 - Building Response:
 - Consistent student attendance
 - Data collected and used by teachers to make best practice instructional decisions for students
 - Consistent interventions by teachers based on data.
2. Budget actions that should be taken to address and remove those barriers
 - Building Response:
 - Building Internal Agency Response:
 - High expectations for attendance
 - Teacher collaboration focused on a guaranteed and viable curriculum and data
 - Building Budget Response:
 - Building budget is to be spent on basic department and athletic/activity needs to support student success
 - District Budget Response:
 - Budgetary needs for PD and materials to help support the instructional work being done in the building.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented
 - Building Response: Grade level proficiency data will be analyzed in order to determine individual needs through the Multi-Tiered System of Supports process. This will help determine estimated timelines for individual attainment of proficiency in content areas.

Assessment Data Analysis- 2022

10th Grade

Reading

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 82 | 95 | 38 | 40 |
| District | 84 | 84 | 41 | 40 |
| State | 66 | 62 | 28 | 26 |

Highest Standard/Skill Performance:

1. Language in writing: Exceeds (222) + Meets (87)= 309
2. Text types: Exceeds (82) + Meets (63) = 126

Lowest Standard/Skill Performance:

1. Craft, Structure, Language: Below (205)
2. Key Ideas: Below (198)

Math

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|-------|---|-------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 78 | 79.38 | 39 | 37.87 |
| District | 83 | 77 | 44 | 38 |
| State | 54 | 51 | 21 | 21 |

Highest Standard/Skill Performance:

1. Geometry: Exceeds (101) + Meets (87) = 188
2. Modeling and Data Analysis: Exceeds (82) + Meets (99) = 181

Lowest Standard/Skill Performance:

1. Algebra: Below (193)
2. Community Reasoning: Below (136)

Rationale: It would be important to set a reasonable and attainable goal for individual students through the Multi-Tiered System of Supports process.

11th Grade

Science

| | Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027) | | Percent of Students Scoring Categories 3, & 4 (60% by 2027) | |
|----------|--|------|---|------|
| | 2021 | 2022 | 2021 | 2022 |
| Building | 77.98 | 63 | 46.22 | 37 |
| District | | | | |
| State | | | | |

Highest Standard/Skill Performance:

1. Life Science: Exceeds (154) + Meets (89) = 143

Lowest Standard/Skill Performance:

1. Earth Science: Below (182)
2. Physical and Chemical Science: (173)

Building Grade Level Goal for 2022-2023:

- To hit 70% in levels 2-4 for 2023 testing and increase by 5 % a year moving forward

Rationale:

- It would be important to set a reasonable and attainable goal for student performance in science. After revisiting the Professional Learning Communities process, teachers will collaboratively identify essential standards and measure student progress towards meeting objectives. This will allow staff to measure progress towards proficiency for each individual Mill Valley student.



Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
www.usd232.org

JULIE STUCKY
Director of Finance

TO: Dr. Frank Harwood, Superintendent of Schools
USD 232 Board of Education
FROM: Julie Stucky, Director of Finance
SUBJECT: Budget Hearing
Budget Approval (Action Item)
LOB Percentage Resolution (Action Item)
DATE: September 7, 2022

At the Board of Education meeting on August 1, 2022 the Board approved publishing the budget for fiscal year 2022-23. State statute requires that there must be not less than 10 calendar days between the date of the budget publication and the public hearing. The budget was published in The Legal Record on August 9, 2022. Therefore, the required 10-day period was met on August 19, 2022.

To continue to be able to fully fund our USD 232 budget, we will again need to adopt the LOB percentage of 33%. We obtained permission for this authority by public vote in 2016. This year, we are required to include the motion to adopt the LOB percentage at 33% and have it reflected in the minutes. The following resolution will be part of Action Item, Item C, for adopting the budget:

BE IT RESOLVED THAT: The School Board of Unified District No 232, De Soto, Johnson County, Kansas shall be authorized to make a Local Option Percentage in an amount of 33 percent for the 2022-2023 school year.

RESOLUTION

Be It Resolved that:

The School Board of Unified District No. 232, De Soto, Johnson County, Kansas shall be authorized to make a Local Option Percentage in an amount of 33 percent for the 2022-2023 school year.

CERTIFICATE

THIS IS TO CERTIFY that the above Resolution was duly adopted by the board of education of Unified School District No. 232 De Soto, Johnson County, Kansas, on the 12th day of September, 2022.

Clerk of the Board of Education

To: Members of the Board of Education
Frank Harwood, Superintendent of Schools
From: Alvie Cater
Date: September 7, 2022
Subject: **Professional Negotiated Agreement for 2022-23 (ACTION)**

The purpose of this report is to share that the district reached a tentative agreement with De Soto Teachers' Association (DTA) on Tuesday, August 23, in regards to the Professional Negotiated Agreement for the 2022-23 school year. The negotiating team representing the Board of Education recommends approval of the tentative agreement.

DTA conducted a process to seek ratification of the agreement by the professional employees who are represented by the association. The agreement was ratified by the employees.

As you may recall, the Kansas Professional Negotiations Act, K.S.A. 72-2218, *et seq.*, governs the interaction between boards of education and professional employees when negotiating terms and conditions of employment. The Act requires the parties to negotiate compensation, hours, and amounts of work. Each party can also select up to three additional items to negotiate from the Act's list of mandatory topics. All other items would be considered permissive topics for negotiation.

We are pleased to report that USD 232 continues to share a strong partnership with DTA. The recent negotiations process was once again positive and professional with both teams identifying important issues, working together to reach a reasonable agreement.

Summary of Professional Negotiated Agreement

District Compensation

- \$1,000 increase to a base rate of salary schedule, from \$43,500 to \$44,500
 - Step and column movement
 - Horizontal movement = \$130,000 estimated
 - Minimum \$1,000 increase for professional employees off the salary schedule
 - 3.42% average increase in salaries
 - A copy of proposed salary schedule is included at the end of summary
 - **Total salary dollars = \$1,035,625 estimated**

Retention Stipend – separate from PNA; *Memorandum of Understanding with DTA*

- \$1,200 – to be paid in two installments at \$600 each
 - Payment 1 at end of first quarter
 - Payment 2 at end of third quarter
 - Retention stipend to be prorated for newly hired employees
 - Guaranteed minimum retention stipend of \$600 for the 2023-24 school year

Health Insurance

- Health insurance increase estimated **12%**
 - Increase = **\$220,350** estimated for 2022-23

Supplemental Positions and Salary Schedule – Supplemental Assignments

- *Head Unified Bowling* = \$3,050
- *Assistant Unified Bowling* = \$2,860
- *Assistant Band Specialist – building expense*
- *High School Department Chairs – 18 at Step 13* = \$11,880
- *Head Swim – move to Category 3* = \$3,600
- *Assistant Swim – move to Category 7* = \$1,720
- *MS Head Drama – move to Category 7* = \$2,100
- *Additional Column – add Step 10* = \$14,780
- *Supplemental Base – add \$15 to base; increase to \$675* = \$22,672
- *5.36% increase to Supplemental salaries*
- **Total increase** for supplemental positions and changes = **\$69,662** estimated

Compensation Summary

- Avg. **3.42%** salary increase
- Avg. **3.76%** salary, supplemental, and benefits increase
- Total increase for salaries, benefits, supplemental assignments (not including retention stipends) = **\$1,325,637**

Other Items

- Increase the supplemental positions and salary schedule committee by two additional members.
- Create a joint committee to study and make recommendations regarding horizontal salary schedule placement and movement.
- Increase buy-back rate of current year unused discretionary and personal leave from \$120/day to \$140/day.
- Change blackout days for leave to blockout; for the 2022-23 contract year, the day before or after a school holiday will not be considered a blockout day.
- Added language to Military Leave article to provide up to ten days of uncharged leave for professional employees who are members of the National Guard or reserve forces to attend required trainings or other military service.
- Removed sunset language from Duty Free Lunch; lunch will be not less than 27 minutes per day.
- Changed language regarding elementary plan periods that can be utilized for “school/district needs” to “collaborative teams,” capped at a maximum of 23 meetings; defined a week as a regular five-day school week. Will create a joint committee to study elementary collaboration time and make recommendations.
- Added language to Planning Period to identify professional employees with classroom responsibilities at The Bridge to be no less than 250 minutes per week and must be within the standard school day.

- Limit faculty meetings to no more than two in any one month; added language to clarify faculty meeting; added language to clarify that collaborative team meetings at high school level before the student day are not considered faculty meetings.
- Duration of the PNA is July 1, 2022 through June 30, 2023.
- Added language to Fair Dismissal Procedures that creates a new step in the process to allow a professional employee to request a hearing with the board of education to present information, have representation, ask questions, etc., prior to a decision being made by the board regarding non-renewal of the employee's contract and prior to a request for a third-party hearing officer.
- Create a joint committee to study and make recommendations regarding the article related to Disciplinary Procedures.
- Changed language for New Baby/Adoption Leave (for staff members not eligible for FMLA) from a maximum of 30 contract days of unpaid leave to 60 calendar days.

| | A | B | C | D | E | F | G | H | I |
|----|--|-----------|--------------|-----------|--------------|--------------|--------------|-----------------|-------------|
| 1 | PROPOSED - USD #232 SALARY SCHEDULE FOR 2022-23 | | | | | | | | |
| 2 | Step | BS | BS+15 | MS | MS+15 | MS+30 | MS+45 | SPEC./DR | Step |
| 3 | 1 | 44,500 | 45,200 | 47,500 | 49,300 | 51,100 | 52,900 | 53,900 | 1 |
| 4 | 2 | 44,900 | 45,600 | 48,000 | 49,800 | 51,600 | 53,400 | 54,400 | 2 |
| 5 | 3 | 45,300 | 46,000 | 48,500 | 50,300 | 52,100 | 53,900 | 54,900 | 3 |
| 6 | 4 | 45,700 | 46,400 | 49,000 | 50,800 | 52,600 | 54,400 | 55,400 | 4 |
| 7 | 5 | 46,200 | 46,900 | 49,600 | 51,400 | 53,200 | 55,000 | 56,000 | 5 |
| 8 | 6 | 46,700 | 47,400 | 50,200 | 52,000 | 53,800 | 55,600 | 56,600 | 6 |
| 9 | 7 | 47,200 | 47,900 | 50,800 | 52,600 | 54,400 | 56,200 | 57,200 | 7 |
| 10 | 8 | 47,700 | 48,400 | 51,400 | 53,200 | 55,000 | 56,800 | 57,800 | 8 |
| 11 | 9 | 48,200 | 48,900 | 52,000 | 53,800 | 55,600 | 57,400 | 58,400 | 9 |
| 12 | 10 | 48,800 | 49,500 | 52,700 | 54,500 | 56,300 | 58,100 | 59,100 | 10 |
| 13 | 11 | 48,800 | 50,200 | 53,500 | 55,300 | 57,100 | 58,900 | 59,900 | 11 |
| 14 | 12 | 48,800 | 50,900 | 54,300 | 56,100 | 57,900 | 59,700 | 60,700 | 12 |
| 15 | 13 | 48,800 | 50,900 | 55,100 | 56,900 | 58,700 | 60,500 | 61,500 | 13 |
| 16 | 14 | 48,800 | 50,900 | 55,900 | 57,700 | 59,500 | 61,300 | 62,300 | 14 |
| 17 | 15 | 48,800 | 50,900 | 56,700 | 58,500 | 60,300 | 62,100 | 63,100 | 15 |
| 18 | 16 | 48,800 | 50,900 | 57,600 | 59,400 | 61,200 | 63,000 | 64,000 | 16 |
| 19 | 17 | 48,800 | 50,900 | 58,500 | 60,300 | 62,100 | 63,900 | 64,900 | 17 |
| 20 | 18 | 48,800 | 50,900 | 59,400 | 61,200 | 63,000 | 64,800 | 65,800 | 18 |
| 21 | 19 | 48,800 | 50,900 | 60,300 | 62,100 | 63,900 | 65,700 | 66,700 | 19 |
| 22 | 20 | 48,800 | 50,900 | 61,200 | 63,000 | 64,800 | 66,600 | 67,600 | 20 |
| 23 | 21 | 48,800 | 50,900 | 62,150 | 64,000 | 65,800 | 67,600 | 68,600 | 21 |
| 24 | 22 | 48,800 | 50,900 | 63,100 | 65,000 | 66,800 | 68,600 | 69,600 | 22 |
| 25 | 23 | 48,800 | 50,900 | 64,050 | 66,000 | 67,800 | 69,600 | 70,600 | 23 |
| 26 | 24 | 48,800 | 50,900 | 65,000 | 67,000 | 68,800 | 70,600 | 71,600 | 24 |
| 27 | 25 | 48,800 | 50,900 | 66,000 | 68,000 | 69,800 | 71,600 | 72,600 | 25 |
| 28 | 26 | 48,800 | 50,900 | 67,000 | 69,000 | 70,800 | 72,650 | 73,650 | 26 |
| 29 | 27 | 48,800 | 50,900 | 68,000 | 70,000 | 71,800 | 73,700 | 74,700 | 27 |
| 30 | 28 | 48,800 | 50,900 | 69,000 | 71,000 | 72,800 | 74,750 | 75,750 | 28 |
| 31 | 29 | 48,800 | 50,900 | 70,000 | 72,000 | 73,800 | 75,800 | 76,800 | 29 |
| 32 | 30 | 48,800 | 50,900 | 71,000 | 73,000 | 74,800 | 76,900 | 77,900 | 30 |
| 33 | | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | |
| 34 | | | | | | | | | |

###



Human Resources

Carrie Handy – Executive Director of Elementary Education
Brian Schwanz – Executive Director of Secondary Education

To: Members of the Board of Education
Frank Harwood, Superintendent of Schools
From: Carrie Handy and Brian Schwanz
Date: September 7, 2022
Subject: **Memorandum of Understanding with DTA – Retention Incentive (Action)**

We will seek the Board's approval for a memorandum of understanding (MOU) between the Board of Education and De Soto Teachers' Association regarding a retention incentive for professional employees. As you may recall, the school district would utilize grant funds provided through the Elementary and Secondary School Emergency Relief (**ESSER**) Grant Programs, administered by the Kansas State Department of Education.

When the U.S. Department of Education awarded ESSER funds to states, it noted that a local educational agency (school district) could use local ESSER funds to provide employees with additional premium pay to address recruitment or retention challenges in light of the pandemic. The COVID-19 Pandemic placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies.

If the Board accepts the MOU, the administration would take the necessary steps to seek approval from the state to use ESSER funds for this purpose. Administration intends, with the Board's approval, to provide the retention incentive to other employee groups not covered by the Professional Negotiated Agreement. The proposed MOU with DTA follows this report.

Memorandum of Understanding

USD 232 & De Soto Teachers' Association

September 7, 2022

RE: Premium Pay - 2022-23 Retention Incentive

PNA Reference:

Article XII: Professional Employee Compensation

A. District Compensation

The District shall compensate all Professional Employees in accordance with the salary schedule in Appendix A-1.

Proposal:

The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District will pay each full time staff member who was employed before March 22, 2022, and has been continuously employed through October 21, 2022, a one-time \$600 Retention Incentive to be paid in a November payroll. Employees who were employed after March 22, 2022, but by August 17, 2022, and have been continuously employed through October 21, 2022, will receive a \$300 retention incentive.

Full time staff members who are employed before October 21, 2022, and have been continuously employed through March 20, 2023 a one-time \$600 Retention Incentive to be paid in an April payroll. Employees who were employed after October 21, 2022 but by January 5, 2023 and have been continuously employed through March 20, 2023 will receive a \$300 retention/hiring incentive.

Full time staff members who are employed before March 20, 2023, and have been continuously employed through October 22, 2023 a one-time \$600 Retention Incentive to be paid in a November payroll. Employees who were employed after March 20, 2023 but by August 17, 2023 and have been continuously employed through March 20, 2023 will receive a \$300 retention/hiring incentive.

Those staff members employed less than full time will receive a prorated payment.

Funding Source:

The only funding source to be used for payment of the Retention Incentive will be federal funding, commonly known as ESSER. All Retention Incentive payments are contingent on the District receiving approval to utilize ESSER funds for this purpose.

(De Soto Teachers' Association President)

(USD 232 Board of Education President)

(Date)

(Date)



Unified School District 232

Human Resources

Carrie Handy – Executive Director of Elementary Education
Brian Schwanz – Executive Director of Secondary Education

To: USD 232 Board of Education
From: USD 232 Human Resources Department
Date: September 7, 2022
Re: Custodial Pay (**ACTION**)

We are asking the Board of Education at the regularly scheduled meeting on September 12th to approve the new starting pay guidelines for custodians.

Current Johnson County School Districts:

| District | Starting Hourly Pay |
|------------------|---------------------|
| Shawnee Mission | \$14.83 |
| Blue Valley | \$14.76 |
| Olathe | \$14.42 |
| Spring Hill | \$14.00 |
| De Soto | \$13.50 |
| Gardner Edgerton | \$13.11 |

Current Private Business:

| Location | Starting Hourly Pay |
|---------------|---------------------|
| Lenexa | \$17.00 |
| Leawood | \$17.00 |
| Lenexa | \$16.00 |
| Overland Park | \$15.67 |
| Overland Park | \$15.00 |
| KC, MO | \$15.00 |
| Leawood | \$14.00 |

*according to postings on Indeed

Currently we have 11 custodian openings in the district. We are proposing to raise the starting pay from \$13.50/hour to \$15.00/hour. Along with raising the starting pay, we are recommending raising current custodian's hourly rate by \$1.00/hr. This is in addition to the 3.42% raise each custodian received in July. The cost is estimated at an additional \$100,000 per year.

If you have any questions and/or would like additional clarification, please feel free to contact us.

To: Members of the Board of Education
Frank Harwood, Superintendent of Schools
From: Alvie Cater
Date: September 7, 2022
Subject: **Medical Director Agreement with Johnson County Government (ACTION)**

We will seek approval of a medical director agreement between the school district and Johnson County government in having a potentially lifesaving medication known as NARCAN available in our secondary schools. This will be an action item at the regularly scheduled meeting on September 12.

Background

Johnson County is working with school districts to support access to NARCAN (naloxone HCl), which can be used in the event of a drug overdose. The agreement authorizes the county's emergency medical director to review and approve an opioid antagonist protocol in the district and provide training for our school nurses on how to administer the nasal medication to an individual suspected of overdose. A copy of the agreement is included with this written report for your review.

Opioid-related deaths increased in the Kansas City metropolitan area since 2019, including Johnson County. According to the county's chief medical examiner, the total occurrences of an opiate being listed as the cause of death in 2021 through the Johnson County Medical Examiner's Office was 86. In 2019, it was 34. These deaths cover a wide range of ages and are primarily attributed to the illicit opioid fentanyl – a non-pharmaceutical-created opioid. Fentanyl is a synthetic opioid that is 50-100 times stronger than morphine. Pharmaceutical fentanyl was developed for pain management treatment of cancer patients, applied in a patch on the skin. Because of its powerful opioid properties, clandestinely produced Fentanyl is diverted for abuse and has been laced into other drugs whereby the user may not know they are taking Fentanyl.

Nationally, opioid overdose continues to be a leading cause of accidental death in the United State. There are many reasons for opioid overdose emergencies, and most often they happen accidentally and at home.

What is NARCAN (naloxone HCl)?

NARCAN is a potentially lifesaving medication designed to help reverse the effects of an opioid overdose in minutes. The medication has been available for years and used by first responders. NARCAN is identified as a critical component of an opioid safety checklist. In the unfortunate

event that a school nurse administers NARCAN, the school will immediately call 911 and notify the student's parents or legal guardians. The medication is not a substitute for emergency medical care.

According to medical experts, brain damage can occur during an overdose within four minutes when an individual stops breathing. While it will take a few minutes for paramedics to arrive, having the nasal medication available could help save a life.

Opioid overdose emergencies can occur at any time, even when opioids are used as directed, especially at higher doses, and taken with other sedating substances. Knowing the signs of an opioid overdose is essential to responding quickly. The signs and symptoms of an opioid overdose emergency can include:

- Unusual sleepiness or unresponsiveness
- Breathing will be slow or absent
- Slow heartbeat or low blood pressure
- Skin feels cold and clammy
- Pupils are tiny
- Nails and lips are blue

School nurses will be trained through the county regarding the administration of NARCAN. Further, the state of Kansas took action to limit liability in relation to this protocol. Any bystander who, in good faith and with reasonable care, administers an emergency opioid antagonist to a person experiencing a suspected opioid overdose shall not, by an act or omission, be subject to civil liability or criminal prosecution, unless personal injury results from the gross negligence or willful or wanton misconduct in the administration of the emergency opioid antagonist.

Recommendation

It is our recommendation to approve the agreement so that the district can move forward with securing NARCAN to be available to school nurses at our middle and high schools. If approved, we intend to begin with two doses of NARCAN per secondary school. As always, if you have any questions, please let us know.

###

**AGREEMENT TO PROVIDE SUPPORT TO THE
OPIOID ANTAGONIST PROTOCOL WITHIN UNIFIED SCHOOL DISTRICT No. 232**

THIS AGREEMENT, is made and entered into this 12th day of September, 2022, by and among the Board of County Commissioners of Johnson County, Kansas (“County”) and the Unified School District No. 232, Johnson County, Kansas (“USD 232”).

WITNESSETH:

WHEREAS, K.S.A. 12-2908 allows municipalities to contract with other municipalities to perform any governmental service, activity, or undertaking which each contracting municipality is authorized by law to perform; and

WHEREAS, agreements pursuant to K.S.A. 12-2908 must be authorized by the governing body and shall state the purpose of the contract and the powers and duties of the parties thereunder; and

WHEREAS, both the County and USD 232 are authorized to set up an Opioid Antagonist Protocol through K.S.A. 65-16,127; and

WHEREAS, USD 232 employs first responders as defined by K.S.A. 65-16,127 (a) (3), but does not employ a full time physician; and

WHEREAS, the County employs Ryan C. Jacobsen, MD (“Emergency Medical Director”) as Johnson County EMS System Medical Director; and

WHEREAS, K.S.A. 65-16,127 sets forth a process by which a first responder can administer an emergency opioid antagonist to treat a suspected opioid overdose and requires the state board of pharmacy to adopt rules and regulations to implement the provisions of the statute; and

WHEREAS, to implement the provisions of the statute, the state board of pharmacy adopted K.A.R. 68-7-23 which governs administration of emergency opioid antagonists without a prescription; and

WHEREAS, K.A.R. 68-7-23 requires that a first responder to whom the emergency opioid antagonist is dispensed have some training and an opioid antagonist protocol signed by a doctor; and

WHEREAS, the County wishes to assist USD 232 in providing emergency opioid antagonists by sharing the use of its Emergency Medical Director with the USD 232; and

NOW, THEREFORE, in consideration of the above and foregoing recitals, the mutual covenants, conditions and promises hereinafter contained, and for other good and valuable consideration, the County and the District hereto agree as follows.

1. Purpose of Agreement. The purpose of this agreement is for the County to provide support to USD 232 opioid antagonist protocol by providing access to the services of the Emergency Medical Director. The Emergency Medical Director shall serve USD 232 for the limited purpose of reviewing the USD 232 opioid antagonist protocol and training the school nurse in administration of the opioid antagonists.
2. Term. The term of this agreement shall be from the day of full execution of this agreement and shall continue until such time as terminated by either party.
3. Termination. This agreement may be terminated without cause by either party upon thirty (30) days prior written notice.
4. Relationship of the Parties. The Emergency Medical Director shall serve USD 232 in a limited capacity to assist in establishing a protocol for treatment of suspected opioid overdose. The Emergency Medical Director will be considered an employee of the County at all times. This agreement is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership or formal business association or organization of any kind between the parties, and the rights and obligations of the parties shall be only those expressly set forth in this agreement.
5. Emergency Medical Director Responsibilities. The Emergency Medical Director will assist the USD 232 by providing any necessary services to support the first responders in the treatment of a suspected opioid overdose. These services include, but are not limited to (1) reviewing and signing the opioid antagonist protocol and (2) providing necessary training to the school nurse in administration of the opioid antagonist.
6. USD 232 Responsibilities. USD 232 will provide the Emergency Medical Director access to such facilities and personnel as necessary to discharge his responsibilities set forth in this Agreement.
7. County Responsibilities. The County will annually review the USD 232 opioid antagonist protocol.
8. Indemnification. Subject to the immunity and maximum liability provisions of the Kansas Tort Claims act, the parties agree to protect, defend, indemnify and hold harmless the other party to this Agreement and their officers, employees and agents free and harmless from and against any and all determinable losses, penalties, damages, settlements, costs, charges, professional fees, or other expenses of liabilities, whether false fraudulent, meritless or meritorious, of every kind and character arising out of or relating to any and all claims, liens, demands, obligations, actions, proceedings or causes of action of every kind and character (hereinafter "claims"), in connection with relating to or arising directly or indirectly out of the party's error, omission or negligence in its performance or responsibilities hereunder.

8. Governing Law. This Agreement shall be governed by, construed and enforced in accordance with the laws of the State of Kansas.

9. Entire Agreement. This Agreement contains the entire understanding between the parties and supersedes all prior agreements or understandings between the parties with respect to the subject matter hereof.

10. Contractual Provisions Attachment. The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

BOARD OF COUNTY COMMISSIONERS
OF JOHNSON COUNTY, KANSAS

UNIFIED SCHOOL DISTRICT NO. 232
OF JOHNSON COUNTY, KANSAS

Ed Eilert, Chairman

Ashley Spaulding, Board President

ATTEST:

ATTEST:

Clerk of the Board

Clerk of the Board of Education

APPROVED AS TO FORM:

APPROVED AS TO FORM:

ADDRESS FOR NOTICE PURPOSES:

ADDRESS FOR NOTICE PURPOSES:

Johnson County Emergency Management
Attn. Ryan Jacobsen, MD
11880 S. Sunset Dr., Olathe, KS 66061
Fax: 913-826-1018

Unified School District No. 232
Attn: Tara Harmon Moore
35200 W. 91st Street
De Soto, KS 66018



Unified School District 232



Facilities Department

Steve Deghand
Assistant Superintendent
Facilities and Operations

To: Frank Harwood, Superintendent of Schools
USD 232 Board of Education
From: Steve Deghand
Date: September 7, 2022
Subject: Monticello Trails Fire Alarm Panel (Alert)

The fire alarm panel at Monticello Trails Middle School is in poor condition and needs to be replaced. The current panel at Monticello is over 25 years old and has become obsolete. Currently the panel requires a manual reset. We received a quote to replace the panel however, the amount exceeded \$20,000. Therefore, we will be going out for bid for a replacement panel and submit for approval at the October Board meeting. We have sent the specifications required for replacement to six local vendors and we have published a legal advertisement. Please contact me with any questions or concerns you may have.



Unified School District 232

Department of Teaching & Learning

Michelle Hite

Director

Elementary Curriculum & Instruction
District Accreditation

To: Members of the Board of Education
Dr. Frank Harwood, Superintendent of Schools
From: Michelle Hite
Date: September 6, 2022
Subject: **Building and Department Goals Report (FYI)**

This information provides awareness for the Board of Education regarding Kansas Education Systems Accreditation (KESA) building and department Goals & Strategies document reports. You may recall being informed that in the KESA five-year cycle, the system (i.e., district) operates in cycles of five-year increments. USD 232 gained full accreditation status in May 2022, and therefore, begins a new cycle of continuous improvement that will be the focus in the academic calendars of 2022-2023 through 2026-2027.

Building and department goals must correlate to district goals, and all system entities must select strategies and action steps which meet Kansas State Department of Education Foundational Structures. These eight structures are:

- Tiered Framework of Support
- Families, Community, and Business Partnerships
- Diversity, Equity, and Inclusion (DEI)
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Art and Cultural Appreciation
- Postsecondary and Career Preparation

Based on the recommendations and feedback provide by the KESA Outside Visiting Team (OVT) report, combined with input and direction from the District Improvement Team/District Site Council, the district set priority in the following Foundational Structures:

- Diversity, Equity, and Inclusion (DEI)
- Communication and Basic Skills (Academic)
- Physical and Mental Health
- Postsecondary and Career Preparation

Buildings and departments use district goals as anchors and correlates but are free to select from other structures to support work with students, staff, and families.

Building Goals

USD 232 is in the process of providing professional development opportunities to reset Professional Learning Community (PLC) work, PreK-12, across the system. All buildings are required to have a Professional Learning Community goal, which allows systemic improvement beyond state Foundational Structure compliance. Building links in the chart are live for review. Foundational Structure building-selected goals include:

| Building | Goal 1 | Goal 2 |
|---|--|--|
| Belmont Elementary | -Diversity, Equity & Inclusion -Physical & Mental Health | - Communication and Basic Skills |
| Clear Creek Elementary | - Communication and Basic Skills | -Physical & Mental Health |
| Horizon Elementary | -Diversity, Equity & Inclusion -Physical & Mental Health | - Communication and Basic Skills |
| Mize Elementary | -Physical & Mental Health -Diversity, Equity & Inclusion | -Postsecondary Career Preparation |
| Prairie Ridge Elementary | - Communication and Basic Skills | -Physical & Mental Health |
| Riverview Elementary | -Physical & Mental Health | -Tiered Framework of Support |
| Starside Elementary | -Diversity, Equity & Engagement | -Physical & Mental Health |
| Lexington Trails Middle School | -Physical & Mental Health -Diversity, Equity & Inclusions -Art & Cultural Appreciation | -Family, Community, & Business Partnerships -Postsecondary and Career Preparation |
| Mill Creek Middle School | -Physical & Mental Health | -Tiered Framework of Support |
| Monticello Trails Middle School | -Basic Skills | -Civic and Social Engagement |
| De Soto High School | -Communication and Basic Skills | -Physical & Mental Health -Postsecondary Success |
| Mill Valley High School | -Physical & Mental Health -Diversity, Equity, & Inclusion | - Communication and Basic Skills -Tiered Framework of Support |
| Early Childhood | - Communication and Basic Skills | -Families, Community, & Business Partnerships -Physical & Mental Health |

Department and District Goals

USD 232 administrative directors in the Department of Teaching & Learning service three entities of students, staff, and families: Elementary Curriculum & Instruction, Secondary Curriculum & Instruction, and Special Services. Each component of Teaching & Learning is responsible for submitting Goals and Strategies documentation to identify systemic improvement for state Foundational Structure compliance. Links in the chart are live for review. Foundational Structure-derived goals include:

| Department | Goal 1 | Goal 2 | Goal 3 |
|---|---|---------------------------------|---------------------------------|
| Curriculum & Instruction Elementary | -Communication and Basic Skills | -Diversity, Equity, & Inclusion | -Physical & Mental Health |
| Curriculum & Instruction Secondary | -Postsecondary and Career Preparation | -Communication and Basic Skills | -Physical & Mental Health |
| Special Services | -Families, Communities, and Business Partnerships | -Diversity, Equity, & Inclusion | -Diversity, Equity, & Inclusion |

I will provide an annual presentation during an upcoming Board of Education meeting, in accordance with the Kansas Education Systems Accreditation Goal objective timeline, provided by the superintendent and approved by the USD 232 Board of Education.

Please reach out with any questions you may have on this topic.

####



Vision

Maximize each student's potential, through inspiration and discovery, challenging all students to become self-sufficient and positive contributors to society.

Mission

USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

District Goals for 2022-2027

Achievement

Improve student achievement for all students while reducing the achievement disparities of various disaggregated groups.

Buildings & Budgets

Maximize district resources and provide high quality facilities to enhance educational programs.

Community Engagement

Work proactively with the community to improve educational programs.

Specific strategies and action steps have been developed for each of the three goals.

**USD 232 Board of Education
District Action Steps for 2022-23**

Achievement

| |
|---|
| Improve achievement for all students while reducing the achievement disparities of various disaggregated groups. |
| Objective A1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year. |
| Objective A2: Ninety percent or more of USD 232 students will perform at or above grade level and Sixty percent or more will perform in the College and Career Ready category on the Kansas State Assessments or the ACT by the 2026 assessment period. |

| Strategy #1 Fully implement collaborative teams focused on student performance and success (Communication and Basic Skills) | | | | | |
|--|-------|---|------------------------------------|----------------------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 4 | 1,7 | Administration and staff will utilize the USD 232 Needs Assessment document to analyze state assessment and other data, and respond to essential questions, as part of the Goal & Strategy development process for the accreditation compliance requirements set by the Kansas State Board of Education, PreK-12. | On or prior to September 1, 2022 | Hite, Kelly, Harwood | |
| 4 | 1,4 | Administration and staff will utilize the Professional Learning Community culture, PreK-12, to support instructional decisions and learning. | 2022-2023 | Hite Kelly | |
| 4 | 1,4 | Administration and staff will utilize Student Collaboration Team meetings at least 21 times during the year in grades PreK-5, per PLC district protocol. | 2022-2023 | Hite, Handy | |
| 1,4 | 1,4 | Collaboration Teams will use multi-point data to make instructional decisions regarding student needs for standard and skill instruction for continued academic growth. | 2022-2023 | Hite, Kelly | |
| 1,4 | 1 | Fifty percent of identified district professional development time will be devoted to the development of common assessments in reading in grades K-5. | October 24, 2022 April 24, 2023 | Hite | |
| 1,4 | 1,4,7 | Administration and staff will utilize the USD 232 PLC/MTSS Handbook 2022-2023 for process and protocol guidance to meet student academic needs through core, intervention, and Tier instruction, PreK-12. | 2022-2023 | Hite, Kelly | |

**USD 232 Board of Education
District Action Steps for 2022-23**

| Strategy #2 Improve physical and mental health for all USD 232 students and staff (Physical and Mental Health) | | | | | |
|---|------|--|-----------|---------------------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 1,6 | 1,4 | Administrators and staff will provide core, intervention, and Tier social-emotional/behavior student supports, in part through guidance and protocol in the PLC/MTSS Handbook 2022-2023. | 2022-2023 | Hite, Kelly, Hanson | |
| 1,6 | 1,4 | Elementary school counselors will follow district protocol guidance for core, intervention, and Tier student support via appropriate district document(s). | 2022-2023 | Hite, Handy | |
| 1,6 | 1,4 | Administrators will support staff with professional learning opportunities related to mental wellness and self-care. | 2022-2023 | Hite, Kelly | |
| 1,6 | 1,4 | Data related to Social and Emotional Wellness will be analyzed to inform planning and use of district resources for teachers and students. | 2022-2023 | Kelly | |

| Strategy #3 Ensure that every USD 232 graduate is prepared for their chosen future and has at least one relevant Market Value Asset (Postsecondary and Career Preparation) | | | | | |
|---|---------|---|-----------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| 4,5,8 | 2,3 | Students in grades K-5 will participate in Civic and Social Engagement in age-appropriate lessons and projects. | 2022-2023 | Hite | |
| 4,5,8 | 2,3,6,7 | Students in grades K-5 will explore career interests to gain exposure to opportunities in academic and vocational experiences for pre- and postsecondary readiness. | 2022-2023 | Hite | |
| 4,5,8 | 2,4,6,7 | Administrators in grades 6 -12 will estimate the success rates for the graduating classes of 2023 through 2027 by reviewing students' Individual Plans of Study. | 2022-2023 | Kelly | |
| 4,5,8 | 2,4,6,7 | Implement Year 1 of the district's 3-Year Real World Learning Plan focusing on increasing opportunities for students to attain MVAs | 2022-2023 | Kelly | |

**USD 232 Board of Education
District Action Steps for 2022-23**

Buildings & Budgets

| |
|---|
| Maximize district resources and provide high quality facilities to enhance educational programs. |
| Objective B1: Completion of 2018 Bond Project by 2023 and planning for future facility needs. |
| Objective B2: Adapt to changes in available funding for USD 232 schools. |

| Strategy #4 School Safety. | | | |
|---|-----------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Complete school entry vestibule project. | October 2022 | Cater | |
| Conduct exterior security audit. | October 2022 | | |
| Comprehensive security report to the Board of Education | December 2022 | | |
| Plan for additional security needs. | June 2022 | | |

| Strategy #5 2018 Bond completion and future planning. | | | |
|---|--------------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Completion of original 2018 Bond projects. | October 2022 | Deghand | |
| Review of remaining 2018 Bond proceeds and additional project planning | November 2022 | Deghand | |
| Comprehensive district enrollment study. | March 2023 | Deghand | |
| Planning for future facility needs | June 2023 | Deghand | |
| Provide information to keep the community up to date on the completion of the 2018 Bond | Throughout 2022-23 | Cater | |

| Strategy #6 Budget plans based on the Kansas Legislatures school funding action and ESSER funding. | | | |
|---|--------------------|--------------|-----------------|
| Action steps | Timeline | Staff | Progress |
| Consider the impact of legislative action for enrollment and budget. | Throughout 2022-23 | Stucky | |
| Monitor ESSER expenditures and project the impact on future district budgets. | Throughout 2022-23 | Stucky | |
| Monitor growth in assessed valuation to determine budget and mill levy implications. | September 2022 | Stucky | |
| Present recommendations to the board as appropriate | TBD | | |

**USD 232 Board of Education
District Action Steps for 2022-23**

Community Engagement

| | | | | | |
|---|--|--|--|--|--|
| Work proactively with the community to improve educational programs. | | | | | |
| Objective C1: Increase family and community engagement with schools. | | | | | |
| Objective C2: Increase community awareness of USD 232. | | | | | |

| Strategy #6 Increase parent and community engagement. (Families, Community and Business Partnerships) | | | | | |
|--|------|---|--------------------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| | | Launch redesigned website, mobile app and text communication for families and students. | Fall 2022 | Cater | |
| | | Promote What's New in 232 series throughout the USD 232 community. | Throughout 2022-23 | Cater | |
| | | Continued expansion and involvement of the USD 232 Education Foundation. | Throughout 2022-23 | Cater | |

| Strategy #7 Improve diversity and engagement, including racial and ethnic, throughout the district. (Diversity, Equity and Inclusion) | | | | | |
|--|------|--|--------------------|-------|----------|
| FS | Rose | Action steps | Timeline | Staff | Progress |
| | | Collect stakeholder input for the development of the District Equity Plan. | Fall 2022 | Cater | |
| | | Present District Equity Plan to the Board of Education. | February 2023 | Cater | |
| | | Implement District Equity Plan as approved by the Board of Education. | Spring 2023 | Cater | |
| | | Continue work of Diversity and Engagement Parent Advisory Committee to provide input about the state of the district's equity plan. Propose and initiate engagement activities as appropriate. | Throughout 2022-23 | Cater | |



Unified School District 232

Belmont Elementary School

Goals and Strategic Plan 2022-2023

Vision

We BELieve we can!

Mission

Belonging to a community of individual learners who believe that we can make a positive difference at Belmont and beyond.

Goal 1: Students believe they belong; are confident and ready to learn.

(Diversity, Equity, and Inclusion, Mental and Physical Health)

Action Plan:

Objective: All Belmont students will report positive responses in the areas of belonging, self-belief, and readiness to learn on district surveys (BrightBytes and FastBridge mySAEBRS) by the 2027 assessment period.

Strategy #1 Re-establish Growth Mindset in School and Community to support all areas of social-emotional character development with the expectation of a positive correlation to academic growth.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-------------------------------|-----------------------|----------|
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Train teams on building expectations for implementation of growth mindset in all areas of learning. | August 2022 | Hargrove Schreiber | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Facilitate weekly growth mindset focus mini lessons in all classrooms. | Weekly, 2022-2023 school year | Hargrove K-5 Teams | |

| | | | | | |
|------------|------------------------|---|------------------------------|--------------------|--|
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Provide ample visuals for growth mindset thinking throughout the school building. | No later than September 2022 | Hargrove Schreiber | |
| 1 | 2, 3, 4, 8 | Provide family connection information through newsletter, at least monthly. | August 2022 - May 2023 | Hargrove | |

Strategy #2 Establish a dual learning target expectation in all learning settings.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|------------------------|---------------------------------|----------|
| 1, 2, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Train team on building expectations for use of learning targets at the beginning, during, and to wrap up instruction. | August 2022 | Hargrove Schreiber | |
| 1, 4, 6, 7, | 1, 2, 3, 4, 5, 6, 8 | Provide visuals for use in all classrooms. | August 2022 | Hargrove Schreiber | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Consistently use academic learning targets to focus instruction and support student understanding of concept to be learned. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Consistently use social-emotional learning targets in tandem with academic learning targets, to focus expectations and support student understanding of social skill to be used. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

Strategy #3 Facilitate intentional goal setting with students to support academic and social-emotional growth.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|------------------------|---------------------------------|----------|
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Train team on building expectations for use of goal setting with students in the classroom. | August 2022 | Hargrove Schreiber | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Students driven goal setting and monitoring progress as a class and/or individually. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

Goal 2: Students display competency in basic academic skills.
(Basic Skills)

Action Plan:

Objective: Ninety percent or more of Belmont students will perform at grade level and sixty percent or more will perform in the College & Career Ready category on Kansas State Assessments by the 2027 assessment period.

| Strategy #1 Facilitate systematic phonics instruction. | | | | | |
|---|-------------------------------|---|------------------------|------------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 4, 8 | Implement all components of district phonemic awareness and phonics instruction (continuum, visuals, lesson plans). | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 6, 7 | 1, 4, 8 | Plan instruction utilizing approved resources supported by research. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 6, 7 | 1, 4, 8 | Monitor student growth through regular skills screeners and/or classroom-based assessments. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

| Strategy #2 Facilitate mathematical thinking. | | | | | |
|--|-------------------------------|--|------------------------|------------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 4, 8 | Train expectations of mathematical instruction that moves through the Concrete/Pictorial/Abstract (CPA) continuum. | August 2022 | Hargrove Schreiber K-5 Teams | |
| 1, 6, 7 | 1, 4, 8 | Intentionally design instruction utilizing Concrete/Pictorial/Abstract (CPA) continuum for all areas of math. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

| | | | | | |
|---------------------|---------------|--|--------------------------------------|------------------------------------|--|
| 1, 6, 7 | 1, 4, 8 | Use graphic organizers regularly to support student mathematical thinking and understanding for problem-solving. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 4, 7, 8 | Meaningfully connect mathematical concepts to real-world applications through Project-Based-Learning. | Quarterly, August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

| Strategy #3 Facilitate writing to solidify thoughts, strengthen understanding and clearly convey meaning. | | | | | |
|--|-------------------------------|--|------------------------|------------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1 | 4 | Train all team members expectations for increased, intentional writing across the curriculum. | August 2022 | Hargrove Schreiber K-5 Teams | |
| 1 | 4 | Intentionally design instruction to allow for written response across the curriculum. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1 | 4 | Support use of 'starting the answer with the question' strategy (*Question/Answer/Response) to strengthen understanding. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1 | 4 | Monitor student growth in ability to accurately read and write incorporation of high-frequency and/or content-specific vocabulary words. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1 | 4 | Solidify building grade-level expectations of the established writing process. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

Goal 3: Students will benefit from responsive, data-driven academic and social-emotional supports.
(Professional Learning Community)

Action Plan:

Objective: All student interventions will be systematic and documented through the Student Collaboration Team process by the 2027 assessment period.

| Strategy #1 Actively seek to know and understand each child as a learner within an inclusive classroom environment. | | | | | |
|--|-------------------------------|--|------------------------|------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 6, 7 | Create opportunities to learn about each child as an individual human and learner. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 4, 5 | 1, 2, 3, 6, 7 | Respect each child's heritage and beliefs within a safe and welcoming classroom. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

| Strategy #2 Actively seek and share student information with parents to best support academic and social-emotional growth. | | | | | |
|---|-------------------------------|---|------------------------|------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4, 5, 6, 7 | 1, 2, 3, 4, 6, 7 | Build opportunities for positive communication with each child's family to establish positive working relationships to benefit the child. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 4 | 1, 2, 3, 4, 6, 7 | Communicate student concerns to parents, to seek understanding and engage in collaborative planning for positive solution. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1, 4 | 1, 2, 6, 8 | Notify parents of intervention, progress, and dismissal from services. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |

| Strategy #3 Actively participate in student collaboration team processes to promote student success. | | | | | |
|---|-------------------------------|---------------------|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| | | | | | |

| | | | | | |
|------------|------------------------|--|------------------------|------------------------------|--|
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Train team on newly aligned processes for student collaboration. | By September 2022 | Hargrove Schreiber K-5 Teams | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Facilitate skill screening, analysis of data, implementation of intervention, progress monitoring, decision making, and communication related to identification of and support for student needs in reading, math and/or behavior. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |
| 1 | 1, 2, 3, 4, 5, 6, 7, 8 | Facilitate appropriate documentation of the process outlined above. | August 2022 - May 2023 | Hargrove Schreiber K-5 Teams | |



Unified School District 232

Clear Creek Elementary Goals and Strategic Plan 2022-2023

Vision

Learning to Soar - Soaring to Learn

Mission

Our mission is to unite school, family, and community by inspiring, challenging, and empowering each of us to grow as lifelong learners and responsible citizens.

Goal 1: Staff will have professional understanding of reading and math instruction.

(Basic Skills)

Action Plan:

Objective: Ninety percent or more of all Clear Creek students will perform at grade level and 60% or more will perform in the College and Career Ready category on the Kansas State Assessments by the 2027 assessment period.

| Strategy #1 Understand and assess the progression of skills needed for students to be successful. | | | | | |
|---|------------------------|--|-----------|-----------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 7 | 1, 4 | Professional development: -Learning continuum progressions in Phonological Awareness Screening Test (PAST), phonics, and math skills -How and when to assess these skills -Strategies for re-teaching skills not mastered | 2022-2023 | Certified Staff | |

| Strategy #2 Establish and/or create grade level formative assessments. | | | | | |
|---|-------------------------------|---|-----------------|----------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 1, 8 | Determine grade level formative assessments to check for understanding. | 2022-2023 | Grade Level Teachers | |

| Strategy #3 Create opportunities for students to apply learning in meaningful ways. | | | | | |
|--|-------------------------------|---|-----------------|-------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 1, 8 | -Concrete Representational Abstract (CRA) -Universal Design of Learning (UDL) -Games to increase number sense | 2022-2023 | Grade Level Staff | |

Goal 2: All staff will strengthen knowledge and recognition of student and staff physical and mental health needs.
(Physical and Mental Health)

Action Plan:

Objective: Thirty-three percent of professional development activities will strengthen teaching in the areas of Social-Emotional Skills and Diversity, Equity & Inclusion.

| Strategy #1 Improve understanding of diversity, engagement, and inclusion. | | | | | |
|---|-------------------------------|--|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 3, 4, 5, 6 | Every person will feel belonging at Clear Creek Elementary through: -Dedicating time planning for diversity months -Each grade level has different topics each month | 2022-2023 | All staff | |

| | | | | | |
|--|--|---|--|--|--|
| | | -Bring in speakers and mentors, representative of different groups -Family engagement activities -Monthly engagement activities | | | |
|--|--|---|--|--|--|

| Strategy #2 Increase student understanding of and ability to name feelings. | | | | | |
|---|------------------------|--|-----------|---------------------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 6, 8 | Social-Emotional Learning -Zones of Regulation professional development -Zones of Regulation implementation -Calming kits | 2022-2023 | All Staff Grade Level Teachers | |
| 1, 4 | 1, 6, 8 | Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS)- set expectations for a safe and calm environment | 2022-2023 | All Staff | |
| 1, 4 | 1, 6, 8 | Adverse Childhood Experiences (ACES)- Review common responses | 2022-2023 | All Staff | |
| 1, 4 | 1, 6, 8 | <i>Emotional Poverty</i> -Professional development -Book study | 2022-2023 | All Staff | |

Goal 3: As part of ongoing Professional Learning Communities, staff will continue instructional decisions within Multi-tiered System of Supports (MTSS).

(Professional Learning Community, Tiered Framework of Support)

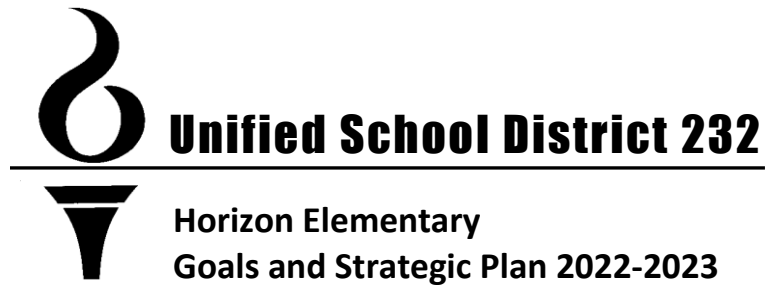
Objective: All staff will participate in Professional Learning Community work to support students in core, intervention, and accommodated learning opportunities.

| Strategy #1 Fully Implement Multi-Tiered System of Supports (MTSS) in the 2022-2023 school year. | | | | | |
|---|-------------------------------|---|-----------------|-------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 3, 4, 6, 8 | Expectations set for: -Whole/small group vs. Tier 2: define and shared expectations -Framework for small group planning -Professional with small group resources provided for Tier 1 & Tier 2 -Assessments: Understanding core formatives, core summatives, Tier 2 assessments, progress monitoring | 2022-2023 | Grade Level Staff | |

| Strategy #2 Establish reset and update of Professional Learning Communities (PLCs), PreK-12, in the 2022-2023 school year. | | | | | |
|---|-------------------------------|--|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 3, 4, 8 | Build understanding of norms, vocabulary, and responsibilities (defined by District Protocols) to ensure common understanding surrounding Student Collaboration Teams, which will lead to improvement in student academic and behavioral growth. | 2022-2023 | Staff | |
| 1, 4 | 1, 3, 4, 8 | Understand data and when to use it: FastBridge (aReading, aMath, CBMR, CBMCap, earlyReading, earlyMath, SAEBS) Word Learning, PAST, Word Study Inventory, Writing Sample, Check My Progress (math), | 2022-2023 | CCE staff | |

| | | | | | |
|--|--|--|--|--|--|
| | | Formatives, Running Records, Classroom assessments | | | |
|--|--|--|--|--|--|

| Strategy #3 Establish Progress Monitoring expectations to assess Tier 2 and Tier 3 efforts. | | | | | |
|--|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 3, 4, 6, 8 | Classroom Teachers: -Students in Tier 2 -Special Education students not currently monitored by a related goal -Progress monitor every two weeks | 2022-2023 | Classroom Teachers | |
| 1, 4, 6, 7 | 1, 2, 4, 6, 8 | Intervention Staff: -Students in Tier 3 -Special Education students not monitored by a related goal -Progress monitor every 1-2 weeks | 2022-2023 | Intervention Staff | |
| 1, 4, 6, 7 | 1, 2, 4, 6, 8 | Special Education teachers: -Students monitored for Special Education Goals -Progress monitor every 1-2 weeks | 2022-2023 | Special Education Staff | |
| 1, 4, 6, 7 | 1, 2, 4, 6, 8 | Questions to ask during Student Collaboration Team meetings: -Does FastBridge match checklists of missing skills? -What skills are missing? -What resources are missing to fix that gap? | 2022-2023 | All Teachers, Support Staff, and Specialists | |



Vision

All students will learn.

Mission

“Learning to be leaders with the help of a dedicated school community.”

Goal 1: Horizon staff will work to create a sense of community and belonging at Horizon Elementary.
(Diversity, Equity, and Inclusion, Mental and Physical Health)

Action Plan:

Objective: In the 2022-2023 school year, 100 % of students will connect with an adult or peer group. The impact of this plan will be measured through MySAEBRS and BrightBytes data analysis.

| Strategy #1 Buddy Classes | | | | | |
|---------------------------|------------------------|---|-----------------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | The Building Leadership Team will introduce the concept of buddy classes during pre-service meetings. | August 15, 2022 | Building Leadership Team | |
| 4 | 3, 6 | Buddy classrooms will be selected. | August 15, 2022 | Classroom Teachers | |
| 4 | 3, 6 | The first buddy classroom activity will take place in October and quarterly thereafter. | Quarterly | Classroom Teachers | |

| Strategy #2 Paw Print Slips | | | | | |
|-----------------------------|------------------------|--|-----------------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | The Building Leadership Team will explain new Paw Print design rationale. | August 11, 2022 | Building Leadership Team | |
| 4 | 3, 6 | The Building Leadership Team will explain the purpose of Paw Print slips and expectations awarding them to students. | August 11, 2022 | Building Leadership Team | |
| 4 | 3, 6 | Staff will give five Paw Print slips per week to students who show kindness. | Weekly | All Staff | |

| Strategy #3 Explicit Behavior Instruction | | | | | |
|---|------------------------|---|--------------------|-------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | Staff will plan behavior expectation stations for appropriate and expected schoolwide student behavior. | August 11, 2022 | Crutchfield Brack | |
| 4 | 3, 6 | Staff will create video presentations to reinforce positive behavior expectations. | September 21, 2022 | All staff | |
| 4 | 3, 6 | Staff will create playground rules for primary and intermediate students. | September 21, 2022 | All staff | |

Goal 2: Data-driven instruction will guide student achievement.
(Basic Skills).

Action Plan:

Objective: During the 2022-2023 school year, 100% of instructional staff will use supplemental phonics materials and common math vocabulary to increase student achievement in reading and math. The impact of this plan will be measured through analysis of state and local assessment data.

| Strategy #1 Phonics and phonemic awareness instruction | | | | | |
|--|------------------------|--|-------------------------------------|---|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6 | 4 | Building leadership will support staff by providing professional development for new supplemental phonics and phonemic awareness curricular materials. | October 1, 2022 | Crutchfield Brack Literacy Committee | |
| 1, 6 | 4 | Horizon staff will include phonics instruction as part of their long-range instructional planning and lesson delivery. | Ongoing | Classroom and Resource Teachers | |
| 1, 6 | 4 | Student collaborative teams will discuss and review the impact of new supplemental materials on student reading achievement. | Student Collaboration Team meetings | Crutchfield Brack Instructional and Support Staff | |

| Strategy #2 Common Math Vocabulary | | | | | |
|------------------------------------|------------------------|---|------------|-----------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 4 | Math Committee will create a resource listing common math vocabulary term to be used building-wide in daily math instruction. | 12/20/2022 | Horizon Math Committee | |
| 1, 6, 7 | 4 | Instructional staff will incorporate common math vocabulary terms in daily lessons. | 3/21/2023 | Horizon Instructional Staff | |

Goal 3: Student collaboration teams will focus on the academic, social, and emotional development of the whole child.
(Professional Learning Communities, Mental and Physical Health, Basic Skills).

Action Plan:

Objective: Within the 2022-2023 school year, all Horizon student collaborative teams will devote a portion of each meeting to discuss student social, emotional, and behavioral concerns and progress. The impact of this plan will be measured through teacher observation and analysis of SAEBRS and MySAEBRS data.

| Strategy #1 Collaborative structure | | | | | |
|-------------------------------------|------------------------|---|-------------------------------------|-------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 4, 6 | Student Collaboration Team meetings will be structured to provide time to discuss student social, emotional, and behavioral concerns. | Student Collaboration Team meetings | All Instructional Staff | |
| 1, 4 | 4, 6 | The counselor and/or school social worker will regularly attend Student Collaboration Team meetings and participate in data-driven decision making. | Student Collaboration Team meetings | McCrillis, Munroe | |

| Strategy #2 Behavioral interventions | | | | | |
|--------------------------------------|------------------------|---|------------------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 4, 6 | The Building Leadership Team will create a building-specific tiered system of behavioral interventions. | October 20, 2022 | Building Leadership Team | |
| 1, 4 | 4, 6 | Building administration will create and distribute guidelines for behavior documentation and reporting. | October 20, 2022 | Crutchfield, Brack | |



Unified School District 232

Mize Elementary

Goals and Strategic Plan 2022-23

Vision:

A caring community of life-long learners embracing all individuals and empowering each other to acquire, demonstrate, and value knowledge and skills that will support them as they positively contribute to the global world.

Mission:

Teaming with a dedicated learning community, to celebrate everyone, not only as they are, but as they are yet to be.

Goal 1:

Mize staff will build positive relationships, foster a sense of belonging, and support all students as individual learners.

(Physical and Mental Health, Diversity, Equity, and Inclusion)

Action Plan:

Objective: 100% of Mize teachers will empower students through the understanding and implementation of the Social Emotional Character Development (SECD) model in all school settings.

| Strategy #1 Character Development that focuses on Decision Making and Effective Problem Solving | | | | | |
|---|------------------------|---|-----------|--------------------------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | Students will participate in Flight Families to foster positive relationships and sense of belonging. | Quarterly | All Staff Administration | |

| | | | | | |
|---|------|---|-----------|---|--|
| | | | | Building Leadership Team | |
| 4 | 3, 6 | Students will know, understand, and exhibit school-wide expectations as taught daily within classrooms and celebrated during quarterly assemblies, throughout the year. | Quarterly | All Staff Administration Building Leadership Team | |

| Strategy #2 Personal Development (Self-Awareness and Self-Management) | | | | | |
|---|------------------------|---|----------|--------------------------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | Students and staff will utilize individual Buddy Cards to reinforce positive behavior and support self-awareness in all school and social settings as demonstrated through monthly student recognition. | Monthly | All Staff Administration | |
| 4 | 3, 6 | Students and staff will practice and promote a sense of belonging through mindfulness activities to assist with self-regulation and self-awareness strategies in all school settings as demonstrated through school-wide behavior data. | Weekly | All Staff Administration | |

| Strategy #3 Social Development (Social Awareness and Interpersonal Skills) | | | | | |
|--|------------------------|--------------|----------|-------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |

| | | | | | |
|---|------|---|-----------|--|--|
| 4 | 3, 6 | Staff will provide weekly Social Emotional Learning lessons in K-5 classrooms to support and develop social awareness and interpersonal skills as demonstrated through quarterly SAEBRS data. | Quarterly | K-5 Staff Graham | |
| 4 | 3, 6 | Teachers will continue to establish personal connections and sense of belonging (both peer and staff) for students through Flight Families. | Quarterly | Positive Behavior Intervention Supports Administration Building Leadership Team | |

Goal 2: Mize students will be actively engaged in relevant instructional opportunities throughout the 2022-2023 school year.
(Post-Secondary Career Preparation)

Action Plan:

Objective A1: 100% of students at Mize will participate in engaging instruction that provides access to Foundational Structures and real-world learning opportunities throughout the 2022-2023 school year.

| Strategy #1 Exploratory Instruction | | | | | |
|-------------------------------------|---------------------------|--|----------|---------------------------------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 8 | Teachers will provide inquiry-based learning opportunities to enhance and develop a deeper understanding of content. | Monthly | K-5 and Specials Teachers | |

| | | | | | |
|------|---|--|-----------|---------------------------------|--|
| 6, 7 | 8 | Teachers will incorporate units of study related to specific curriculum to provide relevance, rigor, and opportunities for cross-curricular exploration. | Quarterly | K-5 and Specials Teachers | |
| 6, 7 | 8 | Students will share presentations of learning to demonstrate mastery of growth in exploration of chosen content areas. | Quarterly | K-5 and Specials Teachers | |
| 6, 7 | 8 | Teachers will incorporate Project Based Learning strategies and structures that are developed through professional learning opportunities. | Quarterly | K-5 and Specials Teachers | |

| Strategy #2 Community Engagement for the Purpose of Discovery and Connection to Learning-Individual Plan of Success foundations | | | | | |
|---|---------------------------|---|-----------|---------------------------------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 8 | Teachers will utilize community resources and building career database to provide multiple opportunities to engage experts, authentic artifacts, and experiences to foster student exploration. | Quarterly | K-5 and Specials Teachers | |
| 6, 7 | 8 | Teachers will connect essential curricular content to appropriate community resources to provide relevance and a deep understanding of content. | Quarterly | K-5 and Specials Teachers | |
| 6, 7 | 8 | Teachers will engage resources and explicitly connect student understanding with relevance to the future. | Quarterly | K-5 and Specials Teachers | |

Goal 3: Relevant, data-driven instruction will guide student achievement.
(Professional Learning Community, Basic Skills, Tiered Framework of Support)

Action Plan:

Objective A1: One hundred percent (100%) of Mize teachers will analyze and reflect upon standards-based instruction to increase student achievement through Student Collaboration Team collaboration.

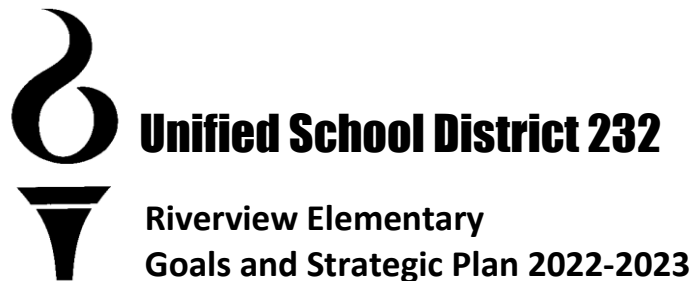
| Strategy #1 Intentional Data Analysis | | | | | |
|---------------------------------------|------------------------|--|-----------|---|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1 | 4, 8 | School-Wide data review utilizing assessment analysis and interpretation during quarterly IDM meetings | Quarterly | K-5 Staff Administration Graham Birk | |
| 1 | 4, 8 | Building level professional development will be provided to meet the instructional needs as identified by data analysis. | Monthly | Administration Staff | |

| Strategy #2 Intentional and Data Driven Literacy Instruction | | | | | |
|--|------------------------|---|----------|-------------------------------------|----------|
| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1 | 4, 8 | Teachers will utilize 95 Percent Group Intervention and 95 Percent Core Instruction to build and reinforce foundational skills in reading. | Weekly | K-5 Staff | |
| 1 | 4, 8 | Teachers will utilize FastBridge, PASI/PSI, and standards based formative assessments to assess growth in literacy concepts, support progress monitoring, and plan for differentiation. | Monthly | K-5 Staff Administration Birk | |

| | | | | | |
|---|------|---|--------|-----------|--|
| 1 | 4, 8 | Teachers will utilize Webb's Depth of Knowledge (DOK) to further develop curriculum and instructional concepts. | Weekly | K-5 Staff | |
|---|------|---|--------|-----------|--|

Strategy #3 Intentional and Data Driven Math Instruction

| Rose Capacities | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|-----------------|------------------------|---|-----------|-----------------------------|----------|
| 1 | 4, 8 | Teachers will use grade level standards to assess growth in math and plan for differentiated instruction with students demonstrating a need for tier supports through weekly Student Collaborative Team meetings. | Weekly | K-5 Staff Manley | |
| 1, | 4, 8 | Teachers will utilize Webb's Depth of Knowledge (DOK) to further develop instructional concepts through the implementation of My Math. | Weekly | K-5 Staff | |
| 1 | 4, 8 | Teachers will create standards based formative assessments to assess quarterly growth in mathematical concepts, support progress monitoring, and plan for differentiation. | Quarterly | K-5 Staff Administration | |



Vision

Falcons. Learning. Leadership.

Mission

“At Riverview Elementary, all stakeholders are dedicated to empowering each student to achieve his or her full potential.”

Goal 1: Riverview educators will implement highly effective policies and practices for encouraging and empowering students.
(Physical & Mental Health)

Action Plan:

Objective: By May 2023, 100% of teachers will understand and implement research-based Social Emotional policies and practices that promote ongoing student involvement and positive relationships.

| Strategy #1 Teach, model and practice character development in a variety of school settings. | | | | | |
|--|------------------------|--|-----------|-----------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students will know, recite, understand, and exhibit school-wide expectations. All expectations will be taught, modeled, and practiced throughout the school year in all school settings. | 2022-2023 | All Staff | |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students and staff will use the <i>Leader in Me</i> , Second Step, and guidance counselor lessons to model, practice, and apply learning strategies. | 2022-2023 | All Staff | |

| Strategy #2 Teach, model and practice character development in a variety of school settings. | | | | | |
|---|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students will have the opportunity to participate in growth mindset activities during core content and essential lessons, along with goal setting revolving around growth mindset activities. | 2022-2023 | All Staff | |
| 8 | 6, 7 | Expand career awareness opportunities for elementary students, through shared experiences and community involvement. | 2022-2023 | Cindy Swartz School Improvement Specialist Staff | |
| 4, 5, 6 | 2, 3, 4, 6 | Staff will review and reinforce onsite opportunities throughout the year in which all students have leadership roles that involve community career awareness. | 2022-2023 | All Staff | |

| Strategy #3 Teach, model, and practice leadership skills in a variety of school settings. | | | | | |
|--|-------------------------------|--|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 6, 7 | 1, 2, 4 | In all learning environments, staff will provide weekly <i>Leader in Me</i> and social emotional strategies, in all K-5 classrooms, that include a classroom meeting or group check in system. | Weekly | All Teachers | |
| 3, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Teachers will implement building Positive Behavior Intervention Systems for individual celebration of positive behaviors (Habit Tickets by month). | Daily | All Staff | |

| | | | | | |
|------------|---------------------|---|---------|--------------|--|
| 3, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Teachers will implement building Positive Behavior Intervention System recognition through monthly <i>Leader in Me</i> Habit focus skills. This will be completed through individual student recognition at each grade level and each individual classroom. | Monthly | All Teachers | |
|------------|---------------------|---|---------|--------------|--|

Goal 2: The needs of all learners will be met through use of effective instructional strategies and use of district-provided resources.
(Tiered Framework of Support)

Action Plan:

Objective: One hundred percent (100%) of teachers will include increased opportunities for active and intentional engagement with students and families.

| Strategy #1 Staff will integrate technology within lessons. | | | | | |
|---|------------------------|---|-----------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8, 4 | Students will be taught with “mini lessons” on appropriate and effective technology use. | 2022-2023 | Technology Teacher School Improvement Specialist District Improvement Specialist | |
| 1, 6, 7 | 1, 8, 4 | Students will use technology according to the Substitution Augmentation, Modification, and Redefinition model, for higher-level purposes of learning and assessments. | 2022-2023 | All Teachers | |
| 1, 6, 7 | 1, 8, 4 | Students will use technology to create a learning student portfolio, to be updated throughout the | 2022-2023 | All Teachers | |

| | | | | | |
|---------|---------|---|-----------|-----------|--|
| | | year, to show growth and learning. This will be shared between the student, teacher, and family as a communication tool. | | | |
| 1, 6, 7 | 1, 8, 4 | Expectations will be set and communicated for frequency and purpose of use of district technology, in relation to student instruction and staff communication and productivity. | 2022-2023 | All Staff | |

Strategy #2 Students and families will be able to effectively access the curriculum and teachers in all learning environments.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------|---|----------|
| 1, 6, 7 | 1, 8, 4 | Teachers will receive professional development on teaching best practices using a device individually and as a whole group. | 2022-2023 | District Improvement Specialist School Improvement Specialist Innovation Team | |
| 1, 6, 7 | 1, 8, 4 | Staff will offer parent instruction, tips, and tricks on opportunities using technology to help enhance student learning both at home and at school. | 2022-2023 | All Staff | |

Strategy #3 Intentional and Responsible Use of Technology

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------------|------------------------|--|-----------|-----------|----------|
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 5, 8 | K-5 students will utilize all appropriate and available district resources to gather information needed and/or desired for learning. | 2022-2023 | Staff-led | |

| | | | | | |
|---------------------|------------------------|---|-----------|-----------|--|
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | K-5 students will utilize all appropriate and available district resources to present individual and/or group learning as applicable. | 2022-2023 | Staff-led | |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | K-5 students will be taught building and district acceptable use policy and those skills will be reinforced and refreshed quarterly. | 2022-2023 | Staff-led | |

Goal 3: Riverview educators will personalize learner experiences to make content relevant and enable learning.
(Professional Learning Community, Tiered Framework of Support)

Action Plan:

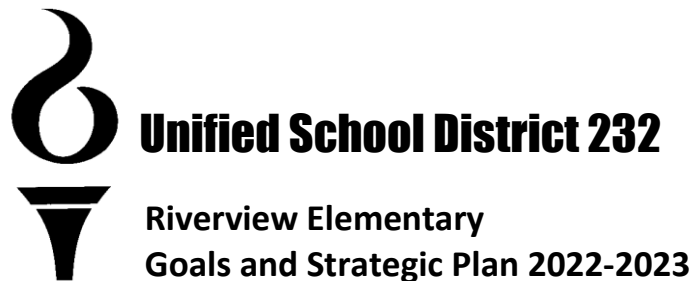
Objective: In three years, 90% of students will score in categories 3 & 4 and 60% of students will score in categories 2, 3 & 4 on State Assessments in English Language Arts and Math.

| Strategy #1 Gather and reflect on available data and use it to provide responsive instruction to meet the needs of all learners. | | | | | |
|---|-------------------------------|--|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4, 6, 7 | 1, 2, 3, 4 | Grade level data dialogue during most weekly Student Collaboration Teams meetings to discuss students' instructional gaps vs. learning gaps. | Weekly | Administration Team K-5 Student Collaboration Teams | |
| 1, 4, 6, 7 | 1, 4, 7 | Assess current academic levels for all students and develop plans to make up for learning loss. | October 2022 | All Teachers | |
| 1, 4, 6, 7 | 1, 4, 7 | Use FastBridge assessments to monitor student performance in reading, math, and social-emotional well-being K-5. | 2022-2023 | All Teachers | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 6, 8 | Differentiated Professional Development to meet instructional and/or social emotional needs identified by data analysis. | 2022-2023 | Administration Team | |

| | | | | | |
|------------|------------------|---|-----------|--------------|--|
| 1, 4, 6, 7 | 1, 2, 3, 4, 6, 8 | Students will participate in appropriate goal setting and growth mindset activities, both individually and with classmates to practice and reinforce social emotional skills. | 2022-2023 | All Teachers | |
|------------|------------------|---|-----------|--------------|--|

Strategy #2 English Language Arts (ELA) instruction will be intentional and data driven.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|----------------------|-------------------------------|--|-----------------|--|-----------------|
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Differentiated Professional Development will be provided to K-5 grade levels for training on all newly purchased 95% Group small group intervention instruction. | 2022-2023 | Administration Team Reading Specialist | |
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Using newly purchased structured literacy resources and 95% program, students will be explicitly taught reading strategies based on their developmental level, to be used across the curriculum. | 2022-2023 | K-5 Teachers Administration Team | |
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Students will be provided research-based instruction based on the level of needed support, including Tiered Instruction and English Language Learners (ELL) needs. | 2022-2023 | K-5 Teachers Administration Team Discovery Room Team | |



Vision

Falcons. Learning. Leadership.

Mission

“At Riverview Elementary, all stakeholders are dedicated to empowering each student to achieve his or her full potential.”

Goal 1: Riverview educators will implement highly effective policies and practices for encouraging and empowering students.
(Physical & Mental Health)

Action Plan:

Objective: By May 2023, 100% of teachers will understand and implement research-based Social Emotional policies and practices that promote ongoing student involvement and positive relationships.

| Strategy #1 Teach, model and practice character development in a variety of school settings. | | | | | |
|--|------------------------|--|-----------|-----------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students will know, recite, understand, and exhibit school-wide expectations. All expectations will be taught, modeled, and practiced throughout the school year in all school settings. | 2022-2023 | All Staff | |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students and staff will use the <i>Leader in Me</i> , Second Step, and guidance counselor lessons to model, practice, and apply learning strategies. | 2022-2023 | All Staff | |

| Strategy #2 Teach, model and practice character development in a variety of school settings. | | | | | |
|---|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 5, 6 | 2, 3, 4, 6 | In all learning environments, students will have the opportunity to participate in growth mindset activities during core content and essential lessons, along with goal setting revolving around growth mindset activities. | 2022-2023 | All Staff | |
| 8 | 6, 7 | Expand career awareness opportunities for elementary students, through shared experiences and community involvement. | 2022-2023 | Cindy Swartz School Improvement Specialist Staff | |
| 4, 5, 6 | 2, 3, 4, 6 | Staff will review and reinforce onsite opportunities throughout the year in which all students have leadership roles that involve community career awareness. | 2022-2023 | All Staff | |

| Strategy #3 Teach, model, and practice leadership skills in a variety of school settings. | | | | | |
|--|-------------------------------|--|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 6, 7 | 1, 2, 4 | In all learning environments, staff will provide weekly <i>Leader in Me</i> and social emotional strategies, in all K-5 classrooms, that include a classroom meeting or group check in system. | Weekly | All Teachers | |
| 3, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Teachers will implement building Positive Behavior Intervention Systems for individual celebration of positive behaviors (Habit Tickets by month). | Daily | All Staff | |

| | | | | | |
|------------|---------------------|---|---------|--------------|--|
| 3, 4, 6, 7 | 1, 2, 3, 4, 5, 6, 8 | Teachers will implement building Positive Behavior Intervention System recognition through monthly <i>Leader in Me</i> Habit focus skills. This will be completed through individual student recognition at each grade level and each individual classroom. | Monthly | All Teachers | |
|------------|---------------------|---|---------|--------------|--|

Goal 2: The needs of all learners will be met through use of effective instructional strategies and use of district-provided resources.
(Tiered Framework of Support)

Action Plan:

Objective: One hundred percent (100%) of teachers will include increased opportunities for active and intentional engagement with students and families.

| Strategy #1 Staff will integrate technology within lessons. | | | | | |
|--|-------------------------------|--|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8, 4 | Students will be taught with “mini lessons” on appropriate and effective technology use. | 2022-2023 | Technology Teacher School Improvement Specialist District Improvement Specialist | |
| 1, 6, 7 | 1, 8, 4 | Students will use technology according to the Substitution Augmentation, Modification, and Redefinition model, for higher-level purposes of learning and assessments. | 2022-2023 | All Teachers | |
| 1, 6, 7 | 1, 8, 4 | Students will use technology to create a learning student portfolio, to be updated throughout the year, to show growth and learning. This will be shared between the student, teacher, and family as a communication tool. | 2022-2023 | All Teachers | |
| 1, 6, 7 | 1, 8, 4 | Expectations will be set and communicated for frequency and purpose of use of district technology, in relation to student instruction and staff communication and productivity. | 2022-2023 | All Staff | |

| Strategy #2 Students and families will be able to effectively access the curriculum and teachers in all learning environments. | | | | | |
|---|-------------------------------|--|-----------------|---|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8, 4 | Teachers will receive professional development on teaching best practices using a device individually and as a whole group. | 2022-2023 | District Improvement Specialist School Improvement Specialist Innovation Team | |
| 1, 6, 7 | 1, 8, 4 | Staff will offer parent instruction, tips, and tricks on opportunities using technology to help enhance student learning both at home and at school. | 2022-2023 | All Staff | |

| Strategy #3 Intentional and Responsible Use of Technology | | | | | |
|--|-------------------------------|---|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 5, 8 | K-5 students will utilize all appropriate and available district resources to gather information needed and/or desired for learning. | 2022-2023 | Staff-led | |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | K-5 students will utilize all appropriate and available district resources to present individual and/or group learning as applicable. | 2022-2023 | Staff-led | |
| 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | K-5 students will be taught building and district acceptable use policy and those skills will be reinforced and refreshed quarterly. | 2022-2023 | Staff-led | |

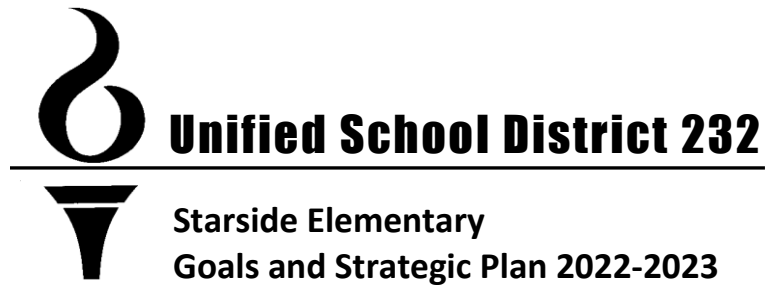
Goal 3: Riverview educators will personalize learner experiences to make content relevant and enable learning.
(Professional Learning Community, Tiered Framework of Support)

Action Plan:

Objective: In three years, 90% of students will score in categories 3 & 4 and 60% of students will score in categories 2, 3 & 4 on State Assessments in English Language Arts and Math.

| Strategy #1 Gather and reflect on available data and use it to provide responsive instruction to meet the needs of all learners. | | | | | |
|---|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4, 6, 7 | 1, 2, 3, 4 | Grade level data dialogue during most weekly Student Collaboration Teams meetings to discuss students' instructional gaps vs. learning gaps. | Weekly | Administration Team K-5 Student Collaboration Teams | |
| 1, 4, 6, 7 | 1, 4, 7 | Assess current academic levels for all students and develop plans to make up for learning loss. | October 2022 | All Teachers | |
| 1, 4, 6, 7 | 1, 4, 7 | Use FastBridge assessments to monitor student performance in reading, math, and social-emotional well-being K-5. | 2022-2023 | All Teachers | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 6, 8 | Differentiated Professional Development to meet instructional and/or social emotional needs identified by data analysis. | 2022-2023 | Administration Team | |
| 1, 4, 6, 7 | 1, 2, 3, 4, 6, 8 | Students will participate in appropriate goal setting and growth mindset activities, both individually and with classmates to practice and reinforce social emotional skills. | 2022-2023 | All Teachers | |

| Strategy #2 English Language Arts (ELA) instruction will be intentional and data driven. | | | | | |
|--|------------------------|--|-----------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Differentiated Professional Development will be provided to K-5 grade levels for training on all newly purchased 95% Group small group intervention instruction. | 2022-2023 | Administration Team Reading Specialist | |
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Using newly purchased structured literacy resources and 95% program, students will be explicitly taught reading strategies based on their developmental level, to be used across the curriculum. | 2022-2023 | K-5 Teachers Administration Team | |
| 1, 2, 3, 5, 6, 7 | 1, 2, 3, 4, 5, 7 | Students will be provided research-based instruction based on the level of needed support, including Tiered Instruction and English Language Learners (ELL) needs. | 2022-2023 | K-5 Teachers Administration Team Discovery Room Team | |



Vision

Maximize each student's potential.

Mission

Building a foundation upon which all students can develop essential academic and life skills.

Goal 1: Starside staff will invest in the cultural awareness of diverse populations.

(Diversity, Equity, and Engagement)

Action Plan:

Objective: One hundred percent (100%) of students will experience a sense of belonging at Starside.

| Strategy #1 Create visibility for all cultures represented in the school. | | | | | |
|---|------------------------|--|-----------|----------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 5 | 2, 3, 4, 7 | Hallway signage and bulletin boards will include English and Spanish translations. | 2022-2023 | All Staff | |
| 1, 5 | 2, 3, 4, 7 | Offer diverse after school clubs for students. | 2022-2023 | SPARK Staff | |
| 1, 5 | 2, 3, 4, 7 | Include diverse members of the community on Site Council. | 2022-2023 | Administration | |

Goal 2: Starside students and staff will work together to promote physical and mental health.
(Physical and Mental Health)

Action Plan:

Objective: One hundred percent (100%) of Starside students will learn social-emotional coping skills, increase positive behaviors, and increase physical activity.

| Strategy #1 Assess and promote mental health and well-being. | | | | | |
|--|------------------------|--|-----------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 4 | 1, 2, 4, 6 | Insure Tier 1 social- emotional instruction (1X per week or more) for all students through the resource Second Step. | 2022-2023 | Classroom Teachers | |
| 1, 2, 4 | 1,2, 4, 6 | Assess social emotional needs at Student Collaboration Team meetings to determine Tier 2 and Tier 3 interventions as needed. | 2022-2023 | Classroom Teachers Specialists Interventionists Support Staff | |

| Strategy #2 Assess and promote physical health and well-being. | | | | | |
|--|------------------------|---|-----------|--------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 4 | 1, 2, 4, 6 | -Weekly physical health activity during classroom morning meetings, called Workout Wednesday -Students participate in a physical activity and learn about healthy lifestyle choices. | 2022-2023 | Classroom Teachers | |

| Strategy #3 Recognize Positive Behaviors through the school wide Positive Behavior Intervention Systems (PBIS) framework. | | | | | |
|--|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 4 | 1, 2, 4, 6 | Teacher recognition of student behavior and leadership | 2022-2023 | Classroom Teachers Specialists Support Staff | |
| 1, 2, 4 | 1, 2, 4, 6 | Positive phone calls home referral: <ul style="list-style-type: none"> Teacher refers student to administration Administration makes call with student Take picture of student and post in hallway | 2022-2023 | All Staff | |
| 1, 2, 4 | 1, 2, 4, 6 | -COMET Slips rewarded to students making good choices -Every other week COMET slips are drawn. -Names that are drawn shop for prizes in the COMET store. | 2022-2023 | All Staff | |

Goal 3: Starside teachers will utilize the Student Collaboration Team process as part of a Professional Learning Community to address student need.

(Professional Learning Community, Basic Skills)

Action Plan:

Objective: One hundred percent (100%) of Starside students will show growth on informal and formal assessments, such as FastBridge screeners and diagnostics.

| Strategy #1 Assess and utilize reading progress monitoring data during Student Collaboration Team meetings. | | | | | |
|--|-------------------------------|--|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 2, 4 | Assess reading progress (3 times per year or more) to determine Tier 2 and Tier 3 interventions as needed. | 2022-2023 | Teachers Specialists Interventionists Support Staff | |
| 1, 6, 7 | 1, 2, 4 | Document and review student progress in BrightBytes for struggling students. | 2022-2023 | Teachers Specialists Interventionists Support Staff | |

| Strategy #2 Assess and utilize math progress monitoring data during Student Collaboration Team meetings. | | | | | |
|---|-------------------------------|--|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 2, 4 | Assess math progress (3X per year or more) to determine Tier 2 and Tier 3 interventions. | 2022-2023 | Teachers Specialists Interventionists Support Staff | |
| 1, 6, 7 | 1, 2, 4 | Document and review student progress in BrightBytes for struggling students. | 2022-2023 | Teachers Specialists Interventionists Support Staff | |



Lexington Trails Middle School Goals and Strategic Plan 2022-2023

Vision

Lexington Trails Middle School staff will partner with students to teach them how to take ownership in their learning, allowing them to become healthy, happy, productive, service-minded citizens.

Mission

My attitude and effort determine my success.

Goal 1: Students will develop a sense of belonging and support within their school community.

(Physical and Mental Health, Diversity Equity Inclusion, Art and Cultural Appreciation).

Action Plan:

Objective: During the 2022-2023 school year, 60% of 6th graders and 90% of 7th and 8th graders will participate in a cocurricular or extracurricular activity (club, sport, tutoring).

| Strategy #1 Increase club/sport opportunities for students to be involved. | | | | | |
|--|------------------------|---|-----------------|-----------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | Offer morning and afternoon strength and conditioning opportunities for students. | September – May | Trained Coaches Sponsors | |
| 4 | 3, 6 | Add an E-sports team and curriculum in addition to other sports and activities. | September – May | Trained Coaches Sponsors | |

| Strategy #2 Expand after school tutoring and academic opportunities for students. | | | | | |
|--|-------------------------------|--|----------------------|----------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 5 | 1, 3, 7 | The Panther Success Program will expand to two days a week, allowing more students to be involved. | 6 weeks each quarter | Grade Level Teachers | |
| 1, 5 | 1, 3, 7 | Exploratory content and tutoring opportunities will be added to the Panther Success Program. | 6 weeks per Quarter | Exploratory Teachers | |

Goal 2: Lexington Trails will support the personal development and well-being of students and staff.

(Diversity Equity Inclusion, Physical and Mental Health, Family Community Business Partnerships, Postsecondary and Career Preparation).

Action Plan:

Objective: One hundred percent (100%) of students and staff will improve academic, mental, and/or physical health during the 2022-2023 school year.

| Strategy #1 Students will take ownership of their achievement. (Mastery of Knowledge and Skills, Character, High Quality Work) | | | | | |
|---|-------------------------------|--|-----------------|--------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4, 6 | 3, 4, 6, 8 | Students will self-assess growth in three areas of student achievement. | Quarterly | Teachers | |
| 4, 6 | 3, 4, 6, 8 | Students will set goals based on areas for growth and work on those goals with designated staff/classes. | Quarterly | Teachers | |

| Strategy #2 Staff will focus on healthy (mental and physical) lifestyle choices and work-life balance. | | | | | |
|---|-------------------------------|---|-----------------|---|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 5, 6 | One designated team planning period per week will be dedicated to mental/physical wellness (utilizing the new staff wellness room and resources). | Weekly | All Teachers | |
| 4 | 5, 6 | Professional development time will be dedicated to helping teachers manage the stress associated with work and home life. | Quarterly | Admin, Counselor, Special Service Providers | |

| Strategy #3 Empower staff and students and develop interpersonal and intrapersonal relationships through community service. | | | | | |
|--|-------------------------------|--|-----------------|-------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 2, 4 | 2, 3, 6 | Students will participate in a community service project during the 2022-2023 school year. | Once per Year | Grade Level Teams | |
| 2, 4 | 2, 3, 6 | Staff will host a community event or service project each semester during the 2022-2023 school year. | Semester | All Staff | |

Goal 3: Relevant, data-driven instruction and the PLC process will guide student achievement.

(Professional Learning Community, Tiered Framework of Support, Basic Skills, Postsecondary and Career Preparation).

Action Plan:

Objective: By the end of the 2026 – 2027 school year, Lexington Trails Middle School will have at least 60% of students score in levels 3 or 4 and less than 10% score in level 1 in both Math and English Language Arts on the Kansas State Assessment.

Strategy #1 Student Collaboration Team (SCT) and Differentiation, Individualization, Personalization (DIP) meetings focus on Identifying and addressing student needs, both academic and social/emotional.

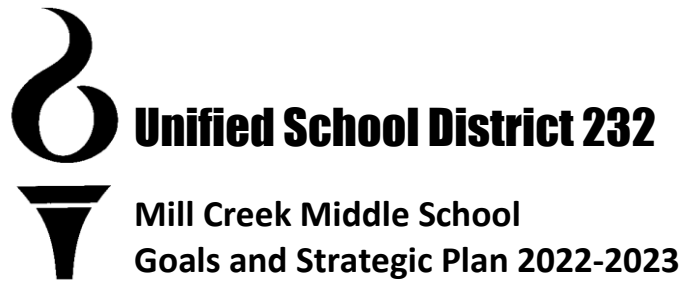
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|--|----------|
| 1, 4, 6 | 1, 4, 8 | Student Collaboration Team meetings will take place weekly to identify student need for extra support (Tier 2 and Tier 3) based on academic and behavioral data. | Weekly | Administration Counselor, Teachers | |
| 1, 4, 6 | 1, 4, 8 | Differentiation, Individualization, Personalization (DIP) meetings will take place bi-weekly to provide teachers with instructional strategies that will improve Tier 2 instruction within the classroom. | Bi-weekly | Administration School Improvement Specialist Teachers | |
| 1, 4, 6 | 1, 4, 8 | Special Education and English Language Learners (ELL) staff will collaborate at Differentiation, Individualization, Personalization (DIP) meetings to collaborate on differentiating, individualizing, and personalizing instruction <i>within</i> the general education classroom. | Bi-weekly | Teachers: Core Special Education English Language Learners | |

Strategy #2 Utilize KITE© resources and student goal setting.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------------------------|---|----------|
| 1 | 1, 4, 8 | All students will take the KITE© Interim tests and teachers will review data as a team and with students. | October, December, February | Administration Teachers | |
| 1 | 1, 4, 8 | Teachers will use KITE-generated questions to create assessments based on student needs. | October - March | Math and English Language Arts Teachers | |

| | | | | | |
|------|------|--|-----------------|---|--|
| 1, 4 | 1, 4 | Students will use classroom and KITE Interim Data to set goals for interim and state assessment performance. | October - March | Math and English Language Arts Teachers | |
|------|------|--|-----------------|---|--|

| Strategy #3 Utilize Project Based Learning structure to develop project and/or problem-based learning opportunities. | | | | | |
|--|------------------------|--|-------------------|----------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Review current Project Based Learning (PBL) opportunities at each grade level, including Exploratory classes. | August | Teachers | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Using the 4T planner (topic, targets, texts, tasks), each teacher will develop at least one project/problem-based learning opportunity per semester. | Once per Semester | Teachers | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Teachers will create rubrics and provide feedback on student projects to help them move toward mastering a demonstration of knowledge. | Once per Semester | Teachers | |



Mission

Enter to Learn. Go Forth to Serve.

Vision

A dedicated, collaborative community that supports student learning.

Goal 1: During the 2022-2023 school year Mill Creek Middle School will build a positive, productive school community focusing on the development of student social, emotional, and academic behaviors.

(Physical and Mental Health)

Action Plan:

Objective: By the end of the 2022-2023 school year, Mill Creek Middle School will increase each subset score (social, emotional, and academic) on the Spring Student (mySAEBRS) report, by 2 points, showing growth.

Strategy #1 Address social and behavior needs of students to improve student culture and climate.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|----------|----------------|----------|
| 5 | 1 | Positive Behavior Intervention Supports (PBIS) Establish a Positive Behavior Intervention Supports (PBIS) committee. | August | Administration | |

| | | | | | |
|---|---|--|--------------------|---|--|
| 5 | 1 | Positive Behavior Intervention Supports (PBIS) Review current structures and make recommendations for updates (matrix, positive recognition, quarterly review, Wall of Fame, Website Showcase). | August | Positive Behavior Intervention Supports (PBIS) Committee | |
| 5 | 1 | Lead staff in implementing recommended changes to Positive Behavior Intervention Supports (PBIS). | August | Positive Behavior Intervention Supports (PBIS) Committee Administration | |
| 5 | 1 | Administer SAEBERS to analyze student perceptions of climate & culture. | Fall/Winter/Spring | Social Studies Teachers | |
| 5 | 1 | Leverage student engagement to promote theme weeks (Kindness & Belonging). Participate in regular theme weeks to encourage Kindness and Belonging (Say Hello Week, National Random Kindness Week,). | Ongoing | Counselors Administration | |
| 5 | 1 | Implement regular mini lesson for Character Traits of the Month during Extended Learning Time. | Ongoing | All Staff | |
| 5 | 1 | Staff/Student Service Project to enhance relationships and opportunities for Belonging. | Ongoing | Administration Student Council | |
| 5 | 1 | Utilize Student Ambassadors as models to increase school climate. | Ongoing | Assistant Principal Ambassadors | |

Strategy #2: Address emotional needs of students to improve student culture & climate.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|----------------------|-------------------------------|--|--------------------|---|-----------------|
| 5 | 1 | Individual meetings with students who score "At-Risk" on the emotional category on mySAEBRS. | Fall/Winter/Spring | Counselors Administration | |
| 5 | 1 | Provide weekly Mindset communication (email blast to students, announcements, newsletter). | Throughout year | Administration Counselors | |
| 5 | 1 | Staff Professional Learning on Mindfulness strategies, Trauma-Informed care, take-away strategies for student conversations for the purpose of emotional triage. | 1st Semester | Administration | |
| 5 | 1 | Articulate a scope and sequence for Second Step lessons in Pathways. | September | Administration School Improvement Specialist | |
| 5 | 1 | Counselors support Pathways teachers in implementing regular Social-Emotional lessons. | Ongoing | Staff Counselors | |

Strategy #3: Improve Academic Behavior, as measured by the SAEBRS screener.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|----------------------|-------------------------------|---|--------------------|---|-----------------|
| 5 | 1 | Administer student MySAEBRS screening to establish a baseline. | Fall/Winter/Spring | Social Studies Teachers | |
| 5 | 1 | Create expectations for teachers to follow during structured Extended Learning Time | August | Administration | |
| 5 | 1 | Staff professional development for Executive Functioning strategies | 1st Semester | Administration School Improvement Specialist | |
| 5 | 1 | Establish specific Extended Learning Time classes to serve as academic behavior interventions for each grade level. | 2nd Semester | Administration Counselors School Improvement Specialist | |
| 5 | 1 | Establish after school academic support intervention, 2 days a week (Learning Lab) | September | Administration | |
| 5 | 1 | Determine structure for Learning Lab to ensure students are productive and supportive | September | Administration | |
| 5 | 1 | Regularly review students attending Learning Lab to determine effectiveness | Ongoing | Administration Teachers | |

| | | | | | |
|---|---|---|---------|----------|--|
| 5 | 1 | Utilize 212 students to serve as peer mentors/models for students | Ongoing | Teachers | |
|---|---|---|---------|----------|--|

Goal 2: Students will achieve College and Career Ready success.

(Tiered Framework of Support [MTSS])

Action Plan:

Objective: Mill Creek Middle School will increase the percentage of students by 5% performing in the College and Career Ready categories of 3 and 4 on the Kansas State Assessments by the end of the 2023 assessment period.

Strategy #1: Utilize the Professional Learning Community (PLC) structure to analyze and align assessments.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------|--|----------|
| 5 | 1 | English Language Arts (ELA), Math, and Science teachers will review state data from the 2022 assessment. | Quarter 1 | Teachers: Math English Language Arts Science | |
| 5 | 1 | Determine students who have demonstrated growth and students who have declined scores in the past three years. | Quarter 1 | School Improvement Specialist Teachers: Math | |

| | | | | | |
|---|---|---|-----------|---|--|
| | | | | English Language Arts Science | |
| 5 | 1 | Review common formative assessments to determine appropriate alignment to state assessed standards, including the Depth of Knowledge. | Quarter 2 | School Improvement Specialist Teachers | |

Strategy #2: Monitor social-emotional and academic-related behavior that may impede the ability to learn.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|--------------------------|-----------------------------------|--|--------------------------------|--|-----------------|
| 5 | 1 | Create a watchlist through communication of longitudinal data. | Beginning of Quarter 1 | School Improvement Specialist Teachers | |
| 5 | 1 | Analyze Interim Growth Measure data to determine progress. | Ongoing - September- May | Administration Teachers | |
| 5 | 1 | Interventionists will meet to review data and determine necessary changes in Tier support. | End of each quarter | Interventionists Admin School Improvement Specialist | |

| | | | | | |
|---|---|---|----------------------|--|--|
| 5 | 1 | Determine extension opportunities for students at Tier 1 and Tier 2 levels. | End of each quarter | Student Intervention Team Teachers | |
| 5 | 1 | Review student information at-risk spreadsheet. | August | Student Services Teachers | |
| 5 | 1 | Administer social-emotional learning (SEL) surveys to collect data (mySAEBRS/SAEBRS). | Fall, Winter, Spring | School Improvement Specialist Teachers | |

Goal 3: During the 2022-2023 school year, staff will engage in the understanding of what an effective Professional Learning Community (PLC) model looks like as staff engage in ongoing professional development.
(Professional Learning Community)

Action Plan:

Objective: By the end of the 2022-2023 school year, staff will utilize the Professional Learning Community structure to clarify what staff want students to know and be able to do, as well as develop effective common assessments.

Strategy #1 Staff will review the purpose of Professional Learning Communities (PLC) and set norms and goals for the year.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--------------|----------|-------|----------|
|---------------|------------------------|--------------|----------|-------|----------|

| | | | | | |
|---|---|---|------------|--|--|
| 5 | 1 | Staff will review the purpose of Professional Learning Community (PLC), clarify vision, and create group norms per grade level and Explo. | August | Principal School Improvement Specialist | |
| 5 | 1 | Staff will set common grade level SMART goals. | August | Principal School Improvement Specialist Building Leadership Team | |
| 5 | 1 | Utilize <i>Learning by Doing</i> book to create common formative assessments in ALLiance meetings. | Semester 1 | Principal Teachers | |

Strategy #2: Update Priority Standards in each respective content area.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|------------|--|----------|
| 5 | 1 | Staff will review and update common Essential Standards with grade-level counterparts and curriculum departments. | Semester 1 | Principal School Improvement Specialist Teachers | |
| 5 | 1 | Use assessment data to make changes to essential standards if needed. | Semester 2 | Principal Improvement Specialist Teachers | |

Strategy #3: Create Common Formative Assessments.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|----------------------|-------------------------------|---|-----------------|--|-----------------|
| 5 | 1 | Provide professional development opportunities to all staff on common assessments (purpose, method, process). | Quarter 1 | Principal School Improvement Specialist | |
| 5 | 1 | Create common formative assessments. | Semester 1 | Teachers | |



Vision

We are a learning community committed to developing the academic, social, and emotional growth of all students.

Mission

The purpose of Monticello Trails Middle School is to educate and empower students to become responsible citizens.

Goal 1: Monticello Trails Middle School will efficiently utilize a PLC structure to maximize student learning.

(Professional Learning Community)

Action Plan:

Objective: Staff will utilize the Professional Learning community structure during the 2022-2023 academic year to ensure that all students achieve the highest level of academic performance as evidenced by mastery on common assessments of priority standards.

| Strategy #1 Staff will continue to use and apply the Professional Learning Community structure within building, teams, and classroom settings. | | | | | |
|---|-------------------------------|--|-----------------|----------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Clarify Professional Learning Community common vocabulary and structure. -3 big ideas -4 guiding questions | 1st Quarter | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Clarify the vision and mission of a Professional Learning Community organization and the school. -The process | 1st Quarter | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Establish Building-Wide Collective Commitments | 1st Quarter | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Designate a time for collaborative teams to meet and apply the PLC structure. -grade-level teams -vertical content teams | 1st Quarter | Admin, SIS, Teachers | |

| | | | | | |
|---------|------|---|-------------|----------------------|--|
| 1, 6, 7 | 1, 8 | Establish SMART goals for building, grade-level, and content. | 1st Quarter | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Recognize staff and celebrate goal achievement. | 1st Quarter | Admin, SIS, Teachers | |

| Strategy #2 Staff will identify and communicate priority standards for each course. | | | | | |
|---|------------------------|---|-----------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Provide professional development to develop understanding of priority standards in each content area. | Quarter 1 | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Look at state standards for each content and identify the 3-5 priority standards for the year. | Quarter 1 | Teacher s, Content Teams | |
| 1, 6, 7 | 1, 8 | Unpack and translate relevant standards into universally understood objectives/learning targets. | Quarterly | Teacher s, Content Teams | |
| 1, 6, 7 | 1, 8 | Vertically align priority standards within content areas when possible. | Quarterly | Teacher s, Content Teams | |
| 1, 6, 7 | 1, 8 | Communicate priority standards to stakeholders. | Quarterly | Teachers, Content Teams | |

| Strategy #3 Staff will collaboratively develop common assessments to evaluate individual student mastery of priority standards. | | | | | |
|---|------------------------|---|-----------|----------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Provide professional development to further teacher's understanding of common assessments in each content area. | Quarter 1 | Admin, SIS, Teachers | |

| | | | | | |
|---------|------|---|-----------|-------------------------------|--|
| 1, 6, 7 | 1, 8 | Each content to determine the timeline of when to assess the mastery of priority standards. | Quarterly | Teachers, Content Teams | |
|---------|------|---|-----------|-------------------------------|--|

| | | | | | |
|---------|------|--|---------------|-----------------------------------|--|
| 1, 6, 7 | 1, 8 | Content teams work together to develop and/or revise common assessments addressing each priority standard. | Quarterly | Teacher s, Content Teams | |
| 1, 6, 7 | 1, 8 | Assess student's mastery of priority standards with at least one common assessment per semester. | Quarterly | Teachers | |
| 1, 6, 7 | 1, 8 | Collaboratively calibrate and grade common assessments to create consistency by the content team. | Quarter 2 - 4 | Content Teams | |

| Strategy #4 Based on common assessment data, staff will use Mastery Connect to determine intervention steps for each student. | | | | | |
|--|-------------------------------|--|-----------------|----------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Provide professional development on how to use and apply Mastery Connect for common assessment data. | Quarter 1 | Admin, SIS, Teachers | |
| 1, 6, 7 | 1, 8 | Collaboratively evaluate the data from the common assessments. Identify students needing intervention based on results. | Quarterly | Content Teams, SIS | |
| 1, 6, 7 | 1, 8 | Develop interventions to address student achievement results. | Quarterly | Content Teams | |
| 1, 6, 7 | 1, 8 | Reteach or extend priority standard instruction. | Quarterly | Content Teams | |
| 1, 6, 7 | 1, 8 | Repeat Professional Learning Community process (set goals, learn, assess, analyze, intervention and extensions) until students reach at least 70% proficiency. | Quarterly | Content Teams | |

Goal 2: Monticello Trails Middle School students will be college and career ready.
(Postsecondary and Career Preparation)

Action Plan:

Objective: Ninety percent (90%) or more students will score at or above grade level (2, 3, 4) on the Kansas State Assessments by the end of the 2022-2023 school year.

| Strategy #1 Create and administer formative and summative assessments to gather evidence of student learning. | | | | | |
|--|-------------------------------|---|-----------------|------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Teachers will administer the KITE© predictive interim assessments in reading or Growth Measure in math. | Q1, Q2, Q3 | Teachers SIS | |
| 1, 6, 7 | 1, 8 | Teachers will administer the FastBridge screeners in the areas of math and reading. | Q1, Q2, Q4 | Teachers SIS | |
| 1, 6, 7 | 1, 8 | Teachers will design/revise common assessments to measure specific learning targets within essential standards. | 2022-2023 | Collaborative Teams | |

| Strategy #2 Teachers and students will analyze student performance and evaluate results to develop needed supports to increase student performance. | | | | | |
|--|-------------------------------|---|-----------------|---|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Teachers will analyze KAP interim and Growth Measurement data to guide instructional practices. | Q1, Q2, Q3 | Teacher Collaborative Team SIS | |
| 1, 6, 7 | 1, 8 | Teachers will analyze FastBridge screener data with their team to guide instructional practices and decision-making. | Q1, Q2, Q3 | Teacher Collaborative Team SIS | |
| 1, 6, 7 | 1, 8 | Collaborative Teams will analyze common formative assessment data to determine mastery of essential learning targets. | 2022-2023 | Collaborative Team | |
| 1, 6, 7 | 1, 8 | Collaborative Teams will determine a plan of action, based on data, for those not yet at mastery. | 2022-2023 | Collaborative Team | |

| | | | | | |
|---------|---------|--|---------------------|----------------------|--|
| 1, 6, 7 | 1, 8 | Professional Development on student assessment analysis to increase student engagement and ownership of learning. | Q1 | Admin Teachers | |
| 1, 6, 7 | 1, 4, 8 | Students and teachers collaborate to analyze data on priority standards. | 3- 4 times per year | Teachers Students | |
| 1, 6, 7 | 1, 4, 8 | Students will reflect on their mastery of learning targets by visually tracking progress and celebrating achievements. | 1-2 times per year | Teachers Students | |

| Strategy #3 Create and provide interventions for students based on formative and summative assessment data. | | | | | |
|--|-------------------------------|--|-----------------|---------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 8 | Collaborative teams will intervene (remediation or enrichment) based on student mastery levels of each priority standard. | 2022-2023 | Collaborative Teams | |
| 1, 6, 7 | 1, 8 | Refine the coordinated response for tier I interventions including study skills, Extended Learning Time, and Timberwolf Success Program. | 2022-2023 | Teachers Counselors Admin | |
| 1, 6, 7 | 1, 8 | Vertical intervention teams will collaborate to align curricular strategies, resources, and progress monitoring for Tier II instruction. | 2022-2023 | Interventionist | |

Goal 3: Monticello Trails Middle School Students will be empowered & responsible citizens.

(Civic and Social Engagement)

Action Plan:

Objective: Teachers will empower all students through guided activities around developing their individualized academic plans and career goals. Additionally, all students will be provided opportunities from experts in the field to learn more about careers they are interested in exploring.

| Strategy #1 Increase individualization for students by connecting to their interests, skills, goals, and career interests. | | | | | |
|---|-------------------------------|--|-----------------------------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 8 | Continue implementing Individual Plans of Study (IPS), career exploration, and postsecondary success strategies. | 2022-2023 | Pathways Counselors Teachers Students | |
| 6, 7 | 2, 7, 8 | Guest speakers will be invited into classrooms to enrich the learning of all students. | Each team at least 4 times a year | Counselors Teachers Parents Community Members | |
| 2, 6, 7 | 2, 7, 8 | Teachers will be provided a list of supporting organizations or individuals that would be willing to present in classrooms (Rotary, Garmin, chamber of commerce, District Liaison to Business, parents). | 1st Semester | Counselors Teachers Parents Community Members | |
| 6, 7 | 2, 7, 8 | Hold a career exploration day in the spring. This will provide all students to learn more about careers of interest to them. | March | Counselors Teachers Parents Community Members | |
| 6, 7 | 2, 7, 8 | Survey parents on careers and interest in presenting in classrooms and on the career exploration day. | 1st semester | Counselors Teachers Parents Community Members | |

| | | | | | |
|---------|------------|--|-----------------------|----------------------|--|
| 6, 7 | 2, 7, 8 | Gather information on student's career interests. | 1st Semester | Teachers Students | |
| 6, 7 | 2, 7, 8 | Share career interests with all teachers, so that teachers may utilize the information when providing instruction. | 1st Semester | Teachers Admin | |
| 6, 7 | 2, 7, 8 | Schedule and plan the career exploration day. Each student will be able to attend 3 presentations of choice. | January February | Teachers Admin | |
| 6, 7 | 2, 4, 7, 8 | Students reflect on career exploration day and recognize/thank presenters. | March | Teachers students | |
| 1, 6, 7 | 4, 8 | Teachers will implement technology in a way that is applicable to students for post-secondary use. | Quarterly On-going | Teachers | |

Strategy #2 Explicitly teaching digital citizenship lessons to protect and educate students regarding online footprint, credibility, and relevance of content consumed and created in an ever-changing and connected learning landscape.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------------------|------------------------|----------|
| 1, 2 | 4, 5 | Define and discuss technology expectations and the impact of digital footprint in each class. | Quarterly On-going | Teachers Counselors | |
| 1, 2 | 4, 5 | Grade-level presentations by outside presenters on digital citizenship, the impact of digital footprint, and real world examples. Information is reinforced and explicitly taught in the classroom throughout the year. | Quarterly On-going | Teachers Counselors | |
| 1, 6, 7 | 4, 5 | Students will demonstrate digital citizenship and proper use of technology in all classes. | Quarterly On-going | Teachers Students | |

Strategy #3 Teachers will provide students with real world learning opportunities through classroom activities allowing them to have voice and choice.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-------------|-------------------|----------|
| 1, 3, 6, 7 | 4, 5, 7, 8 | Provide professional development on Project Based Learning (PBL). | 1st Quarter | Admin Teachers | |
| 1, 3, 6, 7 | 4, 5, 7, 8 | Teachers will incorporate at least 1 to 2 Project Based Learning units that are applicable to their | Yearly | Teachers | |

| | | | | | |
|------|---------------|--|-----------|----------------------|--|
| | | disciplinary content each year. | | | |
| 1, 7 | 2, 4, 5, 7, 8 | Host a showcase night once per quarter to allow students to share work with the community and get feedback when appropriate. | Quarterly | Teachers, Parents | |

| | | | | | |
|------|---------|---|-----------------------|------------------------------------|--|
| 1, 7 | 4, 8 | Students will create a digital portfolio highlighting work. Students will add work samples from classes to the portfolio. | Quarterly On-going | Teachers Counselors Students | |
| 1, 7 | 2, 4, 8 | Students will present the digital portfolio to the community. | 2nd semester | Teachers Parents Students | |

Goal 4: MTMS is committed to developing the social and emotional growth of all members.

(Physical and Mental Health)

Action Plan:

Objective: Student success rates will increase during the 2022-2023 evidenced by attendance, student data, counselor/nurse visits, and office referrals.

| Strategy #1 Increase opportunities for students to be involved and successful | | | | | |
|--|-------------------------------|--|-----------------|---------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 3, 6 | Strength and conditioning opportunities for students will be available to all students after school throughout the school year. | September – May | Trained coaches, Sponsors | |
| 1, 5 | 1, 3, 7 | Timberwolf Success Program two days a week, allowing students to have the academic support the need to be successful academically as well as social emotionally. | September – May | Teachers Students Parents | |
| 1, 5 | 1, 3, 7 | Exploratory interventions and extensions will be added to the Timberwolf Success Program. | September – May | Teachers Students Parents | |

| Strategy #2 Provide support to staff and students on maintaining a healthy balance between self and work. | | | | | |
|--|-------------------------------|--|-----------------|------------------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 5, 6 | Pre-service training on strategies to create a positive and effective classroom environment. | 1st Quarter | Trained Coaches, Sponsors | |

| | | | | | |
|------|------|---|----------------|---|--|
| 4 | 5, 6 | Implementation of positive and effective classroom management strategies. | On-Going | Teachers, Admin | |
| 1, 4 | 5, 6 | Teachers will administer academic & emotional behavior rating screener (SAEBRS & BrightBytes Perception Survey) and analyze results to guide decision-making. | Q1, Q2, and Q4 | Teachers SIS Admin | |
| 4 | 5, 6 | Monthly professional development provided on strategies identified by staff and teachers for working with struggling students. | On-Going | Admin, Special Service Providers | |
| 4 | 5, 6 | Late start days/ professional development days staff wellness activities/strategies | On-Going | Admin Counselors | |
| 4 | 5, 6 | Staff affirmations and team building throughout the year (12 days until winter break, We are Thankful, Flamingo Friday) | On-Going | Admin Social Committee | |



Unified School District 232

De Soto High School

Goals and Strategic Plan 2022-2023

Vision

De Soto High School ensures all students learn at a high level and have a positive sense of belonging, developing each student to be ready for their future.

Mission

The Mission of De Soto High School is to empower students with the knowledge, skills, and dispositions to build successful lives.

Goal 1: De Soto High School students will achieve high levels of learning.

(Communication and Basic Skills, Professional Learning Community)

Action Plan:

Objectives:

- By the 2025-2026 school year, 90% of De Soto High School students will achieve grade level or higher in the areas of Math, English Language Arts (ELA), and Science as determined by the Kansas Assessment Program (KAP), (scoring level 2 or higher).
- By the 2025-2026 school year, 60% of De Soto High School students will achieve the College and Career Ready standard in the areas of Math, English Language Arts (ELA), Science, and Social Studies as determined by the KAP (scoring level 3 or 4), or the ACT.

| Strategy #1 Collaborative Teams, Instruction, and Interventions | | | | | |
|---|------------------------|--|----------------------|----------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Leadership will clarify schoolwide purpose/goals and priorities for all staff. | August 2021, ongoing | Administration | |

| | | | | | |
|---------|---------------|---|---------|--|--|
| | | | | Building Leadership Team | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Leadership will monitor the action plan steps, collect artifacts of completion, engage staff in discussions related to student data, work to eliminate barriers to implementation, and support each other and each collaborative team. | Ongoing | Administration Building Leadership Team | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Collaborative teams will clarify the commitments they make to each other about how they will work interdependently together, taking collective responsibility for student learning, and set goals for which all members are mutually accountable. | Ongoing | Collaborative Teams | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Collaborative teams will establish a guaranteed curriculum, unit by unit or standard by standard, that provides all students with access to essential knowledge and skills by clarifying and adding meaning to the standards - establishing and clearly documenting what a benchmark for proficiency would look like in student work. | Ongoing | Collaborative Teams | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Collaborative teams will receive training on, develop and regularly use common formative assessments to monitor and gather evidence of student learning. | Ongoing | Administration Building Leadership Teams Collaborative Teams | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Collaborative teams will develop and implement a timely and directive system of Tier I and II interventions within the Multi-Tier System of Supports (MTSS) framework designed to support and respond to students who do not demonstrate proficiency. | Ongoing | Collaborative Teams | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Collaborative teams will document student data and use evidence of student learning to inform and improve individual and collective practice of its members. | Ongoing | Collaborative Teams | |

| | | | | | |
|---------|---------------|--|----------------------|---|--|
| 1, 6, 7 | 1, 2, 4, 6, 8 | All staff will identify and celebrate indicators of progress. | Ongoing | Administration Building Leadership Team Collaborative Teams | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | De Soto High School will implement before and after school academic support sessions (Breakfast Club, winter/spring “cram” sessions) | Ongoing Quarterly | Administration Team Staff Counselors | |

Goal 2: All De Soto High School students will develop a positive sense of belonging within the school community.
(Physical and Mental Health/Whole Student, Belonging)

Action Plan:

Objective:

- By the 2025-2026 school year, the De Soto High School chronic student absenteeism rate (as published on the Kansas Report Card) will drop below 5%. (Chronic absenteeism rate - 14% in 2021)
- By the 2025-2026 school year, 90% of students will have 2 or more years of involvement in an extracurricular/cocurricular activity or will have achieved a Market Value Asset before they graduate.

| Strategy #1 Student Engagement, Wellness, & Support (Physical and Mental Health/Whole Student, Belonging) | | | | | |
|---|------------------------|--|-----------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 2, 3, 4, 5 | Student Council will host four Town Hall style meetings with one student representative from each seminar to discuss ideas related to De Soto High School. | Quarterly | Student Council Sponsorship Administration Students | |

| | | | | | |
|---------|------------|---|--------------------------------------|--|--|
| 1, 6, 7 | 1, 4, 8 | De Soto High School will implement a student leadership class aimed at empowering youth as leaders in their school and community. | 2022-2023 | Caroline Friday Administration | |
| 1, 2, 3 | 2, 3, 4, 5 | Students will participate in district/school leadership groups such as Student Advisory Council and DHS Site Council, to discuss and share issues relevant to the school community. | 2022-2023 | Sam Ruff Frank Harwood Student Council Sponsorship Students | |
| 1, 2 | 2, 4 | De Soto High School will host a 9 th Grade Open House prior to the start of the school year to welcome new students and parents. | August 2022 | Administration Team Counselors | |
| 2, 3, 5 | 2, 3, 5, 7 | De Soto High School will host an Activity Fair during the 9 th grade open house to encourage student participation in extra/cocurricular activities and clubs. | August 2022 | Administration Team extra/co-curricular sponsors | |
| 2, 3, 4 | 4, 5, 6 | De Soto High School will implement Wildcat Kick-off (9) and Wildcat Warm-up (10-12) events to welcome new students. | August 2022 | Administration Team Staff Counselors | |
| 1, 2, 4 | 4, 5, 6 | Students from Ambassador and Mentorship Crew will support and mentor 9th grade students during assigned seminar days/times. | 2022-2023 | Upperclassmen Staff | |
| 1, 4 | 3, 4, 6 | Nominated students will receive recognition for achievements through quarterly CLASS Awards ceremonies. | Quarterly | Staff Administration Administration Assistants | |
| 2, 3, 4 | 3, 6 | De Soto High School will implement "Wellness Weeks" to educate and provide opportunities for practice on topics related to improved health and wellness. | November 2022 February 2023 | Student Services | |
| 1, 2, 4 | 4, 5, 6 | De Soto High School will implement grade level seminar classes that will loop with the same students and teacher for 4 consecutive years. | 2022-2023 | Administration Staff | |
| 1, 2, 4 | 1, 6 | Staff will provide social emotional learning opportunities within core and elective classes. | 2022-2023 | Staff | |

| | | | | | |
|---------|------------|---|---------------|--|--|
| 1, 2 | 1, 6 | De Soto High School will host an academic/transition event for incoming freshmen students prior to the start of the school year (Wildcats Rising). | February 2023 | Dr. Kelly Administration Teachers Students | |
| 1, 4 | 1, 4, 6 | De Soto High School will implement the Reconnecting Youth course and curriculum aimed at increasing school performance and involvement for at-risk students. | 2022-2023 | Dr. Lewis Abby Huggins | |
| 1, 2, 3 | 1, 2, 4, 6 | De Soto High School will implement a Unified Special Olympics Champion Schools Program to promote social inclusion through intentionally planned and implemented activities across three domains - sports, inclusive youth leadership, whole school engagement. | 2022-2023 | Dr. Lewis, Brett Hothan, Abby Huggins Administration Students | |

Goal 3: All De Soto High School students will develop knowledge, skills, and dispositions empowering each student to be ready for the future.
(*Postsecondary Success, Authentic Learning*)

Action Plan:

Objective:

- By the 2025-2026 school year, the De Soto High School postsecondary success rate will reach 75%, or the percentage of students enrolled in college during the first year after high school, returning for a second year exceeding 90% (persistence).
- By the 2025-2026 school year, 90% of students attending De Soto High School have 2 or more years of involvement in an extracurricular/cocurricular activity or will have achieved a Market Value Asset before graduation.

| Strategy #1 Advancement Via Individual Determination (AVID) | | | | | |
|---|------------------------|--|----------|----------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Advancement Via Individual Determination (AVID) Site Team will meet monthly and follow the recommended | Monthly | Advancement Via Individual | |

| | | | | | |
|------------|---------------|--|----------------------------|--|--|
| | | "Secondary Site Team Months at a Glance" to inform instruction, systems, leadership, and culture. | | Determination (AVID Site Team) | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Advancement Via Individual Determination (AVID) Site Team members will lead and participate in professional learning alongside building staff in implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) framework. | 2022-2023 | Advancement Via Individual Determination (AVID) Site Team | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | Advancement Via Individual Determination (AVID) 9, 10, and 11 elective students will participate in a minimum of two post-secondary visits and/or career exploration activities. | 2022-2023 | Administration Ryan Robie, Jacob Penner, Abby Adams, Monroe, Kaitlin Britt | |
| 1, 5, 6, 7 | 1, 2, 4, 6, 8 | Advancement Via Individual Determination (AVID) 9, 10 and 11 elective students will host a Family Engagement event and participate in the "DHS Spotlight" event. | Fall of 2023 & Spring 2023 | Administration Ryan Robie, Jacob Penner, Abby Adams, Monroe, Kaitlin Britt | |
| 1, 6, 7 | 1, 2, 4, 6, 8 | De Soto High School will implement an Advancement Via Individual Determination (AVID) 11 elective course focused on preparing for the college admissions process (ACT/SAT test prep, scholarship essays, college exploration). | 2022-2023 | Kaitlin Britt, Cat Monroe, Ryan Robie | |

Strategy #2 Real World Learning (RWL)

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------|--|----------|
| 1, 6, 7 | 4, 8 | Students and staff will successfully operate a school store and coffee shop. | 2022-2023 | Ben Stamey, Drew Proctor, Tom Byers Administration | |
| 1, 6, 7 | 4, 8 | Students will perform meaningful job tasks at worksites or approved locations to build knowledge and skills that support entry into a particular career field. | 2022-2023 | College and Career & Cedar Trails Exploration Center Staff | |

| | | | | | |
|------------|------|---|-----------|---|--|
| | | | | Counselors Administration | |
| 1, 3, 6, 7 | 4, 8 | De Soto High School will participate in client connected projects focused on learning authentic methods and tools used by professionals in a work environment. | 2022-2023 | College and Career & Cedar Trails Exploration Center Staff Counselors Administration | |
| 1, 3, 6, 7 | 4, 8 | Students will earn industry recognized credentials via enrollment and completion of De Soto High School, Eudora and/or Cedar Trails Exploration Center pathway courses. | 2022-2023 | College and Career & Cedar Trails Exploration Center Staff Counselors Administration | |

Strategy #3 Individual Plan of Study (IPS)

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|---------------|--|----------|
| 1, 6, 7 | 4, 8 | Students will complete Individual Plans of Study to assist in clarifying a path toward college and career readiness. | 2022-2023 | Students Teachers | |
| 1, 2, 4, 6 | 1, 4, 6, 8 | Students will complete assigned lessons within the Xello platform to gain social emotional skills and knowledge valued by employers. | 2022-2023 | Students Teachers | |
| 1, 6, 7 | 2, 4, 8 | Students will participate in "Future Ready Day" by visiting a college or post-secondary institution of their choice, engaging in a community service activity, or taking an academic/post-secondary assessment. | October 2022 | Students Teachers | |
| 1, 2, 4 | 2, 4 | Students will facilitate student-led conferences to communicate and share information regarding their Individual Plans of Study. | February 2023 | Students Families Seminar Teachers | |

Strategy #4 "Spotlight-DHS" (Project-Baser Learning/Academic/Senior Showcase)

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|----------------------|-------------------------------|--|-----------------|---|-----------------|
| 1, 2, 3, 5 | 1, 4, 5, 7 | De Soto High School will organize and conduct an evening event open to the community in which students present or perform a Service Learning, Real World Learning, Problem Based Learning, or Performance Based Learning activity experienced during the school year - Spotlight-DHS | April 2023 | Students Staff Administration | |
| 1, 6, 7 | 2, 4 8 | De Soto High School will highlight postsecondary plans for graduating seniors during an evening Spotlight event. | April 2023 | Counselors, Administration Students | |



School Vision

Mill Valley High School's vision is to increase the 5-year effectiveness rating by focusing on developing the skills and Foundational Structures students need to be successful after graduation.

School Mission

Through a cooperative partnership with students, home, and community, Mill Valley's mission is to foster individual Achievement and Responsible citizenship by Empowering students through the implementation of a rigorous curriculum to develop honor, integrity, and life-long learning.

Goal 1: Mill Valley students will develop a sense of belonging and support within the school community.
(Physical and Mental Health, Diversity Equity Inclusion/Belonging, Professional Learning Community)

Action Plan:

Objective: During the 2022-2023 school year, 98% of students will engage in Social-Emotional Learning/Individual Plans of Study/Mentor activities to feel connected and supported by the school community.

| Strategy #1 Monthly SEL Curriculum Implementation | | | | | |
|---|------------------------|---|----------------------------|-----------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 2, 3, 4 | 3, 5, 6 | Review of Social-Emotional Learning (SEL) Curriculum | 2022 Pre-Service | Curriculum Team | |
| 2, 3, 4 | 3, 5, 6 | -Training for certified and classified staff on SEL curriculum delivery. -Training on trauma Informed Care | August and throughout year | All Staff | |

| | | | | | |
|---------|---------|--|-----------------------------------|---|--|
| 2, 3, 4 | 3, 5, 6 | Staff deliver Social-Emotional Learning curriculum during Seminar. | Ongoing During Seminar August-May | All Staff and Students | |
| 2, 3, 4 | 3, 5, 6 | Staff will evaluate and gather feedback from students and teachers regarding Social-Emotional Learning curriculum. | Ongoing During Seminar August-May | All Certified Staff and Students | |
| 2, 3, 4 | 3, 5, 6 | Social-Emotional Learning team will make necessary edits/improvements to the social-emotional learning curriculum | May and June 2022 | Social-Emotional Learning Curriculum Team | |

| Strategy #2 Mentoring-Jaguar Leadership Corps (JLC) /Student Council (Stu Co) /Seminar Pairings/Seminar Teacher Mentoring/Community Engagement | | | | | |
|--|------------------------|--|-------------|---|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 2, 3, 4 | 3, 5, 6 | Jaguar Jump Start event - All freshmen and new students to MVHS and parents invited to the event. Parent informational meetings held, and student tours were given. | August 2022 | Jaguar Leadership Corps Counselors Administration Staff | |
| 2, 3, 4 | 3, 5, 6 | Freshmen First Day Connection- Freshmen First Day event is one that begins the important work of connecting students to school and engagement in the educational experience. | August 2022 | Student Council, Staff, Administration | |
| 2, 3, 4 | 3, 5, 6 | Upperclassmen and lower classmen seminars will be paired up for support and mentoring. | 2022-2023 | Students | |

| | | | | | |
|---------|---------|--|-------------|---|--|
| 2, 3, 4 | 3, 5, 6 | JLC will meet with all classes during class meetings at the beginning of the year to discuss sportsmanship and traditions at MVHS. | August 2022 | Jaguar Leadership Corps, Students Staff | |
| 2, 3, 4 | 3, 5, 6 | Staff will closely monitor student grades in Seminar classes and provide support and interventions where needed. | 2022-2023 | Seminar Staff | |

| Strategy #3 Focus on Healthy Mental and Physical Lifestyle | | | | | |
|--|------------------------|---|-----------|---|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 2, 3, 4 | 3, 5, 6 | "Jag ADP", One is TOO Many, One Pill Can Kill, Red Ribbon Week, Health Curriculum, Nutrition and Wellness, athletic performance | 2022-2023 | Staff/Coaches, Social Worker Counselors | |

Goal 2: Mill Valley students will develop skills and knowledge that will equip/empower achievement of post-secondary goals.
(Basic Skills, Physical and Mental Health)

Action Plan:

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|---|
| Objective: Throughout the course of the year, 99% of students will engage in activities that will support academic and personal growth. |
|---|

| Strategy #1 Individual Plans of Study (IPS) Work | | | | | |
|--|------------------------|--------------|----------|-------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |

| | | | | | |
|------------|---------|--|---------------|-----------|--|
| 1, 4, 6, 7 | 4, 6, 8 | Counselors and Teacher committee work on Individual Plans of Study lesson outline for students. | 2022-2023 | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Certified staff will be trained on Individual Plans of Study lessons which they will deliver during Seminar. | August 2022 | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Students will work in Xello on Individual Plans of Study lessons to develop their individual plan of study for the 2021-2022 school year. | 2022-2023 | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Students will use Xello/ Individual Plans of Study to guide enrollment for the 2023-2024 school year. | February 2022 | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Enrollment evaluation/reflection conversation with students to evaluate the effectiveness of enrollment choices for 2023-2024 school year. | 4th quarter | All Staff | |

Strategy #2 Canvas-Local Management System

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|-----------|----------|
| 1, 4, 6, 7 | 4, 6, 8 | Staff create and manage Canvas Local Management System for content. | 2022-2023 | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | New staff trained on Canvas during New Teacher Academy in August | August | New Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Collaborative Teams work to align essential standards and collaborative expectations for students in Canvas | 2022-2023 | All Staff | |

Strategy #3 ACT Planning/Preparation/Training/Work

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--------------|----------|-------|----------|
| | | | | | |

| | | | | | |
|------------|---------|--|---------------------------------------|-------------|--|
| 1, 4, 6, 7 | 4, 6, 8 | 2021-2022 ACT data shared with staff and goals set for the 2022-2023 administration of the ACT. | August 22 | All staff | |
| 1, 4, 6, 7 | 4, 6, 8 | ACT questioning/High Depth of Knowledge integrated into courses and discussed in Collaborative teams. | Ongoing professional development days | All Staff | |
| 1, 4, 6, 7 | 4, 6, 8 | Implement state-funded ACT test in February and analyze data. Expectation of increase of 1 point for the 2021-2022 school year, from a 22.3 to a 23.3. | February 2023 | All Juniors | |

Strategy #4 Teachers will be trained, and students will learn, through research based instructional strategies and data driven instruction.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------------------------------|-----------|----------|
| 1, 4, 6, 7 | 4, 6, 8 | Staff will receive training on and be encouraged to continue their professional development growth in instruction. | Collaborative Teamwork, Inservice | All staff | |

Goal 3: Mill Valley students will develop/grow academically through research-based, data-driven decisions made through the implementation of the Professional Learning Community process.

(Tiered Framework of Support, Communication and Basic Skills, Diversity Equity Inclusion/Belonging)

Action Plan:

Objective: During the 2021-2022 school year, 100% of teachers will receive training and implement the Professional Learning Community framework for success with a focus on student learning.

Strategy #1 Common Assessment Development

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--------------|----------|-------|----------|
|---------------|------------------------|--------------|----------|-------|----------|

| | | | | | |
|---------|------------|--|-------------|-----------------------|--|
| 1, 6, 7 | 1, 3, 4, 8 | Administrative and leadership teams trained on the foundations and importance of the Professional Learning Community framework. | August 2021 | Small Leadership Team | |
| 1, 6, 7 | 1, 3, 4, 8 | All staff trained on the formative and summative assessment model. | August 2022 | All staff | |
| 1, 6, 7 | 1, 3, 4, 8 | Staff trained on how to create and utilize data from formative/summative assessments for instructional decision-making regarding student learning. | August 2022 | All Staff | |

Strategy #2 Data Usage for Student Learning

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|------------------------------|-----------------|----------|
| 1, 6, 7 | 1, 3, 4, 8 | Staff will utilize BrightBytes as the data warehouse tool for behavior, social-emotional learning, and academic monitoring. | Ongoing 2022-2023 | All Staff | |
| 1, 6, 7 | 1, 3, 4, 8 | Staff will utilize data from formative and summative assessments to make MTSS and RtI decisions which impact student learning. | Ongoing 2022-2023 | All Staff | |
| 1, 6, 7 | 1, 3, 4, 8 | Staff will be trained on and implement RtI/MTSS strategies to improve overall skill development for students | 2022-2023 | All Staff | |
| 1, 6, 7 | 1, 3, 4, 8 | Staff will analyze 2022 End-Of-Year data Kansas Reading Assessment, Kansas Math Assessment, History Government Social Studies (HGSS), ACT data to make informed data driven decisions regarding pacing, instruction, assessment design, and interventions. | August and Ongoing 2022-2023 | Certified Staff | |

Strategy #3 Intervention and Extension Work

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--------------|----------|-------|----------|
|---------------|------------------------|--------------|----------|-------|----------|

| | | | | | |
|---------|------------|---|----------------------|-----------|--|
| | | | | | |
| 1, 6, 7 | 1, 3, 4, 8 | Staff will be trained on best practice interventions/extensions and planning for student learning at the beginning of the year to utilize while working in Collaboration Teams and creating pacing and assessments. | Ongoing 2022-2023 | All Staff | |



Vision

The vision of USD 232 Early Childhood is to promote a safe, nurturing, and inclusive educational environment while working collaboratively with staff, family, and community.

Mission

It is the mission of the USD 232 early childhood program, in cooperation with families, to create enthusiasm for lifelong learning where every child can learn in a rich and playful educational environment.

Goal 1: USD 232 Early Childhood teams will deliver relevant student instruction aligned to the Kansas Early Learning Standards.
(Basic Skills)

Action Plan:

Objective: Within the 2022-2023 school year, 100% of Early Childhood teams will implement instruction tied to the Kansas Early Learning Standards.

| Strategy #1 Department review of Tier One protocol | | | | | |
|--|------------------------|--|----------------|--------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1,4 | 1, 4, 6 | Department review of Kansas Early Learning Standards | August 2022 | All Teaching Staff | |
| 1,4 | 1, 4, 6 | Department review of Tier One Protocol and expectations | August 2022 | All Teaching Staff | |
| 1,4 | 1, 4, 6 | Tier One check-in and classroom support opportunity provided during professional development | September 2022 | All Teaching Staff | |
| 1, 4 | 1, 4, 6 | Monthly walk throughs | May 2023 | Principal | |

| Strategy #2 Department review and outline of student support resources | | | | | |
|--|------------------------|--|----------------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 2, 3, 4, 5, 6 | Review and edit current screening practices. | September 2022 | All Teaching Staff | |
| 1, 4 | 1, 4 | Department review of available student resources | September 2022 | All Teaching Staff | |
| 1, 4 | 1, 4 | Review and edit current intervention practices. | May 2023 | Building Leadership Team | |

Goal 2: Early Childhood will build positive relationships, with students and families, focused on individual needs.
(Families, Community, and Business Partnerships, Physical & Mental Health)

Objective: By May 2023, Early Childhood will provide multiple opportunities for school and family partnerships.

| Strategy #1 During the school year, 100% of Early Childhood Classrooms will maintain weekly communication with families using multiple methods. | | | | | |
|---|------------------------|---|--------------|---------------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 2, 3, 6 | Review department expectations and opportunities for communication. | August 2022 | Principal | |
| 4, 5 | 2, 3 | Connect with families to determine preferred communication style (and language when appropriate). | October 2022 | Teaching Staff | |
| 1, 4 | 2 | Include principal on communication for regular check-ins. | May 2023 | Principal All Teaching Staff | |

| Strategy #2 Hold three family events throughout the school year | | | | | |
|---|------------------------|---|----------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 2, 5 | 2, 5 | Meet with parent/teacher organization to plan events. | May 2023 | Principal Parent-Teacher Organization Staff Representatives | |
| 2, 4, 5 | 2, 5 | Hold events for families. | May 2023 | Principal All staff | |
| 4, 5 | 2, 5 | Seek feedback from families on previously held and future events. | May 2023 | Principal Building Leadership Team | |

| Strategy #3 Establish behavior matrix | | | | | |
|---------------------------------------|------------------------|--|----------|---|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1 & 4 | 1, 4, 6 | Meet as department to determine behavior expectations. | May 2023 | Principal All staff | |
| 1 & 4 | 1, 4, 6 | Design matrix. | May 2023 | Principal all staff | |
| 1 & 4 | 1, 4, 6 | Print and distribute matrix. | May 2023 | Principal Building Leadership Team | |

Goal 3: Student data, centered around the Kansas Early Learning Standards (KELS), drives instructional decision making.
(Tiered Framework of Support, Basic Skill, Professional Learning Community)

Action Plan:

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|--|
| Objective: By May 2023, USD 232 Early Childhood will regularly (2 times per month) review individual student data to guide future instruction. |
|--|

| Strategy #1 Establish Student Collaboration Meeting schedule and structure. | | | | | |
|---|------------------------|--|----------------|--------------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 4, 6 | Set student collaboration meeting schedule. | August 2022 | Building Leadership Team | |
| 1, 4 | 1, 4, 6 | Outline initial student collaboration meeting structure. | September 2022 | Building Leadership Team | |
| 1, 4 | 1, 4, 6 | Review and edit structure as meetings occur. | May 2023 | Committee | |

| Strategy #3 Investigate formative assessment options for Early Childhood. | | | | | |
|---|------------------------|--|---------------|--------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4 | 1, 4, 6 | Complete <i>Learning by Doing</i> book study. | December 2022 | All Teaching Staff | |
| 1, 4 | 1, 4, 6 | Investigate formative assessments (Solution Tree). | May 2023 | Committee | |
| 1, 4 | 1, 4, 6 | Design and trial formative assessments. | May 2023 | All Teaching Staff | |
| 1, 4 | 1, 4, 6 | Edit formative assessments as needed. | May 2023 | All Teaching Staff | |



Unified School District 232

Teaching & Learning

Department of Elementary Curriculum & Instruction, Accreditation Goals and Strategic Plan 2022-2023

Vision

Maximize students' potential, challenging them to become self-sufficient and positive contributors to society.

Mission

Elementary Curriculum & Instruction, Accreditation will support USD 232 in preparation of students' futures through learning opportunities with dedicated staff in a secure environment.

Goal 1: Elementary Curriculum & Instruction Support
(Basic Skills)

Action Plan:

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| Objective A1: Elementary Curriculum & Instruction will provide leadership, collaboration, and communication with 8/8 elementary buildings. |
|--|

| Strategy #1 Work consistently and effectively with elementary leadership, teachers, and staff. | | | | | |
|--|------------------------|---|-----------|-----------------------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 4, 7 | 1, 2, 3, 4, 5, 6, 7, 8 | Meet twice-a-month with elementary administrative leadership team to discuss agenda items relevant to instruction, learning, and protocol. | 2022-2023 | Hite Handy Principals | |
| 1, 4, 7 | 1, 2, 4 | -Hold monthly meetings with School Improvement Specialists to discuss relevant agenda items. -Mentor new lead School Improvement Specialist. | 2022-2023 | Hite SISs | |
| 1, 4, 7 | 1, 2, 4 | Attend monthly district elementary administrative meetings, regarding professional development and | 2022-2023 | Hite Handy | |

| | | | | | |
|--|--|---|--|-------------------|--|
| | | literacy professional development, related to all work K-5. | | Powers Gurwell | |
|--|--|---|--|-------------------|--|

Strategy #2 Establish, provide, and monitor teaching and learning protocols.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|---|---|----------|
| 1 | 1, 2, 4 | Update and maintain Elementary Protocol for learning and teaching. This includes, but is not limited to schedules, instructional allotment descriptors, best practices, technology, and expectations. | 2022-2023 | Hite Principals | |
| 1, 7 | 1, 2, 3, 4, 8 | Update and maintain a Competency-Based Pacing Guide to be utilized in all learning environments for consistency and equity of student achievement. | August 2022 | Hite Principals | |
| 1 | 3, 4, 5 | Collaborate with district and building administration to provide instruction-based, technology-rich professional development in kindergarten through fifth grades. | Summer Flexible Professional Development 8-8-22 | Hite Gurwell School Improvement Specialists | |

Strategy #3 Provide professional development, guidance, and utilization opportunities.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|---------------------------|----------|
| 1, 7 | 2, 3, 4, 5 | <u>Technology</u> →Mini-Clips for iPad use K-5 →Incorporating Technology in Instruction →Student warehouse management system | 2022-2023 | Hite Gurwell Apple™ | |
| 1, 5 7 | 1, 2, 3, 4, 5 | <u>Literacy</u> →Dyslexia – KSD-required annual professional development | 2022-2023 | Hite Powers | |

| | | | | | |
|---------|---------------|---|-----------|---|--|
| | | →Supplemental Resources via ESSER Funding →LETRS™ training for appropriate certified PreK-5 staff | | Reading Specialists | |
| 1, 5, 7 | 1, 2, 3, 4, 5 | <u>Ongoing Training</u> →Data and MTSS Intervention management →Professional Learning Community development of local formal assessments in the content area of English Language Arts; primarily reading | 2022-2023 | Hite Principals School Improvement Specialists | |

Goal 2: District and School Improvement
(Basic Skills, Diversity, Equity, & Inclusion)

Action Plan:

Objective A1: Work proactively with appropriate teams and stakeholders to thoroughly complete Year One of the Kansas Education Systems Accreditation (KESA) cycle.

| Strategy #1 One hundred percent of USD 232 schools and related departments will develop goal areas and action plans within Kansas Education Systems Accreditation (KESA) structure and in correlation with Foundational Structure and Rose Capacity crosswalks. | | | | | |
|---|------------------------|---|--------------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 6, 7 | 2, 4 | School and related department leadership teams will be provided professional development and expectations for Year One at Leadership Summit. School teams and departments will create Building Goals and Strategic Plan documents using identified goals, found in district goals of Basic Skills, Mental Health, and Diversity, Equity, and Inclusion (DEI). | May 27, 2022 | Hite Principals Building Leadership Teams | |
| 6, 7 | 2, 4, 8 | Schools and related departments will utilize USD 232 Foundations, demonstrating correlations with vision, mission statements, Rose Standard Capacities, and | 2022-2023 | Hite Principals | |

| | | | | | |
|------|---------|---|-------------|---------------------------|--|
| | | KESA Foundational Structures, embedded in Building Goals and Strategic Plan documents. | | Building Leadership Teams | |
| 6, 7 | 2, 4, 8 | Schools and related departments will create annual goals, with extended focus through the end of the KESA cycle in 2022-2023. | August 2022 | Hite Principals Directors | |

Strategy #2 USD 232 district and school Goals and Strategic Plans will be reviewed, evaluated, and provided feedback by the appropriate leadership teams.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|------------------------------------|--|----------|
| 6, 7 | 2, 4 | Schools will share the Building Goals and Strategic Plan document with the Building Leadership Team (BLT) for feedback, reflection, direction, and improvement, per Kansas State Department of Education (KSDE) requirements. | Minimum of one review per semester | Principals Building Leadership Teams Staff | |
| 6, 7 | 2, 4, 8 | School Building Goals and Strategic Plans will be shared with the District Improvement (Leadership) Team (DIT) and District Site Councils (DSC) for awareness, feedback, and insights, per Kansas State Department of Education (KSDE) requirements. | Minimum of one review per semester | Hite | |
| 6, 7 | 2, 4, 8 | Member(s) of the District Improvement Team will share goal, strategy, and actions steps from buildings in presentation to the Board of Education, per Kansas State Department of Education requirements. | May 2023 | Hite | |

| Strategy #3 Recommendations provided in Year Five Outside Visiting Team (OVT) visit will be evaluated, and appropriate measures identified for improvement. | | | | | |
|--|-------------------------------|---|-----------------|--|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6 | 1, 2, 4, 5, 6, 8 | District Goals will include strategies and action steps for goals through the end of the cycle in the year 2026-2027. | 2022-2023 | Hite | |
| 1, 3, 6 | 1, 2, 3, 4, 5, 6, 7, 8 | Monitor Multi-Tier System of Supports (MTSS) Protocols | August 2022 | Hite Hanson Principals | |
| 1, 6, 7 | 2, 4, 5, 7, 8 | Continue structuring of Diversity, Equity, and Inclusion (DEI) work, using a blended approach to committee work to ensure representation throughout the organization. | 2022-2023 | District Diversity, Equity, and Inclusion (DEI) Team | |

Goal 3: Professional Learning Community Development
(Basic Skills, Physical and Mental Health)

Action Plan:

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|---|
| Objective A1: Improve student achievement while reducing achievement disparities of various disaggregated groups. |
|---|

| Strategy #1 Provide academic and social-emotional assessment, progress monitoring, and use in Multi-Tiered System of Supports (MTSS). | | | | | |
|--|-------------------------------|--|-----------------|--------------------|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 4 | 1, 2, 4, 6 | Provide professional development for new certified staff by FastBridge Professional Development leaders, | August 2022 | Hite Principals | |

| | | | | | |
|------|---------------|---|--|--|--|
| | | at all buildings; in the areas of progress monitoring of math, reading, and data interpretation. | | Building Test Coordinators | |
| 1, 4 | 1, 6 | Complete FastBridge screening with test windows for fall, winter, and spring sessions in math, reading, and behavior. | September 2022 January 2023 May 2023 | Hite Principals Building Test Coordinators | |
| 4 | 1, 3, 4, 6, 8 | Review FastBridge growth data in reports to building and district administration. | May 2023 | Hite | |

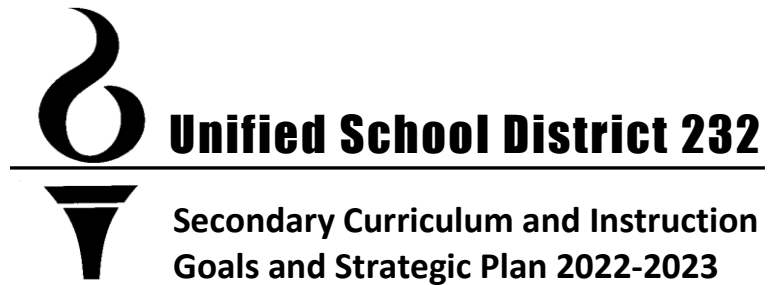
Strategy #2 All administrators and certified employees will utilize Student Warehouse Management System.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------|--------------------|----------|
| 1, 3, 4 | 1, 4, 6, 8 | USD 232 BrightBytes Intervention dashboard will be used by all buildings. | 2022-2023 | Hite Principals | |
| 1 | 1, 4, 6, 8 | BrightBytes data will be used to identify at-risk students, those in need of intervention support, and to track academic and Social-Emotional Growth (SEG) concerns. | 2022-2023 | Hite Principals | |

Strategy #3 Utilize Multi-Tier System of Supports (MTSS) protocol and instructional needs, K-12.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|--------------------|-------------------------|----------|
| 1 | 1, 2, 3, 4, 6 | Utilize Multi-Tier System of Supports (MTSS) Reading, Math, and Behavior protocol fully, K-12. | First Quarter 2022 | Hanson Hite Kelly | |

| | | | | | |
|------|------|---|---------------------|--------------------------------------|--|
| 1, 4 | 1, 2 | Update Multi-Tier System of Supports (MTSS) Handbook. Identify Multi-Tier System of Supports (MTSS) behavior materials and purchase as needed. | First Semester 2022 | MTSS Lead Team Principals BLTs | |
|------|------|---|---------------------|--------------------------------------|--|



Vision

USD 232 staff will challenge and inspire all students to maximize their potential.

Mission

USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated, and passionate staff in a safe and secure environment.

Goal 1: Provide students opportunities to nurture suitable visions for their paths toward college and career readiness.
(Postsecondary and Career Preparation)

Action Plan:

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|--|
| Objective 1: USD 232's Five Year Effectiveness Rate for Post-Secondary Success will exceed 75% by 2027 reporting year. |
|--|

| Strategy #1 Ensure every USD 232 graduate is prepared for the chosen future and has at least one relevant Market Value Asset. (Postsecondary and Career Preparation) | | | | | |
|---|------------------------|--|-----------|---|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 2, 4, 6, 7 | 4, 5, 8 | Administrators in grades 6 -12 will estimate the success rates for the graduating classes of 2023-2027 by reviewing students' Individual Plans of Study. | 2022-2023 | Dr. Kelly | |
| 2, 4, 6, 7 | 4, 5, 8 | Study short and long-term trends in the Kansas City job market to determine areas of need. | 2022-2023 | Dr. Swartz | |
| 2, 4, 6, 7 | 4, 5, 8 | Implement Year 1 of the district's 3-Year Real World Learning Plan focusing on increasing opportunities for students to attain Market Value Assets. | 2022-2023 | Dr. Swartz Mr. Jeffries Dr. Kelly | |

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|-----------|---|----------|
| 2, 4, 6, 7 | 4, 5, 8 | Administrators in grades 6 -12 will estimate the success rates for the graduating classes of 2023-2027 by reviewing students' Individual Plans of Study. | 2022-2023 | Dr. Kelly | |
| 2, 4, 6, 7 | 4, 5, 8 | Study short and long-term trends in the Kansas City job market to determine areas of need. | 2022-2023 | Dr. Swartz | |
| 2, 4, 6, 7 | 4, 5, 8 | Implement Year 1 of the district's 3-Year Real World Learning Plan focusing on increasing opportunities for students to attain Market Value Assets. | 2022-2023 | Dr. Swartz Mr. Jeffries Dr. Kelly | |

| | | | | | |
|------------|---------|---|-----------|--|--|
| 2, 4, 6, 7 | 4, 5, 8 | Implement the Transeo platform to facilitate the Market Value Asset data collection process and the tracking of intern participants. | 2022-2023 | Dr. Swartz Mr. Jeffries | |
| 2, 4, 6, 7 | 4, 5, 8 | Career Technical Education and Core Classroom teachers will engage in the pilot Real World Learning Client Connected project process. Students will showcase learning, and staff will reflect upon, analyze, and evaluate the year's progress in order to plan for the 2023-2024 school year. | 2022-2023 | Dr. Swartz Mr. Jeffries Dr. Schaffer | |
| 2, 4, 6, 7 | 4, 5, 8 | Assess Year 1 of the Real-World Learning plan and adjust, if needed. | 2022-2023 | Dr. Swartz | |
| 2, 4, 6, 7 | 4, 5, 8 | Identify resource that will assist educators in managing and documenting internship experiences. | 2022-2023 | Dr. Swartz Mr. Jeffries | |
| 2, 4, 6, 7 | 4, 5, 8 | Recruit speakers from the business community to share experiences with elementary, middle, and high school students. | 2022-2023 | Mr. Jeffries Dr. Swartz | |
| 2, 4, 6, 7 | 4, 5, 8 | Increase formal partnerships with community businesses and organizations. | 2022-2023 | Mr. Jeffries Dr. Swartz | |

Objective 2: Ninety percent or more of USD 232 students will perform at or above grade level and Sixty percent or more will perform in the College and Career Ready category on the Kansas State Assessments or the ACT by the 2026 assessment period.

| Strategy #1 Fully implement collaborative teams focused on student performance and success. (Communication and Basic Skills) | | | | | |
|--|------------------------|---|----------------------------------|-----------|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 7 | 1, 4 | Administration and staff will utilize the USD 232 Needs Assessment document to analyze state assessment and other data, and respond to essential questions, as part of the Goal & Strategy development process for the accreditation compliance requirements set by the Kansas State Board of Education, PreK-12. | On or prior to September 1, 2022 | Dr. Kelly | |

| | | | | | |
|---------|------|---|-----------|---|--|
| 1, 4, 7 | 1 | Administration and staff will utilize the Professional Learning Community culture, PreK-12, to support instructional decisions and learning. | 2022-2023 | Dr. Kelly Dr. Swartz Dr. Schaffer Mrs. Mikel Mr. Jeffries | |
| 1, 4, 7 | 1, 4 | Collaboration Teams will use multi-point data to make instructional decisions regarding student needs for standard and skill instruction for continued academic and social-emotional growth. | 2022-2023 | Dr. Kelly Dr. Swartz Dr. Schaffer Mrs. Mike, Mr. Jeffries | |
| 1, 7 | 1, 4 | Collect common formative assessment examples from secondary departments to evaluate the ongoing implementation of Professional Learning Communities. | 2022-2023 | Dr. Kelly Dr. Schaffer | |
| 1, 4, 7 | 1, 4 | Administration and staff will utilize the USD 232 Multi-Tier System of Supports (MTSS) Handbook 2022-2023 for process and protocol guidance to meet student academic needs through core, intervention, and Tier instruction, PreK-12. | 2022-2023 | Dr. Kelly Dr. Schaffer | |

Strategy #2 Analyze and evaluate student progress indicators to inform any changes to Multi-Tier System of Supports (MTSS) protocols.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|--------------------------|----------|
| 1, 7 | 1 | Analyze and evaluate math and reading intervention programming at each secondary school using state assessment and FastBridge data. | 2022-2023 | Dr. Kelly Mrs. Powers | |

Strategy #3 Improve physical and mental health for all USD 232 students and staff (Physical and Mental Health)

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--------------|----------|-------|----------|
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| 1, 7 | 1, 6 | Administrators and staff will provide core, intervention, and Tier social-emotional/behavior student supports, in part through guidance and protocol in the Multi-Tier System of Supports (MTSS) Handbook 2022-2023. | 2022-2023 | Dr. Kelly Dr. Schaffer | |
| 1, 4, 7 | 1, 6 | Administrators will support staff with professional learning opportunities related to mental wellness and self-care. | 2022-2023 | Dr. Kelly Dr. Schaffer Mrs. Mikel | |
| 1, 4 | 1, 6 | Data related to social and emotional wellness will be analyzed to inform planning and use of district resources for teachers and students. | 2022-2023 | Dr. Kelly Dr. Schaffer | |
| 1, 4 | 1, 6 | Identify trauma indicators in the community and work with community organizations to reduce risk to students. | 2022-2023 | Dr. Kelly | |

Goal 2: Ensure that curriculum across grade-levels and content areas is vertically and horizontally aligned and new resources are aligned with the mission and vision of USD 232.

Communication and Basic Skills, Tiered Framework of Support)

Action Plan:

Objective 1: After revisiting core concepts of Professional Learning Communities, staff will work collaboratively to align curriculum maps vertically and horizontally.
Objective 2: Within Professional Learning Communities, teachers will select resources aligned with curriculum maps and the USD 232 textbook adoption schedule.

| Strategy #1 Lead teachers through the curriculum mapping process and ensure all staff have access to relevant curriculum documents. | | | | | |
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| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 7 | 1, 4 | Continue secondary Math curriculum mapping alignment while using data to inform instructional decision making. | April 2023 | Dr. Schaffer Dr. Kelly | |

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|------------|---------|---|---------------------------------|---------------------------|--|
| 1, 6, 7 | 1, 4 | Continue secondary English Language Arts (ELA) curriculum mapping alignment. | April 2023 | Dr. Schaffer | |
| 1, 2, 3, 7 | 1, 5 | Complete curriculum alignment for secondary History, Government and Social Studies courses and new standards. | October 2022 | Dr. Schaffer | |
| 1, 6, 7 | 1 | Complete curriculum alignment with updated Science standards. | April 2023 | Dr. Schaffer Dr. Kelly | |
| 6, 7 | 1, 8 | Lead curriculum alignment for scheduled areas in Career and Technical Education courses. | April 2023 | Dr. Swartz | |
| 4 | | Explore options for sharing updated Curriculum and Instruction documents. | February 1 st , 2023 | Dr. Schaffer | |
| 1, 6, 7 | 1, 6, 7 | Explore the possibility to include a debate unit in 8 th grade Pathways. | April 2023 | Dr. Schaffer | |

Strategy #2 Facilitate new curriculum resource adoptions in accordance with the district schedule.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|---------------|---|----------|
| 6, 7 | 1 | Facilitate adoption for science materials in grades 6 through 12. | February 2023 | Dr. Schaffer Dr. Kelly | |
| 1, 7 | 1, 4 | Facilitate adoption for English Language Learner programming in grades PreK-12. | February 2023 | Dr. Kelly | |
| 2, 6, 7 | 1, 8 | Facilitate adoption for courses within the Marketing and Graphic Design Career Technical Education programs. | February 2023 | Dr. Swartz | |
| | 1 | Prepare for rostering and integration with newly adopted resources. | June 2023 | Dr. Kelly Mrs. Mikel Dr. Schaffer | |

Goal 3: Increase and gauge teacher understanding of how to implement Project-Based Learning in the classroom.
(Tiered Framework of Support, Postsecondary and Career Preparation)

Action Plan:

Objective: District Instructional Specialist and Secondary Curriculum Director will increase relevant, authentic learning experiences in classroom instruction.

| Strategy #1 Increase the number of teachers providing Project-Based Learning opportunities for students. | | | | | |
|---|-------------------------------|---|-----------------|---|-----------------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 7 | 1, 4, 8 | Coordinate and collaborate with all building principals to assist with various Project Based Learning professional learning at the building level. | April 2023 | Mrs. Mikel PBL Pioneers | |
| 1, 7 | 1, 4, 8 | Lead the Project Based Learning (PBL) Pioneer group in developing action plan for increasing awareness of opportunities for Project Based Learning staff instructional opportunities. The Action Plan includes focus areas of professional learning that can be incorporated into the district long range plan. | November 2022 | Mrs. Mikel Dr. Swartz Kevin Jeffries Dr. Kelly | |
| 1, 7 | 1, 4, 8 | Identify second Project Based Learning (PBL) Pioneer cohort and facilitate appropriate professional learning opportunities. | February 2023 | Dr. Kelly Mrs. Mikel | |

Goal 4: Maximize district resources to provide relevant professional learning for staff and support district goals.
(Professional Learning Community)

Action Plan:

Objective A1: All staff will participate in professional learning opportunities that support at least one of the current district initiatives.

| Strategy #1 Provide professional learning to all staff in at least one department goal area. | | | | | |
|--|------------------------|--|---------------|--|----------|
| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
| 1, 6, 7 | 1, 4, 8 | Coordinate Real World Learning school observation experiences in Iowa, Washington, and California, as well as incorporate feedback into long-range planning. | November 2022 | Dr. Swartz | |
| 7 | 1 | Plan and arrange for professional learning related to materials adoptions made during the 2022-2023 school year. | February 2023 | Dr. Schaffer | |
| 1, 6, 7 | 1, 8 | Create a written sequential professional learning continuum that supports Project Based Learning and Real World Learning for staff. | 2022-2023 | Dr. Swartz Rachel Mikel Kevin Jeffries | |
| 6, 7 | 1, 4 | Provide professional learning to science teachers regarding the updated Kansas State Department of Education (KSDE) Science Standards. | November 2022 | Dr. Schaffer | |
| 6, 7 | 1, 2, 4 | Provide district-wide professional learning to all secondary certified staff related to creating effective assessments. | April 2023 | Dr. Kelly | |
| 7 | 1, 2, 4 | Survey secondary content area departments to identify relevant topics for professional learning. | Fall, 2022 | Dr. Schaffer | |
| 7 | 1, 4 | Provide professional learning to Secondary Building Test Coordinators related to data analysis tools and methods. | Fall, 2022 | Dr. Kelly | |



Unified School District 232

USD 232 Special Services Department Goals and Strategic Plan 2022-2023

Vision

To support students and families of USD 232 in fulfilling students with exceptionalities, individual aspirations, and potential through support and understanding of unique learning needs.

Mission

To dynamically support students with exceptionalities for the purpose of continually seeking to enhance the quality of educational services while empowering them to be independent learners within the school and community environments.

Goal 1: Within the 2022-2023 school year, the USD 232 Special Services Department will work collaboratively with members of the USD 232 Special Services Advisory Committee (SSAC) to enhance special education programming and awareness of resources available to families of students with disabilities.

(Families, Communities, and Business Partnerships)

Action Plan:

Objective: In the 2022-2023 school year, the Special Services Advisory Committee (SSAC) will empower families and teachers of students with exceptionalities with training and resources to meet the unique learning needs of this student population.

Strategy #1 The Special Services Advisory Committee (SSAC) will identify no less than two goals to complete that support the vision and mission of SSAC.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|----------------|-------------------------------------|----------|
| | 2 | The Special Services Advisory Committee will finalize committee annual goals utilizing survey data obtained last spring. | September 2022 | Special Services Advisory Committee | |

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| | 2 | The Special Services Advisory Committee will identify steps to completion of goals. | October 2022 | Special Services Advisory Committee | |
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Strategy #2 The Special Services Advisory Committee will identify an effective system of communication to inform parents of available resources when supporting student(s) with an exceptionality.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|--|---------------|-------------------------------------|----------|
| | 2 | The Special Services Advisory Committee will review all accessible communication systems to effectively share available resources to families of students with exceptionalities. | October 2022 | Special Services Advisory Committee | |
| | 2 | The Special Services Advisory Committee will identify and begin using a communication system to share available resources with families of students with exceptionalities. | December 2022 | Special Services Advisory Committee | |
| | 2 | The Special Services Advisory Committee will evaluate the effectiveness of the chosen communication system and make changes as necessary. | April 2022 | Special Services Advisory Committee | |

Strategy #3 The Special Services Advisory Committee will organize and provide no less than three parent forums to educate and inform parents of students with exceptionalities about the resources and services available to student(s).

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|--------------|-------------------------------------|----------|
| | 2 | The Special Services Advisory Committee will identify three parent forum topics and identify dates and locations. | October 2022 | Special Services Advisory Committee | |

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|--|---|---|------------|-------------------------------------|--|
| | 2 | The Special Services Advisory Committee will evaluate the effectiveness of three parent forums offered to parents of students with exceptionalities and identify any needed changes for the next academic year. | April 2022 | Special Services Advisory Committee | |
|--|---|---|------------|-------------------------------------|--|

Goal 2: In the 2022-2027 cycle, the USD 232 Special Services Department will provide training opportunities for general and special education staff to support increased access to general education curriculum and independence for students with exceptionalities within all learning environments.

(Diversity, Equity, and Inclusion)

Action Plan:

Objective: Within the 2022-2023 school year, the USD 232 Special Services Administrative and Specialists teams will work collaboratively with stakeholders to identify for implementation a 5-year plan to support the empowerment of students with exceptionalities to be independent within learning environments to the maximum extent possible considering current circumstances.

Strategy #1 Specialist teams will work collaboratively with building administrators to identify learning opportunities for certified and classified staff to enhance understanding of supporting independent learning for students with exceptionalities.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|-------------|----------|
| 6, 7 | 3 | The USD 232 Specialists team will work collaboratively with building administrators and certified and classified staff to identify training opportunities on the Principles of Universal Design for Learning and available assistive technologies to support independent access to the general education curriculum for students with exceptionalities. | 2022-2023 | Specialists | |
| 6, 7 | 3 | The USD 232 Specialists team will work collaboratively with building administrators and | 2022-2023 | Specialists | |

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|------|---|---|-----------|-------------|--|
| | | certified and classified staff to identify training opportunities on effective strategies to support the behavior/social-emotional needs of students with exceptionalities when accessing the general education curriculum. | | | |
| 6, 7 | 3 | The USD 232 Specialists team will work collaboratively with building administrators and certified and classified staff to identify training opportunities on instructional strategies to support independent access to the general education curriculum for students with exceptionalities. | 2022-2023 | Specialists | |

Strategy #2 The USD 232 Special Services Administrative team will provide training related to the guiding principles for students with exceptionalities consistent with the *Individuals with Disabilities Education Act (IDEA)*.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|---|----------|
| 6, 7 | 3 | The USD 232 Special Services Administrative team will work collaboratively with administrators and certified and classified staff to increase understanding of the Least Restrictive Environment (LRE) and Free and Appropriate Public Education (FAPE) concepts documented within IDEA statute including the mandated roles of IEP team members. | 2022-2023 | Director and Coordinators of Special Services | |
| 6, 7 | 3 | The USD 232 Special Services Administrative team will work collaboratively with stakeholder groups to identify guiding principles in work when providing specialized instruction to students with exceptionalities. | 2022-2023 | Director and Coordinator of Special Services | |

Goal 3: In the 2022-2027 cycle, the USD 232 Special Services Administrative team will strategically evaluate the effectiveness and efficiency of the special education service delivery model for students with exceptionalities.
(Diversity, Equity, and Inclusion)

Action Plan:

Objective: In the 2022-2023 school year the USD 232 Special Services Administrative team will evaluate the efficiencies and effectiveness of all aspects of special education programming for students with exceptionalities.

Strategy #1 The USD 232 Special Services Administrative team will work collaboratively to evaluate the effectiveness of special education services by analyzing performance data for students with exceptionalities.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|--|----------|
| | 3 | The USD 232 Special Services Administrative team will analyze Kansas Assessment performance data for students with exceptionalities over a period of five years. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will review available IEP progress data to assess student growth as related to IEP goals over a three-year period. | 2022-2023 | USD 232 Special Services Administrative Team | |

Strategy #2 The USD 232 Special Services Administrative Team will conduct of self-assessment of existing layers of support within the continuum of special education services.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|--|----------|
| | 3 | The USD 232 Special Services Administrative team will engage in collaborative discussions with stakeholder groups across the district to discern perceptions of the effectiveness of the current continuum of special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |

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|--|---|---|-----------|--|--|
| | 3 | The USD 232 Special Services Administrative team will conduct a survey to identify strengths and areas of improvement related to the current delivery model for special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will evaluate and summarize all stakeholder feedback and identify objectives for further work in improving effectiveness. | 2022-2023 | USD 232 Special Services Administrative Team | |

Strategy #3 The USD 232 Special Services Administrative team will assess the efficiencies of the current special services delivery model.

| Rose Standard | Foundational Structure | Action Steps | Timeline | Staff | Progress |
|---------------|------------------------|---|-----------|--|----------|
| | 3 | The USD 232 Special Services Administrative team will review trend data related to the percentage of students receiving special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will review trend data related to adult-student ratios in the delivery of special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will review trend data related to teacher caseloads when delivering special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will review trend data related to addition of positions related to the number of students identified as in need of special education services. | 2022-2023 | USD 232 Special Services Administrative Team | |
| | 3 | The USD 232 Special Services Administrative team will analyze budget data related to the provision of special education services over the last five years. | 2022-2023 | USD 232 Special Services Administrative Team | |