



Strategic Plan Progress Reports

Year 2 2023-2024

Strategy 1 - EC-12+ Academic Achievement

Goal:

- We are committed to strengthening academic achievement outcomes in pre-kindergarten through post-secondary to help each student find their individual success.

Success Measured:

- By June of 2024, the district will develop and implement an annual instrument for obtaining feedback on value and impact of professional development offerings and the late start model and share the results with staff.
- By June of 2024, the district will integrate soft-skills/employability skills into the High School curriculum beyond freshman year.
- By June of 2024, a presentation will be made to the Board exploring funding sources to expand our early childhood/preschool model and/or partnering with existing preschools and daycares to increase services available for more four-year-olds.

Report 1

The Strategy 1: EC-12+ Academic Achievement committee met on September 19 and October 17, 2023. The Early Childhood Grant Workgroup met on October 12 and October 26. During the first meeting the committee established norms and reviewed the EC-12+ Academic Achievement goals and outcomes. The committee reviewed the current Early Learning programs and need for secondary interpersonal skills, committee members spent time reviewing the Early Childhood Capital Accelerator grant as one opportunity to impact funding for additional early childhood classrooms across the district. During the second meeting in October, committee members learned more about the KSDE Employability Skills and Perkins Interpersonal and Employability Skills Rubrics and rated the importance of each skill in any resources selected by the Pre K-12 Social Emotional Learning curriculum committee. The subcommittee members were asked to voluntarily sign up for a workgroup to begin working on the Early Childhood Grant workgroup. The Strategy 1 Early Childhood Grant workgroup members met on October 12 and completed a detailed review of grant criteria and worked to identify the data we needed to gather for each section of the grant including a survey. As the Early Childhood Grant workgroup looked at grant criteria the committee members brainstormed a list of medical needs frequently requested in schools

including clinic care, school-related immunizations, along with school, work, or sports physicals. The grant requirements for broadband Wifi access, family work search support, and the bonus points available for a City partnership were also discussed. During the second Early Childhood Grant workgroup meeting on October 26 committee members completed work on an early childhood needs assessment survey to go out to the Derby community and district parents and staff. The next step for the Strategy 1 committee is to work on a common post-professional development survey for professional development. The next subcommittee is scheduled for November 17, 2023.

Report 2

Strategy 1: EC-12+ Academic Support committee met on November 14, 2023 and January 11, 2024. In between the November and January meeting, committee members worked to review a draft annual professional development (PD) survey used for the January 2 district certified staff PD day. The professional development survey draft was administered January 2- 7, 2024. Committee members analyzed responses during the January 11 meeting and revised questions to ensure the survey responses will help plan future professional development and address staff needs.

The committee has ranked important employability skills from the Kansas State Department of Education (KSDE) and the Perkins National Network and shared the employability skills to be integrated with the committee selecting our social emotional learning curriculum.

The Early Childhood workgroup met on November 15, December 1, and December 18 to complete work to submit the final grant. The Early Childhood workgroup created and administered a community early childhood and daycare survey from November 27, 2023 through December 8, 2024 and utilized the data regarding early childhood and daycare needs to demonstrate specific needs for Derby Public Schools. The early childhood goal from Strategy 1 will require a report on funding to the Board of Education in June. The committee is on track to make the report and has added budget priority requests to fund additional early childhood classrooms in addition to the work completed to submit the grant application.

Strategy 2 - Culture, Climate & Equity

Goal:

- We are committed to creating a safe and positive culture by intentionally embracing our differences, providing equal opportunity for all, and inviting widespread participation for all educational stakeholders regardless of each person's unique characteristics, thoughts and/or opinions.

Success Measured:

- During October Parent/Teacher Conferences, the district will administer an annual school culture survey for each individual school. These will be made available via Skylert email and on devices available at the school during Conferences. This will measure the overall culture and climate at

each school and will gather anonymous feedback from the staff and students/parents about ways we can improve the culture and climate of each school. The survey could include data points from multiple strategic plan sub-committees. For instance, seeking feedback on Americans with Disabilities Act (ADA) access, or at the middle schools and high school, it will include questions about how we are embracing diversity, the prevalence of nicotine and drug use in our schools, and how discipline is handled at each school. Having the survey sent in October will provide students and parents the opportunity to become more familiar with their school. The survey at the Elementary level will be given to grades 3-5.

- By December 31, 2023, the council and administration will collect ideas and provide a recommendation to the board for district-wide character qualities to be incorporated into schools.

Report 1

Strategy 2: The Culture, Climate, and Equity Committee met on September 26, 2023. Information was shared on how this committee will partner with the School Climate and Culture Advisory Council (SCCAC) Subcommittee in ways that are deemed necessary or as topics are presented.

Parent/Caregiver surveys were ready for Parent/Teacher Conferences on October 24 and 26, 2023. The number of surveys taken are as follows:

Elementary School parent/caregivers - 484

Middle school parents/caregivers - 124

High school parents/caregivers - 149

Climate, Culture, and Equity Student surveys were given on October 30 or 31, 2023. The number of surveys taken, with parent permission, are as follows:

Elementary student surveys - 1,119

Middle School student surveys - 25

High School student surveys - 59

Individual schools will analyze their surveys to assess how we can best serve our students and families. Our next meeting will be on November 16, 2023.

Report 2

Strategy 2: The Culture, Climate, and Equity Committee met on November 16, 2023 at Stone Creek Elementary. The committee examined the survey questions and evaluated them to determine if some questions needed to be reworded. It is important that parents understand what is being asked so they can answer thoroughly. For example, do parents understand what the P3 App is and how it is accessible to students and families? We gathered input from the Middle School and High School Principals to see how the student and parent surveys could be given more efficiently in time and manner. We will continue working on the Culture, Climate, and Equity Survey in order for it to be used most effectively.

Strategy 3 - Student and Staff Supports for Special Services

Goal:

- Optimally allocate resources - staff, program structure, training, etc. - to ensure all needs of students receiving special services are fully met.

Success Measured:

- By June of 2024, the district will develop/share special services program and course descriptions (structured learning vs. life skills, course modified vs resource, Read 180 vs. Horizons, electives, tiered support, etc.) for educating parents, students and staff.
- By June of 2024, the district will benchmark paraprofessionals total compensation and benefits package.
- By June of 2024, through survey and observation, the district will identify what is working well at elementary level for continuity of experience as students progress through the secondary levels.
- Beginning in June of 2024, annual data reports will show a decrease in the number of actionable parent complaints, an increase in special education parent satisfaction.
- Beginning in June of 2024, annual data reports will show an increase in achievement and attendance of special education students.

Report 1

Strategy 3 met on October 30, 2023. At that time, the committee discussed the goals for year two. Included in the discussion was data the district gathered to help begin the exploration of our goals. At this time we have current middle and high school course descriptions. The team would like more information on additional options for electives for special education low-incidence students at all levels.

The team also discussed our current classroom offerings related to the special education continuum across the district. We provided the committee with the descriptions of our life skills, functional, structured learning, positive behavior intervention supports, and interrelated/curriculum modified. We also discussed renaming “interrelated” to “curriculum modified” across the district.

The Parent Advisory Committee (PAC) constructed a survey that will be distributed to all families served under the special services department in late November. That survey will be open for two weeks and a reminder will be sent out from the district to bolster participation. The PAC chairpersons and district administration have met several times to refine this survey in preparation for the survey to be sent to parents so we can begin the work on the continuity of services between the elementary and secondary schools.

We also reviewed the optimal allocation of staff as compared to the current staff allocation of caseloads. Only the school psychologists as a group meet the optimal caseload ratios set forth in year one. Those

ratios and our current caseloads can be found using this [link](#). The caseload data used for these ratios was taken from the September 20 headcount.

We also reviewed the special services website and the communication items that have been added. We asked the committee to come back with ideas on what else needs to be on the website to help staff and parents navigate the district.

Lastly, the team reviewed the purpose of the PAC, their work and goals, and the [Communication Loop](#) Special Services created to help inform the PAC of our progress as a district. Finally, the special services department also began a monthly newsletter based on feedback from the PAC. Each newsletter is distributed by email through Skyward to parents of students with services through the special services department.

Our next scheduled meetings will be held on December 4, January 30, March 4, and April 15, all at 6:00 p.m. at the Derby Administrative Center.

Report 2

The Strategy 3 Committee has met one additional time since our last report. In December, we discussed a strategy to track a decrease in actionable complaints. Some believe that the initial Strategic Plan Steering Committee did not intend for this data to be tracked through the Kansas State Department of Education Formal Complaints process. Unfortunately, the process we had discussed had unintended confidentiality implications due to the Kansas Open Records Act (KORA). Therefore, we will continue to brainstorm to bring a revision of our data tracking system to the Board of Education.

We have the [results](#) of our Strategy 3 Family Survey and have shared them with the Special Services Parent Advisory Council and the Special Services families via email. We will be discussing the outcomes at our meeting on January 30. What we found with the survey is that we are doing a great job in some areas, and in others, we need to improve. From the survey, 69% of parents agreed that school progress monitoring tests accurately measure their child's abilities. The Special Services department sat down with the Curriculum department to ensure our providers have the adequate resources to fully explain the data that is being collected as part of the Beginning, Middle, and End of the year data points to better convey this information to the parents. We have also held one (and are in the planning stages of a second) professional development day for our interrelated teachers to help with this point as well as their implementation of the current district curriculums. From the survey, 93% of parents, understanding the district is the Americans with Disabilities Act (ADA) compliant, feel the buildings are appropriately set up for ease of accessing the educational environment.

The Special Services and the Curriculum departments have been partnering to help better define the curriculum mapping across the district for students with special services. They were unveiled at the meeting on January 30.

In the meantime, we have worked very hard to be as transparent as possible with our webpage's course descriptions and program locations. We have also improved our parent communication with a monthly newsletter that is not only sent to parents of students with special services via Skyward but also linked to our webpage for ease of access to parents and community members. We are very proud of the build-out that has taken place on our website to help all stakeholders understand the depth and breadth of our department. This is to improve the communication questions on the survey. Parents agreed that communication was clear and beneficial from the district special services department at 76%, their child's school at 81%, and their IEP/504 team at 79%.

Lastly, partnering with Strategy 4, we have reviewed four different de-escalation training companies: Crisis Prevention Institute, Managing Aggressive Behaviors (current provider), Mandt, and Ukeru. We will meet again in February to recommend a professional development provider to the district.

Strategy 4 - Student and Staff Mental Health & Wellness Supports

Goal:

- Create, implement and maintain evidence-based mental health programs and services, for all district employees and students, that promote positive change in health and wellness knowledge, skills and behaviors.

Success Measured:

- By June 2024, a district curriculum committee will recommend any changes to social-emotional learning curricula.
- By June 2024, a district curriculum committee will present recommendations for expanding in-person and online learning options for the Panther Learning Center.

Report 1

The Strategy 4: Student and Staff Mental Health & Wellness Supports committee has met this year on August 29, 2023 and October 3, 2023, with the next scheduled meeting scheduled on November 14, 2023. During the first meeting the committee established committee protocols (norms) and reviewed the efforts of the committee from year one. The goals and accountability measures for year two were reviewed for the upcoming year. Dr. Holly Putnam-Jackson provided the committee with information about the district curriculum selection process, along with timelines for curriculum selection, evaluation, review, and recommendations. The Social Emotional Learning (SEL) curriculum process will include multiple reviews during the process with the inclusion of internal, public, and educator reviews prior to presentation to the Board of Education. The curriculum selection committee will consist of members representing all grade levels, instructional areas, and positions, including parents. Committee members were encouraged to reach out and ask questions as needed during the process.

During the second meeting in October, committee members reviewed documents regarding the measurement of social emotional character development. Due to the diverse membership of this committee, commonly used vocabulary, definitions, and acronyms were reviewed with all committee

members. The committee participated in an activity by separating into teams of four members and each team worked on defining what a successful Derby High School student/graduate should look like to each group. Each committee shared desired traits and skills that they believed a graduate should possess. Discussion and connection to social emotional learning and how these could tie into a new curriculum was shared. Several committee members shared information regarding the Social Emotional Learning Curriculum committee meetings.

The next step for the strategy 4 committee is to learn about the Panther Learning Center (PLC). The presentation will provide history, goals, and demonstrate how it is supporting students with removing and mitigating barriers that prevent students from having success in traditional high school programs. The presentation will also provide information to answer key questions that were shared at the last committee meeting. The committee will follow up with discussion and determine further tasks to address suggestions to address the goal of expanding in person and online learning options for the Panther Learning Center.

Report 2

The Strategy 4 Student and Staff Mental Health & Wellness Supports committee has met this year three times so far this year, with the last committee meeting on November 14, 2023. The fourth meeting was scheduled for January 9, 2024; however, the meeting was canceled due to inclement weather and the agenda was moved to the February 6, 2024 meeting. Committee goals and accountability measures for year two are reviewed prior to each committee meeting to guide efforts towards the goals established for the year.

The focus of the November meeting was on the Panther Learning Center (PLC). The committee learned that the program originated out of the 2017-2022 Strategic Plan through the subcommittee of Academic Achievement. The committee recommended that an alternative program/school be established to provide increased support for students who were at risk. Support services that were recommended were credit recovery, credit/diploma acceleration, modified programming to address student needs, college and career guidance, referrals for community-based services and programs through an individualized format. The process for recommendations and timeline were shared. Several PLC students participated in a student panel in which they shared their needs and how the PLC supported them in getting back on track and engaging in their high school education. Students and PLC staff answered questions about the program regarding strengths of the program as well as needs. The committee is currently working on building out the foundation of the program, and making recommendations for the next phase of development for expanding in person and online learning options in this program. The committee will continue to examine suggestions made through the committee and advisory committees regarding the development of recommendations.

The second area of focus has been on collaborating and working with the EC-12+ Academic Achievement Committee and the Curriculum Department regarding the evaluation and selection of social-emotional curricula to recommend any changes to the social-emotional learning curricula. Several members of the committee have participated in the Social-Emotional Learning (SEL) curriculum process which has

involved multiple meetings per month to learn about standards, examine student and staff needs, view presentations from various curriculum representatives, and evaluate curriculum in a meaningful process to assist with meeting student needs in the district. Committee members have been vital partners in this entire process, including the selection and piloting of selected curriculum and continue to be involved in this process to support a recommendation for district wide SEL curriculum.

A third area of focus emerged with the opportunity to collaborate with the Strategic Plan committee Student and Staff Support for Special Services as crisis intervention programs for staff training are being reviewed. This lends support to evaluating and making improvements to social emotional health curriculum that align with best practices, referral pathways and provide professional development to staff. In January, several committee members joined this committee to learn about four different programs that focused on crisis prevention and intervention.

The next step for the Strategy 4 committee is to continue to collaborate and make recommendations through the SEL curriculum selection process and crisis prevention-intervention curriculum for staff training. The committee will also follow up with reviewing recommendations for the expansion of the Panther Learning Center through discussion and determine further tasks to address suggestions to address the goal of expanding in person and online learning options for the Panther Learning Center.

Strategy 5 - Facilities & Partnerships

Goal:

- Continually develop partnerships and update facilities to ensure equity and safety for everyone.

Success Measured:

- By June of 2024, the district has more student participation and community partnerships and internships.
- Beginning in June of 2024 the number of partnerships with more community employers to offer student internship opportunities increases annually.

Report 1

The committee finished touring all of the facilities in the district. Swaney Elementary, Derby Middle School, and Tanglewood Elementary were toured in September. At this point the committee has toured all of the facilities and received feedback from building leadership on future needs.

The committee also toured facilities at Maize and Andover school districts. At these districts, we visited tennis, baseball/softball, early childhood, natatorium and career technical education facilities. These visits were well worth the time and really expanded our thinking about these types of programs in our district.

Partnerships - a sub-committee met with representatives from Derby High School and the Curriculum Department to better understand partnership opportunities that already exist and how additional opportunities can be added to the mix. For example, the Operations Department is working with Curriculum to begin shadowing and mentorship opportunities with our licensed trades that currently work in the district (HVAC, plumbing, carpentry, locksmith, welding). This is an exciting opportunity for our students and staff!

Report 2

At the December 5 meeting the committee met to review the entire list of needs and wants across the district that we have heard during the tours. We had discussions about the “standout” needs that were on the list, and discussed equity between buildings. We also reviewed a survey that was created in 2021 that addressed building needs. From the tours we did of other district facilities, we had discussion on funding and growth of the district to support these desired projects. Our next steps will be to have Chris Drum, Superintendent of the Derby Recreation Commission (DRC), present on the options the DRC has explored for a competition pool, this will be an important area for the committee to understand. We are nearing the enrollment time for the 2024-2025 school year, so counselors will continue to work with the Curriculum Department to encourage student shadowing in one or more pathways.

Strategy 6 - Personnel Retention, Recruitment & Development

Goal:

- Attract, develop, and retain our team of staff who support our educational community.

Success Measured:

- By June of 2024, the district will conduct exit surveys to identify trends and develop and implement plan to address these trends.
- By June of 2024, the district will identify “compensation and benefit” components, develop, and disseminate materials that showcase our district’s and community’s benefits, and demonstrate efforts to improve affordability of the health insurance benefits.

Report 1

The Strategy 6 committee met on October 17, 2023. We had strong representation and active participation during the meeting. We began with introductions and dove straight into a review of the Employee Engagement and Satisfaction Survey. Timeline and implementation were discussed with a consensus to open the survey on January 2-16, 2024 for a two week window, as has been done in the past. Similar to last year, it will be promoted and communicated to staff with multiple all-staff emails, paper copies at each building, prize drawings and time given at late start and other training events to complete. When sharing it out, we will be intentional about sharing actions taken based on last year’s survey results. The group reviewed the year two goals and completed a poll to identify the top five attributes of our community and our school district, in order to gain feedback from the group. With regard to our community, for those present, the top five reasons to choose Derby as a place to live and

work were education, parks and recreation, demographics, including our suburban feel, shopping, markets, banking facilities, and safety/crime rate. For those present, the top five reasons to choose Derby Public Schools as a place of employment were Paid Time Off, the acceptance of professional development points for salary placement, making a positive impact on students and the community, our facilities and our mission, vision and core values. The committee reviewed current exit interview questions and trends and made recommendations for revisions to the survey that is currently in use.

Report 2

The Strategy 6 committee has met twice since our last report, on December 7, 2023 and January 18, 2024. We have engaged the committee members in some fun trivia activities tied to strategy efforts at the beginning of each meeting and wanted to share the questions and answers with you. The idea behind starting our meetings with trivia questions is ensuring our committee members are recognizing the implementation of the committee's action steps. We continually share that we see our committee member as ambassadors for the work being done and want to ensure they can help articulate the efforts and accomplishments.

Questions and answers have been connected to the following efforts:

- **Paid Parental Leave:** So far this school year, we have had, or are aware of their upcoming arrival, 33 babies born to our employees. New this year is the addition of paid parental leave, which includes five days of paid parental leave in addition to the employees accrued paid time off. Upon their return from paid parental leave, each employee is also given a "future Panther" onesie and a Derby Schools branded rubber duck to help welcome them back.
- **Increased Leadership Visibility:** We estimate that the number of director visits to buildings so far this school year, in response to employee engagement and satisfaction survey feedback regarding visibility, had been approximately 440 at the time of the December 7 meeting.
- **Health Insurance and Benefit Enhancements:** Thanks to efforts of multiple groups, premiums took a drop for all plans and employee types. This year, we had 41 more employees sign up for health insurance through the district, as compared to last year.

During the December 7, 2023 meeting, the committee spent a significant amount of time working in small groups to revise and refine our exit interview questions, and began work on creating a draft of a sample stay interview. The committee split into smaller groups for in-depth discussion reviewing exit survey examples from two school districts. The groups provided recommendations on questions they found valuable, feedback on ideal length of a survey and placement of questions. On January 18, 2024, the exit interview questions were finalized. Human Resources began to utilize the new questions and format immediately. In addition to the questions and format of the survey, the committee discussed implementation strategies, including making the exit interviews part of the checkout process, collecting personal email addresses so that we can reach people after their district email is disabled, recommending that supervisors hand it out attached to the resignation form, and considering a postcard with a QR code or a self addressed stamped envelope, for those who prefer a paper copy.

The committee has also begun reviewing and providing recommendations on Stay Surveys and One on One Interviews.

The Employee Engagement and Satisfaction survey was open from January 2- 17, 2024, with a final number of 791 employees completing the survey this year. We extended the survey window by one day, due to inclement weather and a school day cancellation within the original window. In reviewing the preliminary results, as compared to the baseline data collected during the 2023-2024 school year, improvement was made in all categories, except for the question regarding having training, materials and equipment to do a job well. The biggest gains were made in the areas of benefits and competitive pay. We still have work to do in those categories, however we are making gains in those areas. The committee debriefed on the implementation and agreed that it is important to designate time for employees to take the survey. While the initial baseline has been reviewed, the district will spend the next few months taking an in-depth look into the thousands of comments on the surveys to identify areas of focus for enhancements and/or improvement.