

VISION

TO BE THE BEST SCHOOL DISTRICT IN OUR STATE

MISSION

TO PROVIDE AN EXCELLENT EDUCATION FOR ALL STUDENTS

VALUES

TRUST - INTEGRITY
COLLABORATION
TRANSPARENCY
EMPATHY - GRACE

PURPOSE

SCHOLARS FIRST

EVERY CHILD IS TREATED FIRST AS A SCHOLAR
EVERY DECISION FOCUSES ON SCHOLARS FIRST
EVERY SCHOLAR RECEIVES QUALITY EDUCATIONAL EXPERIENCES

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GROWTH

GET THEM TO SCHOOL

PRIMARY GOAL 1: NINETY PERCENT OF SCHOLARS WILL ATTEND SCHOOL AT LEAST 90% OF THE TIME BY THE 2026-2027 SCHOOL YEAR. THE PERCENT WILL INCREASE BY 5% EACH YEAR, BEGINNING IN 2023-2024.

SUCCESS INDICATORS:

1.1a At least 92% of scholars will graduate within four years by the 2026-2027 school year.

1.1b The district will implement long-range finance and facility plans that address continued growth, maintaining high-quality facilities and consider innovative programming needs by evaluating existing facilities, building one elementary school, and renovating the Career Center - completed in 2026-2027.

ACTION STEPS:

Indicator 1.1

- Principals and secondary school counselors will create scholar attendance intervention plans - complete May, 2024.
- Home-School Communicators will increase home visits - ongoing with no completion date.
- Teachers and staff will increase positive referrals and recognitions of scholars - ongoing with no completion date.
- Elementary principals will recognize scholars with outstanding attendance - ongoing with no completion date.
- Principals will send attendance letters to families when their scholar reaches 5, 10, & 15 days of absences; staff will call families with attendance concerns - ongoing with no completion date.

Indicator 1.1a

- School counselors will follow-up with scholars who have dropped out of school - complete each school year.
- Chief of Schools and Chief Academic Officer will increase access to alternative school completion, transition programs, work study, and job-related programs - complete August, 2024.
- Chief of Schools and Chief Academic Officer will evaluate district graduation requirements and procedures to identify any barriers - complete May, 2024.

Indicator 1.1b

- The Board of Education, Superintendent, and Chief Financial Officer will ensure the district demonstrates fiscal responsibility by maintaining three months of expenditures in reserves - ongoing with no completion date.
- Chief Operations Officer will facilitate the ongoing evaluation of facilities and technology to determine and implement maintenance needs, efficiencies, and measures, to support high-quality learning environments - ongoing with no completion date.

FUNDING SOURCES: **Indicator 1.1 & 1.1b** - Building Operating Budgets; **Indicator 1.1a** - Building Operating Budgets and Title I.D; **Indicator 1.1b** - District Bond Funds

PRIMARY GOAL 2.1: THE NUMBER OF OUT-OF-SCHOOL SUSPENSIONS WILL DECREASE BY 50% BY THE 2026-2027 SCHOOL YEAR. THE NUMBER WILL DECREASE BY 10% EACH YEAR.

PRIMARY GOAL 2.2: THE PERCENT OF TEACHERS RETAINED EACH SCHOOL YEAR WILL INCREASE TO 90% BY THE 2026-2027 SCHOOL YEAR.

SUCCESS INDICATORS:

2.1a The number of office referrals for behavior will decrease by 10% by the 2026-2027 school year.

2.2a To increase morale and maintain excellent operations, the annual substitute teacher fill rate will increase to 80% by the 2026-2027 school year.

ACTION STEPS:

Indicators 2.1 & 2.1a

- School administrators will implement the district's Behavior Education Plan when assigning a consequence - complete in May, 2023.
- Chief Equity Officer will institute a regular review cycle of the Behavior Education Plan and provide regular implementation training - ongoing with no completion date.
- Chief Equity Officer will evaluate behavior support needs, including staffing needs, to provide assistance for schools - ongoing with no completion date.
- Principals will implement discipline-oriented Multi-Tier Systems of Support teams to mitigate discipline issues - ongoing with no completion date.
- Chief Equity Officer will require two equity trainings for each school each year and offer opportunities for Restorative Practices training - ongoing with no completion date.
- School and district administrators, in conjunction with the Boone County Schools Mental Health Coalition, will administer a checklist that focuses on the social and emotional well-being of each scholar - ongoing with no completion date.
- District and school administrators will ensure a safe and nurturing learning environment that meets the needs of all scholars - ongoing with no completion date.

Indicator 2.2

- Executive Director of Assessment, Intervention, Data, and Innovation will conduct an annual staff climate and culture survey - complete December, 2022.
- Chief Human Resources Officer, Chief Financial Officer, and Board of Education will review compensation rates for employees to attract and retain high-quality staff - ongoing with no completion date.
- Chief Human Resources Officer will establish a retention committee and a staff appreciation committee - complete August, 2023.
- Chief Human Resources Officer will review and refine the internal transfer process - ongoing with no completion date.
- Chief Human Resources Officer and Executive Director of School Improvement will evaluate the effectiveness of the Teacher Induction Program - complete May, 2024.

Indicator 2.2a

- Chief Human Resources Officer and Executive Director of Assessment, Intervention, Data, and Innovation will analyze substitute data to identify challenge areas - complete December, 2022.
- Chief Human Resources Officer, Chief Financial Officer, and Board of Education will review compensation rates for substitutes to attract and retain high-quality substitute staff - ongoing with no completion date.
- Chief Human Resources Officer and the district's substitute services provider will continue aggressive recruitment and marketing, including incentives to increase fill-rates, job fairs, and soliciting feedback from substitutes - ongoing with no completion date.
- Chief Human Resources Officer and principals will develop flexible scheduling, allowing substitutes to job-share - ongoing with no completion date.

FUNDING SOURCES:

Indicator 2.1, 2.1a - District Professional Development Funds, District Salary Fund, Building Operating Funds, District Bond Funds

Indicator 2.2 - Title IIA and District Professional Development Funds, Human Resources Operating Budget, AID Operating Budget, District Salary Budget

Indicator 2.2a - District Substitute Budget and Human Resources Operating Budget

SUCCESS INDICATORS:

3.1a The number of scholars enrolled in college-level courses will increase by 10% by the 2026-2027 school year.

3.1b The average ACT score of graduates will continue to exceed state and national averages.

ACTION STEPS:

Indicator 3.1

- Chief Academic Officer and Executive Director of Curriculum and Instruction will implement tutoring services for scholars and expand after-school tutoring partnerships - ongoing with no completion date.
- Superintendent will identify and implement a district organizational structure that prioritizes scholar achievement - complete July, 2023.
- Chief of Schools, Chief Academic Officer and building principals will ensure that academic Multi-Tier Systems of Support are implemented at all levels and that scholars who need interventions are receiving them - complete May, 2025.
- Superintendent and Cabinet will conduct Principal-led Data Days, where building principals present their building data, plans for improvement, and building celebrations. Principals will also share their building data with the Board of Education - ongoing with no completion date.
- Superintendent and district administrators will complete classroom visits and instructional walks to observe high-yield instructional strategies - ongoing with no completion date.
- School and district administrators will engage in instructional observations and Principal-led Data Walks in cohort groups - ongoing with no completion date.
- Chief of Schools and Chief Academic Officer will evaluate instructional supports to determine additional staffing needs - ongoing with no completion date.

Indicators 3.1a & 3.1b

- Chief Academic Officer, Chief of Schools and Executive Director of Curriculum and Instruction will expand Dual Credit offerings and Early College programming - ongoing with no completion date.
- Chief of Schools and high school building principals will partner with Equal Opportunity Schools to increase participation of underrepresented groups in college level courses - complete May, 2024.

FUNDING SOURCES:

Indicator 3.1 - ESSER, Title II.A Funds, District Salary Budget

Indicator 3.1a & 3.1b - Curriculum & Instruction Operating Budget and Secondary Education Budget

SUPPORTING DOCUMENTATION

WHY

In Columbia Public Schools (CPS), scholars will always come first. The primary mission of CPS is “to provide an excellent education for all students.” This means every scholar will receive quality educational experiences. It means all decisions are made in the best interest of scholars. Because of our mission, this CSIP has been intentionally designed with consideration of our district’s scholar data and employee, parent, student and community feedback informing the goals and actions.

GROWTH

- Attendance Rates: attendance during the COVID-19 pandemic was historically low. Scholars must be present during classroom instruction for learning to take place.
- Graduation Rates: overall graduation rates are strong, but not for every subgroup. The 4-year graduation rates for scholars in low social-economic status lags behind other groups. Increasing the overall graduation rate will require an increased graduation rate of all scholars.
- Finance and Facilities: The Board of Education has finance and facility goals to address continued growth in our community; improve the physical and learning environments in all facilities; and increase the functional life and efficiency of existing facilities. The district maintains a balanced budget and a transparent long-range financial plan that includes planned increases and decreases in expenditures; maintenance of appropriate reserve funding; and planned increases in employee compensation.

INNOVATION

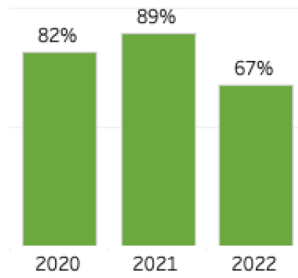
- Discipline: the number of behavior incidents resulting in out-of-school suspensions has begun to rise after a 5-year decrease. Behavior incidents resulting in an office referral have steadily decreased. This correlation suggests the intensity of the behaviors has increased, resulting in more suspensions.
- Teacher Retention: teacher retention has decreased by 3% since pre-pandemic levels. Historically, teacher retention has consistently been at 89-90%. Nation-wide teacher and other labor shortages have exacerbated this issue.
- Substitute Fill Rate: substitute fill rates have been low during and following the pandemic. A number of factors have contributed to this issue including national changes in the workforce, requiring innovative changes at the local level to address the issue. This issue was identified in the Climate Survey as one of the most significant challenges affecting teachers and has impacted morale and the day-to-day operations of the district.

ACHIEVEMENT

- Achievement: state test results (MAP) have declined as a direct result of COVID-19. Learning gaps across the state and in Columbia have directly impacted achievement, especially in math. Most recent MAP results have begun to show improvement.
- College Courses: the number of scholars taking college level courses in high school has begun to decline slightly and scholars of color tend to be underrepresented in these courses. Offering and encouraging advanced coursework during high school will give scholars an advantage in post-secondary training.
- ACT: the average ACT score for CPS continues to be a significant positive indicator of achievement. While only 60% of scholars across the country and in Missouri take the ACT, in CPS, 90% of scholars take the exam. Despite this significant difference, CPS scholars consistently outperform scholars across Missouri and the country.

Attendance

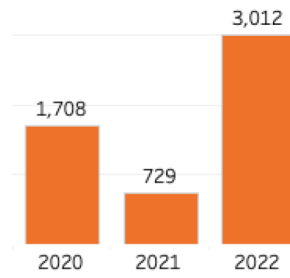
Percent of Scholars with 90% attendance



| | 2020 | 2021 | 2022 |
|---------------|------|------|------|
| All | 82% | 89% | 67% |
| EL | 88% | 90% | 69% |
| IEP | 69% | 79% | 57% |
| Lunch | 73% | 83% | 55% |
| Am. Indian | 75% | 84% | 63% |
| Asian | 90% | 98% | 82% |
| Black | 72% | 79% | 54% |
| Hispanic | 77% | 87% | 61% |
| Multi-Racial | 78% | 88% | 63% |
| Pac. Islander | 85% | 68% | 38% |
| White | 85% | 93% | 73% |

Suspensions

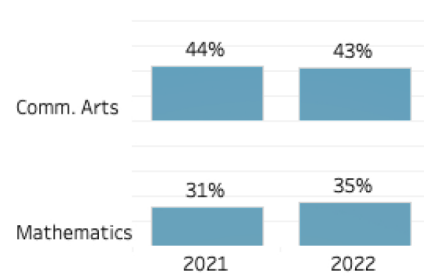
Number of Out of School Suspensions



| | 2020 | 2021 | 2022 |
|--------------|-------|------|-------|
| All | 1,708 | 729 | 3,012 |
| EL | 32 | 16 | 132 |
| IEP | 547 | 329 | 951 |
| Lunch | 1,443 | 592 | 2,291 |
| Am. Indian | 8 | | 5 |
| Asian | 7 | | 31 |
| Black | 860 | 351 | 1,589 |
| Hispanic | 104 | 26 | 153 |
| Multi-Racial | 249 | 125 | 454 |
| White | 479 | 216 | 763 |

MAP

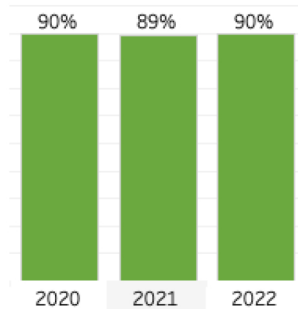
Percent Proficient/Advanced



Comm. Arts

| | 2021 | 2022 |
|---------------|------|------|
| All | 44% | 43% |
| EL | 32% | 27% |
| IEP | 12% | 13% |
| Lunch | 24% | |
| Am. Indian | 39% | 44% |
| Asian | 64% | 61% |
| Black | 13% | 14% |
| Hispanic | 33% | 33% |
| Multi-Racial | 36% | 37% |
| Pac. Islander | 13% | 32% |
| White | 55% | 54% |

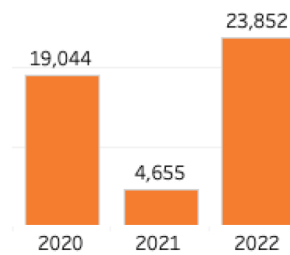
Graduation Rate



| | 2020 | 2021 | 2022 |
|---------------|------|------|------|
| All | 90% | 89% | 90% |
| EL | 72% | 90% | 73% |
| IEP | 78% | 75% | 79% |
| Lunch | 80% | 80% | 79% |
| Am. Indian | | | |
| Asian | 96% | 98% | 97% |
| Black | 79% | 81% | 83% |
| Hispanic | 90% | 86% | 85% |
| Multi-Racial | 88% | 93% | 81% |
| Pac. Islander | | | |
| White | 94% | 91% | 93% |

Behavior Incidents

Number of behavior incidents resulting in referral to office



| | 2020 | 2021 | 2022 |
|---------------|--------|-------|--------|
| All | 19,044 | 4,655 | 23,852 |
| EL | 583 | 140 | 1,008 |
| IEP | 5,049 | 1,697 | 5,971 |
| Lunch | 14,704 | 3,637 | 16,152 |
| Am. Indian | 42 | 8 | 90 |
| Asian | 117 | 47 | 175 |
| Black | 9,142 | 2,184 | 11,783 |
| Hispanic | 1,184 | 212 | 1,460 |
| Multi-Racial | 2,273 | 638 | 2,959 |
| Pac. Islander | 35 | 27 | 82 |
| White | 6,251 | 1,539 | 7,303 |

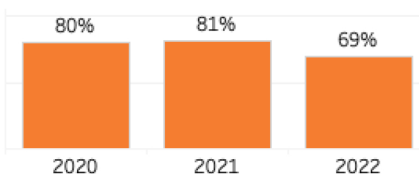
Mathematics

| | 2021 | 2022 |
|---------------|------|------|
| All | 31% | 35% |
| EL | 26% | 27% |
| IEP | 6% | 7% |
| Lunch | 13% | |
| Am. Indian | 26% | 32% |
| Asian | 63% | 64% |
| Black | 6% | 7% |
| Hispanic | 19% | 25% |
| Multi-Racial | 22% | 27% |
| Pac. Islander | 6% | 9% |
| White | 40% | 46% |

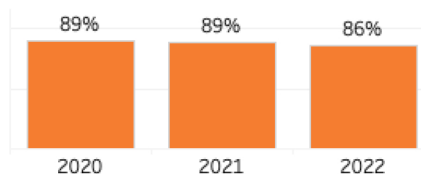
AP & Dual Credit/Enroll

| | 2020 | 2021 | 2022 |
|---------------|-------|-------|-------|
| All | 1,710 | 1,685 | 1,528 |
| EL | 6 | 8 | 2 |
| IEP | 17 | 30 | 17 |
| Lunch | 283 | 319 | 203 |
| Am. Indian | 5 | 4 | 6 |
| Asian | 134 | 132 | 110 |
| Black | 109 | 122 | 105 |
| Hispanic | 86 | 96 | 95 |
| Multi-Racial | 112 | 107 | 99 |
| Pac. Islander | 3 | 3 | 4 |
| White | 1,261 | 1,224 | 1,111 |

Substitute Fill Rates



Teacher Retention



Average ACT

| | 2020 | 2021 | 2022 |
|----------|------|------|------|
| CPS | 21.8 | 21.4 | 21.5 |
| Missouri | 20.7 | 20.8 | 20.3 |
| National | 20.6 | 20.3 | 19.8 |

DATA DEFINITIONS

Primary Goal 1.1: Ninety percent of scholars will attend school at least ninety percent of the time by the 2026-2027 school year. The percent will increase 5% each year beginning in 2023-2024.

- Percent of scholars with at least 90% attendance. This is the number of scholars who have at least 90% attendance divided by the total number of scholars. The numbers compensate for the amount of time each scholar is enrolled.

Additional Success Indicator 1.1a: At least 92% of scholars will graduate within four years by the 2026-2027 school year.

- Graduation Rate includes scholars who graduate in 4 years. The percentage is calculated by counting the number of graduates in the same 9th grade cohort and dividing it by the total number of scholars in that cohort. Scholars who moved out of the district are removed from the cohort.

Primary Goal 2.1: The number of out-of-school suspensions will decrease by 50% by the 2026-2027 school year. The number will decrease by 10% each year beginning in 2023-2024.

- The number of out-of-school suspensions (OSS) is the actual number of individual behavior incidents that resulted in an OSS. It is not the number of scholars or number of days.

Additional Success Indicator 2.1a: The number of office referrals for behavior will decrease by 10% by the 2026-2027 school year.

- The number of office behavior referrals is the actual number of individual behavior incidents that resulted in an office referral regardless of the disciplinary outcome. This is not the number of scholars who had a behavior incident.

Primary Goal 2.2: The percent of teachers retained each school year will increase to 90% by the 2026-2027 school year.

- Teacher Retention is the percent change to the number of teachers who were in teaching positions the prior year and are still in teaching positions in CPS the next year. Changes in position (e.g. promotion to assistant principal) count as a turnover even though they are retained as employees.

Additional Success Indicator 2.2a: To increase morale and maintain good operations, the annual substitute fill rate will increase from to 80% by the 2026-2027 school year.

- Substitute Fill Rates include the number of filled substitute positions (teacher and support staff) divided by the number of substitutes needed.

Primary Goal 3.1: The percent of scholars who are proficient or advanced on MAP will increase by 3% each year in Communication Arts and Math starting in the 2023-2024 school year.

- The percent of scholars proficient on MAP is the number of scholars who scored in the Proficient or Advanced ranges divided by the number of scholars who took the MAP.

Additional Success Indicator 3.1a: The number of scholars enrolled in college level courses will by 10% by the 2026-2027 school year.

- The number of scholars enrolled in college level courses is the number of individual scholars enrolled in at least one college level course during that school year. College level courses include Advanced Placement (AP), dual credit (courses taken for college credit and taught by high school teachers), and dual enrollment courses (courses taught by college instructors).

Additional Success Indicator 3.1b: The average ACT score of graduates will continue to exceed state and national averages.

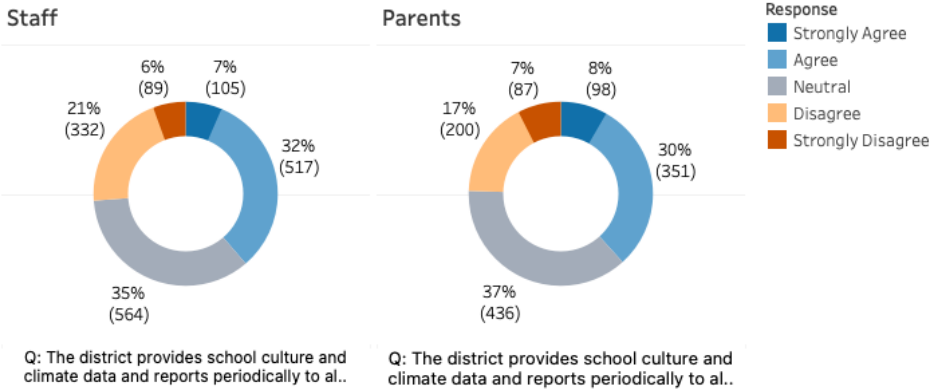
- The average ACT score of graduates during the respective school year. For scholars that took the ACT more than once, their highest score is used. The data comes from DESE's annual district Report Card and the published national results.

Climate Survey

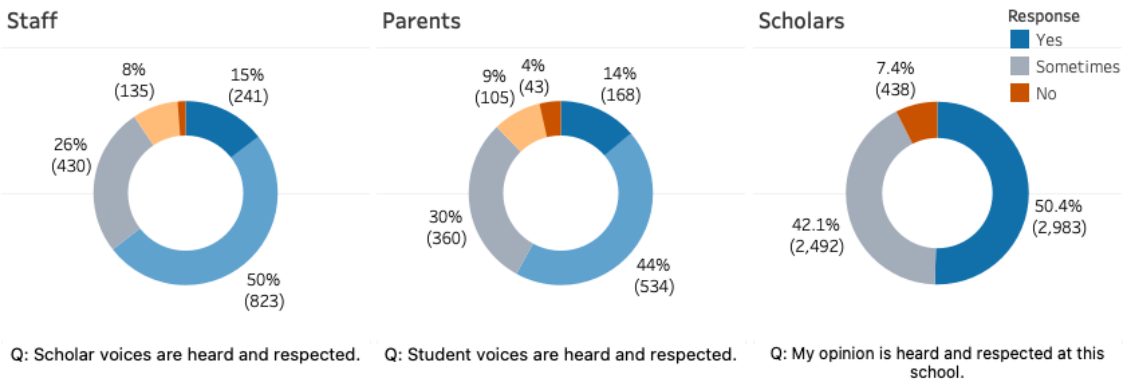
The Climate Survey was developed locally. The staff and parent survey was done via the Thought Exchange platform, which allows traditional survey questions rated 1-5 along with one open-ended question. The open-ended responses were shown to other respondents who then rated their level of agreement. The scholar survey was conducted via Survey Monkey and consisted of traditional survey questions rated 1-5. It was administered to scholars in 5th, 8th, and 11th grade.

Climate Survey

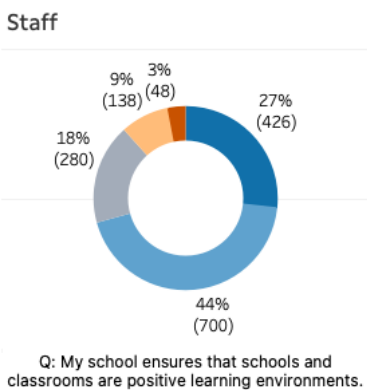
The school system provides school culture and climate data and reports periodically to all stakeholders.



The school system assures student voices are heard and respected.



Educator teams address positive classroom learning environments.



Parent Survey Results

| Survey question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel informed about what is going on in my scholar's school. | 26% | 41% | 16% | 12% | 5% |
| My scholar's school is meeting his or her needs. | 26% | 38% | 18% | 12% | 6% |
| My scholar's teachers are good teachers. | 38% | 41% | 16% | 3% | 1% |
| Student voices are heard and respected. | 14% | 44% | 30% | 9% | 4% |
| The curriculum is challenging and engaging. | 17% | 45% | 24% | 11% | 4% |
| The discipline policies are fair to all scholars. | 13% | 28% | 37% | 14% | 8% |
| The district provides school culture and climate data and reports periodically to all stakeholders. | 8% | 30% | 37% | 17% | 7% |
| The teachers treat my scholar with respect. | 36% | 43% | 15% | 4% | 2% |
| When I have a concern or a problem, it is taken seriously. | 24% | 35% | 24% | 10% | 7% |

Parent Top Rated Comments

What are we doing well and what can we do better to ensure a positive climate and culture in our school?

| Comments | Rating out of 5 |
|---|-----------------|
| Retaining, listening to, and rewarding high quality teachers is of the utmost importance. Teachers are the backbone of any decent or good educational setting. | 4.6 |
| So many excellent teachers! Our kids' educations depend on competent teachers who are passionate and really care. | 4.5 |
| The nature and outdoor activities are awesome. You can't beat hands-on learning and building a connection with our environment | 4.5 |
| Communicating daily announce'ts and important events via email is helpful for parents to keep updated. Thank you for sharing that info regularly That allows parents to know and plan for events and feel like we know something about what is going on & what's offered at HHS | 4.4 |
| The daily announcements are very helpful! Keeps us apprised of important events happening at HHS | 4.4 |
| Absolutely love the STEM focus. Science is even more important than it ever was . | 4.4 |
| Thank you to Sharon in the office for sending out daily announcements. There is so much going on and it is a lot to keep track of. | 4.4 |
| The Zoo is amazing. It provides learning opportunities for sure. I think the socioemotional benefits can not be overstated!!! My child struggles at school. The Zoo motivates them to get there each day and get connected to the school despite not playing school sports. | 4.4 |
| Our school has a Zoo! We love our school! Thank you to the Sydlowski's for providing such an experience. My daughter loves JMS because of the Zoo. I know it has to be a lot of work. | 4.4 |
| The elective course options are fantastic It's great to have a wide range of options and new topics that are current | 4.4 |

Staff Survey Results

| Survey question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel informed about what is going on in my school. | 24% | 44% | 18% | 10% | 3% |
| My school ensures that schools and classrooms are positive learning environments. | 27% | 44% | 17% | 9% | 3% |
| Scholar voices are heard and respected. | 15% | 50% | 26% | 8% | 1% |
| Scholars are generally well-behaved. | 6% | 40% | 26% | 19% | 9% |
| Scholars feel welcome at school. | 30% | 49% | 17% | 3% | 1% |
| The curriculum is challenging and engaging. | 14% | 47% | 28% | 9% | 2% |
| The discipline policies are fair to all scholars. | 10% | 34% | 27% | 22% | 7% |
| The district provides school culture and climate data and reports periodically to all stakeholders. | 6% | 32% | 35% | 21% | 5% |

Staff Top Rated Comments

What are we doing well and what can we do better to ensure a positive climate and culture in our school?

| Comments | Rating out of 5 |
|--|-----------------|
| Sub Shortage is real Teachers are still being stretched too thin and covering colleauges classes. Our secretary is amazing at finding coverage, but she shouldn't have to. | 4.7 |
| We MUST get more FTE in every building of this district. Class sizes are too big, teachers are stretched too thin, and morale is at an all time low. | 4.6 |
| Pay teachers to sub WHAT THEY ARE WORTH. By this I mean their hourly pay if broken down. | 4.6 |
| To improve climate ask for teacher feedback more It is important that teachers feel heard and that they are contributing to the improvements | 4.6 |
| Positive: Teachers are working their hardest for scholars. Do better: The sub situation is atrocious. Teachers can only do so much. With kids behavior and having to cover absences, we are at the end of our ropes. | 4.6 |
| The district needs to do more to address the substitute shortage. The constant threat of needing to give up plan time to cover other teachers casts a negative light on our workday. | 4.6 |
| Hickman is a great building to be at but the district climate overall has declined. The sub situation is DIRE! Teachers are losing the drive to reach with the behaviors and lack of support | 4.5 |
| Over and over, we have heard that the other schools do it this way and we must follow. Our culture and community is very different. We need resources that the other schools don't necessarily need. Our free and reduced numbers are high and our needs are a reflection of that. | 4.5 |
| PD days where teachers get to work in their rooms are great. Class sizes are too large at the high school level Smaller class sizes would be best for learning | 4.5 |
| We have some subs... But we need more. Teachers should not be tapped to teach. We have our own work to do. | 4.5 |

Scholar Survey Results

| Questions | Yes | Sometimes | No |
|---|-----|-----------|-----|
| Bullying is NOT tolerated at my school. | 70% | 21% | 9% |
| Everyone has a chance to succeed at my school. | 81% | 17% | 2% |
| I think that my teachers are good teachers. | 68% | 31% | 2% |
| I think that students in my school are encouraged to do their best every day. | 57% | 36% | 7% |
| If I am having trouble learning something, my teacher helps me understand. | 66% | 30% | 3% |
| Most of the time, my school work is interesting. | 33% | 53% | 14% |
| My opinion is heard and respected at this school. | 51% | 42% | 7% |
| My principal tells me that learning is important. | 72% | 18% | 11% |
| My teachers treat me with respect. | 73% | 25% | 2% |
| Teachers in my school really care about me. | 63% | 33% | 4% |
| The school's discipline rules are fair. | 51% | 39% | 9% |
| When I have a concern or a problem, it is taken seriously by my teachers. | 66% | 29% | 5% |