

**SOUTHWEST R-V SCHOOL DISTRICT
MINUTES OF REGULAR BOARD MEETING**

CENTRAL OFFICE
PLACE

MARCH 16, 2023- 7:00 pm.
DATE & TIME

MEMBERS

Danny Dalton , President	
Robert Catron , Vice-President	Absent
Ruth Henderson , Treasurer	
Doug Henry , Member	
Terry Meek , Member	Absent
Bobby Brooks , Member	
Amber Paulsen , Member	
Tosha Tilford , Superintendent	
Judy Brooks , Board Secretary	

PRESENT

ABSENT

ALSO PRESENT:

Jeff Payne, Elementary School Principal
Christy Hermansen, Middle School Principal

Lauren Forste, Special Education Administrator

ITEM NUMBER

I. Opening

- a. Meeting called to order by Board President, Danny Dalton at 7:00 p.m.
- b. Doug Henry, Ruth Henderson, Amber Paulsen, Bobby Brooks, and Danny Dalton. {Robert Catron and Terry Meek – absent}
- c. Motion by Ruth Henderson seconded Amber Paulsen to approve the agenda as presented. Motion carried 5-0. {Robert Catron and Terry Meek – absent}

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

II. Communications

- a. Ms. Tilford presented the Board with Southwest sweatshirts in honor of Board Appreciation.

III. Consent Agenda

- a,b,c. Motion by Ruth Henderson seconded Doug Henry to approve the consent agenda items as follows: Approval of Minutes from the February 15, 2023 meeting; Payment of Bills; Resignation of Brandi Hayworth – 5th and 6th grade special education teacher; Jessica Naugle – 3rd and 4th grade special education teacher and Abby Rose – 7th and 8th grade math teacher effective at the end of the 2023-2024 school and Reassignment of Makenzie Mulkey from paraprofessional to 5th and 6th grade special education teacher and Kelli Roberts from paraprofessional to 3rd and 4th grade special education teacher for the 2023-2024 school year. Motion carried 5-0 {Robert Catron and Terry Meek – absent}

IV. Old Business

- a. **Chart 1: All (553) Missouri School Districts 2022 Annual Performance Report (APR)**

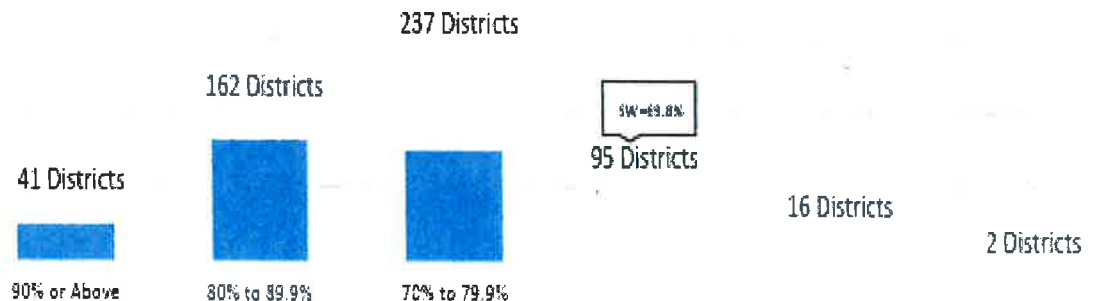


Chart 1 Notes:

- 90% or Above: 7.4% of the Missouri School Districts or 41 Districts
- 80% to 89.96%: 29.3% of the Missouri School Districts or 162 Districts
- 70% to 79.9%: 42.9% of the Missouri School Districts or 237 Districts • 60% to 69.9%: 17.2% of the Missouri School Districts or 95 Districts. ○ This is the category which the Southwest R-V School District earned 69.8% on the 2022 APR.
- 50% to 59.9%: 2.9% of the Missouri School Districts or 16 Districts
- Below 50%: 0.4% of the Missouri School Districts or 2 Districts

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

• **Chart 2: Barry County School Districts 2022 APR**

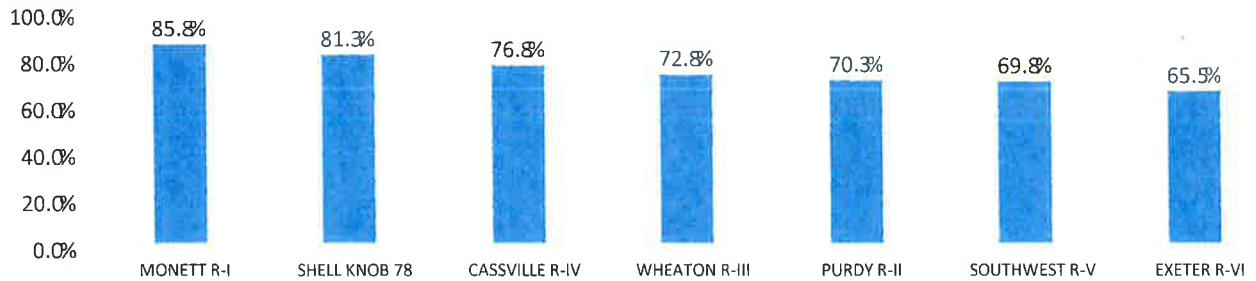


Chart 2 Notes:

- Of the 7 school districts in Barry County, SW ranked 6 of 7 school districts regarding 2022 APR.

Chart 3: Southwest Central League Conference 2022 APR

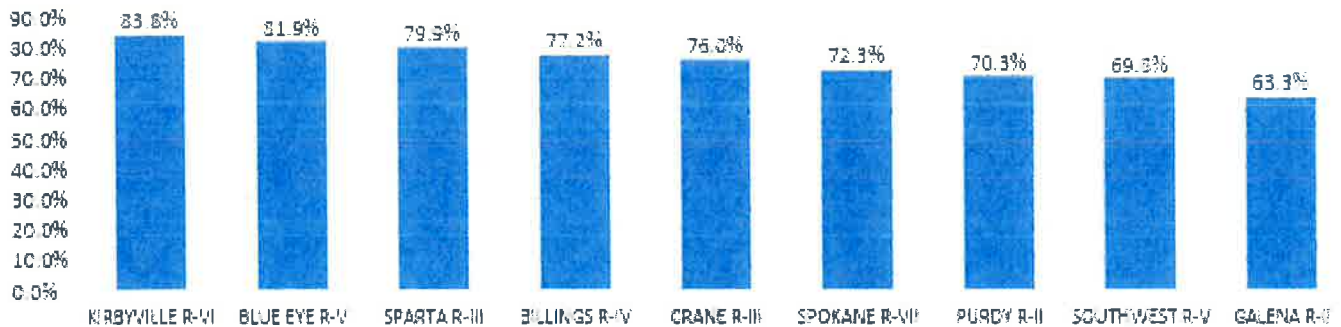


Chart 3 Notes:

- Of the 9 school districts in Southwest Central League Conference, SW ranked 8 of 9 school districts regarding 2022 APR.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

2022 MSIP6 District/Charter APR Summary Report - Secured

Preliminary
Embargoed until March 7, 2023
SOUTHWEST R-V (005121)
[Link to District/Charter website](#)

2022 MSIP 6 Annual Performance Report (APR) Year 1 Pilot						
State law prohibits the State Board of Education from lowering the classification of an LEA when implementing new standards for purposes of accreditation. The 2022 APR includes points for both performance and continuous improvement standards.						
		Points Possible	Points Earned	% Points Earned		
Performance:		126.0	79.3	62.9%		
Continuous Improvement:		52.0	45.0	86.5%		
	Totals:	178.0	124.3	69.8%		
Performance Totals						
Performance		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status - English Language Arts	All Students	12.0	6.0	50.0%	367.1	Approaching
	Student Group	6.0	3.0	50.0%	344.6	Approaching
Academic Achievement Status - Mathematics	All Students	12.0	6.0	50.0%	348.3	Approaching
	Student Group	6.0	3.0	50.0%	320.6	Approaching
Academic Achievement Status - Science	All Students	4.0	2.0	50.0%	343.3	Approaching
	Student Group	2.0	1.0	50.0%	324.9	Approaching
Academic Achievement Status - Social Studies	All Students	4.0	3.0	75.0%	388.2	On Track
	Student Group	*	*	*	372.5	Small Cells
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	6.8	56.7%		Average
	Student Group	6.0	3.3	55.0%		Average
Academic Achievement Growth - Mathematics	All Students	12.0	7.4	61.7%		Average
	Student Group	6.0	3.8	63.3%		Average
Success-Ready Students	CCR Assessments ¹	10.0	5.0	50.0%		Approaching
	Advanced Credit ²	10.0	5.0	50.0%		Approaching
Graduation Rate	4-Year	20.0	20.0	100.0%		Target
Graduate Follow-up		4.0	4.0	100.0%		Target

* Suppression has been applied to protect small student populations

¹CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB

²Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials

PROD\005-001-S0-MSIP6-LEA-Summary for Annual Performance Report

Data as of: 1/19/2023
Report as of: 2/21/2023

1

Chart 4 Notes:

- APR is comprised of two categories. They are Performance and Continuous Improvement
- Performance
 - Points Possible: 126.0
 - Points Earned: 79.3
 - Percentage Points Earned: 62.9%
- Continuous Improvement
 - Points Possible: 52.0

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

- Points Earned: 45.0
- Percentage Points Earned: 86.5%
- Total District Points
 - Points Possible: 178.0
 - Points Earned: 123.4
 - Percentage Points Earned: 69.8%

Chart 5: Performance

2022 MSIP6 District/Charter APR Summary Report - Secured



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	Points Possible	Points Earned	% Points Earned			
Performance:	126.0	79.3	62.9%			
Continuous Improvement:	52.0	45.0	86.5%			
Totals:	178.0	124.3	69.8%			

Performance Totals		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status - English Language Arts	All Students	12.0	6.0	50.0%	367.1	Approaching
	Student Group	6.0	3.0	50.0%	344.0	Approaching
Academic Achievement Status - Mathematics	All Students	12.0	6.0	50.0%	348.3	Approaching
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	Student Group	*	*	*	372.5	Small Cells
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	6.8	56.7%		Average
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	Student Group	6.0	3.8	63.3%		Average
Success-Ready Students	CCR Assessments ¹	10.0	5.0	50.0%		Approaching
	Advanced Credit ²	10.0	5.0	50.0%		Approaching
Graduation Rate	4-Year	20.0	20.0	100.0%		Target
Graduate Follow-up		4.0	4.0	100.0%		Target

¹ Suppression has been applied to protect small student populations.
²CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB.
³Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials.

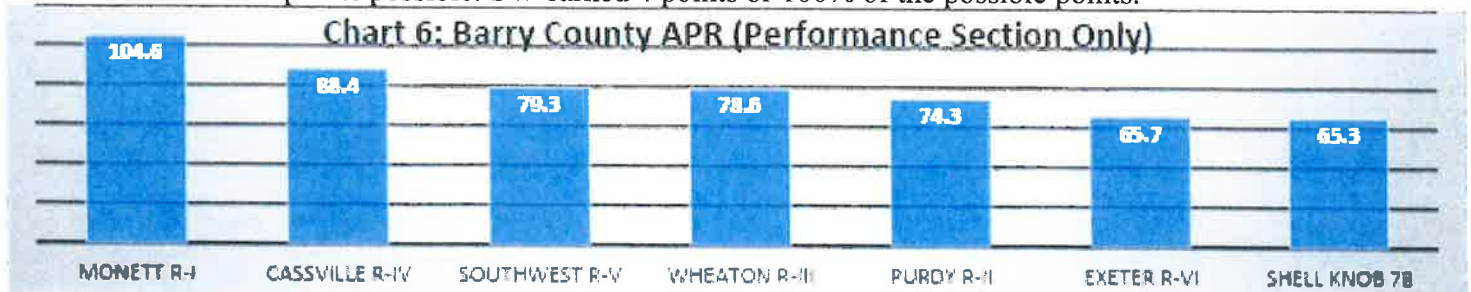
Chart 5 Notes:

- There are nine scoring sections for APR Performance. These total a possible of 126.0 points. SW earned 79.3 points for the 2022 Performance Section of the APR with a Percentage Points Earned of 62.9%.
- Academic Achievement Status (MAP and EOC Scores Only):
 - English Language Arts (MAP Test 3rd-8th graders & EOC Test Communication Arts II students): 18 total points possible. SW earned 9 points or 50% of the possible points.
 - All Students: 12 total points possible. SW earned 6 points or 50% of the possible points.
 - Student Group: 6 total points possible. SW earned 3 points or 50% of the possible points.
 - Mathematics (MAP Test 3rd-8th graders & EOC Test Algebra I students): 18 total points possible. SW earned 9 points or 50% of the possible points.
 - All Students: 12 total points possible. SW earned 6 points or 50% of the possible points.
 - Student Group: 6 total points possible. SW earned 3 points or 50% of the possible points.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

- Science (MAP Test 5th & 8th grades & EOC Test Biology I students): 18 total points possible. SW earned 9 points or 50% of the possible points.
 - All Students: 4 total points possible. SW earned 2 points or 50% of the possible points.
 - Student Group: 2 total points possible. SW earned 1 point or 50% of the possible points.
- Social Studies (EOC Test Government students): 4 total points possible. SW earned 3 points or 75% of the possible points.
 - All Students: 4 total points possible. SW earned 3 points or 75% of the possible points.
 - Student Group: Since there is such a small number of student's tests, this does not apply.
- Academic Achievement Growth (MAP and EOC Scores Only):
 - English Language Arts (MAP Test 3rd-8th graders & EOC Test Communication Arts II students): 18 total points possible. SW earned 10.1 points or 55.9% of the possible points.
 - All Students: 12 total points possible. SW earned 6.8 points or 56.7% of the possible points.
 - Student Group: 6 total points possible. SW earned 3.3 points or 55% of the possible points.
 - Mathematics (MAP Test 3rd-8th graders & EOC Test Algebra I students): 18 total points possible. SW earned 11.2 points or 62.5% of the possible points.
 - All Students: 12 total points possible. SW earned 7.4 points or 61.7% of the possible points.
 - Student Group: 6 total points possible. SW earned 3.8 points or 63.3% of the possible points.
- Success-Ready Students (High School Students only)
 - CCR Assessments:
 - Includes scores from the ACT, SAT, WorkKeys, Accuplacer, and ASVAB assessments.
 - 10 total points possible. SW earned 5 points or 50% of the possible points.
 - Advanced Credit
 - Includes points earned from the Advanced Placement (AP) Exams, International Baccalaureate (IB) Courses, Dual Credit Course Grade, Dual Credit Enrollment, Project Lead the Way (PLTW) Courses, Industry Recognized Credentials (IRC) or two qualifying stackable credentials.
 - 10 total points possible. SW earned 5 points or 50% of the possible points.
- Graduation Rate (High School Students only)
 - 4 Year Rate
 - 20 total points possible. SW earned 20 points or 100% of the possible points.
- Graduate Follow-up (Previous Year Graduates-180-day follow-up):
 - 4 total points possible. SW earned 4 points or 100% of the possible points.

Chart 6: Barry County APR (Performance Section Only)



CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 6 Notes:

- Of the 7 school districts in Barry County, SW ranked 3 of 7 school districts regarding 2022 APR Performance Category.



Chart 7 Notes:

- Of the 9 school districts in Southwest Central League Conference, SW ranked 6 of 9 school districts regarding 2022 APR Performance Category.



2022 MSIP6 District/Charter APR Summary Report - Secured

Preliminary
Embargoed until March 7, 2023
SOUTHWEST R-V (005121)
[Link to District/Charter website](#)

Continuous Improvement Totals		Points Possible	Points Earned	% Points Earned	Met/Not Met
Continuous Improvement					
Improvement Plan		30.0	30.0	100.0%	
LEA Response to Standards	Available in 2024				
Climate and Culture Survey		4.0	4.0	100.0%	
Success-Ready Students	KEA ³	4.0	4.0	100.0%	
	ICAP ⁴	4.0	0.0	0.0%	
	Attendance	4.0	3.0	75.0%	
	CTE Expansion ⁵	0.0	0.0	0.0%	
MSIP 6 Required Documentation	Audit	2.0	2.0	100.0%	Met
	Annual Secretary of the Board Report (ASBR)	2.0	2.0	100.0%	Met
	Timely Submission of MOSIS/Core Data	2.0	0.0	0.0%	Not Met

³Kindergarten Entry Assessment

⁴Individual Career and Academic Plan

⁵In compliance with 162.1155, RSMo., points are awarded for the expansion of Career Technical Education Programs. Points are awarded when the LEA did not earn the maximum number of points possible in the performance Success-Ready Students category.

Assessment Participation Rates			
Content Area	Total Test Records	Valid Test Scores	Participation Rate
English Language Arts	396	393	99.2%
Mathematics	399	396	99.2%
Science	162	160	98.7%
Social Studies	60	60	100%

Other Accreditation Considerations		Yes/No
Does the LEA meet the minimum threshold for fund balances?		Yes
Is the superintendent appropriately certified?		Yes
Have all board members participated in required orientation and training?		Yes
Is LEA Compliant with Federal and State Law?		Yes

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 8: Continuous Improvement

Chart 8 Notes:

- There are five scoring sections for APR Continuous Improvement. These total a possible of 52.0 points. SW earned 45.0 points for the 2022 Continuous Improvement Section of the APR with a Percentage Points Earned of 86.5%.
- Improvement Plan (District Continuous Improvement Plan):
 - 30 total points possible. SW earned 30 points or 100% of the possible points.
- LEA Response to Standards (Already Submitted but not Scored until 2024)
- Climate and Culture Survey
 - 4 total points possible. SW earned 4 points or 100% of the possible points.
- Success-Ready Students:
 - Kindergarten Entry Assessment (KEA) (Elementary School Only):
 - 4 total points possible. SW earned 4 points or 100% of the possible points.
 - Individual Career and Academic Plan (ICAP) (Middle School Only):
 - 4 total points possible. SW earned 0 points or 0% of the possible points.
 - Attendance:
 - 4 total points possible. SW earned 3 points or 75% of the possible points.
 - CTE Expansion:
 - 0 total points possible. SW earned 0 points or 0% of the possible points.
- MSIP 6 Required Documentation:
 - Audit
 - 2 total points possible. SW earned 2 points or 100% of the possible points.
 - Annual Secretary of the Board Report (ASBR)
 - 2 total points possible. SW earned 2 points or 100% of the possible points.
 - Timely Submission of MOSIS/Core Data
 - 2 total points possible. SW earned 0 points or 0% of the possible points.

**Chart 9: Barry County APR
(Continuous Improvement Only)**



Chart 9 Notes:

- Of the 7 school districts in Barry County, SW ranked 7 of 7 school districts regarding 2022 APR Continuous Improvement Category.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

**Chart 10: Southwest Central League Conference 2022 APR
(Continuous Improvement Only)**

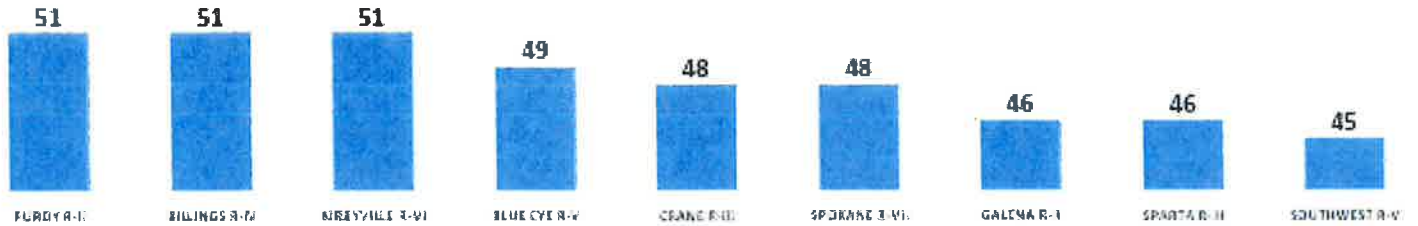
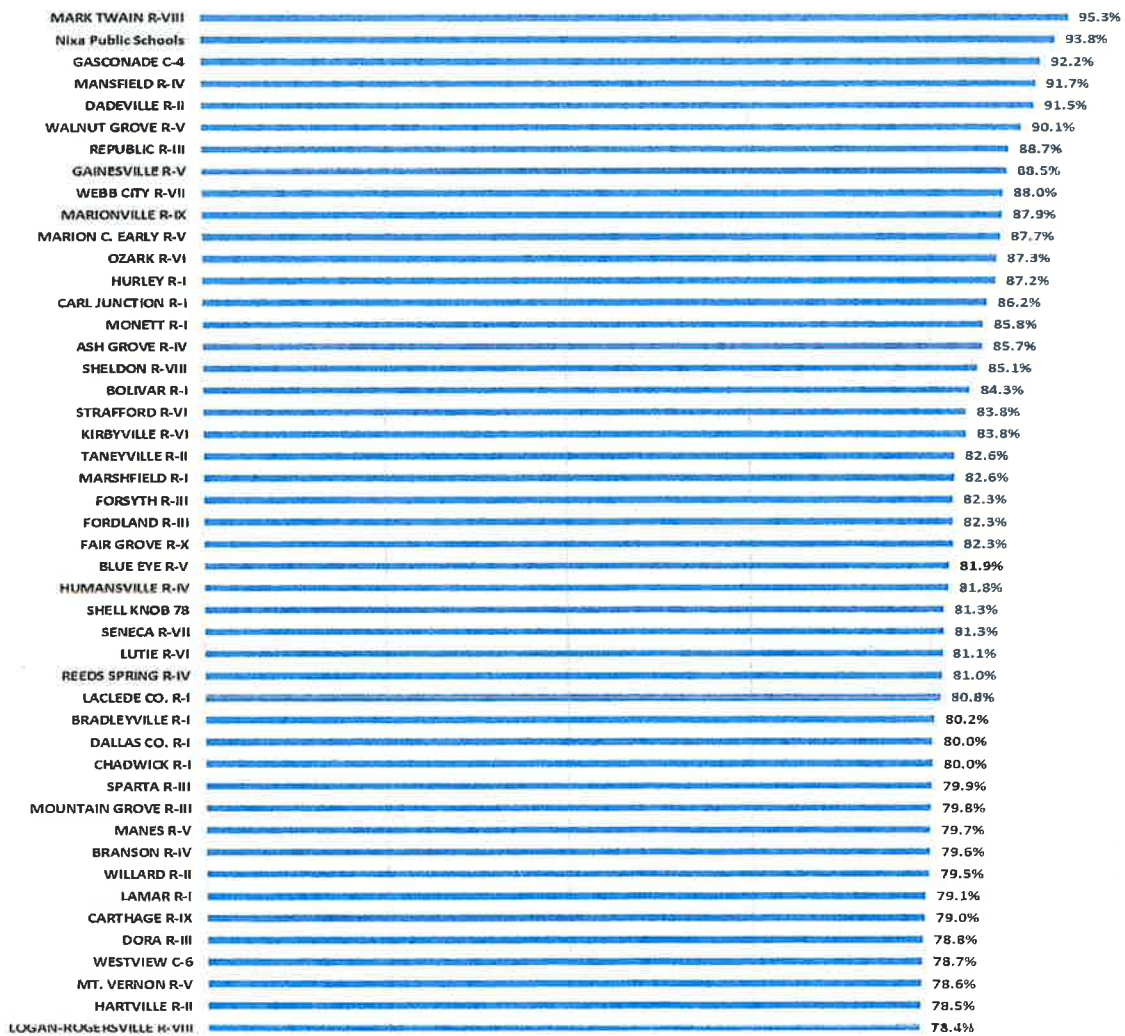


Chart 10 Notes: Of the 9 school districts in Southwest Central League Conference, SW ranked 9 of 9 school districts regarding 2022 APR Continuous Improvement Category.

Chart 11: Area C Overall APR Comparison

Area C School Districts 2022 APR



CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Area C School Districts 2022 APR

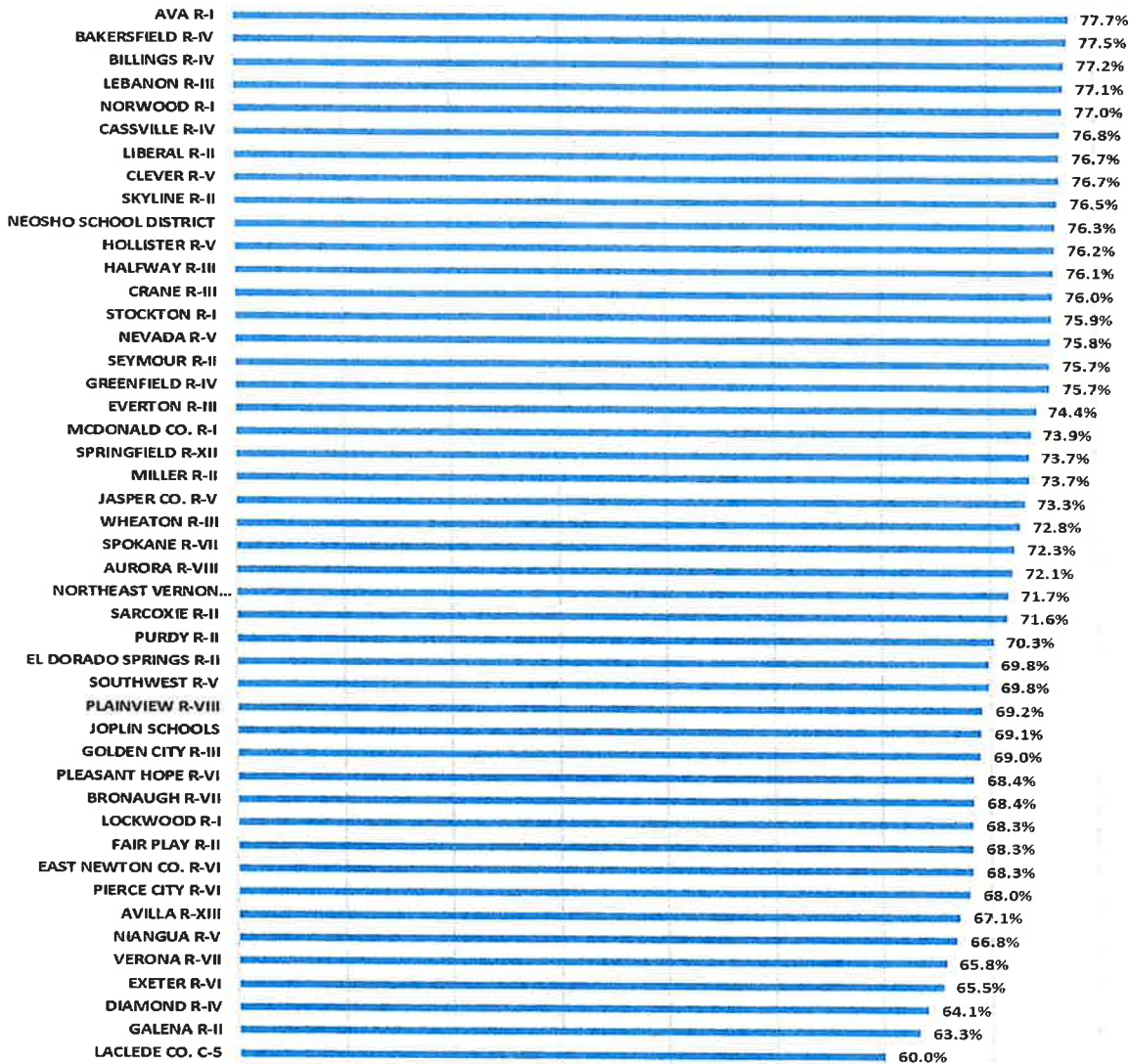


Chart 11 Notes:

- Of the 94 school districts in DESE Region C, SW ranked 77 of 94 school districts in the DESE Region C regarding 2022 APR.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 12: APR Performance Academic Achievement: Status

District/Charter

Southwest R-V (005121)



**509 S. Perry Street
Newport, MO 65725-0024**

417-826-5410

005121-000034693-NE

Superintendent: Ms. Tasha Taylor

Email: info@swrva.net

District Status: Accredited

2021-22 Annual Performance Report

Each year, the Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for each local education agency (LEA) and building. The APR is a tool used by DESE to review performance and continuous improvement measures and to help inform decisions or policies made by the State Board of Education. Where appropriate, data have been suppressed to protect small student populations. Suppression is indicated by an asterisk.

Performance

The Performance score measures concrete, quantifiable measures of educational achievement, growth, and career readiness at various points along the K-12 spectrum. Performance metrics hold LEAs accountable for whether students consistently obtain positive educational outcomes and measures whether the students of a particular LEA or school are gaining the knowledge and skills they need to succeed in the next step of their education, including post-graduation.

Academic Achievement: Status

Table summarizes the academic performance at a given point in time.

Academic Performance Level Definitions

			MPI	Below Basic	Basic	Proficient	Advanced
English Language Arts	All Students	LEA	367.1	20.5%	48.0%	21.6%	9.9%
		State	385.1	18.4%	38.4%	27.5%	15.8%
	Student Group	LEA	344.6	28.6%	51.4%	14.9%	5.1%
		State	350.1	31.1%	43.0%	18.9%	7.1%
			MPI	Below Basic	Basic	Proficient	Advanced
Mathematics	All Students	LEA	348.3	33.5%	36.4%	16.6%	13.5%
		State	365.9	29.4%	31.4%	22.1%	17.1%
	Student Group	LEA	320.6	41.9%	35.9%	12.6%	9.6%
		State	321.2	46.9%	31.6%	14.4%	7.1%
			MPI	Below Basic	Basic	Proficient	Advanced
Science	All Students	LEA	343.3	36.1%	41.8%	18.4%	3.8%
		State	371.4	25.1%	37.3%	24.2%	13.5%
	Student Group	LEA	324.9	49.3%	37.0%	*	*
		State	333.8	41.7%	37.4%	15.6%	5.3%
			MPI	Below Basic	Basic	Proficient	Advanced
Social Studies	All Students	LEA	388.2	*	64.4%	33.9%	*
		State	384.4	5.1%	54.8%	36.8%	3.3%
	Student Group	LEA	372.5	*	68.2%	27.3%	*
		State	355.7	9.9%	69.1%	20.1%	0.9%

Chart 12 Notes:

- Regarding English Language Arts
 - SW All Student MPI Score is 18 points below the State MPI Score.
 - SW Student Group MPI Score is 5.5 points below the State MPI Score.
- Regarding Mathematics

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

- SW All Student MPI Score is 17.6 points below the State MPI Score.
- SW Student Group MPI Score is 0.6 points below the State MPI Score.
- Regarding Science
 - SW All Student MPI Score is 28.1 points below the State MPI Score.
 - SW Student Group MPI Score is 8.9 points below the State MPI Score.
- Regarding Social Studies
 - SW All Student MPI Score is 3.8 points above the State MPI Score.
 - SW All Student MPI Score is 16.8 points above the State MPI Score

• **Chart 13: APR Performance Academic Achievement: Growth**

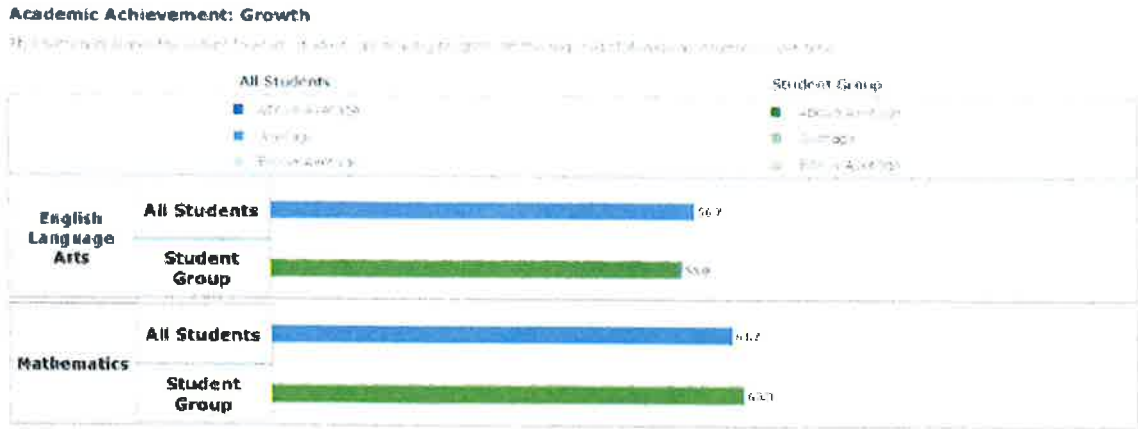


Chart 13 Notes:

- Regarding English Language Arts
 - SW All Student Growth is Above Average (56.7).
 - SW Student Group Growth is Above Average (55.0).
- Regarding Mathematics
 - SW All Student Growth is Above Average (61.7).
 - SW Student Group Growth is Above Average (63.3).

• **Performance Academic Achievement: Growth**

Chart 14: Graduation Rate

Graduation Rate

What percent of students graduate with a high school diploma?

	4-Year	5-Year	6-Year	7-Year
LEA	95.1%	91.4%	100.0%	100.0%
State	91.0%	92.0%	93.0%	93.0%

^ Does not apply at this grade span.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

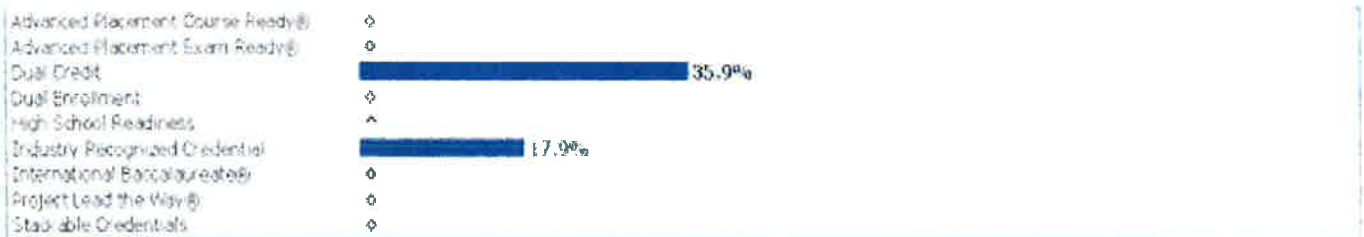
Chart 14 Notes:

- Regarding Graduation Rate
 - SW 4-Year Graduation Rate is 4.1% above the State Percentage.
 - SW 5-Year Graduation Rate is 0.6% below the State Percentage.
 - SW 6-Year Graduation Rate is 7.0% above the State Percentage.
 - SW 7-Year Graduation Rate is 7.0% above the State Percentage.
- This chart shows that SWH students who complete their graduation credits within four years of high school are more likely to graduate than if they are to return for a fifth year of high school.
- SWH staff must track earned credits for students and enroll the student in credit recovery as soon as a credit is not earned so that students are kept on track to graduate within four years of high school.
- Earned credits must be tracked starting with the 9th grade.

Chart 15: Success Ready Students

Success-Ready Students

What percentage of students earned an indicator of readiness for the next level in each of the options below?



* Does not apply at this grade span.
 † LEA's are not required to offer all options.

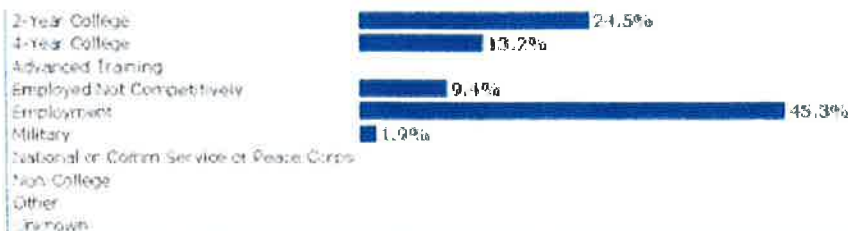
Chart 15 Notes:

- A goal of the high school will be to increase the percentage of students who are ready for post-secondary education, trade school, military, or job readiness.
- This cannot wait until junior or senior year of high school. Planning will begin as early as the 9th grade if not prior to high school.
- The high school will investigate additional indicators of readiness with the plan of implementing additional areas for the students.

Chart 16: Graduate Follow-up

Graduate Follow-up

The follow-up rate measures the extent to which the students of an LEA or school pursue beneficial opportunities after graduation.



* Does not apply at this grade span.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 16 Notes:

- 94.3% of the graduates were accounted for with the 180 day follow-up.
- A goal of SWH is to increase the number of students reported with the 180 day follow-up to 100%.

Chart 17: Attendance

Continuous Improvement

The Continuous Improvement scoring element is designed to understand how LEAs are working to improve, based on current best practices for improving student outcomes, as well as the LEA's own self-identified needs, strengths, and areas for improvement in a local context.

Success-Ready Students

What percentage of students attend school at least 85 percent of the time?	LEA		85.7%
	State		80.9%
What percentage of students have Individual Career and Academic Plan (ICAP)?	LEA		10.0%
	State		89.9%
What percentage of kindergarten students were assessed using a state-approved school readiness assessment?	LEA		100.0%
	State		100.0%

Chart 17 Notes:

- SW Attendance Rate is 4.8% above the State Percentage.

Chart 18: Individual Career and Academic Plan

Continuous Improvement

The Continuous Improvement scoring element is designed to understand how LEAs are working to improve, based on current best practices for improving student outcomes, as well as the LEA's own self-identified needs, strengths, and areas for improvement in a local context.

Success-Ready Students







What percentage of students attend school at least 85 percent of the time?	LEA		85.7%
	State		80.9%
What percentage of students have Individual Career and Academic Plan (ICAP)?	LEA		10.0%
	State		89.9%
What percentage of kindergarten students were assessed using a state-approved school readiness assessment?	LEA		100.0%
	State		100.0%

Chart 18 Notes:

- SW ICAP is 0.0% for 2022.
- The middle school collected the ICAP data but failed to document the information in the student information system, therefore, no ICAP data was reported to DESE.

Chart 19: Kindergarten Entry Assessment

What percentage of kindergarten students were assessed using a state-approved school readiness assessment?	LEA		100.0%
	State		100.0%

Chart 19 Notes:

- SW earned 100.0% on the KEA for 2022.
- The elementary school will continue to assess all students entering kindergarten and report the assessment data to DESE.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 20: Data Submission

	YES	NO
Were all required data submitted as submitted by the district?		<input checked="" type="checkbox"/>

Chart 20 Notes:

- SW data submission is 0.0% for 2022.
- The central office collected all data but was late submitting one section of data by one day.
- Data will be required by the central office from the buildings earlier each month so that no data is submitted late, and these points are earned on the APR.

Chart 21: Other Considerations

Other Considerations

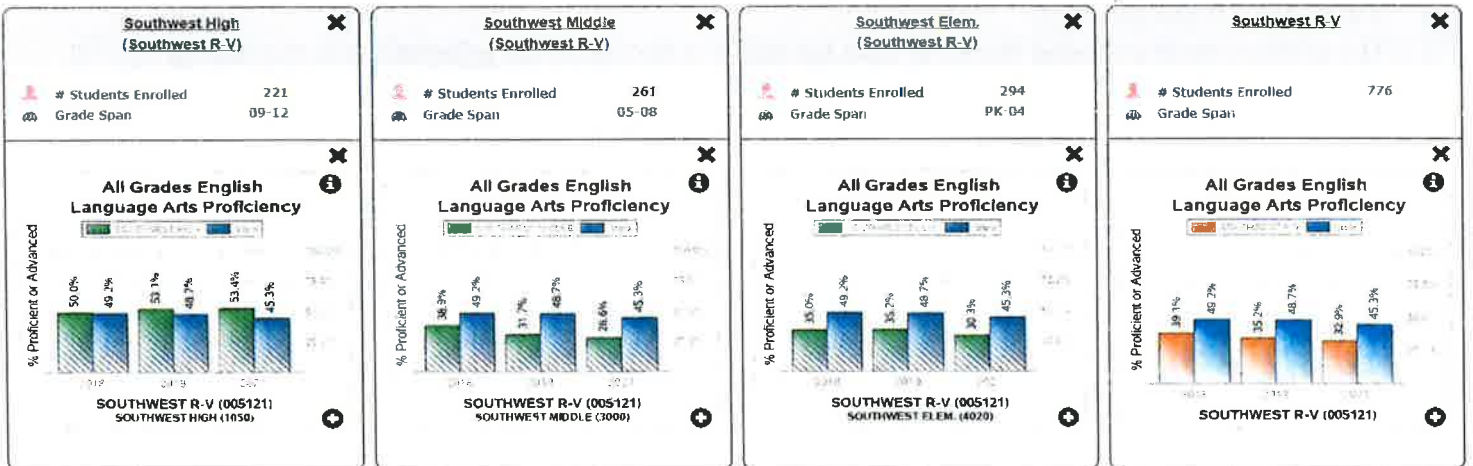
The items below are also reviewed by the State Board of Education when it establishes standards.

	YES	NO
Do the district's needs appropriately reflect:	<input checked="" type="checkbox"/>	
Does the district meet the minimum three full-time full-day?	<input checked="" type="checkbox"/>	
Do the LEA have a plan for all Required and Subject?	<input checked="" type="checkbox"/>	
Do the district meet or exceed additional important criteria in order to be considered in good standing?		
Has the program been conducted in required orientation and training?	<input checked="" type="checkbox"/>	

Chart 21 Notes:

- The district earned credit for each of these categories.
- It is a goal of the district to always earn full credit in these areas.

Chart 22: Performance Data Yearly Comparison of Students Scoring Proficient and Advanced: English Language Arts

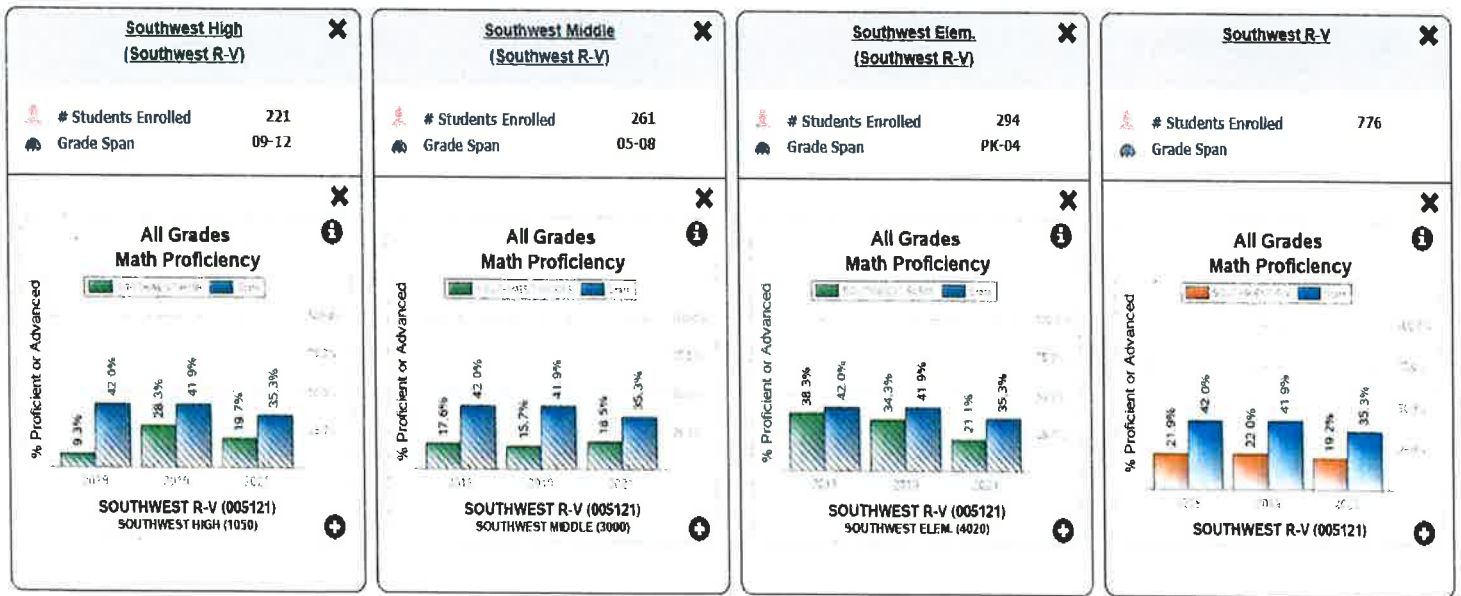


CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 22 Notes:

- Southwest High School: Communication Arts II EOC Scores
 - 2018, 2019, & 2021 SWH scored above the state average on the CAII EOC test in students scoring proficient and advanced combined.
 - Over the three years of testing, the students scoring proficient and advanced on CAII EOC scores increased each year while the state average score decreased each year.
- Southwest Middle School: 5th-8th Grade English Language Arts MAP Scores
 - 2018, 2019, & 2021 SWMS scored below the state average on English Language Arts MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the student 5th-8th grade students scoring proficient and advanced combined on English Language Arts MAP scores decreased each year, and the state average score decreased each year.
- Southwest Elementary School: 3rd-4th Grade English Language Arts MAP Scores
 - 2018, 2019, & 2021 SWES scored below the state average on English Language Arts MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the student 3rd-4th grade students scoring proficient and advanced on English Language Arts MAP scores slightly increased from 2018 to 2019 but decreased from 2019 to 2021 while the state average score decreased each year.
- Southwest R-V School English Language Arts Scores
 - 2018, 2019, & 2021 SWRV scored below the state average on English Language Arts EOC/MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the district students scoring proficient and advanced on the English Language Arts EOC/MAP scores decreased each year, and the state average score decreased each year.

Chart 23: Performance Data Yearly Comparison of Students Scoring Proficient and Advanced: Mathematics

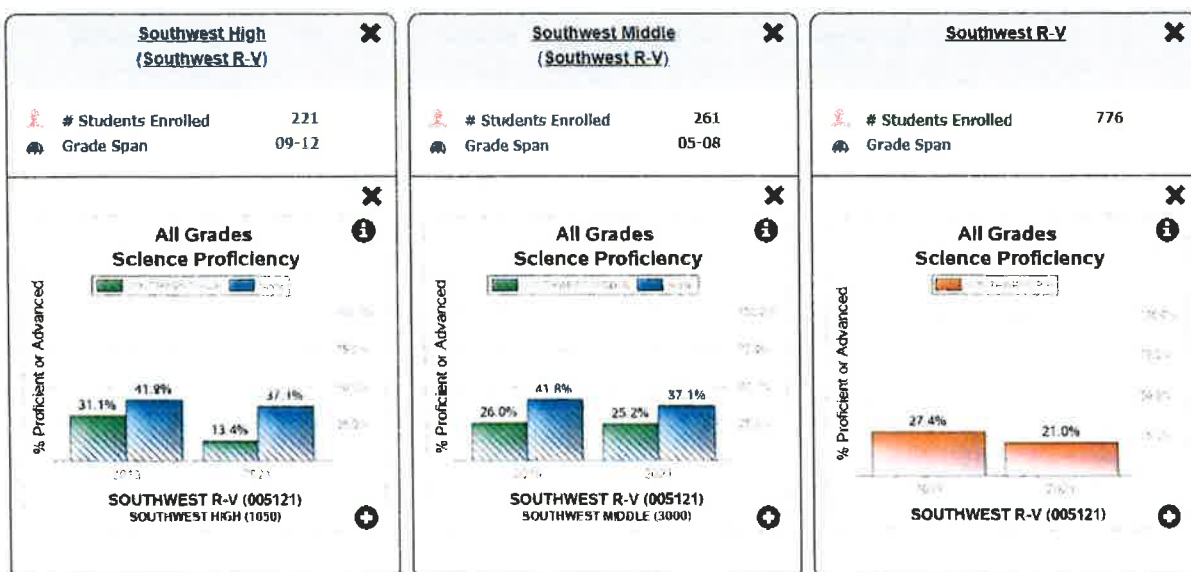


CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 23 Notes:

- Southwest High School: Algebra I EOC Scores
 - 2018, 2019, & 2021 SWH scored below the state average on Algebra I MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the students scoring proficient and advanced on Algebra I EOC increased from 2018 to 2019 then slightly decreased from 2019 to 2021 while the state average score decreased each year.
- Southwest Middle School: 5th-8th Grade Mathematics MAP Scores
 - 2018, 2019, & 2021 SWMS scored below the state average on 5th- 8th Grade MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the students scoring proficient and advanced on 5th- 8th Grade MAP test slightly decreased from 2018 to 2019 then increased from 2019 to 2021 while the state average score decreased each year.
- Southwest Elementary School: 3rd-4th Grade Mathematics MAP Scores
 - 2018, 2019, & 2021 SWES scored below the state average on 3rd-4th Grade Mathematics MAP test regarding students who scored proficient and advanced combined.
 - Over the three years of testing, the students scoring proficient and advanced on 3rd-4th Grade Mathematics MAP test decreased each year while the state average decreased from 2018 to 2019 and slightly increased from 2019 to 2021.
- Southwest R-V School Mathematics Scores
 - 2018, 2019, & 2021 SWRV students who scored proficient and advanced were below the state average on Mathematics EOC/MAP test.
 - Over the three years of testing, the district Mathematics EOC/MAP scores slightly increased from 2018 to 2019 and decreased from 2019 to 2021 while the state average decreased each year.

Chart 24: Performance Data Yearly Comparison of Students Scoring Proficient and Advanced: Science



CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

Chart 24 Notes:

- Southwest High School: Biology I EOC Scores
 - 2019 & 2021 SWH scored below the state average on Biology I MAP test regarding students who scored proficient and advanced combined.
 - Over the two years of testing, the students scoring proficient and advanced on Biology I EOC decreased, and the state average decreased.
- Southwest Middle School: 5th & 8th Grade Science MAP Scores
 - 2019 & 2021 SWMS scored below the state average on 5th & 8th Grade Science test regarding students who scored proficient and advanced combined.
 - Over the two years of testing, the students scoring proficient and advanced on 5th & 8th Grade Science MAP test slightly decreased and the state average decreased.
- Southwest R-V School Science Scores
 - 2019 & 2021 SWRV students who scored proficient and advanced on the Science MAP/EOC test decreased.

Chart 25: Performance Data Yearly Comparison of Students Scoring Proficient and Advanced: Social Studies

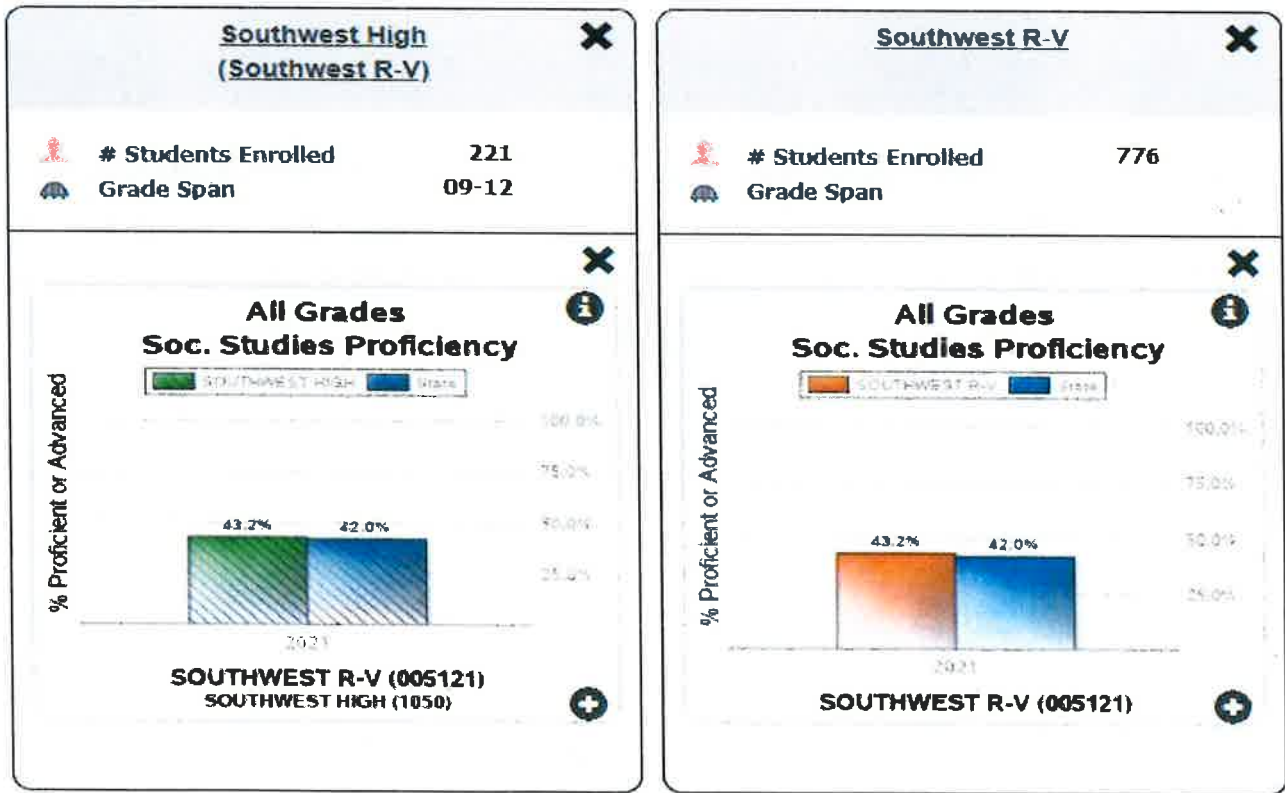


Chart 25 Notes:

- Southwest High School: Government EOC Scores: Only one year of data reported.

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

b. **APR Action Plan: District Information only (Building information will be presented to the board at the April Board Meeting).**

APR 2022 Plan

**Southwest R-V School District
Annual Performance Report (APR) Plan**

MSP 6 Annual Performance Report Score	
2022	
Performance:	82.90%
Continuous Improvement:	88.80%
Total:	69.80%

2022 Performance Area Total Score 79.3/136.0 = 58.3%

Academic Achievement Status

Academic Achievement Status: English Score 9.0/18.0 = 50%

Academic Achievement Status: English Language Arts

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
The Superintendent's designee (building principals and special education director) will create a plan to gather English Language Arts data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve English Language Arts student achievement.	The Superintendent's designee (building principals and special education director) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve English Language Arts academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically addresses English Language Arts student achievement.	Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.	District personnel and team members can research instructional processes specifically to English Language Arts, which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.	A concern related to student achievement specifically in the area of English Language Arts was reported on the 2022 MAP/EOC Data. Understanding the variables that contribute to student achievement specifically in English Language Arts will allow the District to address controllable factors to improve student achievement.	<p>March 2023 The Superintendent will present the information related to District 2022 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the English Language Arts student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
Building		Elementary School 3rd-4th Grade English			Time-Bound
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Building		Middle School 5th-8th Grade English			Measurable
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Building		High School Communication Arts II			Measurable
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable

Academic Achievement Status: Mathematics

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
The Superintendent's designee (building principals and special education director) will create a plan to gather Mathematics data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve Mathematics student achievement.	The Superintendent's designee (building principals and special education director) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve Mathematics academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically addresses Mathematics student achievement.	Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.	District personnel and team members can research instructional processes specifically to Mathematics, which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.	A concern related to student achievement specifically in the area of Mathematics was reported on the 2022 MAP/EOC Data. Understanding the variables that contribute to student achievement specifically in Mathematics will allow the District to address controllable factors to improve student achievement.	<p>March 2023 The Superintendent will present the information related to District 2022 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the Mathematics student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
Building		Elementary School 3rd-4th Grade Mathematics			Time-Bound
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Building		Middle School 5th-8th Grade Mathematics			Measurable
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Building		High School Algebra I			Measurable
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
District		Academic Status: Science Score 3.0/6.0 = 50%			
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

APR 2022 Plan

Academic Achievement Status: Science	<p>The Superintendent's designee (building principals and special education director) will create a plan to gather Science data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve Science student achievement.</p>	<p>The Superintendent's designee (building principals and special education director) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve Science academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically addresses Science student achievement.</p>	<p>Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.</p>	<p>District personnel and team members can research instructional processes specifically to Science, which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.</p>	<p>A concern related to student achievement specifically in the area of Science was reported on the 2022 MAP/EOG Data. Understanding the variables that contribute to student achievement specifically in Science will allow the District to address controllable factors to improve student achievement.</p>	<p>March 2023 The Superintendent will present the information related to District 2022 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the Science student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	Building			Middle School 8th & 8th Grade Science		
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
	Building			High School Biology I		
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Academic Achievement Status: Social Studies	District Academic Status: Social Studies Score 3.0/4.0 = 75%					
	<p>The Superintendent's designee (building principals and special education director) will create a plan to gather Social Studies data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve Social Studies student achievement.</p>	<p>The Superintendent's designee (building principals and special education director) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve Social Studies academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically addresses Social Studies student achievement.</p>	<p>Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.</p>	<p>District personnel and team members can research instructional processes specifically to Social Studies, which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.</p>	<p>A concern related to student achievement specifically in the area of Social Studies was reported on the 2022 MAP/EOG Data. Understanding the variables that contribute to student achievement specifically in Social Studies will allow the District to address controllable factors to improve student achievement.</p>	<p>March 2023 The Superintendent will present the information related to District 2022 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the Social Studies student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	Building			High School Government		
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Academic Achievement Growth: English Language Arts	District Academic Achievement Growth: English Score 10.1/18.0 = 56.1%					
	<p>The Superintendent designee (principals and special education director) will establish a Task Force to examine student achievement data in the school district to determine instructional and curricular changes and needs to increase growth in English Language Arts MAP/EOC performance.</p>					
	Building			Elementary School 3rd-4th Grade English		
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Building			Middle School 8th-8th Grade English			
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Building			High School Communication Arts II			
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
District Academic Achievement Growth: Mathematics Score 11.2/18.0 = 62.2%						

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

APR 2022 Plan

Academic Achievement Growth: Mathematics

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
The Superintendent will establish a Task Force to examine student achievement data in the school district to determine instructional and curricular changes and needs to increase growth in Mathematics MAP/EOC performance.					
	Building		Elementary School 3rd-4th Grade Math		
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
	Building		Middle School 5th-8th Grade Mathematics		
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
	Building		High School Algebra I		
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable

Success Ready Students

Success Ready Students

District		CCR Assessments: CCR Score 5.0/10.0 = 50.0%			
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
The Superintendent's designee (high school building principal, special education director, and high school counselor) will create a plan to gather information regarding CCR Assessments (ACT, SAT, WorkKeys, Accuplacer, and ASVAB) in order to identify and mitigate factors that may improve student achievement on each assessment.	The Superintendent's designee (high school building principal, special education director, and high school counselor) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve CCR Assessments (ACT, SAT, WorkKeys, Accuplacer, and ASVAB) academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically address CCR Assessments student achievement.	Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.	District personnel and team members can research instructional processes specifically to CCR Assessments (ACT, SAT, WorkKeys, Accuplacer, and ASVAB), which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.	A concern related to student achievement specifically in the area of CCR Assessments (ACT, SAT, WorkKeys, Accuplacer, and ASVAB). Understanding the variables that contribute to student achievement specifically in CCR Assessments will allow the District to address controllable factors to improve student achievement.	<p>March 2023 The Superintendent will present the information related to District 2023 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the CCR Assessments related to student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	Building		High School CCR		
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
District		Advanced Credit: Advanced Credit Score 5.0/10.0 = 50.0%			
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
The Superintendent's designee (high school building principal, special education director, and high school counselor) will create a plan to gather information regarding Advanced Credit (AP, IB, Dual Credit, Dual Enrollment, PLTW, IRC, or two qualifying stackable credentials) in order to identify and mitigate factors that may improve student achievement and student completion rates.	The Superintendent's designee (high school building principal, special education director, and high school counselor) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve Advanced Credit (AP, IB, Dual Credit, Dual Enrollment, PLTW, IRC, or two qualifying stackable credentials) academic achievement. The research will specifically address instructional strategies, benchmark assessment, local common assessments, and other academic initiatives that specifically address Advanced Credit.	Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.	District personnel and team members can research instructional processes specifically to Advanced Credit (AP, IB, Dual Credit, Dual Enrollment, PLTW, IRC, or two qualifying stackable credentials), which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.	A concern related to student achievement specifically in the area of Advanced Credit (AP, IB, Dual Credit, Dual Enrollment, PLTW, IRC, or two qualifying stackable credentials). Understanding the variables that contribute to student achievement specifically in Advanced Credit will allow the District to address controllable factors to improve student achievement.	<p>March 2023 The Superintendent will present the information related to District 2023 APR to the school board.</p> <p>April 2023 The Building Principals and Special Education Director will develop a plan relevant to their building and sub-group to address the Advanced Credit related to student achievement.</p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	Building		High School Advanced Credit		

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

APR 2022 Plan

	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Graduation Rate							
Graduation Rate	District		Four Year Graduation Rate Score 80.0/20.0 = 100.0%				
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound	
	The Superintendent's designee (high school building principal, special education director, and high school counselor) will create a plan to gather information regarding graduation plans to identify and mitigate factors that may improve student achievement in high school and increase graduation rate.						
	Building		High School Graduation Rate				
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Graduate Follow-Up							
Graduate Follow-Up	District		Four Year Graduation Rate Score 20.0/20.0 = 100.0%				
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound	
	The Superintendent's designee (high school building principal, special education director, and high school counselor) will create a plan to gather information regarding graduate follow-up (180 day follow-up) to identify and mitigate factors that may assist in tracking students post-secondary to increase the graduate follow-up data.						
	Building		High School Graduate Follow-Up (180 Day Follow-Up)				
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
2022 Continuous Improvement Area Total Score 45.0/52.0 = 86.5%							
Improvement Plan							
Improvement Plan	District		Improvement Plan Score 30.0/30.0 = 100%				
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound	
	The Superintendent with the assistance of the administrative team and representatives from all stakeholder groups (staff, parents, students, community members, and school board members) will create the Comprehensive School Improvement Plan that will be reviewed quarterly and approved yearly by the board of education. The CSIP will be the guiding document for the district and include both performance and continuous improvement so that increases can be made to the MSIP & APR performance criteria.						
	Building		Elementary School Improvement Plan				
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound	
	Building		Middle School Improvement Plan				
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable		
Building		High School Improvement Plan					
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable		

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

APR 2022 Plan

LEA Response to Standards						
	District		Response to Standards (Available in 2024)			
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
LEA Response to Standards	The Superintendent with the assistance of the administrative team will respond to the MSIP 6 standards that include both performance and continuous improvement so that the district can increase the score on the the MSIP 6 APR performance criteria.					
	Building		Elementary School Response to Standards			
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
	Building		Middle School Response to Standards			
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Building		High School Response to Standards				
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Climate and Culture Survey						
	District		Climate and Culture Survey Score 4.0/4.0 = 100.0%			
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Climate and Culture Survey	The Superintendent or designee will create a Climate and Culture Survey to gain data as representation of each LEA's engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LEA's continuous improvement.					
	Building		Elementary School Climate and Culture Survey			
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
	Building		Middle School Climate and Culture Survey			
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Building		High School Climate and Culture Survey				
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable	
Success-Ready Students						
	District		Success-Ready Students Score 7.0/12.0 = 58.3%			
	SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Success-Ready Students	The Superintendent designee (principals, special education director, and building counselors) will establish a Task Force to examine student achievement data related to KEA (elementary school), ICAP (middle school), attendance (all buildings), and CTE Expansion (high school) to determine and implement programs and strategies to increase student participation or performance in each area to increase district performance on MSIP 6 APR performance criteria.					
	Building		Elementary School KEA Score 4.0/4.0 = 100.0%			
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound	

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

APR 2022 Plan

Building				Middle School ICAP Score 0.0/4.0 = 0.0%	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
The Middle School Principal will work with the Middle School Counselor to create a time when the counselor will meet with students to complete Individual Career Plans.	The Middle School Counselor will meet individually with students beginning in 7th grade to start creating their Individual Career Plans.	The Middle School Principal will work with the counselor to ensure time is set aside and plans are completed by deadline.	The Middle School Principal working with the Middle School Counselor and 7th and 8th Grade students can achieve this goal.	This goal is to guide students in the preparation of achieving personal career goals and developing post secondary plans. This is a Best Practice and aligns with the requirements of M.S.L.P. TLID	Fall 2023 Individual Career Plans are created for 7th and 8th grade students. February 2024 The Middle School Principal will ensure information is sent by deadline.
Building				Elementary School Attendance	
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
Building				Middle School Attendance	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
The Middle School Principal will monitor student attendance to ensure the attendance rate of each student does not fall below 90 percent.	The Middle School Principal in cooperation with juvenile authorities will notify parents when the attendance rate falls below 90 percent.	The Middle School Principal will ensure contact is made with the juvenile authorities when the attendance rate of a student falls below 90 percent.	The Middle School Principal working with the Barry County Juvenile Authorities, students and parents can achieve this goal.	This goal is to have students present for at least 90 percent of the school year. This is a Best Practice and aligns with the requirements of M.S.L.P. TLIB	Ongoing Monitor student attendance daily/monthly. June 2024 Audit student attendance for year end reporting.
Building				High School Attendance	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Building				High School CTE Expansion 0.0/0.0 = 0.0%	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
MSIP 6 Required Documentation					
District		Required Documentation Score 4.0/6.0 = 66.7%		District Audit Score 2.0/2.0 = 100%	
SMART Goal	Specific	Measurable	Attainable	Relevant	Time-bound
The Superintendent or other designee (bookkeeper) will create a plan to gather information and input data related to yearly district audit.					
Building				ASBR Score 2.0/2.0 = 100%	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
The Superintendent or other designee (bookkeeper) will create a plan to gather information and input data related to yearly district ASBR.					
Building				Timely Submission of OF MOSIS/Core Data Score 0.0/2.0 = 0.0%	
SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
The Superintendent's designee (building principals, special education director, and building counselors) will create a plan to gather information and input it in the student information system regarding MOSIS/Core Data in order to identify and mitigate factors that may improve student achievement and student completion rates in each area.	The Superintendent's designee (building principals, special education director, and building counselors) and a representative team, will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve timely submission of MOSIS/Core Data. The research will specifically address procedures and processes that specifically addresses timely submission of MOSIS/Core Data.	Data will be collected and analyzed, and an instructional plan will be established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board.	District personnel and team members can research instructional processes specifically to timely submission of MOSIS/Core Data, which can be used to design an academic system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact.	A concern related to district achievement specifically in the area of timely submission of MOSIS/Core Data. Understanding the variables that contribute to Mosis/Core Data submission will allow the District to address controllable factors to improve district achievement.	March 2023 The Superintendent will present the information related to District 2023 APR to the school board. April 2023 The Building Principals, Special Education Director, and Building Counselors will develop a plan relevant to their building and sub-group to address the MOSIS/Core Data related to input and submission of various pieces of student achievement data. 2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.

Success-Ready Students

MSIP 6 Required Documentation

CONTINUATION OF REGULAR BOARD MEETING HELD ON MARCH 16, 2023

- c. Motion Ruth Henderson seconded by Bobby Brooks to approve MSBA 2023A Policy and Procedures Updates as follows: BDDDB {Version #2}, BDDH {Version #2}, IGCD, IGCD, JECA, KC, and rescind Procedure IGCD. Motion carried. 5-0 {Robert Catron and Terry Meek – absent}

V. New Business

- a. Summer School will begin June 1, 2023 and end June 28, 2023. Summer School will be open enrollment to all students for both remediation and acceleration, classes will have to have 15 students per course to make and for an individual teacher to be hired. If a class falls below 10 students for two consecutive days, the class could be combined with another class and the teacher's salary will be prorated according to the number of days which they worked prior to the consolidation. The district will not run full bus routes regardless of the number of students. Free breakfast and lunch available for all students. Principals will be getting paid a modified stipend for summer school. Transportation will be provided by the transportation department and will not cost the district extra in salaries because it is during their 12-month contract. Building secretaries will be hired as full time for the building if the building has an initial enrollment of 30 students and maintains an attendance rate of 25 students. If the attendance in a building drops below 25 students two days in a row, the building secretary's salary could be prorated according to the days which they have worked. If there are not enough students in the building to have full coverage, the month will be separated equally among the secretaries. Hours of attendance for students are from 8:00 a.m. to 2:30 p.m. (6.5 hours) and hours of attendance for staff are from 7:45 a.m. to 2:45 p.m. (7 hours) Substitutes will be hired for teachers and bus drivers only in case of emergencies and will not be hired for secretaries or paraprofessionals during summer school. The only substitutes that will be hired will be for classroom teachers and bus drivers only in case of emergencies.

Summer School Salaries:

Elementary Principal - \$ 35 per hour {maximum pay of \$ 4,900 when working all 20 days, 7 hours each day }

Middle School Principal - \$ 35 per hour {maximum pay of \$ 2,450 when working 10 days, 7 hours each day }

High School Principal - \$ 35 per hour {maximum pay of \$ 2,450 when working 10 days, 7 hours each day }

HS Teachers - \$35 per hour {maximum pay of \$ 4,900 when working all 20 days, 7 hours each day with the minimum number of students in attendance} Max # 2.5

MS Teachers - \$35 per hour {maximum pay of \$ 4,900 when working all 20 days, 7 hours each day with the minimum number of students in attendance} Max # 3

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Elementary Teachers - \$35 per hour {maximum pay of \$ 4,900 when working all 20 days, 7 hours each day with the minimum number of students in attendance} Max # 6

Paraprofessionals - \$ 16.50 per hour {maximum pay of \$ 2,310 when working all 20 days, 7 hours each day with the minimum number of students in attendance} Max # 3

Secretarial - \$16.50 per hour {maximum pay of \$2,640 when working all 20 days, 8 hours each day with minimum number of students in attendance} Max # - 2

Office Aide - \$ 16.50 per hour {maximum pay of \$ 2,310 when working all 20 days, 7 hours each day with the minimum number of students in attendance} Max # 1

Food Service Director = \$ 25.00 per hour {maximum pay of \$ 3,500 when working 20 days, 7 hours each day} Max # 1

Food Service Secretary/Server: \$20.00 per hour {maximum pay of \$ 2,800 when working 20 day, 7 hours each day} Max # 1

Substitutes Teachers - \$210 per day

Bus Drivers - \$ 60 per day

Motion by Ruth Henderson, seconded by Doug Henry to approve 2023 Summer School as presented. Motion carried 5-0 {Robert Catron and Terry Meek – absent}

- b. Ms. Tilford proposed that the district stay a member of Missouri Educators Trust (MET) and proposed that the district offer 9 plans for the 2023-2024 school year which is the same as the district did for the 2022-2023 school year.

Ms. Tilford proposed the following plans be offered for 2022-2023 school year are:

- Anthem Blue Access 2 PPO
- Anthem Blue Access 3 PPO
- Anthem Blue Access 4 PPO
- Anthem Blue Access 5 PPO
- Anthem Blue Access 6 PPO
- Anthem Blue Access 7 PPO
- Anthem Blue Access 8 PPO
- Anthem Blue Access 11 HDHP HSA Qualified
- Anthem Blue Access 14 HDHP HAS Qualified
- There is a 1.9% increase in premiums for the 2023-2024 school year.
- Ms. Tilford proposes that the Board increase the employee health benefits from \$623.51 to \$636.00 for the staff members who participate in the Health Risk Assessment Premium Incentive.

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- The increase will cost the district in 2023-2024 an additional \$12.49 per month or \$ 149.88 per employee or \$ 14,988 for the 2023-2024 school year. (based on 100 employees participating) The increase from health insurance from the previous year was \$ 40,244 or a 5.3% increase.
- For employees who decline the Health Risk Assessment Premium Incentive, {Guidelines will be changing for the 2023-2024 school year, Information will be communicated once it is available}, the district will pay \$430 per month toward the employees' premium. This amount would not change.
- Anthem Blue Access 8 PPO is the plan that can be 100% board paid at the cost of \$ 636.00 per month or \$ 7,632.00 per year per employee who participates in the Health Risk Assessment Premium Incentive.
- Ms. Tilford is proposing the Board continue the incentive toward the dental plans of \$ 20.00 just as we have for the last two school years. This incentive can be used toward either Option 2 or Option 3 of the Voluntary Dental plans from MET, if the employee does not sign up for the dental insurance, the incentive is forfeited.
- The cost for Option 2 is \$ 27.77 and \$32.07 for Option 3 per month for the employee.
- This would be \$240.00 per year per individual that signs up for dental coverage.
- For the previous two school years the district budget planned on paying \$ 24,000.00 toward the dental incentive.

Motion by Ruth Henderson, seconded by Doug Henry to stay a member of the Missouri Educators' Trust (MET), offer Anthem Blue Access 2 PPO, Anthem Blue Access 3 PPO, Anthem Blue Access 4 PPO, Anthem Blue Access 5 PPO, Anthem Blue Access 6 PPO, Anthem Blue Access 7 PPO, Anthem Blue Access 8 PPO, Anthem Blue Access 11 HDHP HSA and Anthem Blue Access 14 HDHP HSA., pay \$ 636.00 per month toward health insurance benefits for staff members who participate in the "Health Assessment Premium Incentive", will pay \$430 per month for the staff members who choose not participate in the incentive for the 2023-2024 school year, and contribute \$20.00 per month to employees who chooses to sign up for the Voluntary Dental Plans Option 2 and Option 3. Motion carried 5-0 {Robert Catron and Terry Meek – absent}

- c. Ms. Tilford presented a Staff Employment Exit Process Exit Survey for approval.

Motion by Ruth Henderson seconded by Amber Paulsen to approve the Staff Employment Exit Process. Motion carried 5-0 {Robert Catron and Terry Meek – absent}

VI. Program Evaluation

- a. The Board reviewed the Fine Arts Program report by Brooke Lemaster, Middle and High School Art Teacher.

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- b. The Board reviewed the Drama and Speech and Debate report by Jason Smith, Middle School and High School Drama and Speech and Debate Teacher/Sponsor.

VII. Administrators Reports

- a. The Board reviewed Administrative reports submitted by Jeff Payne, Elementary Principal; Christy Hermansen, Middle School Principal and Kenny Ferguson, High School Principal.
- b. The Board reviewed the Special Service Administrator report submitted by Lauren Forste, Special Education Administrator.

The Board reviewed the Superintendents report submitted by Tosha Tilford:

I. Update on Athletic Complex Construction

- Concession Stand getting outside siding and metal should be done on Tuesday.
- Partitions and toilets set by the end of next week.
- Doors will be set next week.
- Painting will should happen next weekend.
- Electrical and HVAC will be up next week.
- Dugouts outs are finishing framing to be roofed next week.
- Electrical will be finished after dugouts are roofed.
- C4 will be out to finish lagoon and back berm so that the shot stop can be hung.
- All fence is up and waiting on gates.
- Next week, the field will be reseeded.
- C4 will work on sidewalks once the lagoon is complete.
- Co-Op has been contacted about getting the lights up at the softball field hoping for next week.
- Trap range is complete other than roof for trap house and front door installed and backfill.
- Trap range will then be hydroseeded.
- Ag is building the dugout benches.
- Fences need to be installed on the dugouts.

Update on Banking Services Bidding Process

- II. Ms. Tilford and Judy are working on procedures for bidding our banking services.

The plan at this point is to bid a couple of different ways.

- 1} Send the bid asking the banks to bid all accounts including CDs as one package.
- 2} Send the bid asking the banks to bid each account separately.

3} Do you have other ways you want the bids to go out?

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VIII. Executive Session RSMo 610.021 (3) Closed Record/Open Vote

- a. Ruth Henderson made the following motion: "I move that the Board of Education go into a Closed meeting for the purpose of discussing Personnel matters under Section 610.021, subsection (3) of the revised statutes of Missouri." Motion seconded by Bobby Brooks. Motion carried 5-0 with a roll call vote as follows: Doug Henry – yea, Ruth Henderson - yea, Amber Paulsen – yea, Bobby Brooks – yea, and Danny Dalton - yea {Robert Catron and Terry Meek– absent}

The Board entered closed session at 8:41 p.m.

The Board returned from closed session at 9:29 p.m.

X. Adjourn

Motion by Ruth Henderson, seconded by Bobby Brooks to adjourn. Motion carried 5-0 {Robert Catron and Terry Meek - absent}

Meeting adjourned at 9:30 p.m.



Danny Dalton, President



Judy Brooks, Secretary