

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

**CENTRAL OFFICE**  
PLACE

**APRIL 13, 2023- 7:00 pm.**  
DATE & TIME

**MEMBERS**

**PRESENT**

**ABSENT**

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

**ALSO PRESENT:**

Jeff Payne, Elementary School Principal

Lauren Forste, Special Education Administrator

Christy Hermansen, Middle School Principal

Kenny Ferguson, High School Principal

**ITEM NUMBER**

I. Opening

- a. Meeting called to order by Board President, Danny Dalton at 7:00 p.m.
- b. Doug Henry, Ruth Henderson, Robert Catron, Amber Paulsen, Terry Meek and Danny Dalton (Bobby Brooks – absent)
- c. Motion by Robert Catron seconded by Amber Paulsen to approve the agenda as presented. Motion carried 6-0 (Bobby Brooks – absent)

II. Communications

- a. None

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

III. Consent Agenda

a,b,c. Motion by Robert Catron seconded by Doug Henry to approve the consent agenda items as follows: Approval of Minutes of the March 16, 2023 meeting; Payment of Bills; Resignation of Drew Farrer – Middle School Baseball Coaching duties only, and Tabitha Tufares – Middle School Track Coaching duties only and Sarah Ulmer – Kindergarten all effective at the end of the 2022-2023 school year; employment of CJ Durossette as full-time custodian starting April 3, 2023 and Isaac Starr as full-time custodian starting April 11, 2023; Garrett Hobbs as High School (9<sup>th</sup>-12<sup>th</sup>) Special Education Teacher and Middle School Baseball Coach; Mary Bass as ECSE Paraprofessional; Karen Cypret as a one-on-one Special Education Paraprofessional; Makenzie Mulkey as Middle School Cheerleading Coach; Drew Farrer as Middle School Track Coach for the 2023-2024 school year; Reassignment of Mindy Townsend to Title I Paraprofessional for the 2023-2024 school year and adding Morgan Smith to the substitute teacher list effective immediately. Motion carried 6-0 (Bobby Brooks – absent)

IV. Old Business

a. Individual Building APR Plans:

Southwest R-V School District Annual Performance Report (APR) Plan					
APR 1. Annual Performance Report Goals					
Goal	Objective	Measure	Target	Actual	Notes
Middle School English Language Arts	APR 1.1.1	APR 1.1.2	APR 1.1.3	APR 1.1.4	APR 1.1.5
	APR 1.2.1	APR 1.2.2	APR 1.2.3	APR 1.2.4	APR 1.2.5
	APR 1.3.1	APR 1.3.2	APR 1.3.3	APR 1.3.4	APR 1.3.5
	APR 1.4.1	APR 1.4.2	APR 1.4.3	APR 1.4.4	APR 1.4.5
	APR 1.5.1	APR 1.5.2	APR 1.5.3	APR 1.5.4	APR 1.5.5
	APR 1.6.1	APR 1.6.2	APR 1.6.3	APR 1.6.4	APR 1.6.5
	APR 1.7.1	APR 1.7.2	APR 1.7.3	APR 1.7.4	APR 1.7.5
	APR 1.8.1	APR 1.8.2	APR 1.8.3	APR 1.8.4	APR 1.8.5
	APR 1.9.1	APR 1.9.2	APR 1.9.3	APR 1.9.4	APR 1.9.5
	APR 1.10.1	APR 1.10.2	APR 1.10.3	APR 1.10.4	APR 1.10.5

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

Academic Achievement Signal: Mathematics	Building			Elementary School 3rd-6th Grade Mathematics		
	IMPACT Goal	Specific	Measurable	Attainable	Believable	Time-bound
Academic Achievement Signal: Mathematics	Building principals will create a plan to gather Math data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve Math student achievement.	To decrease the number of students scoring in the Below Basic/Basic on the MAP test by 5%  To increase the number of students scoring in the Proficient/Advanced on the MAP Test by 5%	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.	All 3rd and 4th grade students will receive 90 minutes of Math instruction every day. Instruction will include the utilization of the EnVision Math curriculum, IM Math, engaging instruction, and data driven message to guide instruction.	Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Conducting Benchmark Assessments three times per year
	Building principals will create a plan to gather Math data for each grade level or subject area in order to identify research based instructional and curricular factors that may improve Math student achievement.	To decrease the number of students scoring in the Below Basic/Basic on the MAP test by 5%  To increase the number of students scoring in the Proficient/Advanced on the MAP Test by 5%	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.	5th grade: 100 Minutes of uninterrupted daily instruction 7th grade: 50 Minutes of uninterrupted daily instruction Include critical thinking skills that encourage multi-step processes Progress Learning Test Prep Sequence and Formative Testing Use of Formative Assessment Strategies: Exit tickets, Entrance Tickets, White Boards, Thumbs up/Thumbs Down, etc. Use data to guide instruction Applying Mathematical concepts to real world situations Integrate Technology: Increase use of graphing tools and drag/drop tools to prepare for Standard 4 Testing Focus on Mathematics Priority Standards. Refer to Scope and Sequence Use of Missouri's Research Based Strategies to develop Deep Learning Daily Math Review	Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Conducting Benchmark Assessments three times per year
	Building principals will create a plan to gather Algebra I data for the grade level and subject in order to identify research based instructional and curricular factors that may improve Algebra I student achievement.	To decrease the number of students scoring in the Below Basic/Basic on the DOC test by 5%  To increase the number of students scoring in the Proficient/Advanced on the DOC test by 5%	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.	Students will receive 60 minutes of uninterrupted instruction daily. Bell-ringers will be assigned daily, as well as exit tickets for formative assessment. Real world application will be used for each standard. Use of manipulatives, calculators, and other tools will be used to better understand the standards. Students will receive specific instruction based on their needs (Pre-Algebra, Advanced Algebra, Algebra I, and Math Support Class).	Data Team Process Forms will be utilized in comparison to the DOC and MAP Blueprint to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Progress Learning will be used for Pre-testing, Post-testing and Progress Monitoring. DOC and MAP data will be used to guide instruction and funnel students to the appropriate class (Math Support, Pre-Algebra, Algebra I, Advanced Algebra)
Academic Achievement Signal: Science	IMPACT GOAL: District			Academic Data: Science Score 3.078 (3 = 50%)		
	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.	The Superintendent's designee (building principals and special education director) and a representative from each grade level 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 science assessments, and other academic initiatives that specifically address Science 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 will research instructional practices 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.	A concern related to student achievement specifically in the area of Science was reported on the 2022 MAP/DOC Data. Understanding the variables that contribute to student achievement specifically in Science will allow the District to address attributable 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 Science student achievement.</p> <p>2024-2028 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	Building principals 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.	To decrease the number of students scoring in the Basic and Below Basic categories on the MAP/DOC by 5% points and to increase the number of students scoring in the Proficient and Advanced categories on the MAP/DOC by 5% points	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>Differentiating Instruction</p> <p>5-8 grade: 60 Minutes of uninterrupted daily instruction</p> <p>Use of Formative Assessment Strategies: Exit tickets, Entrance Tickets, White Boards, Thumbs up/Thumbs Down, etc.</p> <p>Math Test Stations</p> <p>Grouped Science Lessons</p> <p>Kolster Science Test/Paper</p> <p>Summative Projects</p>	To increase Proficient and Advanced by 5%. Also, to increase overall coverage on Progress Learning Assessments by 10%	<p>Conducting Benchmark Assessments three times per year</p> <p>Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.</p>
Building principals 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.	To decrease the number of students scoring in the Below Basic and Basic on the ROC in Biology by 5% and increase Proficient and Advanced by 5%	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>60 Minutes of uninterrupted daily instruction</p> <p>Practical applications of scientific methods</p> <p>Hands on labs</p>	Data Team Process Forms will be utilized in comparison to the ROC and MAP Blueprint to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Conducting Progress Learning assessments three times a year. ROC and MAP data will be used to guide instruction.	

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

	Academic Achievement Status: Social Studies					
	District	Specific	Measurable	Attainable	Relevant	Time Bound
Academic Achievement Status: Social Studies	<p><b>SMART Goal</b></p> <p>The Superintendent/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><b>Specific</b></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 evidence initiatives that specifically address Social Studies student achievement.</p>	<p><b>Measurable</b></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><b>Attainable</b></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 purchase is created to gather this information, there will not be a budgetary impact.</p>	<p><b>Relevant</b></p> <p>A concern related to student achievement specifically in the area of Social Studies was reported on the 2022 MAP/EOC Data. Understanding the variables that contribute to student achievement specifically in Social Studies will allow the District to address contributable factors to improve student achievement.</p>	<p><b>Time Bound</b></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>
	<p><b>SMART Goal</b></p> <p>Promote the personalization of teaching and learning to maximize student academic growth and success beyond high school.</p>	<p><b>Specific</b></p> <p>Decrease Basic and Below Basic on the Government EOC by 5% and increase Advanced and Proficient by 5%. Increase the overall average on USA Test Prep and Academic Decays by 10%. Exit Test/Post-Test. The goal is an 80 percent performance level for all student by third benchmark.</p>	<p><b>Measurable</b></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><b>Attainable</b></p> <p>Differentiating Instruction: 50 Minutes of uninterrupted daily instruction. Use of Formative Assessment Strategies YES/NO 1 min a day, Pick 5 Kahoot, Think It, Quizzer Concept Based Units/Integrated Curriculum Project Based Learning Unit Quizzes and Tests Student Inquiry Based Learning Build Relationships with each other and students to form a classroom that is built on respect Use of Primary Source Documents, Photos, Speeches, and videos Use of Edmodo and Progress Learning</p>	<p><b>Relevant</b></p> <p>Data Team Process Forms will be utilized in comparison to the EOC and MAP Blueprint to assess ongoing instruction and verifying that the Missouri Learning Standards are the focus of instruction.</p>	<p><b>Time Bound</b></p> <p>Conducting Benchmark Assessments three times per year. Data Team Process Forms will be utilized in comparison to the EOC Blueprint to assess ongoing instruction and verifying that the Missouri Learning Standards are the focus of instruction. Including a Pre-Government class for incoming freshmen who scored below based on their previous MAP test.</p>
Academic Achievement Growth: English Language Arts	Academic Achievement Growth: English Language Arts					
	District	Specific	Measurable	Attainable	Relevant	Time Bound
	<p><b>SMART Goal</b></p> <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>					
<p><b>SMART Goal</b></p> <p>Through the utilization of Read Side-by-Side, PLC, and data monitoring during PLC teachers will provide engaging lessons that result in 10%+ increase in scaled score growth on benchmarks throughout the school year.</p>	<p><b>Specific</b></p> <p>Student scores will increase 10%+ at each benchmark assessment.</p>	<p><b>Measurable</b></p> <p>Benchmark scores will be printed and provided to each teacher.</p>	<p><b>Attainable</b></p> <p>The increased rigor with Read Side-by-Side, the practice with PLC, and the improvement in teaching due to training and data team meetings will provide students with the necessary engaging instruction to meet the growth goal of improving 10%+ at each Benchmark.</p>	<p><b>Relevant</b></p> <p>Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assess ongoing instruction and verifying that the Missouri Learning Standards are the focus of instruction.</p>	<p><b>Time Bound</b></p> <p>Conducting Benchmark Assessments three times per year.</p>	
<p><b>SMART Goal</b></p> <p>Promote the personalization of teaching and learning to maximize student academic growth and success beyond high school.</p>	<p><b>Specific</b></p> <p>To decrease the number of students scoring in the Basic and Below Basic categories on the MAP/EOC by 5% points and to increase the number of students scoring in the Proficient and Advanced categories on the MAP/EOC by 5% points.</p>	<p><b>Measurable</b></p> <p>Annually, complete MAP/EOC, STAR assessment, and USA Test Prep data analysis and use findings to make necessary modifications to curriculum and instruction (course curriculum, course offerings, and course sequencing) ensuring that the modifications will support the Missouri Learning Standards.</p>	<p><b>Attainable</b></p> <p>5-6 grades: 103 Minutes of uninterrupted daily instruction 7-8 grades: 60 Minutes of uninterrupted daily instruction. Differentiating Instruction Grouping assessments will be utilized to guide instruction and grouping Progress Learning Test Prep Assessment Memorable Vocabulary Weekly Writing Response to Prompt Daily Language Review Use of Marzano's Research Based Strategies to develop deep thinking</p>	<p><b>Relevant</b></p> <p>Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assess ongoing instruction and verifying that the Missouri Learning Standards are the focus of instruction.</p>	<p><b>Time Bound</b></p> <p>Conducting Benchmark Assessments three times per year. Data Team Process Forms will be utilized in comparison to the MAP Blueprint to assess ongoing instruction and verifying that the Missouri Learning Standards are the focus of instruction.</p>	

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

Academic	Building		Measurable	High School, Communication Arts II	Measurable	Time Bound
	SMART Goal	Specific	Measurable	Attainable	Measurable	Time Bound
Academic	Promote the personalization of teaching and learning to maximize student academic growth and success beyond high school.	To decrease the number of students scoring in the Basic and Below Basic categories on the MAP/EOC by 5% points and to increase the number of students scoring in the Proficient and Advanced categories on the MAP/EOC by 5% points. To increase the number of students scoring above 18 on the ACT in the Reading section by 10% and decrease the number of students scoring below 18 by 10%. To increase the number of students scoring above 18 on the ACT in the English section by 10% and decrease the number of students scoring below 18 by 10%.	Annually, complete MAP/EOC, STAR assessment, and USA Test Prep data analysis and use findings to make necessary modifications to curriculum and instruction (course, curriculum, course offerings, and course sequencing) ensuring that the modifications will support the Missouri Learning Standards.	Differentiating Instruction Ongoing assessments will be utilized to guide instruction and grouping Progress Learning Test Prep Assessment ACT Prep Practice Weekly Writing Response to Prompt 60 Minutes of uninterrupted daily instruction Daily Language Review Use of Marzano's Research Based Strategies to develop deep thinking Focus on Reading and Language Arts Priority Standards Refer to Scope and Sequence Incorporation of Technology: -Formative Write -Use formative and summative assessments to assess power standards for understanding and mastery Integrated concept based units of instruction	To decrease the number of students scoring in the Basic and Below Basic categories on the MAP/EOC by 5% points and to increase the number of students scoring in the Proficient and Advanced categories on the MAP/EOC by 5% points. To increase the number of students scoring above 18 on the ACT in the Reading section by 10% and decrease the number of students scoring below 18 by 10%. To increase the number of students scoring above 18 on the ACT in the English section by 10% and decrease the number of students scoring below 18 by 10%.	Conducting Benchmark Assessments three times per year
	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.					
Academic Achievement Growth: Mathematics	Building		Measurable	Elementary School, 3rd-5th Grade Math	Measurable	Time Bound
	Through the utilization of EnVision Math, IXL, and data monitoring during PLC activities will provide engaging lessons that result in 100% increase in scaled score growth on benchmarks throughout the school year.	Student scores will increase 10% at each benchmark assessment.	Demonstrate scores will be grade A and provided to each teacher	The increased rigor with EnVision Math, the practice with IXL, and the improvement in teaching days to training and data team meetings will provide students with the necessary engaging instruction to meet the growth goal of improving 100% at each Benchmark.	Data Team Process Forms will be utilized in comparison to the MAP/EOC report to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Conducting Benchmark Assessments three times per year
	Building		Measurable	Middle School, 6th-8th, Grade Mathematics	Measurable	Time Bound
	Promote the personalization of teaching and learning to maximize student academic growth and success beyond high school.	To increase the number of students scoring in the Exceeds State Standards Category by 5%.	Annually, complete MAP/EOC, STAR assessment, and USA Test Prep data analysis and use findings to make necessary modifications to curriculum and instruction (course, curriculum, course offerings, and course sequencing) ensuring that the modifications will support the Missouri Learning Standards.	5-6 grades: 60 Minutes of uninterrupted daily instruction 7-8 grades: 60 Minutes of uninterrupted daily instruction Include critical thinking skills that encourage multi-step processes Progress Learning Test Prep Diagnostic and Formative Testing Use of Formative Assessment Strategies: Exit tickets, Entrance Tickets, White Boards, Thumbs up/Thumbs Down, etc Use data to guide instruction Applying Mathematical concepts to real world situations Incorporate Technology: Increase use of graphing tools and drag/deep tools to prepare for Standardized Testing Focus on Mathematics Priority Standards Refer to Scope and Sequence Use of Marzano's Research Based Strategies to develop deep thinking Daily Math Review	Data Team Process Forms will be utilized in comparison to the MAP/EOC report to assist in guiding instruction and verifying that the Missouri Learning Standards are the focus of instruction.	Conducting Benchmark Assessments three times per year
Building		Measurable	High School of Algebra I	Measurable	Time Bound	
Promote the personalization of teaching and learning to maximize student academic growth and success beyond high school.	To decrease the number of students scoring in the Does Not Meet Standards Category on the CRCT by 5% To increase the number of students scoring in the Exceeds State Standards Category by 5% To decrease the number of students under an ACT score of 18 by 10% in the Math section. To increase the number of students under an ACT score of 18 by 10% in the Math section.	Annually, complete MAP/EOC, STAR assessment, and USA Test Prep data analysis and use findings to make necessary modifications to curriculum and instruction (course, curriculum, course offerings, and course sequencing) ensuring that the modifications will support the Missouri Learning Standards.	60 minutes uninterrupted instruction (15-30 min instruction or 40-55 min work) Include critical thinking skills that encourage multi-step processes Progress Learning Test Prep Diagnostic and Formative Testing Use of Formative Assessment Strategies: Exit tickets, Entrance Tickets, White Boards, Thumbs up/Thumbs Down, etc Use data to guide instruction Applying Mathematical concepts to real world situations Incorporate Technology: Increase use of graphing tools and drag/deep tools to prepare for Standardized Testing Focus on Mathematics Priority Standards Refer to Scope and Sequence Use of Marzano's Research Based Strategies to develop deep thinking Daily Math Review	To decrease the number of students scoring in the Does Not Meet Standards Category on the CRCT by 5% To increase the number of students scoring in the Exceeds State Standards Category by 5% To decrease the number of students under an ACT score of 18 by 10% in the Math section. To increase the number of students under an ACT score of 18 by 10% in the Math section.	Conducting Benchmark Assessments three times per year EOC and MAP data will be used to guide instruction and funnel students to the appropriate class (Math Support, Pre-Algebra, Algebra I, Advanced Algebra)	

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

	Success Ready Students					
	District	Specific	Measurable	Attainable	Reliable	Time Bound
Success Ready Students	SMART Goal 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 impede 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 impede 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 addresses 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 or used 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.	March 2023 The Superintendent will present the information related to District 2022 APR to the school board.  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.  2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.
	Building			High School CCR		
	SMART Goal The High School Principal and the Building Leadership Team 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 impede student achievement on each assessment.	The High School Principal and the Building Leadership Team will research and design a process to systematically capture pertinent data in order to mitigate factors that may impede 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 addresses 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.	The High School Leadership Team and faculty 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 or used to gather this information, there will not be a budgetary impact.	Assessments will allow the High School teachers to address controllable factors to improve student achievement.	2024-2026 School Year Implement the process and measure the instructional processes that will elevate student performance in relation to CCR Assessments (ACT, SAT, WorkKeys, Accuplacer, and ASVAB).
	Building			High School CCR		
	SMART Goal 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 impede 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 impede 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 addresses 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 or used 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.	March 2023 The Superintendent will present the information related to District 2022 APR to the school board.  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.  2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.
	District					
	SMART Goal The High School 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 impede student achievement and student completion rates.	The High School Principal, Special Education Director, and High School Counselor and the Building Leadership Team will research and design a process to systematically capture pertinent data in order to mitigate factors that may impede 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 addresses 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.	The High School Leadership Team and faculty can research instructional processes specifically related 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 or used to gather this information, there will not be a budgetary impact.	Understanding the variables that contribute to student achievement specifically in Advanced Credit will allow the District to address controllable factors to improve student achievement.	2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.
	Building			High School Advanced Credit		

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

	Graduation Rate					
	District	Specific	Measurable	Attainable	Reliable	Time Bound
	SMART Goal	Specific	Measurable	Attainable	Reliable	Time Bound
Graduation Rate	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.					
	<p><b>SMART Goal</b></p> <p>Southwest High School will track earned credits for students to ensure a graduation rate of 100 percent.</p>	<p><b>Specific</b></p> <p>Southwest High School will use assessment periods for faculty to review graduation requirements for each student on a yearly basis.</p>	<p><b>Measurable</b></p> <p>Students will be required to present advancement worksheets before enrollment for the next year is completed. Worksheets must be signed by advancement teachers.</p>	<p><b>Attainable</b></p> <p>Southwest High School will use assessment periods for faculty to review graduation requirements for each student on a yearly basis.</p>	<p><b>Reliable</b></p> <p>Understanding the variables that allow students to graduate on time is important for students in regard to planning beyond high school.</p>	<p><b>Time Bound</b></p> <p>2024-2026 School Year Implement the process and measure graduation rates using faculty review during advancement.</p>
Graduate Follow-Up	Graduate Follow-Up					
	District	Specific	Measurable	Attainable	Reliable	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.						
Graduate Follow-Up	<p><b>SMART Goal</b></p> <p>Southwest High School will increase the number of students reported with the 180 day follow-up to 100 percent.</p>	<p><b>Specific</b></p> <p>Graduates from the previous school year will be contacted in regard to placement in graduate opportunities following graduation.</p>	<p><b>Measurable</b></p> <p>Graduates will be contacted via email of legal guardians in October to follow up with placement after graduation.  High School Counselor will then begin contacting family members and close contacts to gain information on graduates who do not return follow-up survey.</p>	<p><b>Attainable</b></p> <p>Southwest High School will use the student information system (SIS) for email contact of graduates and then use close contacts to make a connection to alumni for usable information.</p>	<p><b>Reliable</b></p> <p>Understanding the location of graduates and their experience in the workplace can help Southwest High School create learning opportunities that will aide students beyond graduation.</p>	<p><b>Time Bound</b></p> <p>2024-2026 School Year Implement the process and provide information to HS counselor in regard to course offerings.</p>
	2022 Graduation Improvement Area Total Score: 15.0833 = 36.3%					
Improvement Plan	Improvement Plan					
	District	Specific	Measurable	Attainable	Reliable	Time Bound
	SMART Goal	Specific	Measurable	Attainable	Reliable	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 MSP 6 APR performance criteria.					
Improvement Plan	<p><b>SMART Goal</b></p> <p>The Building Principal with the assistance of the building leadership team will create the Southwest Elementary School Improvement Plan that will be reviewed quarterly and approved yearly by the board of education. The SWES Building Improvement Plan will be the guiding document for the district and include both performance and continuous improvement so that increases can be made to the MSP 6 APR performance criteria.</p>	<p><b>Specific</b></p> <p>Establish a method and timeline for gathering baseline data for each program as well as progress check points. Then begin gathering data and make necessary revision to programs or remove them based on the results of the data.</p>	<p><b>Measurable</b></p> <p>Analyze student data through Progress Learning to identify students who are on the verge of dropping to another achievement level or those who are on the verge of moving up to the next level.</p>	<p><b>Attainable</b></p> <p>The building leadership team will develop a building recognition/rewards program and solicit support from the community.</p>	<p><b>Reliable</b></p> <p>Baseline data will be established within one month of the first day of school. Then three times during the school year benchmark assessments will be given in all core subjects. Teachers will then begin making curricular adjustments based on performance.</p>	<p><b>Time Bound</b></p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	<p><b>SMART Goal</b></p> <p>The Building Principal with the assistance of the building leadership team will create the Southwest Middle School Improvement Plan that will be reviewed quarterly and approved yearly by the board of education. The SWMS Building Improvement Plan will be the guiding document for the district and include both performance and continuous improvement so that increases can be made to the MSP 6 APR performance criteria.</p>	<p><b>Specific</b></p> <p>Establish a method and timeline for gathering baseline data for each program as well as progress check points. Then begin gathering data and make necessary revision to programs or remove them based on the results of the data.</p>	<p><b>Measurable</b></p> <p>Analyze student data through Progress Learning to identify students who are on the verge of dropping to another achievement level or those who are on the verge of moving up to the next level.</p>	<p><b>Attainable</b></p> <p>The building leadership team will develop a building recognition/rewards program and solicit support from the community.</p>	<p><b>Reliable</b></p> <p>Baseline data will be established within one month of the first day of school. Then three times during the school year benchmark assessments will be given in all core subjects. Teachers will then begin making curricular adjustments based on performance.</p>	<p><b>Time Bound</b></p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>
	<p><b>SMART Goal</b></p> <p>The Building Principal with the assistance of the building leadership team will create the Southwest High School Improvement Plan that will be reviewed quarterly and approved yearly by the board of education. The SHS Building Improvement Plan will be the guiding document for the district and include both performance and continuous improvement so that increases can be made to the MSP 6 APR performance criteria.</p>	<p><b>Specific</b></p> <p>Establish a method and timeline for gathering baseline data for each program as well as progress check points. Then begin gathering data and make necessary revision to programs or remove them based on the results of the data.</p>	<p><b>Measurable</b></p> <p>Analyze student data through Progress Learning to identify students who are on the verge of dropping to another achievement level or those who are on the verge of moving up to the next level.</p>	<p><b>Attainable</b></p> <p>The building leadership team will develop a building recognition/rewards program and solicit support from the community.</p>	<p><b>Reliable</b></p> <p>Baseline data will be established within one month of the first day of school. Then three times during the school year benchmark assessments will be given in all core subjects. Teachers will then begin making curricular adjustments based on performance.</p>	<p><b>Time Bound</b></p> <p>2024-2026 School Year Implement the process, present the data analysis and findings on a regular basis.</p>

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

LEA Response to Standards						
SMART Goal	District	Specific	Measurable	Attainable	Relevant	Time Bound
The Superintendent with the assistance of the administrative team will respond to the MSP 6 standards that include both performance and continuous improvement so that the district can increase the score on the MSP 6 AFR performance criteria.						
Elementary School Response to Standards			Elementary School Response to Standards			
SMART Goal	District	Specific	Measurable	Attainable	Relevant	Time Bound
The Elementary Leadership team will continue to participate in District Continuous Improvement through its foundational piece for accountability in regard to MSP 6		The Elementary Leadership Team will look at effective teaching and learning, the collaborative climate and culture of the building, database decision making, alignment of standards curriculum and assessment and the equity and access that students have to learning and the resources needed to succeed.	In the fall, during parent teacher conferences, parents are provided a computer to complete the survey. Information received is shared with teachers and administrators to make sure we are meeting the need of parents and students.	The Middle School Leadership team meets bi-weekly to determine the agenda for the next building professional learning meeting. The leadership team will ensure that goals are centered around benchmark assessments and database decision making. Building principals will conduct frequent walkthroughs to ensure that students know how to gain the knowledge needed for success and they also know the why in regard to gaining mastery of the content.	In the fall, faculty and staff will review the CWS (Collaborative Work Implementation Strategy) to ensure that district needs are being addressed and to outline ways of meeting such needs. Throughout the year, teachers will use data that is collected during benchmark assessments to make decisions in terms of instruction. Teachers will then ensure that all students have access to materials needed to be successful.	Fall 2023 Fall 2024 Fall 2025 Fall 2026
Middle School Response to Standards			Middle School Response to Standards			
SMART Goal	District	Specific	Measurable	Attainable	Relevant	Time Bound
The Middle School Leadership team will continue to participate in District Continuous Improvement through its foundational piece for accountability in regard to MSP 6		The Middle School Leadership Team will look at effective teaching and learning, the collaborative climate and culture of the building, database decision making, alignment of standards curriculum and assessment and the equity and access that students have to learning and the resources needed to succeed.	In the fall, during parent teacher conferences, parents are provided a computer to complete the survey. Information received is shared with teachers and administrators to make sure we are meeting the need of parents and students.	The Middle School Leadership team meets bi-weekly to determine the agenda for the next building professional learning meeting. The leadership team will ensure that goals are centered around benchmark assessments and database decision making. Building principals will conduct frequent walkthroughs to ensure that students know how to gain the knowledge needed for success and they also know the why in regard to gaining mastery of the content.	In the fall, faculty and staff will review the CWS (Collaborative Work Implementation Strategy) to ensure that district needs are being addressed and to outline ways of meeting such needs. Throughout the year, teachers will use data that is collected during benchmark assessments to make decisions in terms of instruction. Teachers will then ensure that all students have access to materials needed to be successful.	Fall 2023 Fall 2024 Fall 2025 Fall 2026
High School Response to Standards			High School Response to Standards			
SMART Goal	District	Specific	Measurable	Attainable	Relevant	Time Bound
The High School Leadership team will continue to participate in District Continuous Improvement through its foundational piece for accountability in regard to MSP 6		The High School Leadership Team will look at effective teaching and learning, the collaborative climate and culture of the building, database decision making, alignment of standards curriculum and assessment and the equity and access that students have to learning and the resources needed to succeed.	In the fall, during parent teacher conferences, parents are provided a computer to complete the survey. Information received is shared with teachers and administrators to make sure we are meeting the need of parents and students.	The High School Leadership team meets bi-weekly to determine the agenda for the next building professional learning meeting. The leadership team will ensure that goals are centered around benchmark assessments and database decision making. Building principals will conduct frequent walkthroughs to ensure that students know how to gain the knowledge needed for success and they also know the why in regard to gaining mastery of the content.	In the fall, faculty and staff will review the CWS (Collaborative Work Implementation Strategy) to ensure that district needs are being addressed and to outline ways of meeting such needs. Throughout the year, teachers will use data that is collected during benchmark assessments to make decisions in terms of instruction. Teachers will then ensure that all students have access to materials needed to be successful.	Fall 2023 Fall 2024 Fall 2025 Fall 2026
Climate and Culture Survey						
The Superintendent or designee will create a Climate and Culture Survey to gain data as representation of each LIA's engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LRA's continuous improvement.						
SMART Goal	District	Specific	Measurable	Attainable	Relevant	Time Bound
The Building Principals will use the data provided by the Superintendent to ensure that the building is addressing and meeting the needs of students and parents.		Using CWS data, Building Leadership Teams can work with District Continuous Improvement facilitators to identify and monitor district-wide goals.	Each Spring the district administers the Collaborative Work Implementation Survey (CWS). The survey is intended to measure the degree of implementation of desired processes and practices within participating districts.	This survey is given in cooperation with the Department of Elementary and Secondary Education. As a participant of District Continuous Improvement we have access to the process.	The reports help districts identify district- and building-wide priorities and goals, support targeted training and coaching, and track institutional level growth of knowledge and skills over time.	Spring 2023 Spring 2024 Spring 2025 Spring 2026



CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

Success-Ready Students						
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.	Middle School Attendance	The Middle School Principal working with the Barry County Juvenile Authorities, students and parents can achieve this goal.	The 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 MSIP TL1B.	Ongoing Monitor student attendance daily/monthly June 2024 Audit student attendance for year end reporting.
The High School Principal will monitor student attendance to ensure the attendance rate of each student does not fall below 90 percent.	The High School Principal in cooperation with juvenile authorities will notify parents when the attendance rate falls below 90 percent.	The High School Principal will ensure contact is made with the juvenile authorities when the attendance rate of a student falls below 90 percent.	High School Attendance	The High School Principal working with the Barry County Juvenile Authorities, students and parents can achieve this goal.	The 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 MSIP TL1B.	Ongoing Monitor student attendance daily/monthly June 2024 Audit student attendance for year end reporting.
The High School Principal will ensure student enrollment to ensure course offerings are available to prepare students for the workplace.	Southwest High School will continue to utilize the Scott Regional Technology Center in regard to offering students career and technical educational opportunities. Technical courses on campus will also continue to be offered for students exploring careers in the technical field via the agriculture and business departments.	The High School Principal will ensure student enrollment to ensure course offerings are available to prepare students for the workplace.	High School CTE Expansion C 240.0 = 0.0%	The High School Principal working with the Director of Scott Regional Technology Center will ensure enrollment to ensure student needs are met.	The goal is to guide students in the preparation of achieving training and assistance for career placement in the technical field.	Fall 2023 Monitor student attendance in career and technical education for year end reporting.
<b>MSIP 6 Required Documentation</b>						
<b>District</b>		<b>Measured Documentation Score 4.80 / 5.00 = 96%</b>				
<b>District</b>		<b>District Audit Score 2.0/2.0 = 100%</b>				
The Superintendent or other designee (bookkeeper) will create a plan to gather information and input data related to yearly district audit.						
<b>District</b>		<b>ASBR Score 2.0/2.0 = 100%</b>				
The Superintendent or other designee (bookkeeper) will create a plan to gather information and input data related to yearly district ASBR.						
<b>MSIP 6 Required Documentation</b>						
<b>District</b>		<b>Timely Submission of Core Data Score 0.0/0.0 = 0.0%</b>				
The Superintendent's designee (building principals, special education director, and building counselors) will create a plan to gather information and input in the student information system regarding MOSES/ Core Data in order to identify and mitigate factors that may improve student achievement and student completion rate in each area.	The Superintendent's designee (building principals, special education director, and building counselors) and representative team will research and design a process to systematically capture pertinent data in order to mitigate factors that may improve timely submission of MOSES/ Core Data. The research will specifically address procedures and processes that specifically address timely submission of MOSES/ 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.	Timely Submission of Core Data Score 0.0/0.0 = 0.0%	District personnel and team members can research instructional processes specifically to timely submission of MOSES/ Core Data, which can be used to design an academic system for the school district. Unless a tool is purchased/developed 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 MOSES/ Core Data. Understanding the variables that contribute to MOSES/ 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 2022 ASBR 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 MOSES/ Core Data related to input and submission of various pieces of student achievement data.  2024-2026 School Years Implement the process, present the data analysis and findings on a regular basis.

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

	Building			Middle School Attendance		
	SMART Goal	Specific	Measurable	Attainable	Specific	Measurable
Success-Ready Students	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 Authority, students and parents can achieve this goal.	The 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 MSIP TL19.	Ongoing Monitor student attendance daily/monthly June 2024 Audit student attendance for year end reporting.
				High School Attendance		
				Attainable	Specific	Time Bound
	The High School Principal will monitor student attendance to ensure the attendance rate of each student does not fall below 90 percent.	The High School Principal in cooperation with juvenile authorities will notify parents when the attendance rate falls below 90 percent.	The High School Principal will ensure contact is made with the juvenile authorities when the attendance rate of a student falls below 90 percent.	The High School Principal working with the Barry County Juvenile Authority, students and parents can achieve this goal.	The 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 MSIP TL19.	Ongoing Monitor student attendance daily/monthly June 2024 Audit student attendance for year end reporting.
				High School of CTE Expansion 0.0/0.0 = 0.0%		
				Attainable	Specific	Time Bound
	The High School Principal will monitor student enrollment to ensure course offerings are available to prepare students for the workplace.	Southwest High School will continue to utilize the Scott Regional Technology Center in regards to offering students career and technical educational opportunities. Technical courses on campus will also continue to be offered for students exploring careers in the technical field via the agriculture and business department.	The High School Principal will monitor student enrollment to ensure course offerings are available to prepare students for the workplace.	The High School Principal working with the Director of Scott Regional Technology Center will monitor enrollment to ensure student needs are met.	The goal is to grade students in the preparation of achieving training and assistance for career placement in the technical field.	Fall 2023 Monitor student attendance in career and technical education for year end reporting.
<b>MSIP 6 Required Documentation</b>						
				<b>Required Documentation Score 4.3/4.0 = 100%</b>		
				<b>District Audit Score 3.0/3.0 = 100%</b>		
				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.		
				<b>ASBR Score 2.0/2.0 = 100%</b>		
				The Superintendent or other designee (bookkeeper) will create a plan to gather information and input data related to yearly district ASBR.		
				<b>Timely Submission of OI MOSES/Core Data Score 0.0/0.0 = 0.0%</b>		
				Attainable	Specific	Measurable
	The Superintendent's designee (building principals, special education director, and building controller) will create a plan to gather information and input it in the student information system regarding MOSES/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 controller) 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 MOSES/Core Data. The research will specifically address procedures and processes that specifically address timely submission of MOSES/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 MOSES/Core Data, which can be used to design an academic system for the school district. Unless a tool is purchased/developed, if other information, there will not be a budgetary impact.	A concern related to district achievement specifically in the area of timely submission of MOSES/Core Data. Understanding the variables that contribute to MOSES/Core Data submission will allow the District to address controllable factors to improve district achievement.	<b>March 2023</b> The Superintendent will present the information related to District 2022 APR in the school board.  <b>April 2023</b> The Building Principals, Special Education Director, and Building Controllers will develop a plan relevant to their building and sub-group to address the MOSES/Core Data related to input and submission of various pieces of student achievement data.  <b>2024-2026 School Year</b> Implement the process, present the data analysis and findings on a regular basis.
MSIP 6 Required Documentation				<b>Required Documentation Score 4.3/4.0 = 100%</b>		
				<b>District Audit Score 3.0/3.0 = 100%</b>		

**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**

---

- b. CSIP Task Force Recommendations regarding Student Achievement (Governing Priority III)
- **Reading and English Language Arts Goals:**
    - To decrease the number of students scoring in the Basic and Below Basic categories on the MAP/EOC by 5% points and to increase the number of students scoring in the Proficient and Advanced categories on the MAP/EOC by 5% points.
    - To increase the number of students scoring above 18 on the ACT in the Reading section by 10% and decrease the number of student scoring below 18 by 10%.
    - To Increase the number of students scoring above 18 on the ACT in the English section by 10% and decrease the number of students scoring below 18 by 10%.
  - **Math Goals:**
    - To decrease the number of students scoring the Does Not Meet Standards Category on the CRCT by 5%.
    - To increase the number of students scoring the Exceeds State Standards Category by 5%.
    - To decrease the number of students under an ACT score of 18 by 10% in the Math section.
    - To increase the number of students under an ACT score of 18 by 10% in the Math section.
  - **Science Goals:**
    - High School: To decrease students scoring below basic and basic on the EOC in Biology by 5% and increase Proficient and Advance by 5%. Also, to increase overall average on USA Test Prep Assessments by 10%.
  - **Social Studies Goals:**
    - High School: Decrease Basic and Below Basic on the Government EOC by 5% and Increase Advanced and Proficient by 5%, Increase the overall average on USA Test Prep and Edulastic Scores by 10%, Pre-Test (80% ... class average) for all Miller's Classes.
  - **Attendance Goals:**
    - To decrease the number of students, absent and/or tardy five or more days by 10 percent.
    - I Timely Parental Communication
    - I Individual and Classroom Incentives
    - I Preventive Measures

Motion by Robert Catron, seconded by Amber Paulsen to approve the presented CSIP Task Force recommendations regarding Student Achievement (Governing Priority III)  
Motion carried 6-0 (Bobby Brooks – absent)

**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**

---

---

V. New Business

- a. The Board reviewed the list of Extra duty assignments with open positions highlighted in yellow.  
  
Motion by Robert Catron, seconded by Ruth Henderson to approve the Extra Duty Assignments for the 2023-2024 school year as presented. Motion carried 6-0 (Bobby Brooks – absent)
- b. Motion by Robert Catron, seconded by Terry Meek to approve the presented 2023-2024 Certified Salary Schedule and the increase in all salary schedules due to the \$ 2,000 increase in the base salary from \$ 39,000 to \$ 41,000. Motion carried 6-0 (Bobby Brooks – absent)
- c. Motion by Robert Catron, seconded by Amber Paulsen to approve the Technology Report (CSIP) (Governing Priority II). Motion carried 6-0 (Bobby Brooks – absent)

VI. Program Evaluations

- a. The Board reviewed the Spring Sports report submitted by Kenny Ferguson, High School Principal/Athletic Director/Administrator of Transportation.

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. Additional topics discussed: Benchmark Data
- b. The Board reviewed the Special Service Administrator report submitted by Lauren Forste, Special Services Administrator.
- c. The Board reviewed the Superintendents report submitted by Tosha Tilford, Superintendent. Topics discussed were:

**1) Update on Ball Fields/Trap Range**

The following information was received from Greg Austin. Regarding the Sports Complex:

- a. All field lights will be up and running next week.
- b. Dugouts will be roofed next week. Additional items to be done will include concrete and netting on front of the dugouts.
- c. Batting cages and stop shot will be installed next week.
- d. Trap house will be complete next week.
- e. The concession stand should be completed next week.

**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**

---

- f. Gravel sidewalks are planned for next week. Reseeding of the fields is planned for late next week.
- g. Hope (prayers) is to have everything completed by April 26 so that the SWCL JH Baseball Tournament can be held at home.

**2) Band Room Addition to High School: Approximately 4,000 square feet**

Ms. Tilford will bring different plans to a later meeting. The Board would like to research other options.



**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**



**Continuous Improvement Plan (CSIP) Scoring Guide**

Scoring Instructions:

- Local Education Agencies (LEAs) must meet the majority of requirements for each indicator.
- LEAs will receive a final summary and completed feedback form upon conclusion of the CSIP review.

LEA Name & Region: Southwest R-V, Southwest

Review Date: February 24, 2023

Review Team Members: T C Wall, Craig Carson, Shelly Fransen

Area Supervisor: Dr. Kent Medlin

<b>L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.</b>		
<i>A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment.</i>		
<b>REQUIREMENT</b>	<b>MET</b>	<b>NOT MET</b>
1. The CSIP was developed in meaningful collaboration with internal and external stakeholders.	X	
2. Evidence shows that stakeholders are engaged in ongoing CSIP development and/or progress monitoring.	X	
3. The CSIP is based upon a data-based needs assessment.	X	
4. Various data sources (quantitative, qualitative) were used to develop the CSIP and review ongoing progress.	X	

<i>B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.</i>		
<b>REQUIREMENT</b>	<b>MET</b>	<b>NOT MET</b>
1. The local board is engaged in the review of the plan and progress toward goal attainment, multiple times throughout the year.	X	
2. The local board has established processes to review academic data.	X	
3. The local board addresses the well-being of each student through social emotional supports or other measures.	X	
4. The CSIP drives leaders and teachers in the development and implementation of academic instruction.	X	

CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023



C. The CSIP Contains:		
<ul style="list-style-type: none"> <li>● Clear standards of mission and vision;</li> <li>● Limited number of focused goals and objectives;</li> <li>● Evidenced-based action steps and strategies;</li> <li>● Timelines for implementation and monitoring;</li> <li>● Persons responsible for implementation and monitoring;</li> <li>● Funding sources;</li> <li>● Other information</li> </ul>		
REQUIREMENT	MET	NOT MET
1. Evidence indicates the plan sets expectations for practices across academics, culture, and school operations.	X	
2. All of the required components are addressed in the CSIP.		X
3. Evidence-based strategies are identified in the plan and are supported by highly focused action steps.	X	

D. The local board regularly monitors the implementation and outcomes of the CSIP.		
REQUIREMENT	MET	NOT MET
1. The local board reviews the CSIP at least quarterly.	X	
2. The local board monitors CSIP progress and outcomes.	X	
3. The local board uses the CSIP as a guide in developing the budget to address identified outcomes.	X	

E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan).		
REQUIREMENT	MET	NOT MET
1. Evidence indicates the CSIP processes are reflected in all required plans that govern the LEA.	X	
2. Individual school plans are aligned to the CSIP (May not apply to small LEAs.)	X	
3. Evidence indicates that all plans are implemented with fidelity.	X	

Final Summary			
Scoring: Put the number of <u>met</u> s and <u>not met</u> s from each indicator in the appropriate box below. (Ex. L3A has 4 descriptors Met 3, Not Met 1=4) LEA will receive points for meeting the majority of indicators in each respective standard. The points column will be totaled at the bottom. Any descriptor <u>not met</u> may be addressed on the CSIP Feedback Form as a growth opportunity.			
Indicator	MET	NOT MET	POINTS
A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment.	4	0	6
B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.	4	0	6
C. The CSIP Contains: <ul style="list-style-type: none"> <li>● Clear standards of mission and vision;</li> <li>● Limited number of focused goals and objectives;</li> <li>● Evidenced-based action steps and strategies;</li> <li>● Timelines for implementation and monitoring;</li> <li>● Persons responsible for implementation and monitoring;</li> <li>● Funding sources; and</li> <li>● Any other information.</li> </ul>	2	1	6
D. The local board regularly monitors the implementation and outcomes of the CSIP.	3	0	6
E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan.)	3	0	6
<b>Total Points Earned</b>			<b>30</b>

**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**



<b>CSIP Feedback Form</b>		
This section is completed based on the CSIP Review Team's scoring results and findings.		
Indicator	Strengths	Growth Opportunities
A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment.	Extensive qualitative data: Interviews, surveys, and stakeholder meetings (Pre-planning guide, pp. 2-3 ; CSIP Document pp. 2-3).	
B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.		
C. The CSIP Contains: <ul style="list-style-type: none"> <li>• Clear standards of mission and vision;</li> <li>• Limited number of focused goals and objectives;</li> <li>• Evidenced-based action steps and strategies;</li> <li>• Timelines for implementation and monitoring;</li> <li>• Persons responsible for implementation and monitoring;</li> <li>• Funding sources; and</li> <li>• Any other information.</li> </ul>	Funding sources are not clearly identified within the CSIP. While many initial plans are exploratory and may not require funds, implementing recommendations in this five-year plan will require funding. (e.g, technology needs, resources and/or P.D. to increase achievement, expansion of early childhood education, etc.) (CSIP Document, pp. 4-7).	
D. The local board regularly monitors the implementation and outcomes of the CSIP.		
E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan and Technology Plan.)		
<b>Overall Comments:</b>		



Additional Comments
<p>Quantitative data evidence might be strengthened with greater detail. (CSIP Document, p. 2).</p> <p>The plan demonstrated extensive involvement and feedback from stakeholders.</p> <p>The creation of a task force does not constitute a specific plan or a goal. Action steps should be measurable, focused, and associated with accountable leadership for process monitoring.</p> <p>The plan demonstrates a quality development process utilizing a team of dedicated educators as set forth in the MSIP 6 standards and indicators. It is important that the team works toward implementation of the action steps and utilizes a plan of progress monitoring to measure success of the effort. Continual evaluation will allow the team to pivot and adjust efforts when needed. Outcomes should be shared with all team members as well as the staff and community.</p>

Area Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent/Charter Exec Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_



CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023

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

- a. Robert Catron 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 Doug Henry Motion carried 6-0 with a roll call vote as follows: Doug Henry – yea, Ruth Henderson - yea, Robert Catron – yea, Amber Paulsen – yea, Terry Meek – yea, and Danny Dalton - yea (Bobby Brooks – absent)

The Board entered closed session at 8:47 p.m.  
 The Board returned from closed session at 10:45 p.m.

IX. Certify Election Results and Adjourn Old Board of Education

Ms. Tilford read the election results as follows:

Doug Henry:	224
Terry Meek :	197
Ruth {Doke} Henderson :	205
Megan Shrum:	167
Gayla Hall:	91

Motion by Robert Catron, seconded by Amber Paulsen to accept the certified Board Member election results of the April 4, 2023 election. Motion carried 6-0 (Bobby Brooks-absent)

Motion by Robert Catron, seconded by Terry Meek to adjourn old Board of Education. Motion carried 6-0 (Bobby Brooks-absent)

Danny Dalton adjourned old Board of Education.

X. Oath of Office

Oath of Directors was administered to new Board members Doug Henry, Terry Meek and Ruth Henderson by Board Secretary, Judy Brooks.

XI. Reorganize New Board of Education

Tosha Tilford, Superintendent then conducted the reorganization meeting until a President was elected.

Robert Caton nominated Danny Dalton for President.

Motion by Robert Catron, seconded by Terry Meek to cease nominations. Motion carried

**CONTINUATION OF REGULAR BOARD MEETING HELD ON APRIL 13, 2023**

---

Danny Dalton elected President by acclamation.

Ruth Henderson nominated Robert Catron for Vice-President.

Motion by Doug Henry, seconded by Terry Meek to cease nominations. Motion carried

Robert Catron elected Vice-President by acclamation.

Terry Meek nominated Ruth Henderson for Treasurer.

Motion by Robert Catron, seconded by Terry Meek to cease nominations. Motion carried

Ruth Henderson elected Treasurer by acclamation.

Robert Catron nominated Judy Brooks for Secretary.

Motion by Robert Catron seconded by Doug Henry to cease nominations. Motion carried.

Judy Brooks elected Secretary by acclamation.

XII. Adjourn

Motion by Robert Catron, seconded by Terry Meek to adjourn. Motion carried 6-0 (Bobby Brooks – absent)

Meeting adjourned at 10:56 p.m.



Danny Dalton, President



Judy Brooks, Secretary