

Assistant Superintendent Update

Julie Esquivel

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CSIP Goal Area 1: Student Learning (CSIP 1.1.2)

CSIP Goal Area 2: Excellent Schools (CSIP 2.2.1, 2.2.5)

CSIP Goal Area 3: Quality Governance (CSIP 3.1.2)

CSIP Balanced Scorecard (3.1.2)

The Balanced Scorecard for our Continuous School Improvement Plan (CSIP) was developed as a tool to track progress on the specific goals outlined in our CSIP. It serves as a dynamic monitoring system to align our school improvement efforts with both state and district priorities, ensuring a structured approach to meeting student, staff, and schoolwide success measures.

The Balanced Scorecard is designed to provide regular updates and insights on key indicators that directly support our CSIP action items. These indicators reflect goals that were collaboratively developed by stakeholders, who reviewed district trend data, data from comparable schools when available, state targets, state averages, and set achievable measures to ensure the goals are challenging yet attainable.

Our Balanced Scorecard aligns with several performance metrics from the state's Annual Performance Report, providing a cohesive view of progress in state priority areas. Additionally, it includes specific in-district measures that are tailored to reflect more nuanced, real-time data relevant to our unique goals. This ensures our scorecard not only tracks broad statewide metrics but also focuses on data that is immediately actionable and highly relevant to our district's specific needs.

Data will be updated on the scorecard at various times throughout the year as it becomes available, rather than waiting for an annual review. This ongoing approach allows for more immediate analysis and responsive action as trends emerge or challenges arise. The regular updating of the scorecard will also support continuous, data-driven refinement of our CSIP, building improvement plans, and other related strategic initiatives.

As a central component of our annual updates, this Balanced Scorecard will be utilized to adjust the CSIP, building improvement plans, and other relevant district plans. Through this alignment, we ensure that each indicator is carefully monitored and strategically applied to support our ongoing commitment to continuous improvement and achievement of our district's goals.

The Balanced Scorecard is included for your review. Please refer to page two for further details on the specific measures included. We will review these measures as new data becomes available throughout the year. For context, two years of data have been included to guide our analysis as we incorporate data from 2025.

Annual APR

Annual Performance Report (3.1.2)

Each year, the Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for all districts across the state. This year's APR will be the third under Missouri School Improvement Plan (MSIP) 6, which outlines expectations for school practices and student outcomes with the goal of each student graduating ready for college, career, and life success.

The 2024 APR was made available to districts for review in a secure manner on October 24. During this release, several districts identified errors in the reporting. DESE has reviewed these error reports and is currently in the process of updating the data. A revised version of the secure data will be re-released on November 18.

We expect the updated data to be made public prior to our December board meeting, at which time we will share the district APR.

CSIP Goal Area 1: Student Learning

Curriculum (1.1.1)

The evaluation of curriculum and assessment can be found in this month's board packet. We are happy to answer any questions you may have.

Vertical Teams (1.1.3)

Our 6-12 ELA, Math, Science, Social Studies, SPED, and CTE; and K-12 Fine Arts, Health & PE, and SAT vertical content teams met on the November 18 PLC day for the second of four vertical meetings. Each of our vertical team works collaboratively to identify goals and pursue action steps to meet those goals. These meetings continue to be an integral component of our PLC process. This ongoing collaboration is essential to our curriculum work.

CSIP Goal Area 2: Excellent Schools

Professional Development (2.2.2)

On November 18th, during the district's PLC Day, the Professional Development Committee (PDC) organized a conference-style breakout session for professional learning, allowing teachers to choose sessions tailored to their individual needs. The PDC used the Professional Development Needs Assessment, collected annually, to identify key areas where staff indicated a need for further learning. By leveraging internal expertise and collaborating with partners from the Regional Professional Development Center (RPDC) and the University of Missouri, they offered a variety of sessions, including:

- Elementary Literacy: Reading Groups for Upper Elementary Readers
- Multisensory Phonics
- Secondary Literacy: Strategies for Supporting Secondary Students Struggling with Reading
- Differentiation
- Show-Me Careers: Technical Skills, Behaviors, and Mindsets Needed for Success in Today's Workforce
- What is Nearpod?: Differentiation Using Technology
- AI in Elementary Education
- Formative Online Assessments
- How Your Librarians Can Support Teachers
- Brisk AI
- ParentSquare
- EL Information
- Reading Success Plans: Progress Monitoring and Next Steps
- Positive Reinforcement Strategies for the Classroom
- Elementary Word Work

The PDC is collecting feedback on this event to assess its impact and effectiveness. The survey will help us understand how well the sessions met participants' needs, identify areas for improvement, and gather insights on the overall value of the professional development provided. Responses will be used to inform future events and ensure that upcoming professional learning opportunities are tailored to support the needs of our educators.