

Unified School District #466

Scott County Schools

Needs Assessment/Strategic Plan 2022-2023

Intentionally Educating Today, Succeeding Tomorrow...

Curriculum and Instruction

Everything we teach will positively empower the future.

Character Education and Social/Emotional Awareness

Students will be intentionally educated with positive character skills toward maturity and employability. All social and emotional needs of our students will be addressed with empathy and sympathy.

Technology

The devices and application of skills we provide will empower our students to be successful in school and prepare them for a successful career.

Stakeholder Engagement

District stakeholders will be intentionally informed and connected to district initiatives and events.

Personnel and Staff Support

All staff will be intentionally trained to perform their role effectively. Each staff member will receive feedback and opportunity to enhance their skill.



Curriculum and Instruction

Everything we teach will positively empower the future.

	DETAILS	RESPONSIBILITIES	RESULTS
Curriculum and Instruction Goal 1	<p><i>All teaching staff will participate in PLC days.</i></p> <ul style="list-style-type: none"> - Assign substitute teachers to cover each teacher for at least half of a day. - Teachers meet in the C&I director's office. - Teachers will assure all state and national standards are covered in planning. - Teachers will update their online curriculum program. - Teachers will discuss progress with each other for consistency. - Teachers will explore new trends in instruction. - Teachers will discuss and hone instructional practices. 	<ol style="list-style-type: none"> 1. Principals - Schedule time for PLC work to take place. 2. Curriculum Director schedule pull-out days for teachers. 3. Teachers prepare for subs, update OLC, investigate instructional practices, evaluate data. 	<ol style="list-style-type: none"> 1. Walkthrough data 2. Evaluations 3. Retention Rates 4. Assessment Results 5. Fast Bridge (link) 6. MAP (link) 7. KAP (link) 8. ACT (link) 9. Curriculum Maps
Curriculum and Instruction Goal 2	<p><i>Curriculum resources will be evaluated and adjusted as needed to maximize learning opportunities for students.</i></p> <ul style="list-style-type: none"> - Staff will evaluate current resources to decide what will be kept, what will be discarded, and what needs to be added. 	<ol style="list-style-type: none"> 1. Principals – Yearly review of needs. 2. Curriculum Director – Yearly conversation with content committees on needs. 3. Teachers – Evaluate coverage of content and report needs to principals. 4. Superintendent – Manage funds to prepare for updates 5. Board of Education – Give final consent on curriculum resource adoption. 	<ol style="list-style-type: none"> 1. Curriculum Resource List

Curriculum and Instruction Goal 3	<p><i>Each building will implement instruction on non-academic skills for all students.</i></p>	<ul style="list-style-type: none"> - Building staffs review and edit lists of non-academic skills students need to know at appropriate age levels. - KSDE's identified list of most essential non-academic skills used as a guide. - Fast Bridge results evaluated to identify needs. 	<ol style="list-style-type: none"> 1. Teachers – review and collect data on needs. 2. Counselors – Survey to identify needs. 3. Principals – Constant monitoring of implementation of instruction. 4. Curriculum Director – PLC time to review. 	<ol style="list-style-type: none"> 1. Curriculum Map 2. Walkthrough Data 3. Fast Bridge Data 4. Survey Results
Curriculum and Instruction Goal 4	<p><i>Early childhood options will be evaluated and recommendations will be made to expand.</i></p>	<ul style="list-style-type: none"> - Early Childhood committee will evaluate and hone the vision for future needs. - Staff will explore curriculum needs and best practices for early childhood. - Facility options will be explored for an optimal location. 	<ol style="list-style-type: none"> 1. ES Principal – Establish committee and discuss goals. 2. Superintendent – Manage funds to prepare for needs with new ideas. 	<ol style="list-style-type: none"> 1. Committee List 2. Committee Agenda 3. Kindergarten Readiness Data
Curriculum and Instruction Goal 5	<p><i>Advanced or enrichment opportunities will be embedded into instructional practices and course choice in all buildings.</i></p>	<ul style="list-style-type: none"> - PD on embedding RIGOR into instruction will be a focus in PLC's. - Each building will explore opportunities for individual or small group enrichment ideas. 	<ol style="list-style-type: none"> 1. Principals – Review data and monitor instructional practices. 2. Curriculum Director – Research ideas for teachers. 3. Teachers – Embed new ideas into instructional practices. 	<ol style="list-style-type: none"> 1. Rigor PD Results 2. Walkthrough Data 3. Course List 4. Assessment Results: <ul style="list-style-type: none"> • Fast Bridge • KSA • ACT

Curriculum and Instruction Goal 6	<p><i>Standards-based grading and report cards will be evaluated and communicated to stakeholders at Scott City Elementary School.</i></p>	<ul style="list-style-type: none"> - Content will be organized to communicate progress to parents and school personnel. - Grades K-2 and 3-5 will evaluate a consistent approach. 	<ol style="list-style-type: none"> 1. ES/MS Principals – Review ideas and get feedback from parent groups. Present final product to board in spring. 2. Curriculum Director – support provided to tie to academic standards 3. Teachers – Implement in Fall 2021. 	<ol style="list-style-type: none"> 1. Grade Card Example 2. Parent Survey
Curriculum and Instruction Goal 7	<p><i>Increase reading time and ability at each building. Focus on Dyslexia district-wide by implementing state sanctioned practices within the PD calendar.</i></p>	<ul style="list-style-type: none"> - Each building will adopt practices to increase the amount of time students reading during the day. - Each building will implement practices to assess and intervene with student reading. - Identified teachers will participate in state required dyslexia training. 	<ol style="list-style-type: none"> 1. Principals – Review schedules to find times to protect for reading 2. Curriculum Director – Create opportunities for dyslexia training 3. Teachers – Implement reading practices within the schedule. 4. Librarians – Provide opportunities for student interest in reading to grow. Assist teachers with implementation in schedules. 	<ol style="list-style-type: none"> 1. Building Schedules 2. PD Calendar

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Curriculum and Instruction Goal 8</p>	<p><i>Each building will implement age appropriate health concepts to meet student needs.</i></p>	<ul style="list-style-type: none"> - Data from student health issues will drive the decision-making process. - PE Teachers, nursing staff, counselors, and local health provider will cover concepts in classes as scheduled. - Teachers will embed conversations in classes. - Parents will be informed of the content taught and reasons for addressing the issue. - Parents will be provided OPT OUT options for content they prefer to teach at home. - curriculum will be evaluated and implemented at SCMS and SCHS. - Content for age appropriate health issues will be discussed with teachers during PLC's. - Parents will be engaged in conversation regarding health issues at their student's level. 	<ol style="list-style-type: none"> 1. Principals – Oversight of implementation. 2. Curriculum Director – Assist teachers with implementation. 3. School Nurse – Provide input on student needs for health topics. 4. Counselors – Provide input on student needs and implement into instruction. 5. Teachers – Implement concepts into instructional practices. Provide input in health issues as they arise. 	<ol style="list-style-type: none"> 1. Building Schedules 2. Curriculum Maps
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Curriculum and Instruction Goal 9</p>	<p><i>Work Study opportunities within the community will be maximized for students to connect to interests they have for the future.</i></p>	<ul style="list-style-type: none"> - Use IPS data to find local matches for students in interest fields. - Partner with local businesses to create work study opportunities and job shadowing. - Partner with the Chamber of Commerce and Scott City Development Committee and all related programs they offer to expose students to the local work force and opportunities for employment locally. 	<ol style="list-style-type: none"> 1. MS/HS Principals – Implement IPS activities to find student interest. 2. Counselors – Assist with implementation of IPS system and activities. 3. Superintendent – Create partnerships with local businesses, the Chamber of Commerce Director and the Economic Development Director to work with students in IPS interests. 	<ol style="list-style-type: none"> 1. Student Schedules 2. Post-Secondary Success Indicators

Curriculum and Instruction Goal 10	<p><i>Intervention and support opportunities will be evaluated and improved as needed.</i></p>	<ul style="list-style-type: none"> - Explore MTSS concepts for MS and HS. - Implement consistent strategies for At-Risk students at the MS and HS. - Implement support for non-English speaking students. 	<ol style="list-style-type: none"> 1. Administrators will evaluate methods used in other districts to improve in targeted areas. 2. At-Risk teachers will work together to provide consistent approaches to intervention based upon best-practice strategies. 	<ol style="list-style-type: none"> 1. Schedule 2. Fast Bridge Scores
Curriculum and Instruction Goal 11	<p><i>CTE Course options will be maximized at SCHS. SCMS will embed introductory course offerings at the 8th grade level.</i></p>	<ul style="list-style-type: none"> - SCHS schedule arrangements - Promotion tactics with 8th grade students in the spring. 	<ol style="list-style-type: none"> 1. MS and HS principals and counselors create schedules options to enhance. 	<ol style="list-style-type: none"> 1. Schedule

Character Education and Social/Emotional Awareness

Students will be intentionally educated with positive character skills toward maturity and employability. All social and emotional needs of our students will be addressed with empathy and sympathy.

		DETAILS	RESPONSIBILITIES	RESULTS
Character Education and Social/ Emotional Awareness Goal 1	<p><i>Staff will be trained in Social/Emotional needs and will model expectations for students.</i></p>	<ul style="list-style-type: none"> - Trauma informed professional development opportunities will be provided to teaching staff. - Empathy and Sympathy approaches trained and expectations for modeling. 	<ol style="list-style-type: none"> 1. All Staff – Yearly training provided and content implemented in daily approach to students. 	<ol style="list-style-type: none"> 1. PD Agendas
Character Education and Social/ Emotional Awareness Goal 2	<p><i>Address character education and social issues.</i></p>	<ul style="list-style-type: none"> - ES will incorporate lessons in classroom discussions. - Every student in MS and HS will be involved with an advisory class. - Each advisory teacher will teach character education content with fidelity. - Teachers will evaluate consistency issues during PLC's. 	<ol style="list-style-type: none"> 1. Teachers – Implement instructional practices to meet student needs. 2. Counselors – Assist with instructional practices for teachers to embed into classrooms. 3. Principals – Oversight of implementation in classrooms and approaches to students. 4. Curriculum Director – Assist with consistency within schools and between grade levels and departments. 	<ol style="list-style-type: none"> 1. Building Schedules 2. Curriculum Maps

<p>Character Education and Social/ Emotional Awareness Goal 3</p>	<p><i>Provide consistent, district-wide approaches to character education, including expectations of students.</i></p>	<ul style="list-style-type: none"> - District training for CHAMPS provided during professional development days. - District training on Seven Mindsets implemented during professional development days. - Teachers will evaluate consistency issues during PLC's. 	<ol style="list-style-type: none"> 1. Teachers – Implement strategies. 2. Counselors – Organize and lead the discussion on student needs. 3. Principals – Assure consistency between grade levels, departments, and buildings. 4. Curriculum Director – Organize training opportunities and include information on OLC. 	<ol style="list-style-type: none"> 1. PD Agendas 2. Staff Meeting Agendas 3. District-wide resources or approach 4. Curriculum Map
<p>Character Education and Social/ Emotional Awareness Goal 4</p>	<p><i>Teach coping skills to all students.</i></p>	<ul style="list-style-type: none"> - Staff will teach and model coping skills at age appropriate levels. - Counselors will provide ideas and make suggestions on concepts to teach. - Counselors will provide training to staff and students on coping with difficult situations. - Trauma-Informed professional development provided to teaching staff. 	<ol style="list-style-type: none"> 1. Teachers – Encourage and model daily in classrooms. 2. Counselors – Inform staff of individual student needs. Assist with ideas to work with students regarding needs. 3. Principals – Oversight and accountability of implementation and modeling. 4. Curriculum Director – Provide opportunity to discuss needs during PLC's. 	<ol style="list-style-type: none"> 1. Curriculum Map
<p>Character Education and Social/ Emotional Awareness Goal 5</p>	<p><i>Student Leadership options will be provided in each building.</i></p>	<ul style="list-style-type: none"> - Student Councils will lead student ideas in each building. 	<ol style="list-style-type: none"> 1. Principals will continue current leadership opportunities (STUCO, for example) and implement new ideas. 2. Teachers will carry out leadership concepts in classrooms. 	<ol style="list-style-type: none"> 1. Program Agenda

Community Resources will be maximized to assist with mental health issues with students.

- Multi-Disciplinary Meetings attended consistently.

1. Principals will connect with local mental health and family preservation resources to assist with student achievement.

1. Student Referrals

Technology

The devices and application of skills we provide will empower our students to be successful in school and prepare them for a successful career.

	DETAILS	RESPONSIBILITIES	RESULTS
Technology Goal 1	<p><i>Provide PD on the Google platform.</i></p> <p>- The technology director will provide PD on Google Drive at district in-service, via PLC's, or individually.</p>	<ol style="list-style-type: none"> 1. Principals will implement Google lessons on PD days and will model use. 2. Curriculum Director will implement Google lessons within PLC's and PD days. 3. Teachers with expertise will provide instruction and will model use. 4. Technology Director will assist with implementation of Google lessons. 	<ol style="list-style-type: none"> 1. PD Agendas 2. PLC Agendas 3. Staff Use
Technology Goal 2	<p><i>Teach keyboarding to students.</i></p> <p>- Keyboarding skills will be implemented incrementally starting at the grade school and continuing through high school instruction.</p>	<ol style="list-style-type: none"> 1. Principals will assure time will be in schedules for keyboarding skills. 2. Curriculum Director will assist with curriculum. 3. Teachers will implement keyboarding training in lessons 4. Technology Director will assist with programs to use a age appropriate levels. 	<ol style="list-style-type: none"> 1. Curriculum Map

Technology Goal 3	<i>Evaluate device offering for student access.</i>	<ul style="list-style-type: none"> - Implementation of 1:1 iPads will happen for grades Pre-K – 6 in 2021. - Implementation of 1;1 Chromebooks will happen for grades 7-12 in 2021, and grade 6 in 2022. 	<ol style="list-style-type: none"> 1. Principals will provide support for classroom use. 2. Teachers will implement technology practices in classroom instruction. 3. Technology Director will provide training and support for all users. 4. Superintendent will organize funding to continue the 1:1 initiative PreK-12 	<ol style="list-style-type: none"> 1. Survey of student, staff, and parents
Technology Goal 4	<i>Digital Citizenship concepts will be embedded into instructional practices at all grade levels and modeled and protected by district staff.</i>	<ul style="list-style-type: none"> - Teachers will incorporate grade appropriate content regarding digital citizenship. - Technology Director and Superintendent will decide upon and implement web filters and search monitoring software to oversee the content students access with devices. 	<ol style="list-style-type: none"> 1. Principals will seek training for staff and students to embed digital citizenship lessons into the school day. 2. Teachers will encourage and model digital citizenship for students. 3. Technology Director will maintain systems that watch search queries and upkeep web filters to assure appropriate use of devices. 4. Superintendent will support search query systems and web filters financially to assure student safety with device use. 	<ol style="list-style-type: none"> 1. PD Agenda 2. Curriculum Map

Stakeholder Engagement

District stakeholders will be intentionally informed and connected to district initiatives and events.

	DETAILS	RESPONSIBILITIES	RESULTS
Stakeholder Engagement Goal 1	<p><i>Create opportunities to include parents and patrons in meetings and discussions by offering content pertinent to them.</i></p> <ul style="list-style-type: none"> - Each building will establish a Site Council and meet at least four times each year. - CTE advisory groups will be engaged in conversations and input about needs for CTE Pathways. 	<ol style="list-style-type: none"> 1. Principals establish committees for school related purposes. Also provide opportunities to showcase school programs and allow parents and patrons to engage in the content. 2. Superintendent establishes committees for school related purposes. Provide opportunities to showcase school programs and allow parents and patrons to engage in the content. Connect school programs and achievements to the local work industry. 	<ol style="list-style-type: none"> 1. Committee Agendas

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stakeholder Engagement Goal 2</p>	<p><i>Maintain a positive social media presence.</i></p>	<ul style="list-style-type: none"> - Each building will establish and update a social media page. - Social media posts will highlight positive experiences happening at each building. - Social media pages will not be used as a method of conversation between stakeholder groups and school staff. - Social media guidelines for school use and the district's legal rights will be communicated to staff. 	<ol style="list-style-type: none"> 1. Administrators will provide consistent messaging on school accounts. 2. Teachers, Coaches and Sponsors will provide consistent messaging, and separate personal accounts from private. <p>*All of the above will establish and consistently update social media pages for informational use.</p>	<ol style="list-style-type: none"> 1. Social Media pages
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stakeholder Engagement Goal 3</p>	<p><i>Highlight student, staff, programs, and buildings in positive ways.</i></p>	<ul style="list-style-type: none"> - Each building will implement a process to showcase the talents and achievements of our students, staff, programs and facilities. 	<ol style="list-style-type: none"> 1. Principals will seek opportunities to highlight achievements of staff and students. 2. Superintendent will seek opportunities to highlight achievements of staff and board members. 	<ol style="list-style-type: none"> 1. Achievement postings

Inform stakeholders about issues that impact the achievement of students

- Create Public Service Announcements regarding student issues including vaping, depression, sportsmanship and others.
- Engage students in the messaging process through the AV class in the HS and other creative methods.
- Host assemblies from experts in the field on issues facing our students. Look for opportunities for the message to get to students' families.

1. Administrators will seek opportunities to highlight achievements of district students and staff.
2. Teachers, Coaches, and Sponsors will seek opportunities to highlight achievements of the students they work with.

1. Messages

Personnel and Staff Support

All staff will be intentionally trained to perform their role effectively. Each staff member will receive feedback and opportunity to enhance their skill.

	DETAILS	RESPONSIBILITIES	RESULTS
Personnel and Staff Support Goal 1	<p><i>Implement methods for staff to improve their ability in the roles they play.</i></p> <ul style="list-style-type: none"> - Each teacher will participate in PLC's to improve instructional practices. - Out of district trainings will be available and encouraged for staff to attend. - Each employee will be evaluated on a consistent schedule and the results of the evaluation will be communicated to them. - Training in each role will be provided by direct supervisors of each employee. <ul style="list-style-type: none"> • Para training provided each August • New para training provided upon employment. • Substitute Teacher handbook and training provided each August. • Safety training provided for all bus drivers, custodial, maintenance, and kitchen staff yearly or per state requirements. - Encourage ESL certification for teaching staff. - Offer CPR training to teaching staff. 	<ol style="list-style-type: none"> 1. Principals will evaluate staff and give feedback on performance. Recommendations will be made on target areas for improvement. Handbooks will be updated yearly to meet current needs. 2. Curriculum Director will assist in providing training of teaching staff for target areas. Assistance in mentoring for teaching staff will also be provided. 3. Superintendent will engage directors in development of staff activities and trainings. Financial support for the training of all staff will be given high priority. Handbooks and district policies will be updated yearly to meet current needs. 	<ol style="list-style-type: none"> 1. Evaluations 2. Walkthrough Data 3. PD Agendas 4. PLC Agendas 5. Handbooks 6. District Policy

Personnel and Staff Support Goal 2	<p><i>Keep competitive salary and benefit packages for all employees.</i></p>	<ul style="list-style-type: none"> - Yearly evaluation of financial strength conducted to see what dollars can be applied toward salaries. - Benefit packages will be evaluated on a yearly basis and increases considered. 	<ol style="list-style-type: none"> 1. Superintendent – prepare each March for negotiations with SCTA 	<ol style="list-style-type: none"> 1. Salary Schedule
Personnel and Staff Support Goal 3	<p><i>Maximize opportunities for support staff to work with kids.</i></p>	<ul style="list-style-type: none"> - The number of staffing positions will be evaluated yearly. 	<ol style="list-style-type: none"> 1. Principals will evaluate student needs and the staff offering we offer to support them. 2. Curriculum Director will assist staff with instructional practices and resources to meet student needs. 3. Teachers will implement best practices with students. 4. Counselors will work with students on specific needs and will communicate with other teaching staff on appropriate approaches for students with specific needs. 5. Nurse will communicate with staff on medical needs that may impact individual student needs. Communication regarding large-scale health issues and suggestions to resolve them will be communicated. 	<ol style="list-style-type: none"> 1. Staff List