



CSIP

2022-2023

OZARK SCHOOL DISTRICT
CONTINUOUS SCHOOL IMPROVEMENT PLAN

Ozark School District Comprehensive School Improvement Plan

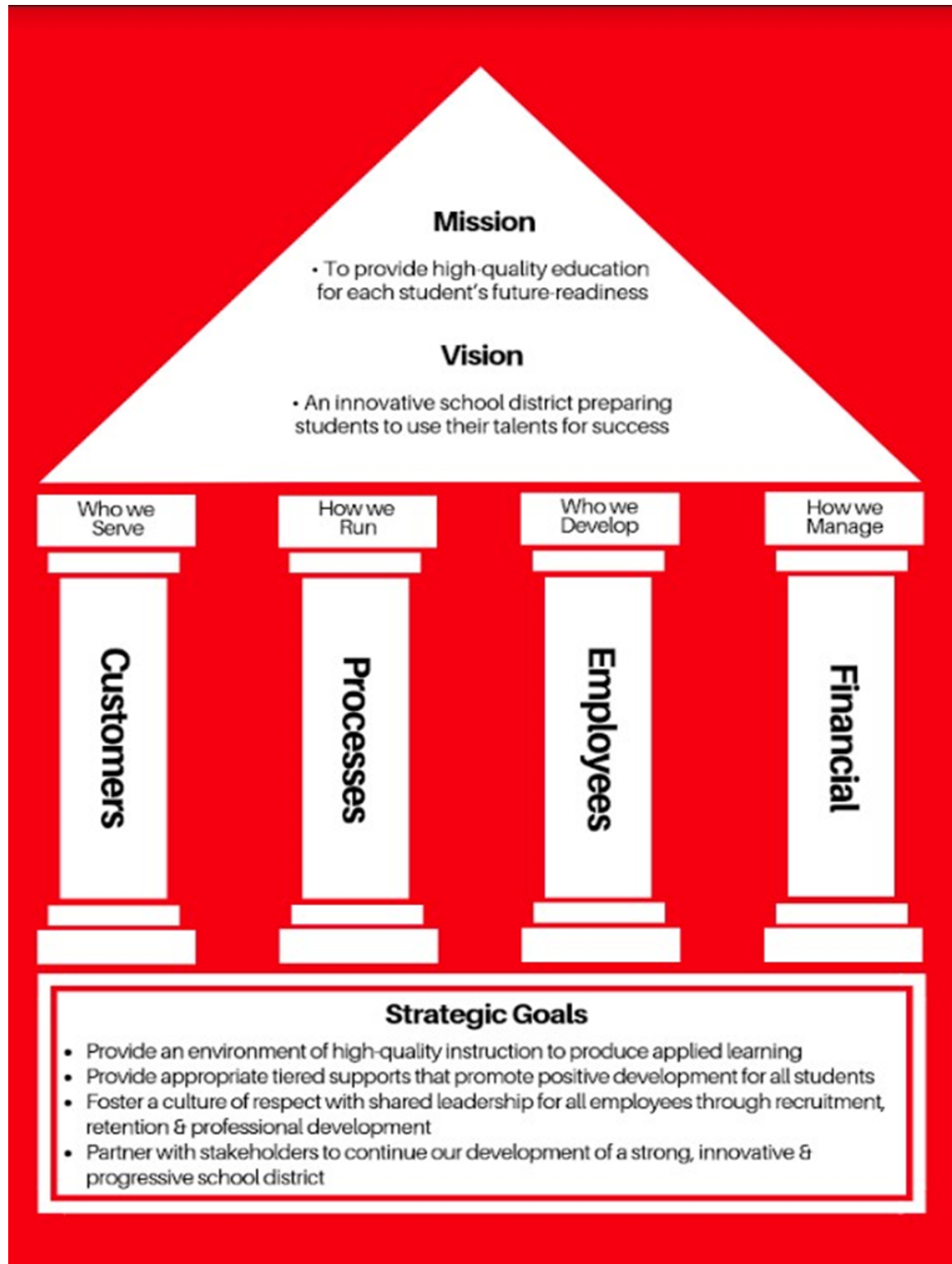
According to the Department of Elementary and Secondary Education (DESE), each district is compelled to create a Comprehensive School Improvement Plan (CSIP) that details the district's plan to mobilize resources, redefine effective practices, and incorporate effective strategies and services identified to produce higher student performance as measured by the MSIP performance indicators. In effect, the role of the CSIP is to serve as a "road map" for the long range improvement over a three to five-year period. The DESE "believes high expectations, a clear vision and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results."

(<https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6>)

With this directive in mind, Ozark Schools has created a plan that incorporates the following required components:

1. Description of the Planning Process: The district, as directed by DESE, utilized expertise of the local Board of Education, District Office administrators and district leaders to craft the mission, vision, and belief statements under which the district operates.
2. The internal and external community is involved in both the creation, implementation, and progress monitoring of the District CSIP. Business partners provide great insight into current practices in industry as well as collaborations for student authentic learning.
3. Data Analysis (Internal and External Factors): Ozark Schools identifies areas for improvement by assessing the present status by information gathering data from the three divisions: Learning, Business and Operations. Collectively these data are displayed in a yearly Scorecard which is taken before the local Board of Education. However, monthly, these data are reviewed by the Board through Dashboards. This targeted and transparent approach (as demonstrated in subsequent pages), supplies District personnel and Board members with actionable data in an interactive forum.

OZARK SCHOOL DISTRICT: STRATEGIC PLAN



STRATEGIC GOAL I: Provide an environment of high-quality instruction to produce applied learning.

Objective 1.1

Students will reach MPI goals in literacy through a variety of evidence-based practices.

Learners

PK Strategy 1.1.1 Implement the foundational components of spoken/ expressive language, listening/ receptive language, written language, knowledge of print and books, and sounds of language through Emerging Language and Literacy Curriculum (ELLC).

K – 6 Strategy 1.1.2 Implement reading instruction tied to the five key components of literacy (phonemic awareness, phonics, fluency, vocabulary, & comprehension) in a systematic manner.

7 – 12 Strategy 1.1.3 Implement explicit literacy instruction around building comprehension, developing language vocabulary skills, nonfiction text features, and author’s purpose.

Staff

Strategy 1.1.4 Implement job-embedded professional development.

*Performance Measures:

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.	MAP Scores will be in the appropriate MPI range by the end of the year (2% growth from FY22).	Evaluate scores for the district ELA will average in the Prof - Adv range for at least 70% of students.
1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards	1 - MPI < 340 2 - MPI 341 - 380 3 - MPI 381 - 393 4 - MPI 394 5 - MPI > 394	1 - < 50% 2 - 50 - 59% 3 - 60 - 69% 4 - 70 - 79% 5 - > 79%

*Fidelity Measures:

Priority Standards will be reported on 95% of courses through FY23.	Proficiency Scales will be aligned to priority standards for 90% of all ELA courses.	Units of Study aligned with ELA priority standards at 90% as reported by teachers.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1, Critical Thinking.
1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 99% 5 - > 99%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90% 5 - 91 - 100%	1 - < 4.0 2 - 4.0 - 4.4 3 - 4.5 - 4.9 4 - 5.0 - 5.4 5 - > 5.4

Funding: Local Funds, Title I, Title IIa

Persons Responsible: District & Building Administrators, Teachers

Objective 1.2

Students will reach MPI goals in mathematics through a variety of evidence-based practices.

Learners

- PK Strategy 1.2.1 Implement the foundational mathematical components of numeracy, operations, patterning, spatial sense, and measurements and in conjunction with ELLC curriculum.
- K – 6 Strategy 1.2.2 Implement balanced math curriculum within units of study using spiral review, problem solving, conceptual understanding, fluency in math facts & structuring, mental math, and common formative assessments.
- 7 – 12 Strategy 1.2.3 Implement a balanced math curriculum within units of study using spiral review, problem solving, conceptual understanding, analysis of math facts, and common formative assessments.

Staff

- Strategy 1.2.4 Implement job-embedded professional development.

***Performance Measures:**

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.	MAP Scores will be in the appropriate MPI range by the end of the year (2% growth from FY22).	Evaluate scores for the district ELA will average in the Prof - Adv range for at least 70% of students.
1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards	1 - MPI < 340 2 - MPI 341 - 380 3 - MPI 381 - 393 4 - MPI 394 5 - MPI > 394	1 - < 50% 2 - 50 - 59% 3 - 60 - 69% 4 - 70-79% 5 - > 79%

***Fidelity Measures:**

Priority Standards will be reported on 95% of courses through FY23.	Proficiency Scales will be aligned to priority standards for 90% of all MA courses.	Units of Study will be aligned with MA priority standards at 90% as reported by teachers.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1, Critical Thinking.
1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 99% 5 - > 99%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 4.0 2 - 4.0 - 4.4 3 - 4.5 - 4.9 4 - 5.0 - 5.4 5 - > 5.4

Funding: Local Funds, Title I, Title IIa

Persons Responsible: District & Building Administrators, Teachers

Objective 1.3

Students will reach MPI goals in science and social studies through a variety of evidence-based practices.

Learners

- PK Strategy 1.3.1 Implement the fundamental concepts and skills needed for inquiry of learning and cognitive engagement/capacities.
- K – 6 Strategy 1.3.2 Implement units of study which leverage high engagement strategies and emphasize student inquiry with tier 1 core instructional supports.
- 7 – 12 Strategy 1.3.3 Implement units of study which leverage high engagement strategies, student inquiry, and content reading skills with tier 1 core instructional supports.

Staff

Strategy 1.3.4

Implement job-embedded professional development.

*Performance Measures:

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.	SCI MAP Scores will be in the appropriate MPI range by the end of the year (2% growth from FY22).	SS MAP Scores will be in the appropriate MPI range by the end of the year (2% growth from FY22).
1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards	1 - MPI < 300 2 - MPI 300 - 371 3 - MPI 372 - 399 4 - MPI 400 5 - MPI > 400	1 - MPI < 300 2 - MPI 300 - 368 3 - MPI 368 - 391 4 - MPI 392 5 - MPI > 392

*Fidelity Measures:

Priority Standards will be reported on 95% of courses through FY23.	Proficiency Scales will be aligned to priority standards for 90% of all SCI & SS courses.	Units of Study will be aligned with SCI & SS priority standards at 90% as reported by teachers.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 1.2, Cognitive Engagement.
1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 99% 5 - > 99%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 4.0 2 - 4.0 - 4.4 3 - 4.5 - 4.9 4 - 5.0 - 5.4 5 - > 5.4

Funding: Local Funds, Title I, Title IIa

Persons Responsible: District & Building Administrators, Teachers

Objective 1.4

Students will reach MPI goals in non-core areas through a variety of evidence-based practices.

Learners

PK Strategy 1.4.1

Implement foundational social learning skills of self-awareness, self-control, responsibility, and relationships and implement Social Thinking and ELLC curriculum.

K – 6 Strategy 1.4.2

Implement units of study which leverage high engagement strategies and the portrait of a graduate.

7 – 12 Strategy 1.4.3 Implement units of study which leverage high engagement strategies, content reading strategies, and the portrait of a graduate.

Staff

Strategy 1.4.4 Implement job-embedded professional development.

*Performance Measures:

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.
1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards

*Fidelity Measures:

Priority Standards will be reported on at least 70% of courses through FY23.	Proficiency Scales will be aligned to priority standards for at least 70% of courses.	Units of Study will be aligned with content specific priority standards at 90% as reported by teachers.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1, Critical Thinking; 1.2, Cognitive Engagement
1 - < 60% 2 - 60 - 64% 3 - 65 - 69% 4 - 70 - 74% 5 - > 74%	1 - < 60% 2 - 60 - 64% 3 - 65 - 69% 4 - 70 - 74% 5 - > 74%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 4.0 2 - 4.0 - 4.4 3 - 4.5 - 4.9 4 - 5.0 - 5.4 5 - > 5.4

Funding: Local Funds, Title I, Title IIa

Persons Responsible: District & Building Administrators, Teachers

Objective 1.5

Students will receive intentional, relevant, high-quality opportunities to develop into success-ready students.

Learners

PK Strategy 1.5.1 Early Childhood educators will incorporate readiness and developmental skills in academic and social/emotional lessons concentrating on the whole child.

K – 6 Strategy 1.5.2 Counselors will implement lessons from the MO Comprehensive School Counseling Program related to social-emotional wellbeing, academics, and career development.

Teachers will incorporate authentic, real-world instruction and performance into lessons.

7 – 8 Strategy 1.5.3 Counselors will implement lessons from the MO Comprehensive School Counseling Program related to social-emotional wellbeing, academics, and career development

Teachers will incorporate authentic, real-world instruction and performance into lessons.

Students will participate in activities to allow for the intentional exploration of their strengths, talents and work interests (e.g. academies exploration, Individual Career & Academic Plans, job shadowing, guest speakers).

9 – 12 Strategy 1.5.4 Counselors will implement lessons from the MO Comprehensive School Counseling Program related to social-emotional wellbeing, academics, and career development

Teachers will incorporate authentic, real-world instruction and performance into lessons.

Students will participate in activities to allow for the intentional exploration of their strengths, talents and work interests within their chosen academy (e.g. academies exploration, Individual Career & Academic Plans, job shadowing, guest speakers, capstone projects).

Staff

Strategy 1.5.5 Implement job-embedded professional development.

*Performance Measures:

90 - 90 Attendance will remain above 90% throughout the school year.	At least 85% of grads will qualify for Diploma & (Market Value Asset)	At least 50% of secondary students involved in co/extra curricular activities	Greater than 65% of graduates are College & Career Ready with Advanced Credit	Greater than 71.5% of grads at or above state average in CCR exams	Greater than 90% of all students graduating in a 4 year cohort
1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 75% 2 - 75 - 79% 3 - 80 - 84% 4 - 85 - 89% 5 - > 89%	1 - < 40% 2 - 40 - 44% 3 - 45-49% 4 - 50 - 54% 5 - > 54%	1 - < 55% 2 - 55 - 59% 3 - 60 - 64% 4 - 65 - 69% 5 - > 69%	1- < 55% 2 - 55 - 59% 3 - 60 - 71.4% 4 - 71.5 - 75.0% 5 - > 75.0%	1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%

All 8 - 12th grade students will have a meaningful ICAP by the end of each year.	Create 5 additional partnerships with outside organizations (business, non-profit, civil) for each academy.	With 100% of students taking the Kindergarten Entrance Assessment given during the first 6 weeks of kindergarten, at least 50% of incoming kindergarteners will score "kindergarten ready."	At least 80% of the Sept. 30 kindergarten cohort will score "first grade ready" according to district level priority standards and assessments in May of the same school year.
1 - < 80% 2 - 80 - 89% 3 - 90 - 99% 4 - 100% (MSIP target) 5 - 100%	1 - < 66% w/5 2 - 66% w/5 3 - 83% w/5 4 - 5 for each 5 - > 5 for each	1 - < 40% 2 - 40 - 44% 3 - 45 - 49% 4 - 50 - 54% 5 - > 54%	1 - < 70% of cohort 2 - 70 - 74 % of cohort 3 - 75 - 79% of cohort 4 - 80 - 84% of cohort 5 - > 84% of cohort

*Fidelity Measures:

Units of Study will be aligned with content specific priority standards at 90% as reported by teachers.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1 Critical Thinking; and 1.2 Cognitive Engagement
1 - < 80% 2 - 80 - 84% 3 - 85 - 89% 4 - 90 - 94% 5 - > 94%	1 - < 4.0 2 - 4.0 - 4.4 3 - 4.5 - 4.9 4 - 5.0 - 5.4 5 - > 5.4

Funding: Local Funds, Title IIa, Title IV, Federal/State CTE Funds
Persons Responsible: District & Building Administrators, Teachers

STRATEGIC GOAL 2: Provide appropriate tiered supports that promote positive development for students.

Objective 2.1

Students will receive layered and comprehensive multi-tiered strategic support when necessary within the instructional program in addition to the core curriculum.

Learners

- PK Strategy 2.1.1 Implement comprehensive multi-tiered strategic support strategies.

- K – 6 Strategy 2.1.2 Implement comprehensive multi-tiered strategic support strategies within the school day as well as supports outside of the school day.

- 7 – 12 Strategy 2.1.3 Implement comprehensive multi-tiered strategic support strategies within the school day as well as supports outside of the school day.

Staff

- Strategy 2.1.4 Implement job-embedded professional development.

*Performance Measures:

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.	ELA MAP Scores will show a 3% MPI growth from FY 22.	MA MAP Scores will show a 3% MPI growth from FY 22.	SCI MAP Scores will show a 3% MPI growth from FY 22.	SS MAP Scores will show a 3% MPI growth from FY 22.	Evaluate scores for the district ELA and MA will average in the Prof - Adv range for at least 50% of students.
1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards	1 - < 273 2 - 273 - 353 3 - 354 - 371 4 - 372 5 - > 372	1 - < 265 2 - 265 - 336 3 - 336 - 391 4 - 392 5 - > 392	1 - < 279 2 - 279 - 344 3 - 345 - 362 4 - 363 5 - > 363	1 - < 279 2 - 279 - 347 3 - 348 - 365 4 - 366 5 - > 366	1 - < 40% 2 - 40 - 44% 3 - 45 - 49% 4 - 50 - 55% 5 - > 55%

Note: FY24 will have academic gap and growth data included within the performance measures within Strategic Goal 2.

***Fidelity Measures:**

Priority Standards will be reported on 95% of core courses & 70% of elective through FY23.		Proficiency Scales will be aligned to priority standards for 95% of core courses & 70% of elective courses.		Units of Study will be aligned with course priority standards.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1 Critical Thinking.
1 - < 85%	1 - < 60%	1 - < 85%	1 - < 60%	1 - < 80%	1 - < 4.0
2 - 85 - 89%	2 - 60 - 64%	2 - 85 - 89%	2 - 60 - 64%	2 - 80 - 84%	2 - 4.0 - 4.4
3 - 90 - 94%	3 - 65 - 69%	3 - 90 - 94%	3 - 65 - 69%	3 - 85 - 89%	3 - 4.5 - 4.9
4 - 95 - 99%	4 - 70 - 74%	4 - 95%	4 - 70%	4 - 90%	4 - 5.0 - 5.4
5 - > 99%	5 - > 74%	5 - > 95%	5 - > 70	5 - 91 - 100%	5 - > 5.4

Funding: Local Funds, Title IIa, Title I, SPED funds

Persons Responsible: District & Building Administrators, Teachers

Objective 2.2

Students will receive appropriate supports aligned to the core instructional program through specialists and interventionists (e.g., EL, gifted, behavioral, academic, reading, mathematics, etc.)

Learners

- PK Strategy 2.2.1 Deploy instructional specialists and interventionists where appropriate to meet student need.
- K – 6 Strategy 2.2.2 Deploy instructional specialists and interventionists where appropriate to meet student need.
- 7 – 12 Strategy 2.2.3 Deploy instructional specialists and interventionists where appropriate to meet student need.

Staff

- Strategy 2.2.4 Implement job-embedded professional development.

***Performance Measures:**

Priority Standards will be mastered across the grade levels at least at the 80% range by the end of the school year.	MAP Scores will be in the appropriate MPI range by the end of the year (5% growth from FY22).	Evaluate scores for the district ELA will average in the Prof - Adv range for at least 50% of students.
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1 - < 59% of standards 2 - 60 - 69% of standards 3 - 70 - 79% of standards 4 - 80 - 89% of standards 5 - > 89% of standards	1 - MPI < 340 2 - MPI 341 - 380 3 - MPI 381 - 393 4 - MPI 393 5 - MPI > 393	1 - < 40% 2 - 40 - 44% 3 - 45 - 49% 4 - 50 - 55% 5 - > 55%
Note: FY24 will have academic gap and growth data included within the performance measures within Strategic Goal 2.		

*Fidelity Measures:

Priority Standards will be reported on 95% of core courses & 70% of elective through FY23.		Proficiency Scales will be aligned to priority standards for 95% of core courses & 70% of elective courses.		Units of Study will be aligned with course priority standards.	The NEE Walkthrough Data will show at least greater than a 5.0 average for 4.1 Critical Thinking.
1 - < 85%	1 - < 60%	1 - < 85%	1 - < 60%	1 - < 80%	1 - < 4.0
2 - 85 - 89%	2 - 60 - 64%	2 - 85 - 89%	2 - 60 - 64%	2 - 80 - 84%	2 - 4.0 - 4.4
3 - 90 - 94%	3 - 65 - 69%	3 - 90 - 94%	3 - 65 - 69%	3 - 85 - 89%	3 - 4.5 - 4.9
4 - 95 - 99%	4 - 70 - 74%	4 - 95 - 99%	4 - 70 - 74%	4 - 90 - 94%	4 - 5.0 - 5.4
5 - > 99%	5 - > 74%	5 - > 99%	5 - > 74%	5 - > 94%	5 - > 5.4

Funding: Local Funds, Title I, Title IIa, Title III, Title IV, Federal/State CTE Funds, SPED funds

Persons Responsible: District & Building Administrators, Teachers

STRATEGIC GOAL 3: Foster a culture of respect with shared leadership for all employees through recruitment, retention, and professional development

Objective 3.1

Provide all staff with opportunities to receive job-embedded professional development that is directly related to their position and responsibilities.

Staff

PK - 12 Strategy 3.1.1 Provide all classified and certified staff with opportunities to receive job-embedded professional learning that is directly related to their position and responsibilities as well as aligned to District, Building, and Departmental CSIPs.

*Performance Measures:

Staff perception of relevance in the professional growth opportunities attended will be 4 out of 5	Staff perception on ability to implement concepts learned in professional growth opportunities will be 4 out of 5	There will be at least 3 staff professional growth opportunities per division based on strategic goals with goals 1 and 2 as priority	In addition to embedded staff development in the school day and in early release, at least 85% of staff will attend one professional growth opportunity
1 - < 3.5 2 - 3.5 - 3.74% 3 - 3.75 - 3.99% 4 - 4 - 4.5% 5 - 4.6 - 5%	1 - < 3.5 2 - 3.5 - 3.74% 3 - 3.75 - 3.99% 4 - 4 - 4.5% 5 - 4.6 - 5%	1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95% of all priorities 5 - > 96%	1 - < 75% 2 - 75 - 79% 3 - 80 - 84% 4 - 85 - 89% 5 - > 89%

*Fidelity Measures:

By the end of the year, Professional Development is aligned to the CSIP priorities, needs assessments (including ESAIL), and other inventories / input

- 1 - < 63%
- 2 - 63 - 73%
- 3 - 74 - 84%
- 4 - 85 - 95%
- 5 - > 95%

Funding: Local Funds, Title I, Title IIa, Title III, Title V, Federal/State CTE Funds, SPED funds

Persons Responsible: District & Building Administrators, PD Committee

Objective 3.2

Provide opportunities for all staff to develop, practice, and demonstrate leadership skills and talents, as well as, celebrate goal achievements.

Staff

PK - 12 Strategy 3.2.1 Give all staff members opportunities to serve on district, building, and departmental level teams to impact decision making and empower staff leadership.

PK - 12 Strategy 3.2.2 Practice PLC protocols with fidelity through the use of the District Instructional Cycle as well as RtI procedures.

PK - 12 Strategy 3.2.3 The District and each school / department will have a process for celebrating staff members collectively and in individual goal achievements (e.g., Oscars, TOTM, Teacher Proud Tuesday, Building Spotlights, #TeamOzark, monthly board recognitions)

PK - 12 Strategy 3.2.4 The District will offer reimbursement for all staff (training courses, certificates, classes) along with offering a masters' program in curriculum and instruction for targeted staff members

*Performance Measures:

80% of staff members participate in site/departmental leadership teams.	80% of staff report the use of PLC protocols held to fidelity in PLC Needs Assessment	Culture survey reflects district staff feel noticed and appreciated
1 - < 59% 2 - 60 - 69% 3 - 70 - 79% 4 - 80 - 89% of staff serve in a leadership team, building action team, or district committee 5 - > 89%	1 - < 59% 2 - 60 - 69% 3 - 70 - 79% 4 - 80 - 89% of staff report use of protocols & use of the instructional cycle 5 - > 89%	This is the baseline year for the culture survey. Previous survey data can be viewed on the FY 20, 21, 22 scorecards

*Fidelity Measures:

Each school and department has leadership teams and site teams for staff involvement and input	Each school and department has a plan for celebrating staff members with evidence of celebrations each quarter	Culture survey was chosen and deployed for FY23	Budget resources equal or greater to prior year for reimbursement / masters.
1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 97% 5 - 98 - 100%	1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 97% 5 - 98 - 100%	1 - Not chosen or deployed 3 - Stop gap used 5 - Chosen & deployed	1 - No funding 2 - Fund only one 3 - Decline slightly 4 - Same funding 5 - Up Slightly

Funding: Local Funds, Title I, Title IIa, Title III, Title V, Federal/State CTE Funds, SPED funds

Persons Responsible: District & Building Administrators, PD Committee

Objective 3.3

Improve overall wellness of staff by providing comprehensive wellness opportunities.

Staff

PK - 12 Strategy 3.3.1 Incorporate health/wellness offerings to staff members as a part of the district PD days and before and after school offerings at least one more session than the previous year.

PK - 12 Strategy 3.3.2 Increase the number of staff members participating in health/wellness professional development by 3% annually in each category.

PK - 12 Strategy 3.3.3 Increase staff participation in the CoxHealth Health Risk Assessment (HRA) to 53%.

PK - 12 Strategy 3.3.4 Increase staff awareness and implementation of mental health resources available within the employee health plan.

*Performance Measures:

Health / wellness offerings to staff members (General Health/Medical Related/Mental Health & Trauma)	Number of staff members participating in health / wellness PD (duplicated count)	Staff participation in HRA	Staff participation in mental health resources on the health plan (EAP).	Communication about mental health, stress management, trauma, and etc. in District social media.
1 - Less than 16 total wellness staff opportunities 2 - 8/0/8 3 - 10/1/10 4 - 12/2/12 5 - More than 26	1 - < 400 2 - 400 - 450 3 - 450 - 493 4 - 494 5 - > 494	1 - < 43% 2 - 43 - 47% 3 - 48 - 52% 4 - 53 - 57% 5 - > 57%	1 - 0 - 1 person 2 - 2 - 3 people 3 - 4 - 9 people 4 - 10 people 5 - >10 people	1 - < 8 2 - 8 - 11 3 - 12 - 15 4 - 16 - 19 5 - >19 times
FY 23 will add a climate / culture question on staff survey about health / wellness as a baseline for measurement for the FY 24.				

*Fidelity Measures:

Each school site has a wellness team
1 - < 6 2 - 6 3 - 7 4 - 8 5 - 8

Funding: Local Funds, Title IV

Persons Responsible: District & Building Administrators, HR Department, Wellness Committee

Objective 3.4

Manage the fiscal resources in an effective and efficient manner.

Staff

- Strategy 3.4.1 Receive a clean opinion on the District audit.
- Strategy 3.4.2 Budget and manage fiscal resources to maintain at least a 20% fund balance.
- Strategy 3.4.3 Budget and manage fiscal resources to maintain at least \$3M in the Capital Projects Fund.
- Strategy 3.4.4 Transfer a minimum of \$2M from General Fund to Capital Projects Fund.

*Performance Measures:

The audit will be a clean opinion.	Fund balance of at least 20% at the end of the fiscal year.	Balance of at least \$3M in Capital Projects Fund	Transfer a minimum of \$2M
1 - Unclean 2 - Clean with two recommendations 3 - Clean with a recommendation 4 - Clean 5 - Clean with a commendation	1 - < 18% 2 - 18% 3 - 19% 4 - 20% 5 - > 20%	1 - < \$2.0M 2 - \$2.0 - 2.4M 3 - \$2.5 - 2.9M 4 - \$3.- 3.4M 5 - > \$3.5M	1 - < \$1.5M 2 - \$1.5-1.74M 3 - \$1.75 -1.99M 4 - \$2 - 2.24M 5 - > \$2.25M

*Fidelity Measures:

Buildings / departments adhere to established budgets.
1 - < 85% 2 - 85 - 89% 3 - 90 - 94% 4 - 95 - 99% 5 - > 99%

Funding: Local Funds, State Funds, Federal Funds

Persons Responsible: District Administrators, Business Division

Objective 3.5

Manage the operational and technological resources in an effective and efficient manner.

Staff

- Strategy 3.5.1 Increase the amount of student participation in the national food lunch program.
- Strategy 3.5.2 Manage the cleanliness of the nutrition services areas to pass health inspections with no failures.
- Strategy 3.5.3 Maintain technology replacement cycle.
- Strategy 3.5.4 Manage the transportation department resources and maintenance for a greater than 95% on state bus inspections..
- Strategy 3.5.5 The Technology Department will perform better than mean score on normalized customer service survey.

Strategy 3.5.6

Maintain daily operations and facility improvements within annual budget

Strategy 3.5.7

The Maintenance Department will perform better than mean score on normalized customer service survey.

*Performance Measures:

Participation in lunch rate	Participation in breakfast rate	Combined Scores on all health inspections	Maintain technology replacement cycle	Missouri bus inspections pass rate
1 - < 25%	1 - < 15%	1 - < 85%	1 - < 85%	1 - < 75%
2 - 25 - 29%	2 - 15 - 19%	2 - 85 - 89%	2 - 85 - 89%	2 - 75 - 84%
3 - 30 - 34%	3 - 20 - 24%	3 - 90 - 94%	3 - 90 - 94%	3 - 85 - 94%
4 - 35 - 37%	4 - 25 - 27%	4 - 95 - 99%	4 - 95 - 99%	4 - 95 - 99%
5 - >37%	5 - >27%	5 - >99%	5 - 100%	5 - >99%

Technology Department better than mean score on DSS survey	Maintenance Department better than mean score on DSS survey
1 - <1	1 - <1
2 - 1.01-3.00	2 - 1.01-3.00
3 - 3.01-3.75	3 - 3.01-3.75
4 - 3.76-4.10	4 - 3.76-4.10
5 - 4.11-5.00	5 - 4.11-5.00

*Fidelity Measures:

Operations Division adhere to established budgets
1 - < 85%
2 - 85 - 89%
3 - 90 - 94%
4 - 95 - 99%
5 - > 99%

Funding: Local Funds, State Funds, Transportation Funds, Foodservice Funds, Federal CTE Funds

Persons Responsible: District & Building Administrators, Technology Director, Foodservice Director, Maintenance Director, Custodial Director, Transportation Director, Operations Division

STRATEGIC GOAL 4: Partner with stakeholders to continue our development of a strong, innovative, and progressive school district

Objective 4.1

The District will provide opportunities for partnerships between the community and the instructional program.

Learners

- PK Strategy 4.1.1 Early childhood classrooms will team up with guest speakers from within the civic and business world (e.g., firemen, policemen, reporter) as well as caregivers (e.g., parents, grandparents, other relatives /caregivers) to celebrate community.
- K – 6 Strategy 4.1.2 Elementary classrooms will create opportunities for students to learn from guest speakers, visit community businesses and culturally important venues, and connect virtually to local, regional, national, and international partners in learning.
- 7 – 12 Strategy 4.1.3 Secondary classrooms will create opportunities for students to learn from the civic and business community (e.g., guest speakers, take field trips/tours, job shadows, internships, apprenticeships, career fairs, capstone mentors) as well as invite partners to participate in industry CTE advisory councils and provide industry-standard tools/supplies.

Staff

- Strategy 4.1.4 Implement community-wide teacher externships / professional development for alignment of curriculum and instruction to real-world, authentic learning experiences.
- Strategy 4.1.5 The District will partner with the Chamber of Commerce and community leaders to recognize all new staff to the district through a Red Carpet Daytime Gala and Welcome breakfast.
- Strategy 4.1.6 The community will be invited to participate in District level committees with certified and non-certified staff members (E.g., Bang for Your Buck, Facilities

Improvement, Technology, Calendar, CSIP, Program Reviews, Federal Programs, CTE).

Board of Education

Strategy 4.1.6

The Board of Education will meet at least three times a year in the Partnership of Progress between the Ozark Chamber of Commerce, Show-Me Christian County, the City of Ozark, and the Christian County Commissioners.

*Performance Measures:

Number of community partners engaged within the district increases by 10	Board of Education engages at least three times with community partners	Teacher externships grow from previous year
1 - Remains the same - 15 2 - 16 - 20 3 - 20 - 24 4 - 25 -29 5 - > 29	1 - Did not meet 2 - 1 time 3 - 2 times 4 - 3 times 5 - > 3	1 - Decreases 2 - Stays the same 3 - Increases by 2 4 - Increases by 3 5 - Increases by 4+

*Fidelity Measures:

Units of study per grade level will include community partnership opportunities per teacher report (Likert type scale)	Staff reports community partnerships are meaningful to students (Likert type scale)	Climate culture survey - community involvement
1 - UoS are not aligned with community partnerships or engagements 2 - Random alignment is not purposeful 3 - At least 1 per grade level / content 4 - At least 2 per grade level / content purposefully aligned with curriculum 5 - Substantially included in grade level / content UoS	1 - No alignment 2 - Purposeful connections are beginning to occur 3 - Connections are mainly meaningful for students 4 - Connections are meaningful but not mutually beneficial for school and community 5 - Connections are meaningful to students and beneficial to the community	The community portion of the climate - culture survey will be deployed FY23 as a baseline measure for growth.

Funding: Local Funds, Federal/State CTE Funds, Grow Your Own Teacher Grant

Persons Responsible: District & Building Administrators, PD Committee, BOE

Objective 4.2

The District will increase opportunities and involvement in parent/family/caregiver engagement events.

Staff

- PK Strategy 4.2.1 Since parents play a critical role in their child's educational success, opportunities will be provided for family engagement events and advertised on District social media and in newsletters.
- K – 6 Strategy 4.2.2 Since parents play a critical role in their child's educational success, opportunities will be provided for family engagement events and advertised on District social media and in newsletters.
- 7 – 12 Strategy 4.2.3 Since parents play a critical role in their child's educational success, opportunities will be provided for family engagement events and advertised on District social media and in newsletters.

***Performance Measures:**

Community patrons will express substantial satisfaction with the engagement opportunities for them in the District (Lykert type score)
There is a new tool being used for FY 23 to determine baseline data.

***Fidelity Measures:**

Staff report on amount of community engagement opportunities given throughout the school year (Likert Type Score)	The Communications Department will average 6 messages sent a month to both staff and community.
This is a new data point and FY 23 will be the baseline data.	1 - Avg of 1 per month 2 - Avg of 2 per month 3 - Avg of 5 per month 4 - Avg 6 per month 5 - Avg of 6+ per month

Funding: Local Funds, Title I, Title III

Persons Responsible: District & Building Administrators, Communications Dept

CSIP Aligned Plan Schedule

CSIP Plans	Responsible Individual(s)	Board Approval Month
Building plans aligned to CSIP	Building Principals	October
Perkins plan - 5 year Plan CTE	Assistant Superintendent of Learning	December
Emergency Management Plan	Executive Director of Student Services	January
Curriculum/Assessment Plan	Assistant Superintendent of Learning	March
Guidance and Counseling Plan	Executive Director of Student Services	March
District PD plan	Assistant Superintendent of Learning	March
Communications/Public Relations plan	Assistant Superintendent of Business	April
Wellness Plan	Assistant Superintendent of Learning	April
Intervention plan (ELL, LAU, Federal Programs, RTI, Attendance Plan)	Executive Director of Student Services	April
Technology plan	Assistant Superintendent of Operations	May
Multi-year Facility Improvement & Maintenance Plan	Assistant Superintendent of Operations	June