

**VISION**  
FORWARD

PLANNING  
FOR OUR  
FUTURE

**ST. JOSEPH SCHOOL DISTRICT**

**VISION**  
FORWARD

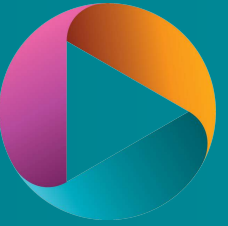
PLANNING  
FOR OUR  
FUTURE

ST. JOSEPH SCHOOL DISTRICT

# Improving Student Performance Secondary Level

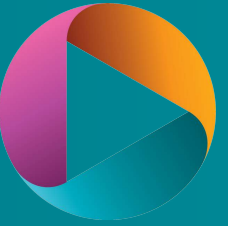
Community Engagement Meeting  
April 26, 2022

# Welcome



- Introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

*Bienvenidos. Gracias por venir esta noche. Hay una mesa designada si hablan español y necesitan ayuda si prefieren.*

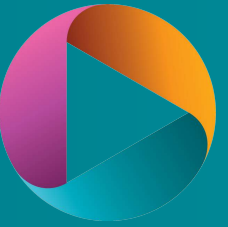


# QR Code to Tonight's Presentation

- Look for the QR code on the agenda on your table.
- Scan the code with the camera on your phone.
- This will take you to a link of tonight's presentation.



# Community Engagement Team Co-Chairs



Linda Bahrke



David Hinde



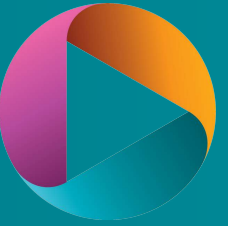
Bob Miller



Teresa Simmons



# Community Engagement Sessions (CES)



# Vision Forward Is a Partnership

## **We Need You!**

Vision Forward is the result of a sincere desire to improve the educational opportunities for our children. We review information that reflects the community's priorities to improve SJSD and will present recommendations to the St. Joseph Board of Education by December 2022.

## **All of Us Working Together**

Residents, Business and Community Leaders, Parents and Educators  
A Strong Partnership That Will Make a Difference









# Improving Student Performance

Secondary Level –High School & Middle School

*Presenter:* Dr. Ashly McGinnis, Principal, Lafayette High School and

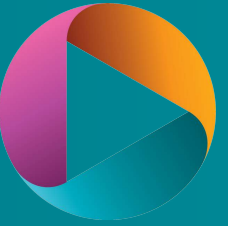
# VISION FORWARD

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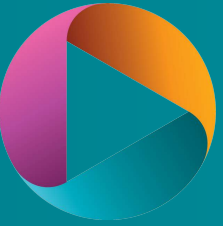
## Secondary Education

Dr. Ashly McGinnis, Principal  
Lafayette High School



# Our Secondary Schools

- Middle Schools:
    - Bode (7, 8)
    - Robidoux (6, 7, 8)
    - Spring Garden (6, 7, 8)
    - Truman (7, 8)
  - High Schools: Benton, Central, Lafayette (open enrollment as a freshman)
  - Alternative School: Webster
  - Technical School: Hillyard
  - Virtual Academy
- \*Title I Secondary Schools – Lafayette, Robidoux, Truman
- Family Involvement Coordinator, Behavior Interventionist, Teacher Interventionists (ELA or math), tutoring funds, para support



# Middle Level Feeder Pattern

- Bode Middle School – Ellison, Coleman, Field, Oak Grove, Edison

7<sup>th</sup> grade = 259

8<sup>th</sup> grade = 258

- Robidoux Middle School – Lindbergh (K-5), Pershing, Carden Park

6<sup>th</sup> grade = 78

7<sup>th</sup> grade = 139

8<sup>th</sup> grade = 178

- Spring Garden Middle School – Hosea (K-5), Hyde (K-5), Carden Park

6<sup>th</sup> grade = 157

7<sup>th</sup> grade = 160

8<sup>th</sup> grade = 169

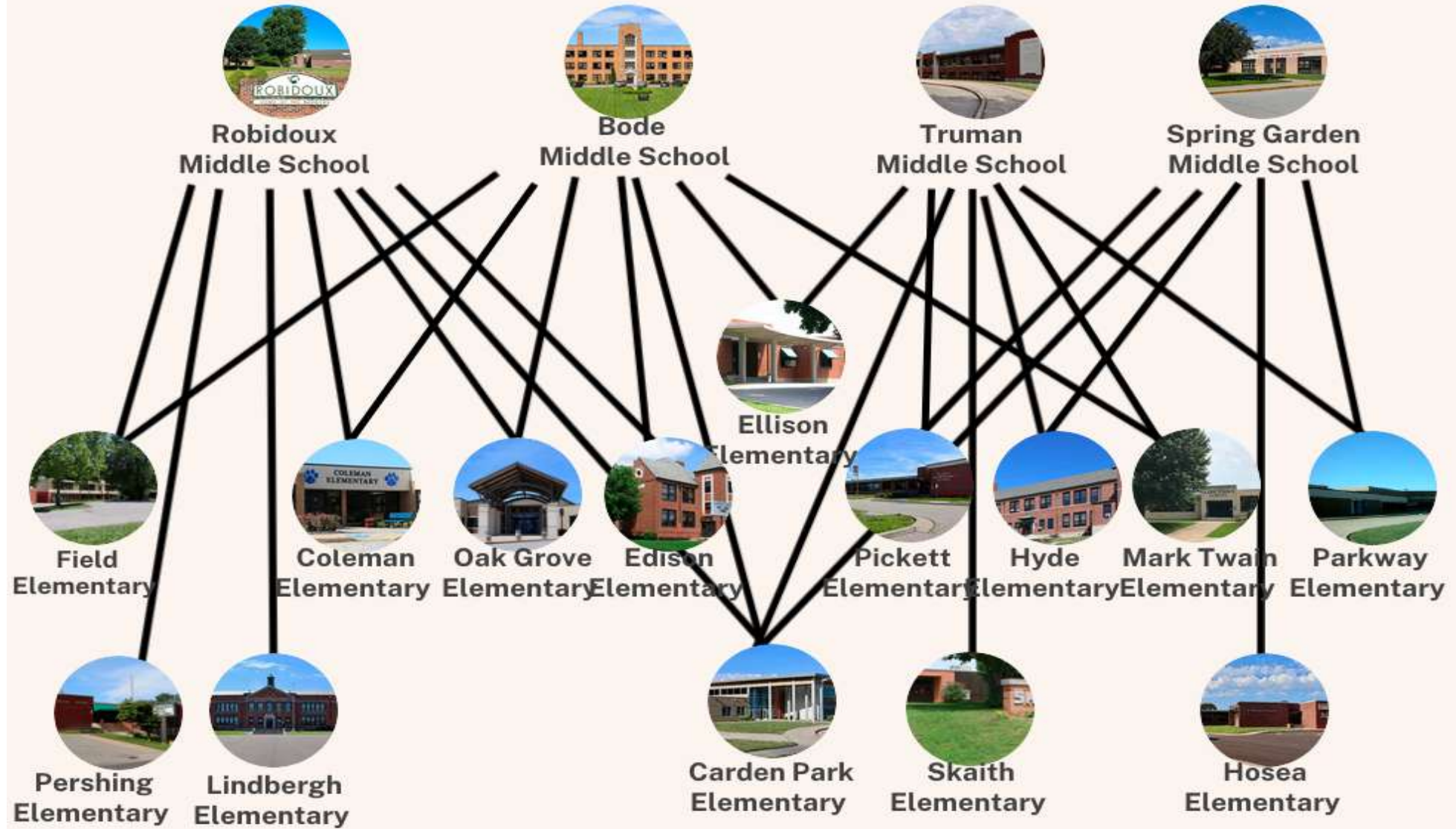
- Truman Middle School – Skaith, Pickett, Parkway, Mark Twain, Carden Park

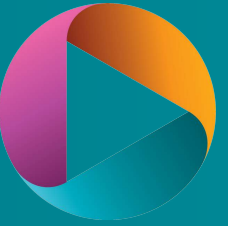
7<sup>th</sup> grade = 242

8<sup>th</sup> grade = 215

\*All elementary schools are K-6 unless noted otherwise.

# Elementary to Middle Transition





# Middle School vs. Junior High

Grade Configuration 6-8

More exploratory/elective opportunities

Flexible Scheduling - Interdisciplinary Curriculum

Student – Focused

Classrooms arranged by grade level teams

Grade Configuration 7-9

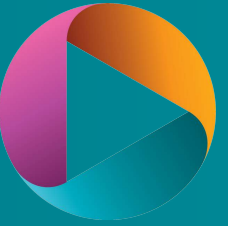
Core content with fewer electives

Traditional 6, 7, or 8 period day

Content - Oriented

Classrooms arranged by content

# SJSD Middle Level Structures



- **Bode Middle School**

  - organized by grade level / common department plan time

- **Robidoux Middle School**

  - organized by grade level / common department plan time

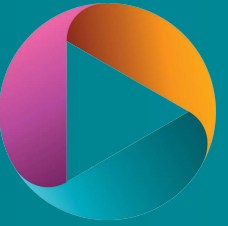
- **Truman Middle School**

  - organized by team / common team plan time

- **Spring Garden Middle School**

  - organized by department / common department plan time



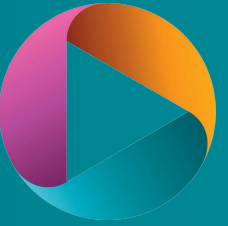


# NASSP Breaking Ranks

At the Middle Level....

*At no other time in the life cycle are the changes of finding one's self and losing one's self so closely aligned.*

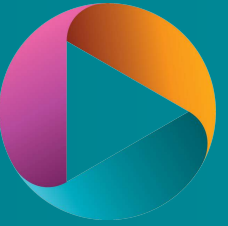
~Erik Erikson



# School Capacity Breakdown

School	Max Capacity	Optimum Capacity	Current Enrollment	Current Enrollment as a Percentage of Optimum Capacity
Benton	999	884	596	67%
Central	1937	1732	1553	90%
Lafayette	1611	1380	640	46%
Bode	510	460	523	114%
Robidoux	540	500	396	79%
Spring Garden	556	496	486	98%
Truman	515	484	459	95%

# Webster

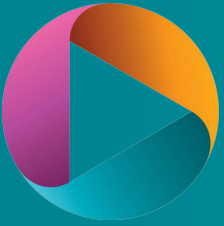


## **Grades 6-8 students are enrolled in the following programs:**

- Public Day School (IEP) – 3 students
- Long-Term Placement (Suspension) – 14 students
- Buchanan County Academy (BCA) – 3 students
- Juvenile Detention (at BCA) – 2 students

## **High school students are enrolled in the following programs:**

- Mo Options – 105 students enrolled
- ASPIRE (credit deficient sophomores and juniors) – 100 students
- Public Day School (IEP) – 10 students
- Long-Term Placement (Suspension) – 27 students
- Buchanan County Academy – 11 students
- Juvenile Detention (at BCA) – 1
- Academic Reassignment (numbers vary)



# Hillyard Technical Center

- Current Enrollment = 427 in 2-year programs. Agriculture has 30 students who attend one class a day.
- 17 sending schools outside SJSD:

Cameron = 16 students	North Platte = 16 students
DeKalb = 7 students	Osborn = 3 students
East Buchanan = 19 students	Plattsburg = 24 students
Home School = 5 students	Savannah = 31 students
King City = 13 students	St. Joe Christian = 4 students
LeBlond = 9 students	South Holt = 13 students
Maysville = 20 students	Stewartsville = 6 students
Mid Buchanan = 21 students	Union Star = 5 students
North Andrew = 11 student	<b>TOTAL = 223 students</b>

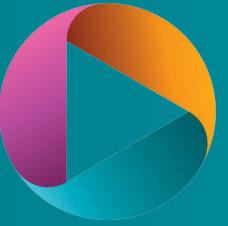
Benton = 59 students

Central = 88 students

Lafayette = 51 students

Webster = 6 students

**TOTAL = 204 students**



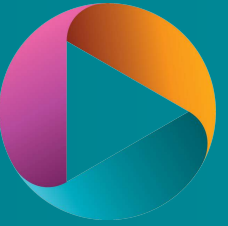
# Hillyard Technical Center

- Most popular programs – Health Services Assistant and Welding Technology
- For 22-23, students strongly requested – Automotive, Carpentry, Collision Repair and Refinish, Computer Science, Electronics, and HVAC (in addition to Health Service and Welding).

## Additional Programs

Career Pathways to Teaching	Emergency Medical Tech
Plant Science	Computer Aid Drafting
Animal Sciences	Industrial Equipment and Repair
Veterinary Science	Precision Machine Technology

# Virtual Academy

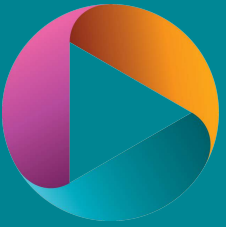


	<b>Total Enrollment</b>	<b>Full-Time Virtual</b>	<b>Percentage of Total Enrollment</b>	<b>Blended Virtual</b>	<b>Percentage of Total Enrollment</b>
Benton	596	38	6%	46	8%
Central	1553	116	7%	82	5%
Lafayette	640	45	7%	46	7%
Bode	523	39	6%	5	<1%
Robidoux	396	43	11%	1	<1%
Spring Garden	486	38	8%	3	<1%
Truman	459	51	11%	0	0%



Academic Achievement,  
Attendance, Behavior

# Graduation Requirements

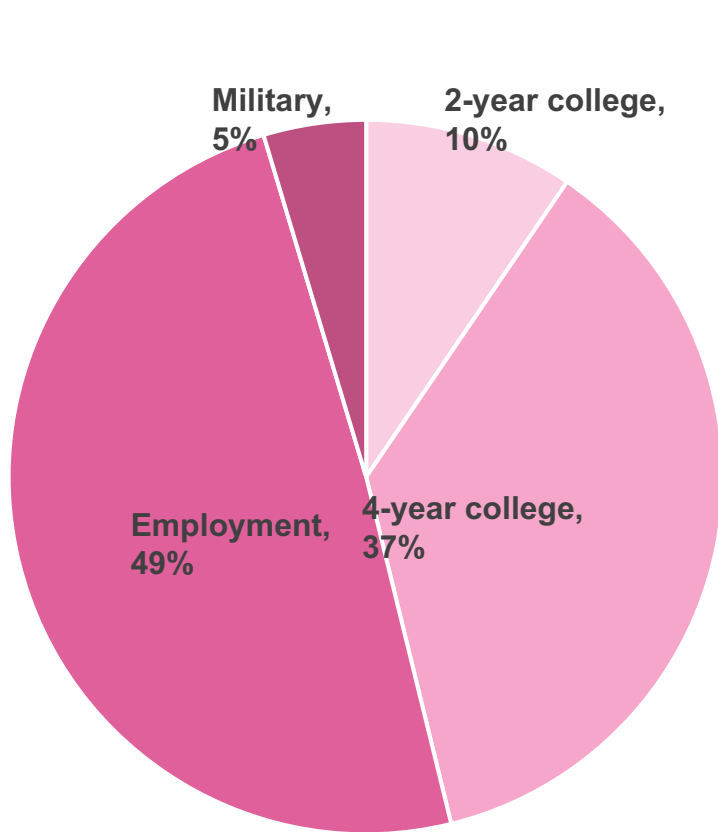
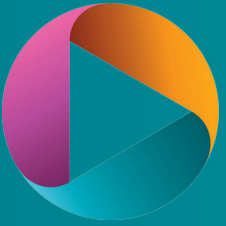


- In January 2017, the Board of dEducation approved the increase of required graduation credits from 25 out of a possible 32 (78.1%) to 28 out of a possible 32 (87.5%) on a block schedule.
- In March 2018, the Board of Education approved the revision of board policy IKF. Their action reduced graduation requirements from 28 under a block schedule to 24.5 under a 7-period schedule. This revision maintains the required percentage of 87.5% (24.5 out of 28) that was approved for the class of 2021 in January 2017.

Curricular Areas	Credits	Required Courses
English Language Arts	4.0	
Social Studies	3.0	World History, American History, American Government
Mathematics	3.0	*College entrance requirements may require more units.
Science	3.0	*College entrance requirements may require more units.
Physical Education	1.0	
Health	0.5	
Fine Arts	1.0	
Practical Arts	1.0	
Personal Finance	0.5	
World Languages	0.0	*College entrance requirements may require more units.
Electives	7.5	
<b>Total Credits</b>	<b>24.5</b>	

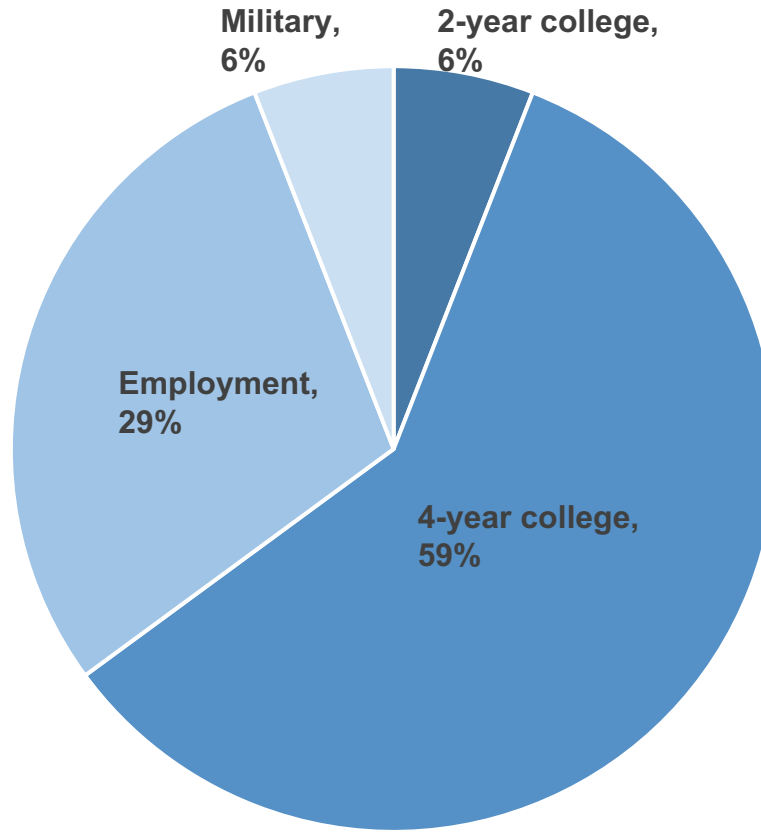


# Where Do Our Graduates Go?



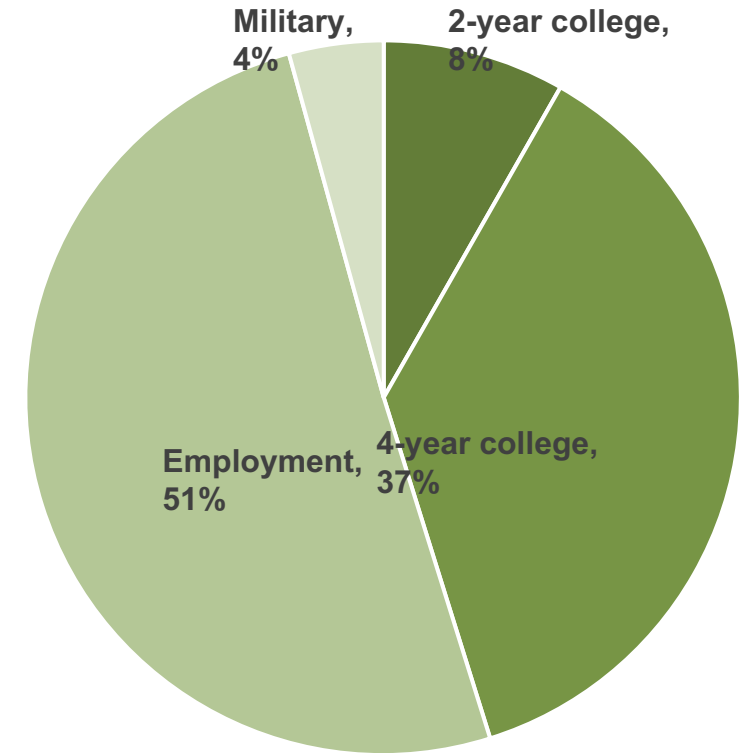
**Benton**

Benton = 49% workforce, 46% college, less than 5% military



**Central**

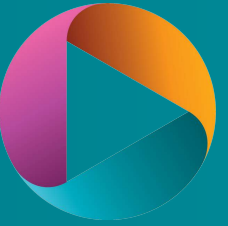
Central = 65% college, 29% workforce, 6% military



**Lafayette**

Lafayette = 51% workforce, 45% college, less than 5% military

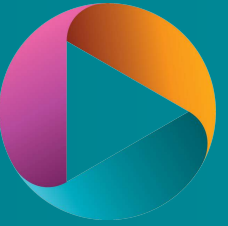
# In-Person Course Offerings



	Benton	Central	Lafayette
Accounting I and *Accounting II	No	Yes	No
*AP/DC Calculus	No	Yes	Yes
Aerobics and Dance	Yes	Yes	No
*DC American History	No	No	Yes
*DE Composition 104/108	No	Yes	Yes
Fashion and Fabrics	Yes	Yes	No
French	No	Yes	No
*Microbiology and *Physics	Yes	Yes	No
*PLTW (Project Lead the Way) Medical Interventions	Yes	No	No
*TAG (Talented & Gifted) Lit/Hum 9, 10, 11, 12	No	Yes	No

\* = honors course      DC = dual credit      DE = dual enrollment      AP = advanced placement

# High School Data



Metric	CHS 2021	CHS 2020	CHS 2019	LHS 2021	LHS 2020	LHS 2019	BHS 2021	BHS 2020	BHS 2019
Graduation Rate	83.5% @ 364 grads	83.6% @ 322 grads	83.6% @ 322 grads	74.5% @ 140 grads	72.7% @ 141 grads	78% @ 139 grads	75.3% @ 128 grads	79.6% @ 152	86.5% @ 147
Dropout Rate	6.4	1.7	3.8	11.8	5.1	7.6	5.6	3.5	5.8
Alg 1 Proficiency	18.7	COVID	38.2	10.8	COVID	27.6	20.5	COVID	10.5
Gov Proficiency	47.0	COVID	Field Test	43.6	COVID	Field Test	43.5	COVID	Field Test
Eng 2 Proficiency	49.6	COVID	63.6	49.1	COVID	54.8	41.5	COVID	32.4
BIO Proficiency	27.3	COVID	35.4	16.9	COVID	21.8	21.3	COVID	28.7
ACT	22.7	21.9	21	19.6	19.2	19.3	19.5	19.5	19.2
Attendance 2021	74.3	86	89.1	68.8	79.3	82.4	62.9	79.3	83.4

# Graduation Information



## Graduation Rate

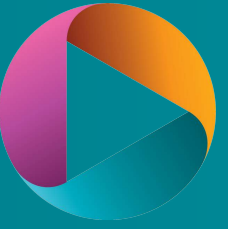
- How is it calculated? The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. Students who drop out of high school remain in the adjusted cohort- that is, the denominator of the cohort graduation rate calculation.

## Dropout Rate

- How is it calculated? Dropout rate is calculated for grades 9-12 by taking the number of dropouts divided by the total of September enrollment, plus transfers in, minus transfers out, minus dropouts, added to September enrollment, then divided by two.

## Did You Know -

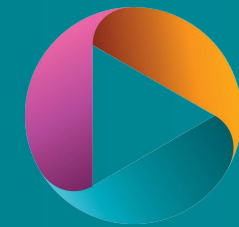
- Students who drop out at any time during K-12 are factored into the graduation rate.
- Students who transfer out (but never receive a records request), 20-day drops, etc. are factored into the rate.



# Middle School Data

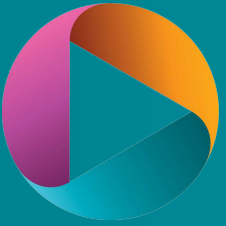
Metric	BMS	BMS	BMS	RMS	RMS	RMS	SGMS	SGMS	SGMS	TMS	TMS	TMS
Year	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019
ELA Prof	45.8	COVID	45.1	28.7	COVID	32.0	25.4	COVID	35.7	27.1	COVID	23.1
Math Prof	29.6	COVID	39.8	19.8	COVID	25.6	20.0	COVID	31.1	18.3	COVID	19.0
Science Prof	31.1	COVID	41.1	16.5	COVID	21.2	20.3	COVID	32.9	18.5	COVID	21.1
Proportional Attendance	73.5	87.4	88.2	70.1	77.7	80.3	68.5	79.6	82.8	71.9	76.9	76.9

# 2021 State Data Takeaways for SJSD Secondary Education



- High percentage of students in the SJSD who participated in the tests.
- Grades 6 and 7 posted improvements in ELA. Grade 8 posted improvement in math.
- Overall, the biggest increase in proficiency rates were in Grade 7 ELA.
- The SJSD proficiency rate in Social Studies was 3.9% higher than the state's proficiency rate with SJSD at 45.9% and the state at 42%.
- The largest decreases in SJSD district proficiency rates came in all end-of-course content areas (Algebra 1, Biology, English 2). Algebra 1 decreased the most for both the district and the state.
- The district closed its proficiency gap with the state based on 2021 ELA, Math and Science scores.
- SJSD attendance has declined from 88% attendance in 2018 to 73.36% attendance in 2022.

# SJSD Attendance by Grade Level\*



Grade	Sum of MSIP Prop Attendance (attending 90% or more)
K	69.22%
1	72.08%
2	77.41%
3	77.17%
4	77.90%
5	78.89%
6	74.56%
7	69.90%
8	66.98%
9	73.49%
10	69.12%
11	71.58%
12	75.46%

173 Student Days of School

**Students who  
come to school  
less than 90%  
miss over 17  
days of school.**

*\*Attendance Aug. 23, 2021 to March 31, 2022*



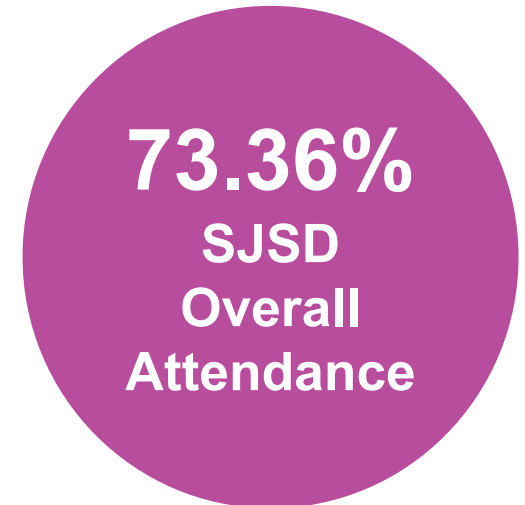
# SJSD YTD Attendance (Seated) by Grade BOY to 3/31/2022

## % MSIP Proportional Attendance Rate

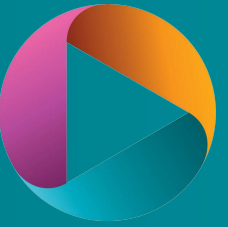
Average of MSIP Prop Weight Reporting School2	Grade 9	10	11	12	Grand Total
Benton	68.24%	65.36%	65.56%	68.16%	66.73%
Central	75.61%	71.67%	78.22%	78.70%	75.86%
Lafayette	73.07%	67.25%	63.54%	73.34%	69.17%
<b>Grand Total</b>	<b>73.49%</b>	<b>69.12%</b>	<b>71.63%</b>	<b>75.39%</b>	<b>72.31%</b>

Average of MSIP Prop Weight Reporting School2	Grade 6	7	8	Grand Total
Bode		74.71%	74.75%	74.73%
Robidoux	64.01%	71.92%	59.26%	64.84%
Spring Garden	66.96%	63.11%	67.05%	65.71%
Truman		68.04%	63.53%	65.96%
<b>Grand Total</b>	<b>66.00%</b>	<b>69.90%</b>	<b>66.98%</b>	<b>68.13%</b>

Average of MSIP Prop Weight Reporting School2	Grade 0	1	2	3	4	5	6	Grand Total
Carden Park	62.39%	48.30%	64.11%	68.46%	58.75%	71.45%	69.91%	63.17%
Coleman	56.03%	79.75%	76.36%	71.46%	81.92%	82.47%	70.91%	73.86%
Edison	57.36%	71.67%	71.87%	75.64%	68.20%	72.92%	80.08%	71.22%
Ellison	86.00%	87.09%	87.39%	83.80%	84.50%	86.25%	88.75%	86.05%
Field	86.89%	87.43%	93.29%	91.75%	90.42%	88.83%	85.52%	89.09%
Hosea	55.24%	59.67%	73.92%	68.46%	64.11%	65.64%		63.99%
Hyde	75.11%	74.05%	78.80%	84.42%	87.71%	70.11%		78.76%
Lindbergh	58.16%	65.13%	73.12%	61.97%	72.29%	83.52%		69.19%
Mark Twain	68.71%	73.02%	82.42%	78.21%	80.62%	72.90%	82.37%	76.37%
Oak Grove	76.93%	89.78%	85.57%	92.20%	90.71%	89.00%	81.24%	86.36%
Parkway	76.65%	79.27%	75.15%	85.72%	73.37%	84.81%	69.69%	77.84%
Pershing	83.26%	82.39%	79.21%	83.94%	91.93%	83.34%	89.57%	84.46%
Pickett	77.34%	71.35%	78.48%	75.74%	84.02%	74.30%	71.04%	76.18%
Skaith	78.42%	71.15%	77.45%	73.89%	81.41%	84.38%	77.43%	77.65%
<b>Grand Total</b>	<b>69.22%</b>	<b>72.08%</b>	<b>77.41%</b>	<b>77.17%</b>	<b>77.90%</b>	<b>78.89%</b>	<b>78.25%</b>	<b>75.74%</b>



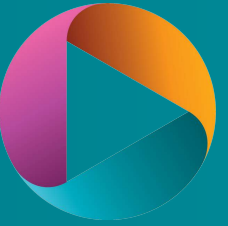




# Impact of Attendance

<b>Attendance during one school year</b>	<b>Equates to days absent</b>	<b>Which is approximately</b>	<b>Which means the number of lessons missed</b>
94%	10	2 weeks	70
90%	17	3 weeks	119
85%	25	5 weeks	175
80%	34	7 weeks	238
75%	42	8 weeks	294
70%	51	10 weeks	357
65%	59	12 weeks	413

# High School Attendance Policy

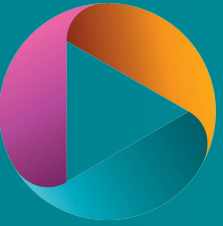


**A high school student shall be allowed no more than 8 absences per semester in any one class (this includes partial absences). Any absence from a class (including partial absences) will count toward the 8-absence maximum. On the 9th absence in any one class, the student will not earn credit for that class and an informational letter will be mailed home to parents.**

- Exceptions: hospitalizations, death in the family, documented doctor's appointment, court, COVID quarantines, and counselor's appointment.
- No exceptions for: vacations, going out of town, no ride to school, missing the bus, personal business, needed at home, car trouble, and oversleeping.

**Students with 9 absences in a semester may complete an attendance appeal to gain credit.**

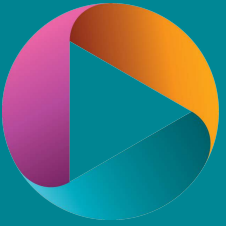
- Grace given during COVID-19 pandemic - credit given if passing the class



# Strategies to Improve Attendance

Low Impact	Middle Impact	High Impact
Celebrations	P/T Conferences	Positive School Climate
Generic School Letters	Back to School Night	Goal Setting
Fundraisers	Parent Training Events	Positive Phone Calls (1 <sup>st</sup> line of action)
Potlucks		Home Visits
Performances and Showcases		Supports/Resources
Generic School Newsletters		Regular, personalized communication
		Parent help on learning projects

# Behavior/Discipline Data – Number of Referrals for 2021-2022 school year



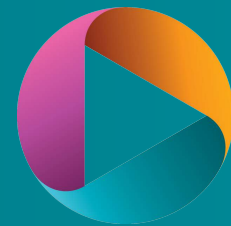
	Benton	Central	Lafayette	Bode	Robidoux	Spring Garden	Truman
Alcohol	0	3	1	1	0	4	0
Assault	11	21	6	3	5	8	14
Bullying	1	8	0	0	0	2	0
Cell Phone Misuse	61	64	263	46	55	115	46
Defiance	118	134	404	41	105	305	97
Disrespect	177	174	289	118	151	281	103
Disruptive	96	263	450	261	230	595	180
Drugs	14	15	14	1	6	0	8
Fighting	25	38	15	48	38	52	43
Tobacco/E-cig	77	121	50	46	21	40	25
Vandalism	6	8	9	18	13	15	10



# Curriculum

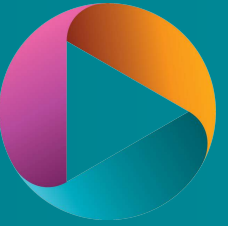
State Standards • Challenging Curriculum • Quality Lesson Planning

# Curriculum



- Alignment of curriculum AND assessment to state standards is required. This is a requirement of all Missouri schools and can not be changed. Schools can control the effectiveness of the instruction.
- Regular review process of curriculum.
- People are the #1 important strategy for school improvement, but content is also important. The issue is not the curriculum, but more about how teachers and principals implement the curriculum.
- SJSD coordinates with the state mandated assessment program in all its classrooms. **SJSD curriculum is accessible on the district website.**

# Strengths in Learning within SJSD

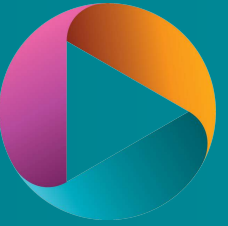


- Virtual Academy courses have allowed more opportunities for high school students.
- Opportunities for college coursework, classes at Hillyard, internships, apprenticeships, etc.
- People – High-quality educators who are invested
- Real-world, relevant, innovative instruction: sports marketing, PLTW, business programs.
- Relationships
- Business Partners





# Barriers that Impact Learning



Lack of student motivation or goals

Returning to normal after pandemic

Discipline issues (cell phones)

Elimination of course offerings due to low student requests

Multiple classes within a period  
(Foundations of Art and Advanced 2D)

Mental health

Lack of ADA accessible environments

Lack of parent engagement and support

Poverty – Basic Needs

Lack of high-quality staff applying for open positions within SJSD.



# What does the research state?

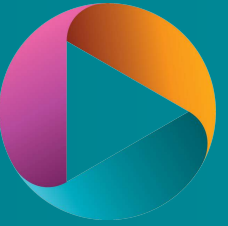
- Research indicates the ideal school start time for middle school and high school is 8:30am.
  - Improved grades and attendance
- Community Engagement Matters in School Improvement
- Research conducted by the National Center for Education Statistics found that participation in extracurricular activities have a positive correlation to the students' attendance, GPA, engagement, test scores, and expected educational goals.
- Research shows retention in middle school increases drop out rates in high schools.
- Middle Schools - There is not a single grade span configuration that will serve all purposes. There is not an agreed on 'best model'.





# St. Joseph School District Professional Development Initiatives

# Our Response Through Professional Development



- Clarity for Learning (students understand “the why” behind learning)
- 3D Coaching - Building Relationships
- Math Curriculum PD, focus on Algebra I instructional strategies
- ACT Focus on Learning
- Blended Learning PD
- PBIS (Positive Behavioral Interventions and Supports)
- Canvas and Instructional Technology Strategies
- Building ENGAGE
- PDC Building Funds – Choose Your Own PD

# Additional Supports

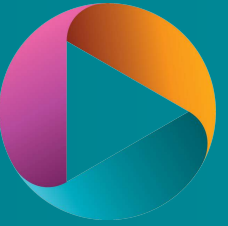


- Attendance Interventionists
- Attendance intervention plans at each building
- Additional social workers in schools
- Returning to volunteers in schools
- Free breakfast and lunch for all students this school year



# Small Group Work Activity

# Small Group Work Activity



## 1. Select a Recorder and Spokesperson

### 1. Recorder Responsibilities

- Complete the information on the group's worksheet

### 1. Spokesperson Responsibilities

- Facilitate Discussion
- Keep Group Focused/On Task
- Report Group's Information

Table #:	_____
Spokesperson:	_____
Recorder:	_____



**Small-Group Work Activity**  
**Suggested Topics to Develop The Vision**  
**Mtg. #2 • February 22, 2022**

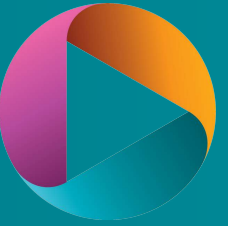
#### Instructions

Each group should elect a recorder and a spokesperson. The recorder is responsible for completing the information requested on the colored work activity in the center of the table. Be sure to complete the information in the box in the upper right corner of the activity sheet. The activity sheet will be collected and will provide the basis for building our programs for upcoming meetings.

The spokesperson should facilitate discussions and keep the group focused as it reflects and reacts to tonight's presentation. At the end of the session tonight the spokesperson from each table will be asked to report his/her group's information.

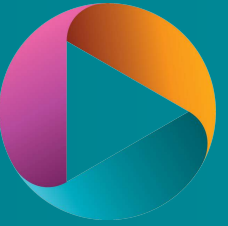
Please make sure the information recorded on the group's work activity reflects the consensus or general agreement of everyone at the table, not just the opinion of one or two individuals. Monitor your time and progress to make sure you complete your work in the allotted time.

**TASKS ON OTHER SIDE**



# Small Group Worksheet

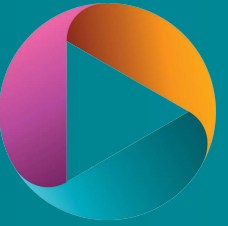
- Information on worksheet should reflect consensus/general agreement of group members.
- Monitor progress to complete the worksheet in allotted time.
- Only group recorder's worksheet will be collected.



# Small Group Discussion Norms

- Turn off/silence electronic devices/phones
- Give everyone an opportunity to speak
- Be positive; focus on being productive
- Focus on the collective good, not just individual
- Respect the opinions of fellow group members
- Stay engaged with the conversation





# Small Group Work Tasks

## Task #1

- Based on tonight's presentation, what are two positive things about the St. Joseph School District, its students or staff you could share?

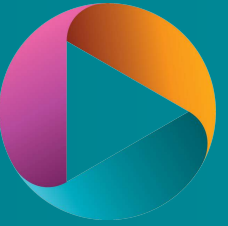
## Task #2

- What are 3 priorities to be addressed in the area of improving high school academic achievement? List your top priorities on the chart. Prioritize your top 3 priorities from 1 to 3 - 1 being the highest and 3 being the lowest priority.
- What are 3 priorities to be addressed in the area of improving junior high/middle school academic achievement? List your top priorities on the chart. Prioritize your top 3 priorities from 1 to 3 - 1 being the highest and 3 being the lowest priority.
- What recommendations does your group have to address these priorities in the next 5 years?



# Small Group Work Activity Reporting

# Upcoming Community Engagement Sessions



## **Session 5**

Facilities for Learning

Tuesday, May 17, 2022

Benton High School 6-8 p.m.

# VISION FORWARD

PLANNING  
FOR OUR  
FUTURE

ST. JOSEPH SCHOOL DISTRICT

THANK YOU FOR YOUR  
PARTICIPATION!

Community Engagement Meeting  
April 26, 2022

**VISION**  
FORWARD

PLANNING  
FOR OUR  
FUTURE

**ST. JOSEPH SCHOOL DISTRICT**