



**THE HAZELWOOD *NOW*  
STRATEGIC PLAN**

2017-2022

**ANNUAL REPORT**

**The Board of Education's Goals and  
Superintendent's Priorities**

August 6, 2019

# Table of Contents

Mission Statement .....	<b>3</b>
Preface.....	<b>4</b>
Hazelwood Board of Education.....	<b>5</b>
Superintendent’s Message.....	<b>6</b>
Superintendent’s Leadership Team.....	<b>7</b>
Hazelwood’s Points of Pride.....	<b>8</b>
Hazelwood <i>NOW</i> Strategic Plan, 2017-2022 Overview and Annual Report .....	<b>10</b>
Goal 1: Improve Student Achievement.....	<b>12</b>
Goal 2: Differentiate and Expand Resources and Services for Students.....	<b>19</b>
Goal 3A: Enhance Professional Development: Staff Support Services.....	<b>25</b>
Goal 3B: Enhance Professional Development: Technology .....	<b>31</b>
Goal 4: Maintain Fiscal Responsibility.....	<b>36</b>
Goal 5A: Increase Parent and Community Involvement: Parent Involvement and Community Partnerships.....	<b>41</b>
Goal 5B: Increase Parent and Community Involvement: Climate and Culture.....	<b>47</b>
Conclusion.....	<b>52</b>
Appendix A: Hanover Research: Infographic for Strategic Plan..... Stakeholder Survey Analysis	<b>55</b>
Appendix B: Hanover Research: Detailed PowerPoint Presentation on .....	<b>59</b>
Strategic Plan Stakeholder Survey Analysis	





# OUR MISSION STATEMENT:

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens.

## Preface

The purpose of this annual report on the Hazelwood *NOW* Strategic Plan for the 2017-2022 school years is to share updates on districtwide goal attainment as measured by data from progress indicators. Districtwide achievements are also included with survey data and key findings.

This report is a largely reflection of the 2018-19 school year, and the priorities serve as areas of focus to move the district toward goal attainment. The strategies serve as action steps taken to make yearly progress.

The Hazelwood School District's Board of Education developed annual goals to drive the focus of the district and to prioritize the work of the Superintendent. District goals and the priorities are embedded in the Hazelwood *NOW* Strategic Plan and serve as the basis for determining the district's achievements.

The Hazelwood *NOW* Strategic Plan is a collaborative effort that included the development, implementation, monitoring and a revision of efforts. The initial goals were developed during the 2017-2018 school year and made applicable for school years 2017 to 2022. The step-by-step process is below.

- The Hazelwood Board of Education developed a plan for the strategic planning process.
- During Board retreats, the Hazelwood Board of Education determined the mission, vision, value statements, and characteristics for Hazelwood graduates.
- The Hazelwood Board of Education agreed on a timeline and priorities.
- The Superintendent's leadership team collaborated with students, staff, and community members to capture committee research and to develop the work of 10 committees.
- HSD hosted strategic planning focus group meetings to assess our district's strengths, weaknesses, opportunities, and threats.
- The Superintendent's administrative leadership team wrote the Hazelwood *NOW* Strategic Plan for the 2017-2022 school years.
- The Hazelwood Board of Education approved the Hazelwood *NOW* Strategic Plan.
- The Hazelwood staff began implementing the plan and measuring progress with success indicators, presented a quarterly update, conducted a districtwide survey, and wrote an annual report.
- The districtwide survey results will be used to share findings relative to respondents' overall satisfaction, opinions, and suggestions. The Superintendent's leadership team will then use these data to inform short-term action steps and long-range action plans.

The presentation that accompanies this report represents a status update for the 2017-2019 school years relative to district goals and the Superintendent's priorities. Data are collected from departmental directors, school leadership teams, and central office administrators and reflects their progress relative to assigned goal areas.



# The Hazelwood School District's 2019 Board of Education



**MARK J. BEHLMANN**  
President  
Master CBM\*



**DR. BRENDA C. YOUNGBLOOD**  
Vice President  
Master CBM\*



**CHERYL D. LATHAM**  
Secretary  
Master CBM\*



**DIANE LIVINGSTON**  
Treasurer  
CBM\*



**MARGO MCNEIL**  
Director  
CBM\*



**ELIZABETH (BETSY) RACHEL**  
Director  
CBM\*



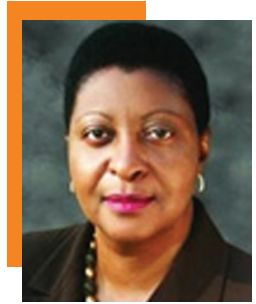
**DR. ZELLA WILLIAMS**  
Director  
CBM\*

*\*Certified Board Member, Missouri School Board Association*

## The Superintendent's Message

Dear Hazelwood Community,

During the past three years, your dedication to our students and community has led to many great successes. Our graduating seniors have reported being rewarded more than \$70 million in scholarships and volunteered over 200,000 community service hours. We have developed the Hazelwood NOW Strategic Plan for the 2017-2022 school years, expanded early childhood education programs, and opened Hazelwood East High School's School-Based Health Center. With parent consent, students receive medical and behavioral health support from medical practitioners supported by the Christian Hospital Foundation and CareSTL Health. These outstanding community partners make quality healthcare easily accessible to our students.



In addition, our students have access to academic acceleration models in two thematic schools: the Hazelwood East Middle School Eighth Grade Center and the Hazelwood Opportunity Center. The Eighth Grade Center offers rigorous academic programming focused on career pathways in technology and health science. The Opportunity Center connects middle and high school students with community partners in smaller settings. Students routinely participate in counseling sessions and learn restorative practices in an accelerated academic model.

Financially, we have maintained a balanced budget, addressed 100% of the state audit findings, and redistricted for efficiency and optimization. These accomplishments are made possible because of your commitment to excellence for our 18,000 students who are representative of over 60 countries and nearly 40 languages.

I look forward to seeing you at our upcoming events and encourage you to read this 2018-19 annual report on the Hazelwood NOW Strategic Plan for the 2017-2022 school years.

In closing, please be sure to visit us online to stay informed about Hazelwood School District's successes, events, and updates. We have a fabulous new website ([www.hazelwoodschoools.org](http://www.hazelwoodschoools.org)), and we post good news regularly on Facebook (<https://www.facebook.com/HazelwoodSD/>) and Twitter (<https://twitter.com/HazelwoodSD>).

Thank you for your unwavering commitment to our students!

Sincerely,

A handwritten signature in black ink that reads "Dr. Nettie Collins-Hart".

Dr. Nettie Collins-Hart



# The Superintendent's Leadership Team

## **DR. NATASHA BAKER**

Deputy Superintendent

## **KEITH BAUSMAN**

Assistant Superintendent for Human Resources

## **CHRISTOPHER NORMAN**

Chief Financial Officer/Assistant Superintendent for Finance and Facilities

## **DR. ERIC ARBETTER**

Assistant Superintendent for Middle Schools

## **JUAN CÓRDOVA**

Assistant Superintendent for Elementary Schools

## **DR. BRUCE GREEN**

Assistant Superintendent for High Schools

## **MATTHEW PHILLIPS**

Assistant Superintendent for Elementary Schools

## **DAVID MCCORKLE**

Chief Information Officer

## **LYNETTE JACKSON**

Director of Federal Programs

## **KIMBERLY MCKENZIE**

Director of Communications and Public Relations

## **DR. PATTY ULRICH**

Director of Curriculum and Educational Programming

## **DR. EVELYN WOODS**

Director of Human Resources

## Our Points of Pride

### Outstanding Students and Staff

- During the past three years, high school students have reported being awarded over \$70M in scholarships and having volunteered over 200,000 community service hours.
- On August 1, 2019, the National Association of School Superintendents named Superintendent Dr. Nettie Collins-Hart the Superintendent of the Year.
- Ashley Gerald, first grade teacher at Lusher Elementary School, was named Hazelwood's Teacher of the Year for the 2018-2019 school year.
- Risa Schoene was recognized with a 2018 Emerson Excellence in Teaching Award.
- Scott Borcharding was named Regional Teacher of the Year by the Missouri Department of Elementary and Secondary Education for the 2017-2018 school year.

### Exceptional Districtwide and School-Based Initiatives

- Opened East High Schools' School-Based Health Center
- Created two thematic schools: the Opportunity Center and the East Middle School 8th Grade Center
- Balanced budget for three consecutive years and increased the fund balance for FY20
- Addressing 100% of state audit recommendations.
- Arrowpoint Elementary School opened two new pre-kindergarten classrooms
- Larimore developed a multi-tiered system of support in behavior and academics and added two additional pre-kindergarten classrooms.
- At McCurdy Elementary, progress has been made in closing the achievement gap between African American and caucasian students in ELA and mathematics, grades 3,4, and 5. Evaluate data was used to determine progress.
- At Jana Elementay, students who are English Learners (ELs) are ranked 8th in the state for performance.
- Garrett Elementary School
  - This past school year, Garrett was awarded the Missouri Sustaining Excellence Award through DESE. First school in Hazelwood to receive this award through our work using PLC practices. Since 2014, Garrent has been recognized nationally twice and by Missouri twice. This does not include our numerous PBIS awards that include Gold and silver levels.
  - Garrent takes pride in our diversity as a school with numerous nationalities represented each year. We have had as many as twenty eight different nationalities in the building in the same school year.
  - ELA scores continue to grow year to year as shown by local data (DRA and SRI) as well as continued improvement with state assessment scores that remains above the state average.



- Russell Elementary
  - 4th grade ELA and 5th grade Math showed higher proficiency scores than the state.
  - Russell earned the Bronze level award for PBIS implementation for the first time in nearly 10 years.
  - Russell has partnered with Little Caesar's Pizza and Party City to help reward students earning perfect attendance and excellent behavior monthly. Two students are randomly picked and celebrated with the Principal's Pride Patrol.
- Walker Elementary
  - Walker received the Gold Award for PBIS implementation from Special School District for the 2018-2019 school year.
  - Walker decreased its office discipline referrals by 25% during the 2018-2019 school year and by 58% over the past four years. Walker also outperformed the state in 3rd grade ELA and mathematics, 4th grade ELA, and 5th grade ELA.



# OVERVIEW OF THE HAZELWOOD *NOW* STRATEGIC PLAN 2017-2022

Our five-year Hazelwood *NOW* Strategic Plan is a tool that provides guidance on fulfilling our mission and vision with maximum efficiency and impact. This plan, developed by parents, students, community stakeholders, and staff, is a comprehensive roadmap that guides the acquisition and allocation of resources to achieve mutually agreed upon goals. Our mission is to ensure that in a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens. For each goal, there are focus areas, strategic priorities, and objectives.



# Districtwide Goals

## GOAL #1: IMPROVE STUDENT ACHIEVEMENT

**Focus Area:** New and Innovative Programs  
**Strategic Priority:** Curriculum and Instruction

### Objectives:

1. Establish a 21st Century framework for learning districtwide
2. Integrate PK-12 vertically-aligned and cross-curricular STEAM learning systems
3. Increase the percentage of students graduating high school and succeeding in college, careers, and life readiness

## GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Student Support Services

### Objectives:

1. Measure student growth across the district through Redefining Ready Indicators (i.e., college, career, and life-skills)
2. Consistently implement districtwide systems and procedures that support students' individual academic, socioemotional, and behavioral needs
3. Emphasize student-centered environments with supports across the continuum

## GOAL #3: ENHANCE PROFESSIONAL GROWTH

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Staff Support Services  
**Strategic Priority:** Technology

### Objectives:

1. All HSD staff will have professional growth opportunities that will increase their capacity and engage them in our mission.
2. Improve retention of faculty and staff
3. Establish professional supports for all staff

4. Provide districtwide professional development that aligns with HSD's strategic priorities
5. Build employees' technical knowledge, skills, and capacities (Technology)
6. Promote awareness and use of technology in the community (Technology)

## GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

**Focus Area:** Options and Opportunities  
**Strategic Priority:** District Finance

### Objectives:

1. By the end of each fiscal year, the finance department will publish financial and operational updates for staff and community stakeholders in formats that demonstrate goal alignment with the district programs and operations in a 5-year financial plan
2. Maintain a balanced budget
3. Explore additional funding sources

## GOAL #5: INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff and Community to Build Coalitions and Capacity  
**Strategic Priority:** Parent Involvement and Community Partnerships  
**Strategic Priority:** Climate and Culture

### Objectives:

1. Expand partnerships to build coalitions and capacity (Parent Involvement and Community Partnerships)
2. At the end of each academic quarter, parent and community partners will have participated in school wide events, surveys, discussions, or shared learning experiences to show an increase in customer satisfaction surveys and goal attainment.
3. Measure progress toward a caring respectful environment as the foundation for the Hazelwood Schools District culture.

# GOAL #1: **IMPROVE STUDENT ACHIEVEMENT**

**Focus Area:** New and Innovative Programs  
**Strategic Priority:** Curriculum and Instruction



## GOAL #1: IMPROVE STUDENT ACHIEVEMENT

**Focus Area:** New and Innovative Programs  
**Strategic Priority:** Curriculum and Instruction

### 2018-19 District Achievements:

#### Cross-Departmental Contributions to Goal Attainment:

The list below reflects contributions that each department has made to ensure that the district achieves Goal #1.

- **Curriculum and Instruction** - Created a diverse representative group of teachers, parents, and community members across corridors to review curriculum; revised the curriculum template so it is user friendly and includes a 21st Century Framework; implemented a cross-curricular STEAM learning system, summer school courses also incorporated STEAM and STEM; incorporated internships, problem-solving experiences, and opportunities for students to earn certificates and/or college credit in all career pathways offered at all three high schools; the Center for Advanced Professional Studies (CAPS), Project Lead The Way (PLTW) at all grade levels have been implemented, implementing a new K-5 social studies curricula that will support ELA; created the Redefining Ready Implementation Plan, and provided continuous improvement supports.
  - **English Language Arts:** Piloted an independent reading program in three schools - Lusher, Keeven, and Jury; focused on grade-level appropriate work; taught teachers how to unwrap standards and conducted research on how often students received grade-level appropriate work in K-12; focused on providing more support in Foundations (K-2 curriculum used to teach the foundations of reading) and independent reading comprehension by training teachers on reading strategies to teach students.
  - **Science:** The district recently approved the new K-5 Science and Health Curriculum which includes the Project Lead the Way launch in all K-4 classrooms. PLTW is a nationally recognized STEM program that engages students in 21st-century learning through hands-on, problem-based activities. HSD has also partnered with Seeds of Hope and the Community Action Agency of St. Louis County (CAASTL) to teach 4th-grade students at Larimore Elementary about Farm to Table practices and how food is processed for local food banks. Students learn farming practices as well as relevant science concepts such as plant growth, soil properties, and ecosystems.
  - **Gifted Education:** Expanded innovative programs including enrichment programming to more schools (*i.e. SPARK and SAIL (Students Activities in Investigative Learning)*).

- **Alternative Education:** The department increased the number of students served from 500 to 700 at the Opportunity Center; increased the number of students from 69 to 115 who met requirements for graduation from the previous school year; implemented Project Restart (a program that helps more students to graduate when in need of alternative education); increased the number of students participating in alternative education programs who graduated.
  - At the end of SY 2017-2018, sixty-nine (69) students completed their coursework while attending an alternative education program housed at the Hazelwood Opportunity Center. As of April 18th, eighty-two (82) students have met the academic requirements for graduation. Below is a breakdown of graduates by program:
    - ▶ 45 – Missouri Option
    - ▶ 18 – Hazelwood Success Academy
    - ▶ 15 – Positive Choice Program
    - ▶ 4 – Project Restart
- **Data and Assessment:** Testing for English Learners (ELs) has now been shifted to the responsibility of school test coordinators instead of EL teachers. Training was provided for MAP testing including MAP-Alternate, Grade Level Assessment and End of Course assessments so students have a testing environment conducive to higher achievement.
- **Early Childhood Education:** The department worked on creating curriculum and an assessment tool that integrates 21st Century Learning skills.
- **Federal Programs:** Schools conducted full needs assessments that align with requirements determined by the Missouri Department of Elementary and Secondary Education (DESE). School improvement plans are created to address the identified areas needed to improve student achievement.
  - **English Learners:** Course offerings were updated for middle and high school students to better meet the needs of students who are ELs and new comers. Grade-specific and building-level performance targets to track academic proficiency and growth were published to ensure opportunities for course correction and praise; the program has been audited, revised, and is routinely updated. Prekindergarten through eighth grade used Imagine Learning (a language and literacy intervention program).
- **Student Support Services.** The Special School District presented a plan to the Board of Education for improving scores for students with Individualized Education Plans (IEPs) and added positions to Hazelwood and North County's Crisis and Behavioral Intervention Team (CBIT) team.
- **School Safety** started an elementary mentorship program with reading safety-related books for K-5 students in areas of PBIS.



## GOAL #1: IMPROVE STUDENT ACHIEVEMENT

**Focus Area:** New and Innovative Programs  
**Strategic Priority:** Curriculum and Instruction

- **Student Services:** In this department, 50% of schools in the district have been trained in trauma-informed practices, and the Health Services division impacted attendance by implementing a plan to increase awareness and usage of the East High School's School-based Health Center.
- **Transportation:** Helping on a district level to increase on-time performance of bus routing using a new GPS system and retraining routing staff.
- **Custodial Department** received 20 new automated scrubbers to clean school buildings.



## Success Measure Indicators for Goal #1: Improve Student Achievement

For a full list of 2017-18 academic data for Goal #1, see page 13 in the full strategic plan located on the district website. The year-to-date key findings and data for the 2018-2019 school year will be updated in this section after the state embargo has passed.

TABLE 3. SUCCESS MEASURE INDICATORS FOR CURRICULUM AND INSTRUCTION									
		Total %	Asian	Black	Hispanic	Multi- Racial	White	FRL	IEPs
b	Percentage of HSD Pre-K students entering kindergarten in Hazelwood	51.7% +	1.2% -	75% +	1.0% -	N/A	22.6% +	N/A	49% +
c	Percentage of 3rd grade students scoring proficient/advanced on MAP ELA and Math	Data unavailable at this time							
d	Percentage of 4th grade students scoring proficient/advanced on MAP ELA and Math	Data embargoed and unavailable at this time.							
e	Percentage of students meeting Redefining Readiness indicators by the end of 5th, 8th, and 12th grades	Data embargoed and unavailable at this time.							
f	Percentage of 5th grade students scoring proficient/advanced on MAP ELA, Math, and Science	Data embargoed and unavailable at this time.							
g	Percentage of 6th grade students scoring proficient/advanced on MAP ELA and Math	Data embargoed and unavailable at this time.							
h	Percentage of 7th grade students scoring proficient/advanced on MAP ELA and Math	Data embargoed and unavailable at this time.							
i	Percentage of 8th grade students scoring proficient/advanced on MAP ELA, Math, and Science	Data embargoed and unavailable at this time.							
j	Percentage of students scoring proficient/advanced on the Algebra I EOC	Data embargoed and unavailable at this time.							
k	Percentage of students scoring proficient/advanced on English II EOC	Data embargoed and unavailable at this time.							
l	Percentage of students scoring proficient/advanced on US Government EOC	Data embargoed and unavailable at this time.							
m	Percentage of students scoring proficient/advanced on Biology EOC	Data embargoed and unavailable at this time.							
n	Percentage of students scoring 3 or higher on one or more AP exam(s)	Data embargoed and unavailable at this time.							
o	Percentage of students scoring at or above state average on the ACT	Data embargoed and unavailable at this time.							
p	Percentage of students entering a 2- or 4-year college	Data embargoed and unavailable at this time.							
q	Percentage of students entering the workforce or military	Data embargoed and unavailable at this time.							

**Key Findings and Notes:** Success measure indicators not listed include c-q. At the time of this report, these annual data had not yet been released for the 2018-2019 school year from the Missouri Department of Elementary and Secondary Education (DESE). The percentage of Hazelwood pre-kindergarten students who entered kindergarten in Hazelwood increased in 2018-19 from the previous year.

## GOAL #1: IMPROVE STUDENT ACHIEVEMENT

**Focus Area:** New and Innovative Programs  
**Strategic Priority:** Curriculum and Instruction

**Table 2.**

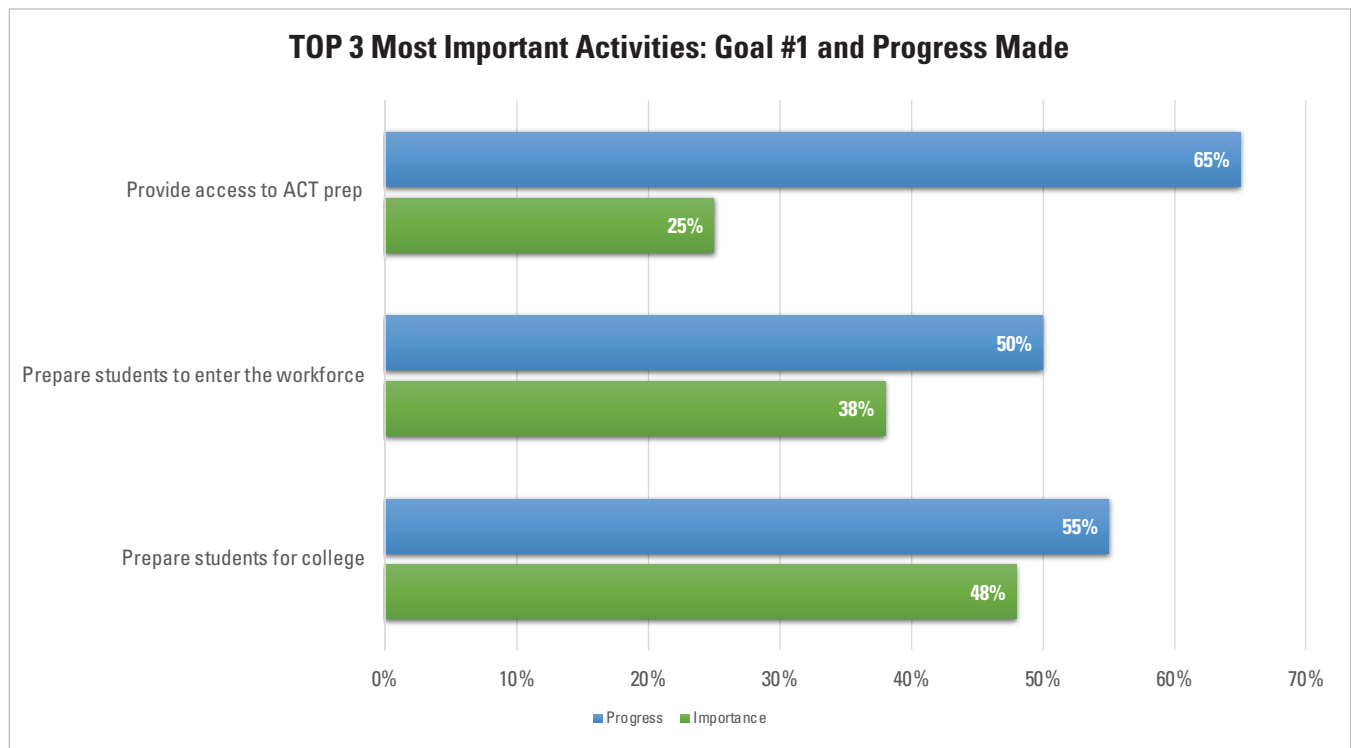
STRATEGIES	VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS	
1	Improve fidelity of the curriculum's implementation	6/19/19	N/A	N/A	In Progress
2	Develop a diverse committee of stakeholders reflecting the district population (teachers, students, parents, community members) to review curriculum and resources in each area and provide feedback on cultural responsiveness and diversity	6/19/19	N/A	N/A	Completed
3	Implement the curriculum management plan	6/19/19	N/A	N/A	Completed
4	Publish grade-specific and school building level performance targets to track academic proficiency and growth to ensure opportunities for course corrections and praise	6/19/19	N/A	N/A	Completed
5	Provide training to staff on culturally proficient instruction	6/19/19	Title II and General Funds	\$75,000	Ongoing
6	Audit, revise, continuously update, all existing curriculum and major instructional resources to identify strengths and "holes" as related to cultural responsiveness and diversity. Integrate culturally responsive activities and diverse resources into curriculum where missing	6/19/19	N/A	N/A	In Progress
7	Incorporate the following into career pathway sequences of courses that extend beyond high school: internships, problem-solving experiences, and opportunities to earn career certificates and/or college credit	6/19/19	N/A	N/A	In Progress

**Key Findings and Notes:** Nearly 60% of the strategies for Goal 1 have been completed and/or are ongoing; all others are in progress. Staff have participated in training to support culturally proficient instruction. For students, career pathway course sequences include internships and opportunities to earn career certificates with college credit.

**Strategic Plan Stakeholder Survey Data for Goal #1**

The data below summarizes the top 3 most important activities selected from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 1.

**Graph 1. Top 3 Most Important Activities**



**Key Findings:** Respondents suggest that the district should focus on preparing students for the future. At least half of respondents say that moderate to significant progress has been made in preparing students for college and to enter the workforce, rated the two most important activities for Goal1. In open-ended comments related to student achievement, 29% of students and 19% of parents discussed college and career readiness.

When asked questions related to overall satisfaction with district progress, 38% of respondents said they are satisfied with Goal 1 progress. Thirty-six percent stated they were dissatisfied with progress related to Goal 1.





GOAL #2:

# DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Student Support Services

## 2018-19 District Achievements:

### Cross-Departmental Contributions to Goal Attainment:

The list below reflects contributions that each department has made to ensure that the district achieves Goal 2.

- **Alternative Education** - The department fully implemented all school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma-informed practices, substance abuse, anger management, and alternative education programs). Counseling supports for students continue to take place at the Opportunity Center.

The following list includes supports for students through local partnerships: group counseling through the National Council on Alcohol and Drug Abuse (NCADA) and Youth in Need Organization; comprehensive supports through Project Hart, social workers and counselors at the Success Academy, Lutheran Family Services, Great Circle, and Foster and Adoptive Care Coalition; Healthy Relationship building through Safe Connections; trauma therapy facilitated by the Department of Human Services, County Youth Programs, Cornerstones of Care Trauma Therapy, and Alive and Well Consultant; and crisis programs and support for children and families offered at home and school by Family Solutions for Kids and Preferred Family Health Care.

- **Child Nutrition** now supports 100% of schools with universal free breakfast for all students. Student advisory committees are utilized to participate in taste testing new products. Student input will be used to make food choices, and adjustments to menus will be made accordingly to attract and measure student meal participation. This practice demonstrates how the department is utilizing program-marketing strategies to engage students in healthy food options.
- **Counseling** departments are utilizing Redefining Ready to support students' college, career, and life readiness. Students in grades 8-12 have career pathways loaded to the ECRA parent portal system, and counselors use the Individual Career and Academic Plan (ICAP) in Missouri Connections to assist with students' future pathways. Tiered Systems of Supportive Intervention includes use of the Student Information System (SIS) data tracker of student interventions, Aims Web behavioral screeners are used to identify students in need, new social emotional curriculum and group materials, and SMART (specific, measurable, attainable, realistic, and timely) goals formulated and evaluated. Training for school counselors and/or school administrators has included the following: in-service with leadership at the Missouri Department of Elementary and Secondary Education (DESE) about expectations, Internal Improvement Review (IIR), Program Improvement Plans, training with administrators on school counselors' evaluative tools, behavior intervention plans (BIP) for every student returning from a long-term suspension, timelines for services provided, and community partner resources (i.e. Alive and Well STL – Missouri Model of Trauma and Cornerstones of Care).

## GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Student Support Services

- **Curriculum and Instruction** has been working with ECRA on a platform for parents and students to communicate student status on Redefining Ready indicators. The department has also supported the expansion of early childhood development programs. The department has supported full implementation of school-level processes that support effective and efficient behavior modification systems (i.e. counseling, trauma). Bilingual International Assistant Services (BIAS) are utilized to provide school based therapy for students who are refugees and immigrants suffering from trauma. The Gifted Education team trained gifted teachers in differentiation and prepared them to train other teachers in school buildings.
- **Early Childhood** has expanded. Four full-day classrooms in two elementary school buildings have opened. There will be 17 full-day pre-K classrooms in 11 elementary buildings (2019-20). This year the district will have one full-time Pre-K English Learner teacher supporting 79 Dual Language learners – young children growing up with two or more languages.
- **Federal Programs** is utilizing Title IV funding to support music, technology, and safety. The Well-Rounded Education Plan includes a consultant who will develop a comprehensive plan that supports band, orchestra and choral programs for the 2019-20 school year. A technology plan was developed and a timeline created to expand tech supports. Training to begin for Safe and Supportive Schools that includes a contract with Foster Care and Adoptive Agency will provide support and services to school teams in place.
- **Health Services** has expanded medical in-house services to meet medical needs through telehealth with Children’s Hospital including dental and vision at every level. Students continue to access the East High School’s School-Based Health Center Resources. Initiatives to market options for accessibility include information dissemination around consent forms, proactive parent communication, student led tours, Health Center Student Advisory input and leadership training, immunization and sport physical clinics, and behavioral health in building discipline planning. Partnerships with BJC Hospital provides Telehealth Services in areas of medical disparity, and the district’s partnership with Eye Care Charity of Mid America will expand services for onsite vision testing, evaluation and eye wear.
- **Student Support Services** - Special School District added positions to Hazelwood and North County to support the Crisis Behavioral Intervention Team (CBIT).

## Success Measure Indicators for Goal 2: Differentiate and Expand Resources and Services for Students

TABLE 3. SUCCESS MEASURE INDICATORS FOR STUDENT SUPPORT SERVICES			
		2017-2018	2018-2019
<b>a</b>	Number of students participating in Hazelwood's early childhood programs	678	683
<b>b</b>	Ratio of K-2 students on grade-level who have received Early Childhood Education or participated in the Parents-as-Teachers programs to those who did not	See Note (b) in Strategic Plan	See Note (b) in Strategic Plan
<b>c</b>	Percentage of elementary and middle school students (excluding kindergarten) who participate in Hazelwood's gifted program	6.50%	7.6%
<b>d</b>	Percentage of students on target with individual plans correlated to indicators for Redefining Ready (College, Career, and Life Ready)	Data unavailable	Data unavailable
<b>e</b>	Increase in graduation rate of students participating in alternative education programs	See Note (e)	N/A (n=115)
<b>f</b>	Decrease in percentage of students suspended less than 10 days	See Note (f-h)	3.2%
<b>g</b>	Decrease in percentage of students referred to a discipline hearing	See Note (f-h)	13% Increase
<b>h</b>	Increase in percentage of students suspended/expelled and receiving support services for rehabilitation for substance abuse, anger management, academic intervention, alternative programs, etc.	See Note (f-h)	100%

**Key Findings and/or Notes:** (d) The career readiness indicator for the 2017-18 school year did not include all indicators as they were not available at the time of data collection. (e) The alternative education programs do not have a standard graduation rate because data are officially assigned to students' homeschools. (g) This indicator calls for a decrease in the percentage of students referred to a discipline hearing. However, during the 2018-19 school year, there was a 13% increase in students referred to a discipline hearing.



## GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Student Support Services

**Table 4.**

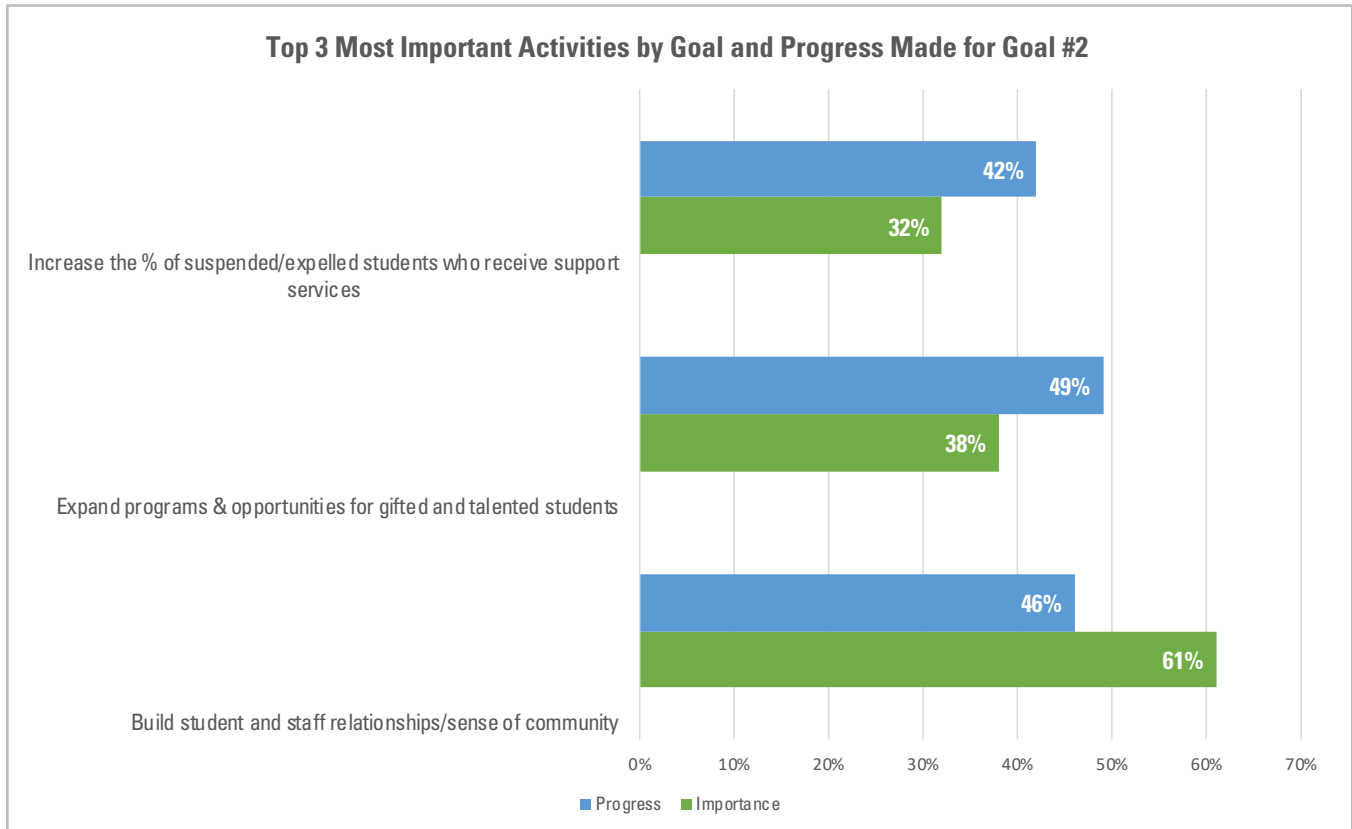
STRATEGIES	VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS
1 Expand early childhood development programs including the Parents-as-Teachers (PAT) Program	6/19/19	State Funding Formula	\$675,000	In Progress
2 Expand programs and opportunities for Gifted and Talented students	6/19/19	General Funds	Year 1: \$75,000 Years 2-5: \$386,580 annually	In Progress
3 Provide all students with grade-level appropriate opportunities through Redefining Ready Initiative	6/19/19	Title II & General Funds	\$15,000	In Progress
4 Develop and implement the use of restorative practices as an integral part of school-level behavior management plans	6/19/19	Student Services Budget	\$2,500	In Progress
5 Fully implement all school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs)	6/19/19	General Funds & Title II	Year 1: \$156,000 Year 2: \$133,457 Year 3: \$126,319	In Progress

**Key Findings:** With the expansion of early childhood, it is expected that enrollment in HSD for the 2019-2020 school year will increase significantly in early childhood education programs.

**Strategic Plan Stakeholder Survey Data for Goal #2**

The data summarizes the results for the three most important activities selected by respondents from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 2.

**Graph 2. Goal Progress and Importance**



**Key Findings:** Most survey respondents want the district to build student-staff relationships. Around 60% of all respondents and 70% of parents and staff selected building student-staff relationships as an important activity for Goal 2. About 40% of parents and staff and 55% of students say that moderate to significant progress has been made in this area. Goal 2 was the most commonly mentioned goal in open-ended comments.



GOAL #3A:

# ENHANCE PROFESSIONAL GROWTH

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Staff Support Services



## 2018-19 District Achievements:

### Cross-Departmental Contributions to Goal Attainment:

The list below reflects contributions of each department and schools have made to ensure that the district achieves Goal #3A.

- **Child Nutrition:** Professional Standards annual training requirements will be in one or all of the following areas depending on training needs of each staff member: nutrition, operations, administration, communications and marketing. Annual training requirements include 12 hours for directors and assistant directors, 10 hours for managers, 6 hours for full-time staff, and 4 hours for part-time staff who are working less than 20 hours per week. Mid-year hires in all categories (January 1, or later) receive training as well. The USDA's Professional Standards Tool will be utilized to track progress for all staff.
- **Curriculum and Instruction:** The department is working on improving the recruiting process to impact trauma support, diversity, and cultural competence. To date, the department has participated in the Hazelwood Job Fair and included a table for English Learners and Gifted Education. Job descriptions have been updated and interview protocols focus on co-teaching for ELs, English language development coaching, and bilingual teachers. In addition, Galactic has reinstated SPARK push-in services for high-ability students in elementary schools for next year. Departmental staff worked with teachers over the summer to develop selection protocol and curriculum.
- **Custodial Services:** The department created an inspection form for the evening shift supervisor to inspect areas throughout the district for accountability purposes and to be more proactive in maintaining our buildings before a customer complaint. The department is developing a training manual for new custodians to cover chemical use, and daily procedures and protocols.
- **Data and Assessment** provided DESE achievement level data to principals and administrators for accountability plans and for in-depth data analysis at each school building.
- **Early Childhood** Education programs continue offering professional growth opportunities with pre-kindergarten staff on literacy block with focus on Balanced Literacy approaches. Staff have embedded Michael Heggerty Phonemic Awareness resources (2019-20) into the pre-k instructional day to provide the background instruction needed for kindergarten student success.
- **English Learners** programming has expanded collaboration with and training of classroom teachers of English Learners through co-teaching and coaching.
- **Health Services** has expanded nurse certifications on the health services team.

## GOAL #3A: ENHANCE PROFESSIONAL GROWTH

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Staff Support Services

- **Human Resources** has improved the recruiting process to impact trauma support, diversity, and cultural competence. The department has planned staff resource fairs and a 3-year teacher induction plan and has implemented new teacher orientation activities for the 2019-20 school year, provided classroom management summer professional development for teachers, coordinated and facilitated the Aspiring Leaders Program (ALPS), and coordinated professional development for secretaries and registrars.
- **Maintenance** is encouraging staff in the department to explore educational opportunities that will enhance their skills, improve customer service, and improve facilities.
- **Residency and Enrollment** is providing additional training to middle and high school registrars, which will enable them to assist with affidavit and special enrollments, and providing online registration and enrollment training to secretaries of the Early Childhood Centers.
- **Student Information Systems (SIS)** is training using Documentation and Video Repository (as-SIS-tance), increasing the number of topics covered, providing full sets of materials for all teacher-related tasks, creating outlines for non-teaching staff training.
- **Student Support Services** has expanded stocks of Narcan, provided yearly best practice and procedure reviews with the National Council on Alcohol and Drug Abuse (NCADA), provided Stop the Bleed Training, stocked clot kits in every school setting, and included safety procedures and Building Emergency Plans (BEP) in every school setting.
- **Technology** has conducted an interactive panel trial with Barrington for the principal, teachers, and students. The department routinely supports central office staff, school building staff, students and parents with their technology needs (i.e. software, hardware, and break-fix technicalities).
- **Transportation** has provided Positive Behavior Intervention Support (PBIS) Training for bus drivers and is providing skills enhancement training and cultural competency trainings for drivers.



## Success Measure Indicators for Goal 3A: Enhance Professional Growth – Staff and Supporting Services

TABLE 5. SUCCESS MEASURE INDICATORS TO ENHANCE PROFESSIONAL GROWTH THROUGH STAFF SUPPORT SERVICES			
		2017-2018	2018-2019
<b>a</b>	Percentage of employees who participate in leadership development	less than 1%, see note (a)	38/% report progress; 36% report importance
<b>b</b>	Percentage of faculty and staff earning local, state, national, and/or international awards or recognitions	See Note (b) in strategic plan (p. 17)	38% reported progress; 15% reported importance
<b>c</b>	Percentage of faculty and staff who observe a colleague sharing feedback	See Note (c), (e,f) in strategic plan (p. 17)	39% reported progress; 32% reported importance
<b>d</b>	Percentage of faculty and staff who are effective or rated distinguished leaders in the district	88.50%	84%
<b>e</b>	Percentage of staff who receive support that enables and empowers them	See Note (c), (e,f) in strategic plan (p. 17)	25% reported progress; 68% reported importance
<b>f</b>	Percentage of stakeholders who reported quality customer service with HSD staff	See Note (c), (e,f) in strategic plan (p. 17)	67% reported progress; 26% reported importance

**Key Findings and/or Notes:** (a-c,e,f) The districtwide survey provided information about the top three most important activities by goal and progress made. There were 3,076 respondents who participated in the survey. Of this total number of respondents 1,036 (or 34%) are staff. In the survey analysis “importance” refers to the percentage of respondents selecting the activity as one of three of the most important activities to them; “progress” indicates the percentage of respondents rating the district as having made progress with implementing an activity moderately or significantly. (d) This metric includes leaders evaluated using evaluation tools that have received ratings indicating performance for the 2018-19 school year was highly effective, distinguished, effective, or proficient. It is important to note that different terminology may be used to describe efficacy across different leadership evaluation tools but still indicate effectiveness and distinction.



## GOAL #3A: ENHANCE PROFESSIONAL GROWTH

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Staff Support Services

**Table 6.**

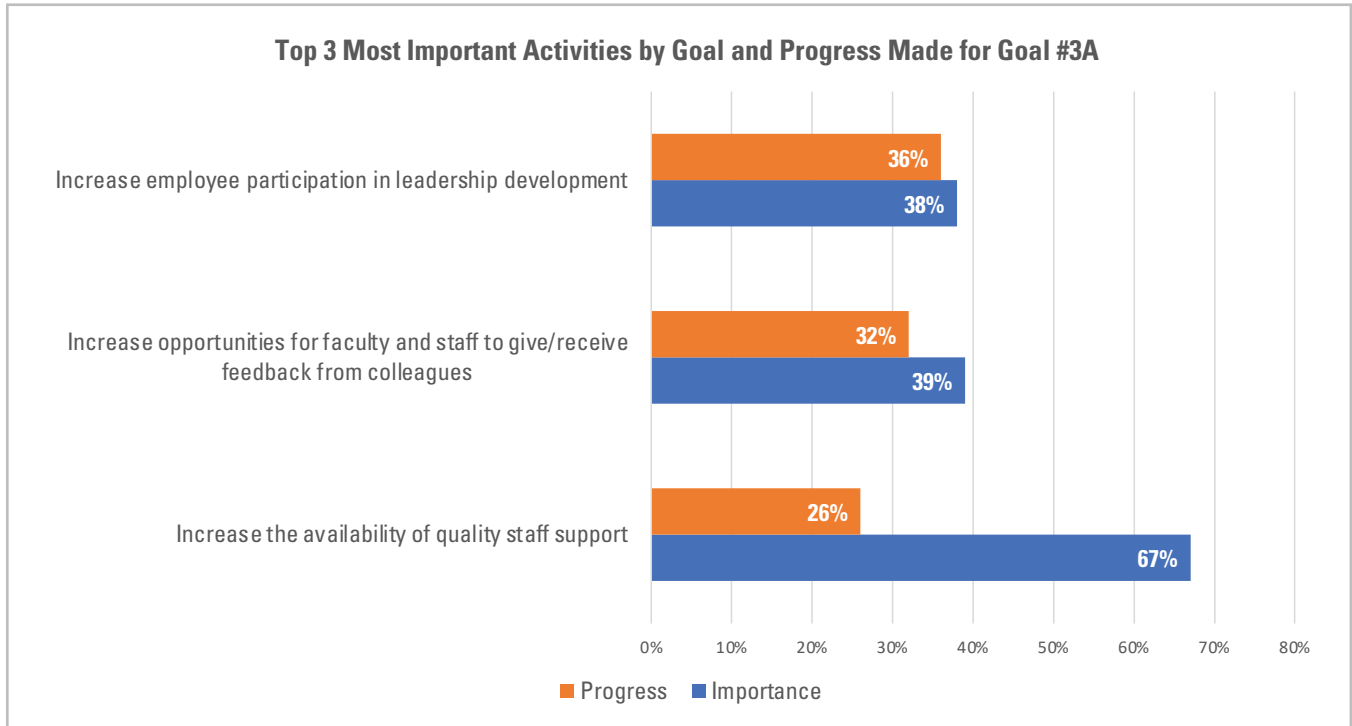
STRATEGIES	VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS	
1	Provide training on customer service, conflict mediation, and general operations (i.e. finance, attendance reporting, etc.) and performance management training for all managers in all employee groups	11/12/18	N/A	N/A	In Progress
2	Implement districtwide cultural competence training requirements and integrate technology into instruction with professional support and dedicated resources	6/19/19	Title II; Technology and Curriculum	\$75,000; \$10,000	Ongoing
3	Integrate technology into instruction --professional support and dedicated resources	11/1/18	Technology and Curriculum Budget	\$10,000	In Progress
4	Improve the recruiting process to impact trauma support, diversity, and cultural competence	10/1/18	HR Budget	\$10,000	In Progress
5	Incorporate professional development for teachers in the area of trauma-informed practices in order to support students' socioemotional well-being	6/19/19	Student Services Budget	\$133,457	Ongoing
6	Expand initiatives to hire retired teachers as substitutes	11/15/18	HR Budget	\$1,500	In Progress
7	Create and implement an ongoing leadership mentoring program (for staff at all levels of the organization) and expand leadership development opportunities for all staff	11/1/18	HR Budget	\$25,000	In Progress
8	Revise the existing exit survey to include data from the strategic priorities	11/12/18	N/A	N/A	In Progress

**Key Findings and Notes:** Ongoing activities indicate completion for the 2018-19 school year and continuance of the strategy in subsequent years. Additional strategies for Goal 3A include the finance department's business office and human resources staff training on the implementation of benefits, payroll, and accounting system modules to improve efficiency.

**Strategic Plan Stakeholder Survey Data for Goal #3A**

The data summarizes the results for the three most important activities selected by respondents from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 3.

**Graph 3A. Goal Progress and Importance**



**Key Findings:** School staff and board members express a need for more quality staff support. Over two-thirds (68%) of these respondents indicate that staff support is an important activity for Goal 3A. However, only around one-quarter of staff (25%) say that the district has made moderate to significant progress in this area.



GOAL #3B:

# ENHANCE PROFESSIONAL GROWTH

**Focus Area:** Options and Opportunities  
**Strategic Priority:** Technology



## 2018-19 District Technology Achievements:

*(Note: Technology supports are centralized; therefore, the list of achievements is indicated by the activities below rather than those that might have otherwise taken place across different departments as indicated under other goals.)*

- Rolled out 2000 laptops to teachers and staff
- Rolled out 500 Thin clients to staff to replace ten-year-old desktops
- Began the refurbishing of old staff laptops for distribution to the elementary schools
- Integrated SIS with Google Classroom to simplify the creation of classrooms for teachers
- Rolled out 1000 new Chromebooks to middle schools and distributed the old ones to elementary schools
- Developed a common desktop and login for elementary school libraries to simplify login times and consistency
- Migrated from Microsoft Exchange to Google Mail
- Edtech:
  - The EdTech Team hosted a Community Technology Night at the Hazelwood Opportunity Center. Participants will learn the basic functions of GSuite for Education. The focus will be on Google Drive and Google's Core applications.
  - April 30th-The EdTech Team in conjunction with Jamestown PTA and Parent University will facilitate a Digital Citizenship Night. This event will help parents and guardians learn how to keep sponsored by a Google grant received by the Jamestown PTA. This event is open to the public.
  - Conducted an interactive panel trial with Barrington for principal, teachers, and students. We are currently evaluating six different vendor-specific interactive panels and should be able to come to a consensus of which panel best meets the needs of our district by the end of May.
- Expand community engagement opportunities at the Opportunity Center for professional development in Google G-Suite, Microsoft Office, Chromebooks, and other technologies based on requests from the public
- All new teachers have attended professional development on Google G-Suite. Promethean Active Inspire, and AristotleInsight: K12. The Edtech coaches provide ongoing professional growth opportunities throughout the year in PLC's, staff meetings, grade-level meetings, and voluntary after-school training.

## GOAL #3B: ENHANCE PROFESSIONAL GROWTH

Focus Area: Options and Opportunities  
Strategic Priority: Technology

TABLE 7: SUCCESS MEASURE INDICATORS FOR ENHANCED PROFESSIONAL GROWTH RELATIVE TO TECHNOLOGY			
		2017-2018	2018-2019
a	Percentage of teachers who received tech professional development and passed the technology proficiency exam	100%	100%
b	Percentage of teachers trained in tech professional development	TBD	30%
c	Percentage of helpdesk issues addressed, resolved, and completed within 48 hours by helpdesk personnel	90%	95%
d	Average number of days to make Chromebook-related repairs	5-10 Days	1-2 days
e	Percentage of Chromebooks lost or stolen	Less than 1%	2%
f	Percentage of observed technology use in the classroom aligned with the HSD curriculum	HS 55.2%, MS 59.8%, ES 49.9%	See notes below
g	Percentage of students who used a Chromebook at home	HS 77%, MS 88%, ES - n/a	See notes below
h	Percentage of students who used a Chromebook at school	HS 25.2%, MS 34.4%, ES 14.5%	See notes below
i	Percentage of students with FRL whose families receive free/reduced priced Wi-Fi	See Note (i)	See notes below
j	Percentage of staff who have reviewed and utilized performance management system data	See Note (j)	38% reported progress; 4% said it was important

**Key Findings and Notes:** (g-i) The percentage of students who used Chromebooks at home and school will be collected in October 2019. However, it is important to indicate that districtwide survey data depicted in subsequent pages speak to the level of importance for these indicators and the progress that respondents believe the district has made in these areas. Survey respondents' (n=3,076) perceptions serve as an indicator of progress. (i) During the 2018-19 school year, the technology department piloted a free Wi-Fi program at Southeast Middle School with 10 devices for free internet at home for families. A Google grant paid HSD \$1000 for the year, and the plan is to expand the pilot to additional locations during the 2019-20 school year.

**Table 8.**

STRATEGIES	VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS	
1	Assess and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring	3/1/19	Tech Budget	\$80,000	Completed
2	Expand and understand the use of technology in school community	3/1/19	N/A	N/A	In Progress
3	Increase support for technology troubleshooting	11/12/18	Tech Budget	N/A	Completed
4	Design, develop, and implement an all-inclusive, robust, flexible, and user-friendly student performance system	1/7/19	Tech Budget	\$5,000	Not Started
5	Train all teachers PK-12 in the basic uses of Google drive and the core applications of G Suite for education	1/7/19	N/A	N/A	Completed
6	Share quarterly data reports with all appropriate district and school building-level administrators	3/1/19	N/A	N/A	In Progress
7	Provide and measure improvements in help desk support	6/3/19	Tech Budget	\$15,000 Annually	In Progress
8	Develop sustainable and non-person specific infrastructure and capacity within the information technology department	1/7/19	N/A	N/A	In Progress
9	Develop and implement a plan that promotes the use and awareness of technology in communities	4/1/19	N/A	N/A	In Progress
10	Measure outcomes of the districtwide technology plan based on the success measures and use the data to promote the use and awareness of technology in communities	5/6/19	N/A	N/A	In Progress



## GOAL #3B: ENHANCE PROFESSIONAL GROWTH

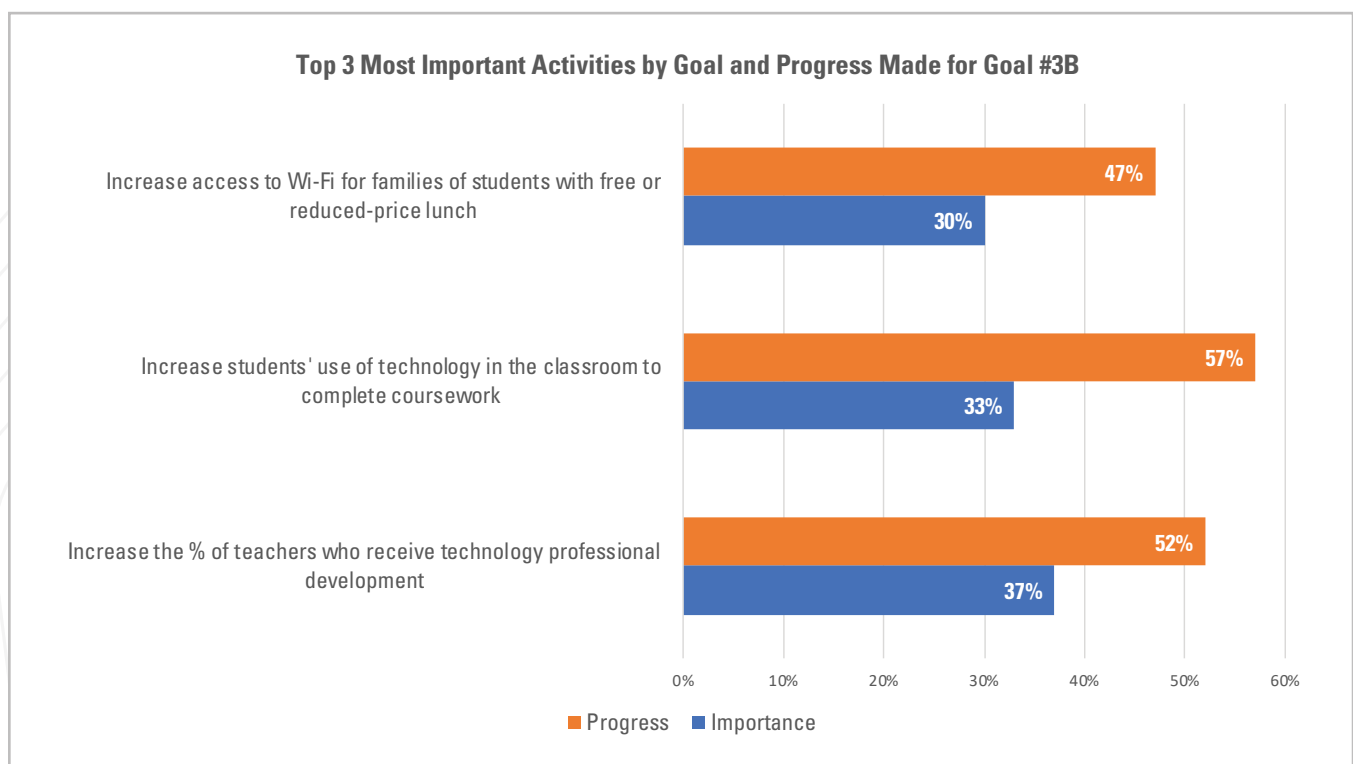
**Focus Area:** Options and Opportunities  
**Strategic Priority:** Technology

**Key Findings and Notes:** (4) The Assistant Superintendent and the Chief Information Officer (CIO) are collaborating with the Human Resources department to recruit a talented and highly skilled Director of Technology who will report to the CIO. This leader will support the department and add much needed capacity so the district can leverage its new and existing talent in ways allowing for the design, development, and implementation of an all-inclusive, robust, flexible, and user-friendly student performance system. Such capacity is needed to bring additional technical innovation to the district while simultaneously managing the HSD's complex technology systems and supports.

### Strategic Plan Stakeholder Survey Data for Goal #3B

The data below summarizes the results from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 3B.

**Graph 3B. Goal Progress and Importance**



**Key Findings and Notes:** At least one-third of respondents indicate that teacher technology training, use of technology in classes, and family access to Wi-Fi are important. Around half of respondents say that moderate to significant progress has been made in these areas. Students believe that access to Wi-Fi is most important; parents believe that use of technology in classes is most important, and teachers believe that technology training is most important.

Water Elementary School

13 National Award Winner  
for Best Practice in Character Education

CHARACTER EDUCATION  
INTEGRATION  
GET  
Leading a National Call to Character

## GOAL #4: **MAINTAIN FISCAL RESPONSIBILITY**

**Focus Area:** Options and Opportunities  
**Strategic Priorities:** District Finance

## GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

**Focus Area:** Options and Opportunities  
**Strategic Priority:** District Finance

### 2018-19 District Achievements and Cross-Departmental Contributions

- **Finance**

- Balanced budget for three consecutive years
- Studied compensation salary schedules for all employee groups
- Addressing facility and bus fleet improvements
- Successfully addressed state audit recommendations and monthly updates are provided to the community and the Board of Education
- All 34 locations passed cash handling audits
- All supporting staff were successfully trained on cash handling compliance
- Assist with the preparation of the budget document
- Assisting with the creation of the budget document to present to the board and to create a fiscal plan for the 2019-20 fiscal year
- Adopt a suitable operating budget that reflects districtwide priorities and maintains a fund balance in line with Board policy.
- Assist with internal control policy changes to correct financial audit recommendations. Such assistance includes working with various departments to correct financial audit recommendations including payroll and personnel reviews, bank reconciliations, and transportation reporting to the state.
- Implementing new account code structure to comply with state and federal regulations.
- Working to create/update all account codes to conform to new state and federal requirements.
- Updating federal program expenditures coding to ensure proper submission of reports to DESE, which in turn creates prompt and correct reimbursement for federal grants.
- Ensure proper stewardship of resources by strengthening internal controls.

- **Communications and Public Relations** department shared and published the HSD Redistricting Plan. All updates and planning have been shared and published on the website, social media channels, press releases, media, and emailed to stakeholders.
- **Custodial Services** bid out for wax and stripper to cover 1.5 million square feet and reviewed the pricing and specifications for approval.
- **Data and Assessment** supported data for the auditors' visit this summer including district and DESE calendar updates.
- **Federal Programs** used Title IV supports for the Well-Rounded Education Plan including a consultant for music education who will develop a comprehensive plan that supports band, orchestra and choral programs for the 2019-20 school year. In the area of technology, a plan was developed and a timeline created to support staff. Safe and Supportive Schools includes a contract with Foster Care and Adoptive Agency to provide support and services to school teams in place. Counselors, principals and school teams can be referred for supports.



- **Maintenance** identified priorities, addressed and monitored progress regarding appearance and upkeep of facilities (included short and long-term facility maintenance project needs), tracked completed contracted jobs and services, and replaced old high mileage vehicles.
- **Purchasing** bid development for various projects related to maintenance, transportation, custodial services, and food services, assisted Finance Office team with asset management process and implementation, worked with Central Stores Warehouse staff to assure supplies are at their proper inventory levels, ready for the start of the new school year.
- **School Safety** updated security fleet and addressed repairs and fuel and costs to finalize camera installations in high school elevators, elementary schools, and the Family Outreach Center.
- **Transportation** purchased a GPS system, new buses, cameras, and radios. The department is auditing routes to increase efficiency and route optimization, reorganizing routing to be more efficient to meet the current needs of the district and to ensure that routes for all sites are fully covered while also addressing driver attendance.

**TABLE 9: SUCCESS MEASURE INDICATORS FOR GOAL 4: MAINTAINING FISCAL RESPONSIBILITY**

		2017-2018	2018-2019
<b>a</b>	Percentage of fund balance at the end of the fiscal year	21%	25%
<b>b</b>	Percentage of fleet replaced	0%	0%
<b>c</b>	Comparison of individual building per student spending	See note (c)	See note
<b>d</b>	Additional funding spent on facility improvements	0%	0%
<b>e</b>	Updates published at the close of each fiscal year	See note (e)	See note
<b>f</b>	Percentage of successfully negotiated agreements with employee groups	100%	100%
<b>g</b>	Percentage of regionally competitive salaries for employee groups	58% See Note (g)	See note
<b>h</b>	Percentage of state audit findings successfully addressed	See Note (h)	100%

**Key Findings and Notes:** (a) By the end of fiscal year (FY) 2019, the district’s fund balance rose by 4% compared with FY18. In addition, 100% of state audit recommendations have been successfully addressed, and all employee group agreements have been successfully negotiated. The Finance Department’s Business Office continues to provide districtwide training and support to all buildings related to budget and operational procedures and implementation of state audit recommendations. To date, all 34 locations passed cash handling audits and all supporting staff are trained on cash handling compliance.

## GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

**Focus Area:** Options and Opportunities  
**Strategic Priority:** District Finance

**Table 10.**

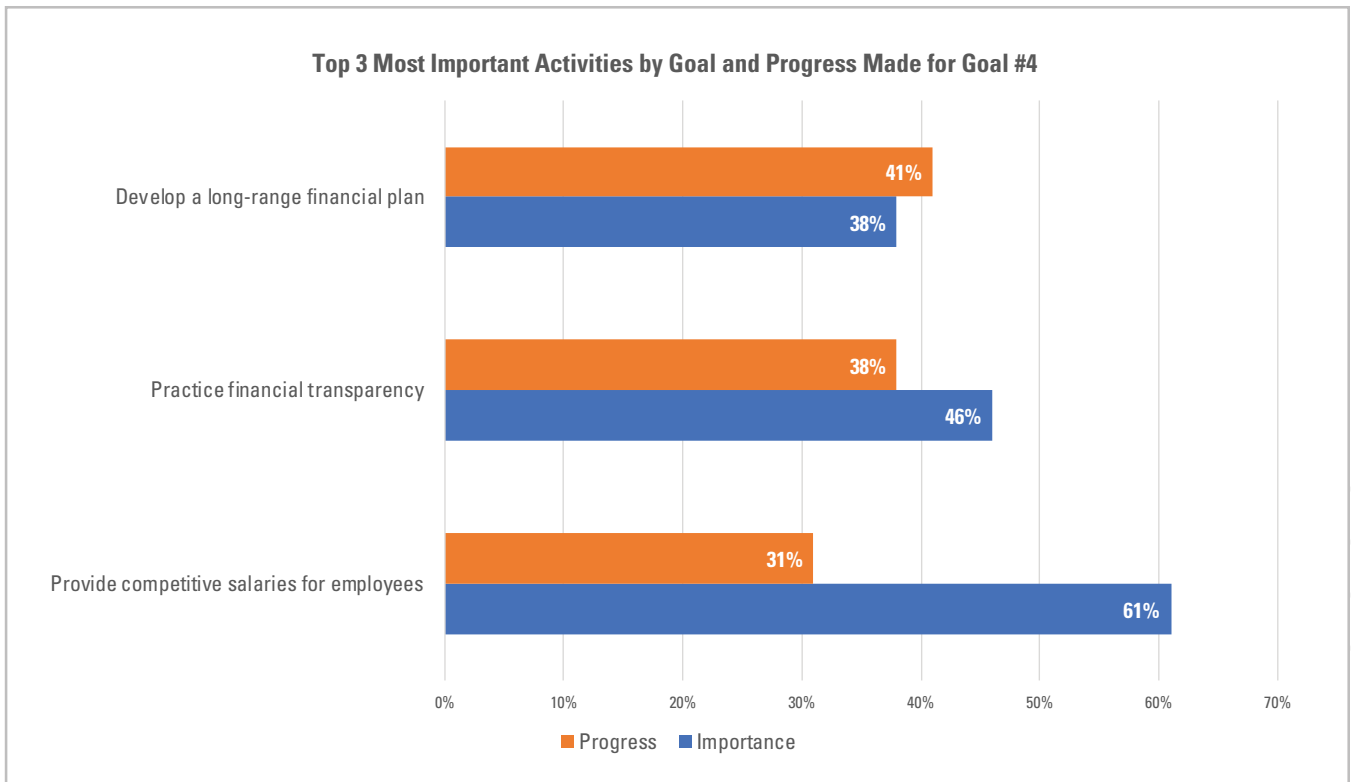
STRATEGIES	VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS	
1	Adopt a sustainable operating budget that reflects districtwide priorities and maintains a fund balance in line with Board policy.	6/25/2019	N/A	N/A	Completed
2	Ensure proper stewardship of resources by strengthening internal controls	6/25/2019	N/A	N/A	Completed
3	Develop a facilities plan and maintain districtwide facility improvements	6/30/2019	Capital Projects	\$600K for FY20	In Progress
4	Maintain a balanced budget and practice fiscal transparency	6/25/2019	N/A	N/A	Completed
5	Connect the financial plans to the Strategic Plan	6/30/2019	N/A	N/A	In Progress
6	Develop a long-range financial plan	6/30/2019	N/A	N/A	In Progress
7	Study HSD's compensation salary schedules and plans for all employee groups	6/25/2019	Finance and HR Budgets	\$5,000	Completed
8	Reestablish the HSD Foundation (i.e. community-led, self-sustaining, restructuring, strategy-focused) to support student achievement	6/30/2019	N/A	N/A	In Progress
9	Implement audit recommendations	6/25/2019	N/A	N/A	Completed/Ongoing

**Key Findings and Notes:** (3) For FY20, the estimated budget is \$600K. (9) While the implementation of audit recommendations is denoted as completed, "ongoing" is indicative of the district's full commitment to maintaining fiscal responsibility by continuing to implement audit recommendations.

## Strategic Plan Stakeholder Survey Data for Goal #4

The data below summarizes the top three most important activities selected by respondents from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 4.

**Graph #4. Goal Progress and Importance**



**Key Findings and Notes:** Many respondents believe that the district should prioritize providing competitive salaries. Staff most frequently selected this option as an important activity for Goal 4 (73%), followed by community members (58%), parents (50%), and school board members (47%). Less than one-third of respondents believe moderate to significant progress has been made in this area.





GOAL #5A:

# INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

**Strategic Priority:** Parent Involvement and Community Partnerships

## 2018-19 District Achievements and Cross-Departmental Contributions

- **Communications and Public Relations** identified, built and sustained HSD partnerships, redesigned the district's website, hosted legislative breakfast, partnered with community organizations to showcase events and services available to students and parents to build district supports. Partners include the following: Bayer, Christian Hospital Foundation, Greater North County Chamber of Commerce, Public Information Officers St. Louis, Metro and other local police departments, Shalom City of Peace, Enterprise Bank and Trust, Vantage Credit Union, Ameren, Chic-Fil-A, McDonald's, Rotary Club of Florissant, Kiwanis Club of Florissant, School-Based Health Alliance, Spanish Lake Association, Neighbors Impacting Communities, Black Jack Fire Protection District, Florissant Fire Protection District, Spanish Lake Fire Protection District, other school district Communication Directors, KMOX, KMOV, KTVI, KSDK, St. Louis American, St. Louis Post Dispatch, EdPlus, and DESE. In addition, the communications department met with local elected officials, Urban League, League of Women Voters, as well as local and state officials.
- **Curriculum and Instruction** developed partnerships and student support programs with the St. Louis Zoo, U.S. Foods, and University of Missouri in St. Louis (UMSL).
- **Federal Programs** Parent University programming is being evaluated. A survey was completed with all administrators, and recommendations about the format, communications, and structure are in the design phase. To date, Parent University provided 12 courses during the 2018-2019 school year on the following topics: Internet Safety, Yoga for Parent and Children, Aerobics, Vision Board Planning; 4E Tactical Training for the Community, Parents as Teachers for Dads; Washington University, Fall Family Fest, Homecoming Parade, and Back-to-School Corridor Community Fairs.
- **Human Resources** hosted a University Partnership Breakfast to support new teacher development to increase investment and expand dialogue around talent recruitment, management, and retention. Several local university deans of colleges of education attended HSD's roundtable discussion with university partners to focus on HSD's "grow-your-own" talent management strategy. The HR department also provided districtwide training on customer service.
- **Residency and Enrollment** implemented centralized enrollment with early identification and screening, online registration and, accommodating facilities for parents. The department also increased staff assistance to better address families' needs.
- **Student Information Systems** automated messages to families, provided online forms for registration and on-demand forms, piloted on-demand forms with student confirmation of behavior guide and science lab safety contracts, and developed a plan for expansion of on-demand forms.
- **Student Support Services** collaborated with the director of transportation to increase access to transportation for students who are displaced.
- **Transportation** implemented a GPS parent portal application for bus locating and transparency, and a phone bank strategy with emails to reach parents.

## GOAL #5A: INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

**Strategic Priority:** Parent Involvement and Community Partnerships

### Success Measure Indicators for Goal 5A: Parent Involvement and Community Partnerships

TABLE 11: SUCCESS MEASURE INDICATORS FOR PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIPS			
		2017-2018	2018-2019
<b>a</b>	Percentage of parents who report satisfaction with parent-teacher communications about the academic and social progress of their child	Unavailable (See Note)	53% reported progress; 31% said this is important
<b>b</b>	Percentage of parents who report more aligned messages between them and schools	Unavailable (See Note)	49% reported progress; 23% said this is important
<b>c</b>	Percentage of local community stakeholders or business owners involved in or supporting Hazelwood	Unavailable (See Note)	48% reported progress; 32% said this is important
<b>d</b>	Percentage of community stakeholders participating in one or more school building activities	Unavailable (See Note)	48% reported progress; 32% said this is important
<b>e</b>	Percentage of parents who report high levels of customer satisfaction in their school interactions	Unavailable (See Note)	49% reported progress; 27% said this is important

**Key Findings and Notes:** (a-e) A districtwide survey was conducted in 2018-2019, which serves as the baseline year for these metrics. (c-d) Survey data for line items c and d were combined to indicate the percentage of stakeholders who responded to progress made in these areas and the importance of such activities.

**Table 12.**

PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP STRATEGIES		VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS
1	Share and publish the HSD Redistricting Plan	10/31/18	General Funds	\$10,000	Completed
2	Identify HSD partnership needs	6/19/19	Communications Budget	\$4,500	In Progress
3	Identify and access all current district partnerships	6/19/19	N/A	N/A	In Progress
4	Create additional opportunities for partnerships	6/19/19	N/A	N/A	In Progress
5	Increase 21st Century Internship programs	6/19/19	N/A	N/A	In Progress
6	Align partnerships with HSD's teaching and learning initiatives	6/19/19	N/A	N/A	In Progress
7	Increase opportunities through HSD Parent University	6/19/19	Title I	\$15,000	In Progress
8	Increase use of ambassadors and advocates	6/19/19	Communications Budget	\$2,000	In Progress
9	Enhance meaningful community outreach strategies and partnerships	6/19/19	N/A	N/A	In Progress
10	Utilize committee work pertaining to the strategic plan, redistricting study, and student recruitment and retention	6/19/19	N/A	N/A	Completed
11	Assess the needs of parents and the district	6/19/19	N/A	N/A	Completed
12	Use partnerships to build trust	6/19/19	N/A	N/A	In Progress



## GOAL #5A: INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

**Strategic Priority:** Parent Involvement and Community Partnerships

PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP STRATEGIES		VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS
13	Expand volunteers and pool	6/19/19	Communications Budget	\$1,500	In Progress
14	Expand specific mentorship partnerships	6/19/19	N/A	N/A	In Progress
15	Measure progress based on community stakeholder input	6/19/19	N/A	N/A	Completed
16	Sponsor community events that build understanding around the school district's mission, vision, and goals	6/19/19	Communications Budget	\$25,000	In Progress
17	Increase community-based opportunities for high-risk student populations with language and financial barriers	6/19/19	N/A	N/A	In Progress
18	Promote legislative advocacy in support of schools	6/19/19	N/A	N/A	In Progress

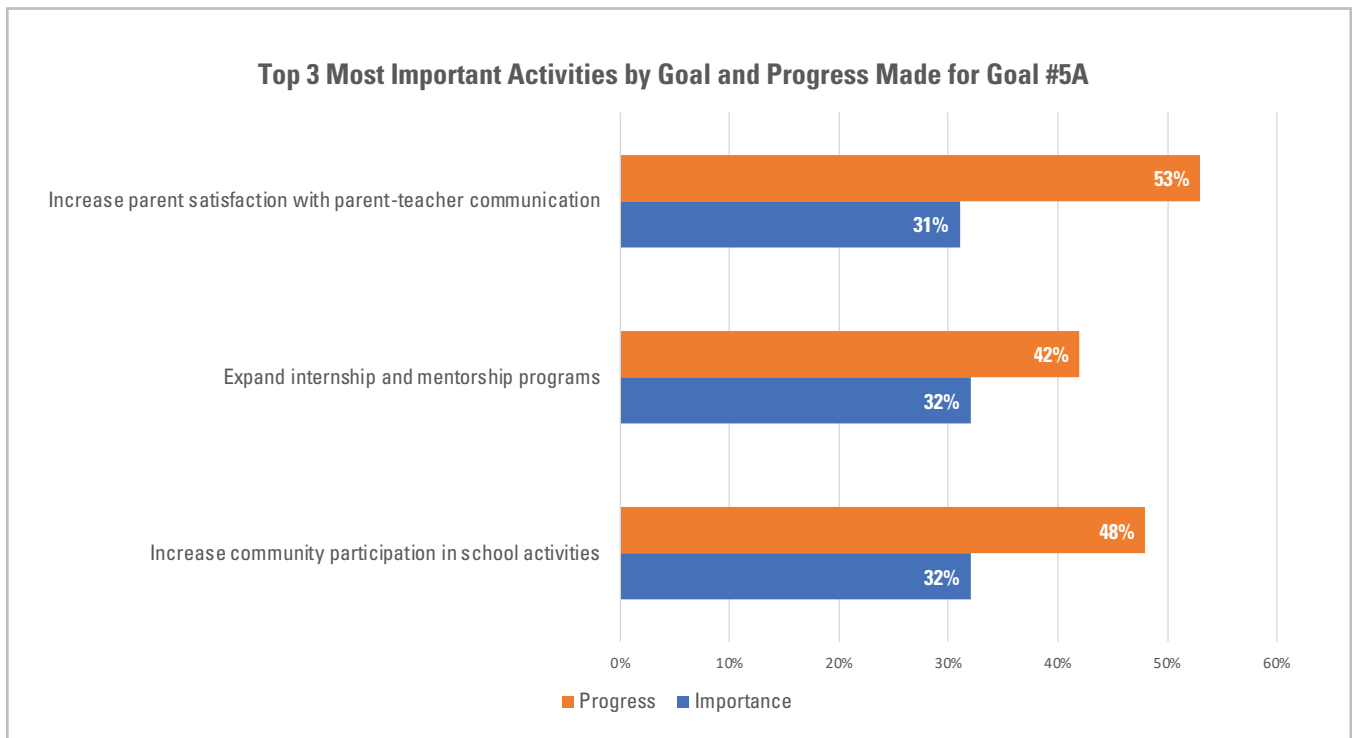
**Key Findings and Notes:** The districtwide survey measured perceived progress based on community stakeholder input.



## Strategic Plan Stakeholder Survey Data for Goal #5A

The data below summarizes the top three most important activities selected by respondents from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 5A.

**Graph #5A. Goal Progress and Importance**



**Key Findings and Notes:** Parents value communication with teachers about their child’s academic progress. Around one-third of all respondents and 45% of teachers state that parent-teacher communication is an important activity for Goal 5A. Over half of all respondents and 48% of parents say that moderate to significant progress has been made in this area.



GOAL #5B:

# INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

**Strategic Priority:** Climate and Culture



## 2018-19 District Achievements and Cross-Departmental Contributions

- **Curriculum and Instruction** facilitated summer literacy programs, collaborated with Scholastic, conducted adult ESL classes, and literacy nights for families.
- **Federal Programs** presented an equity plan to the Board of Education in July 2019. All administrators participated in case studies and equity discussions during summer planning retreats in July 2019.
- **Human Resources** supported school district and building administrators engagement in ongoing application of cultural competence throughout the 2018-19 school year. Principals participated in leadership discussions with the superintendent and her designees regarding student efficacy, visible learning, and the application of cultural competence strategies.





## GOAL #5B: INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity  
**Strategic Priority:** Climate and Culture

TABLE 13: SUCCESS MEASURE INDICATORS FOR CLIMATE AND CULTURE			
		2017-2018	2018-2019
a	Percentage of teachers engaged in the mission and vision of the organization	See note*	48% of respondents reported progress; 31% believe this is important
b	Percentage of students who feel they are safe from violence, bullying, and intimidation at school	See note*	40% of respondents reported progress; 51% believe this is important
c	Percentage of students who feel they are safe from bullying and intimidation at school	See note*	39% of respondents reported progress; 60% believe this is important.
d	Percentage of students who believe they have adequate access to supports (academic, social, behavioral, and emotional)	See note*	41% of respondents reported progress; 61% believe this is important

**\*Key Findings and Notes:** (a-d) There were 3,076 respondents who participated in the districtwide survey (see Appendix A and B). Data collected and analyzed by Hanover Research is baseline data for line items a-d during the 2018-19 school year. Data were not available for the 2017-18 school year because the survey had not been conducted. Survey data indicate parents and staff agree that the most important activities to improve school culture is to increase students' access to adequate support services and increase the percentage of students who feel safe from bullying and intimidation. Only 1/3 of parents and staff believe moderate to significant progress has been made in these areas.

**Table 14.**

STRATEGIES		VERIFIED	FUNDING SOURCE	EST. BUDGET	STATUS
1	Define clear behavioral expectations for adults and students, and train, teach, and reteach appropriate behaviors	6/19/19	Curriculum Budget, HR, and Student Services	\$7,500	Ongoing
2	Develop a climate of sharing best practices	6/19/19	N/A	N/A	In Progress
3	Engage parents and community members in events focused on academic growth and social emotional development	6/19/19	N/A	N/A	In Progress
4	Collaborate with community partners to develop two-way communication strategies and protocols	6/19/19	N/A	N/A	In progress
5	Create a culture survey in collaboration with parents, the PTA, community partners, teachers, and staff	6/19/19	HR Budget	\$5,000	Not Started
6	Use the annual data to draft climate and culture goals for the organization	6/19/19	N/A	N/A	In progress

**Key Findings and Notes:** (1) Support for improving behavioral expectations for adults and students is ongoing. During the 2018-19 school year, HSD provided online safe schools training, training on board policies for principals and new teachers, and customer service training. Professional growth opportunities in these areas will continue during the upcoming and subsequent school years.

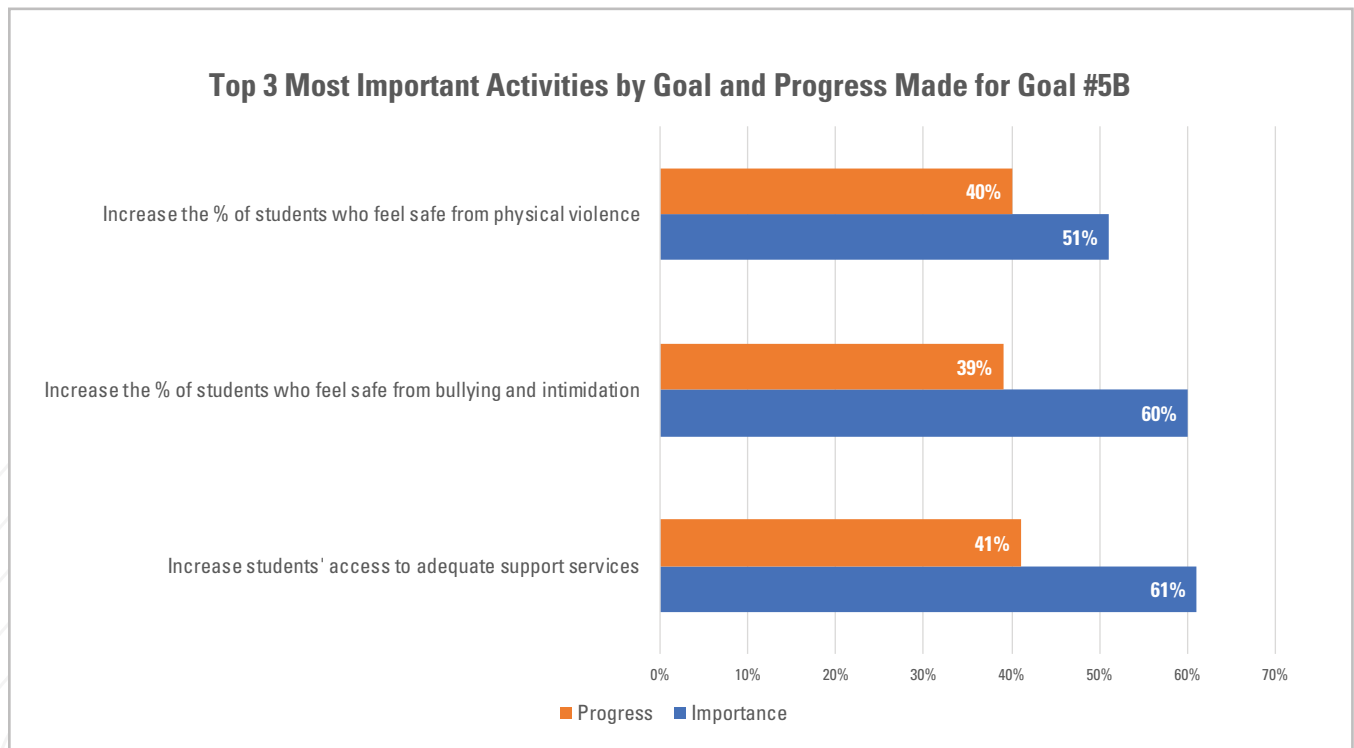
## GOAL #5: INCREASE PARENT AND COMMUNITY INVOLVEMENT

**Focus Area:** Working Together with Parents, Staff, and Community to Build Coalitions and Capacity  
**Strategic Priority:** Climate and Culture

### Strategic Plan Stakeholder Survey Data for Goal #5B

The data below summarizes the top three most important activities selected by respondents from the 2019 HSD Strategic Plan Stakeholder Feedback Survey for Goal 5B.

#### Graph #5B. Goal Progress and Importance



**Key Findings and Notes:** Respondents say that access to support services and making students feel safe from bullying, intimidation, and violence are important. Only about 40% of respondents believe that moderate to significant progress has been made in these areas.

# CONCLUSION



## CONCLUSION

During the August 6th board meeting, an annual report on the strategic plan will be presented. The PowerPoint presentation and the supplemental narrative document includes districtwide goals with updates on the measurable progress indicators. Districtwide achievements are also included with survey data and key findings.

The report is a reflection of districtwide accomplishments, and the priorities serve as areas of focus to move the district toward goal attainment by 2022. The strategies are action steps taken to support implementation with fidelity, progress, and ongoing monitoring. Below is an overview of the process and a statement about how the material is organized.

## ORGANIZATION OF MATERIALS (i.e. The Annual Report and PowerPoint Presentations)

With thousands of data points across the strategic plan and survey analysis, it is important to understand how materials are organized. Below is an outline of how data are organized across two main documents.

- **Document #1: The Annual Report**

- Definition:** This is a narrative in a Microsoft Word document that provides detailed updates pertaining to the Hazelwood School District's annual progress.
- Organization:** Information is organized by goal. Under each goal, readers will find the focus area, strategic priority, cross-departmental contributions pertaining to goal attainment, updates on success measure indicators, key findings and/or notes following each chart and graph, color-coded status updates on strategies identified to support goal attainment, and the top three most important activities by goal and progress made that were identified by survey respondents.
- Appendices:** There are two supplemental documents that are deliverables from Hanover Research (i.e. Appendix A is an infographic with summarized survey findings, and Appendix B is a PowerPoint Presentation with more extensive survey data and narrative).

Hanover Research was hired as a third-party partner for survey design, data collection, analysis, and reporting. Hanover Research is an independent education research firm based in Washington, D.C. and is in no way affiliated with any other entity or organization. In their larger body of work, Hanover deploys over 1,000,000 surveys annually for over 1,000 organizations nationally and internationally.

With Hanover's support, the strategic plan survey in Hazelwood gleaned 3,076 respondents: staff, students, parents, community members, and board members. Respondents' feedback is essential to the district and remains strictly confidential, as all data is stored securely on Hanover's private servers. No information that could be used to identify specific individuals will be reported or released.

Quantitative data are used to determine goal attainment that can be measured with that type of evidence. Qualitative data are gleaned from the survey to demonstrate or gauge perceptions--which are key to understanding the perspectives of students, staff, board members, and residents representing our communities. In addition, gauging the effectiveness of the Hazelwood *NOW* Strategic Plan requires ongoing input from internal and external stakeholders. Therefore, both quantitative and qualitative baseline data are needed. Data collected from the survey are imperative for short- and long-range planning purposes, focused implementation, and targeted course corrections that will assist the district in meeting goals along a continuum of continuous improvement.

- **Document 2: Hazelwood *NOW* Strategic Plan Annual Report (Presentation)**

- a. **Definition:** This document is a PowerPoint Presentation developed by the leadership team. It is an overview of the annual report previously discussed above. It should not be mistaken for Appendix B: Hanover's Presentation.
- b. **Organization:** The PowerPoint Presentation is organized by goal and includes the following sections: cross-departmental contributions pertaining to goal attainment, milestones, strategies, success measure indicators in an overview (not a detailed table), and a graph of the top three most important activities by goal and progress made as per the districtwide survey data provided by Hanover Research.

Overall, the supplemental presentation to this annual report represents a status update for the 2017-2019 school years. General information and data were collected from departmental directors, school leadership teams, central office administrators, and Hanover Research. The purpose for these documents and the presentation is to share progress relative to assigned goal areas, to increase transparency, and to use data from staff and survey respondents to inform short-term action steps and long-range action plans.





# APPENDIX A: **STRATEGIC PLAN STAKEHOLDER FEEDBACK SURVEY ANALYSIS**

Infographic







# STRATEGIC PLAN STAKEHOLDER SURVEY ANALYSIS PREPARED FOR HAZELWOOD SCHOOL DISTRICT

JUNE 2019

## BACKGROUND

The Hazelwood *Now* Strategic Plan is Hazelwood School District’s five-year strategic plan for 2017 to 2022. The plan includes 7 strategic priorities organized around 5 goals:

**Goal 1:** Improve student achievement

**Goal 2:** Differentiate and expand resources and services for students

**Goal 3a:** Enhance professional growth through staff support services

**Goal 3b:** Enhance professional growth through technology

**Goal 4:** Maintain fiscal responsibility

**Goal 5a:** Increase parent and community involvement - Parent Involvement and Community Partnerships

**Goal 5b:** Increase parent and community involvement - Climate and Culture

To measure progress toward achieving the goals in the strategic plan, Hazelwood partnered with Hanover Research (an independent research company) to gather feedback from the Hazelwood community.

In May 2019, Hazelwood staff, parents, middle and high school students, school board members, and community members responded to an online survey about the district’s strategic goals. This brief summarizes the key findings and recommendations from the 2019 Strategic Plan Stakeholder Feedback Survey.

## RESEARCH QUESTIONS

- What are stakeholders’ perceptions of Hazelwood’s strategic planning goals and implementation of activities to address these goals?
- How much progress do stakeholders believe the district is making toward each goal?
- What do stakeholders perceive as the district’s strengths and areas for improvement?
- What are the critical issues that Hazelwood should consider in strategic planning for the next 5 to 10 years?

## SURVEY METHODOLOGY

Survey respondents were:

- o 1,107 parents
- o 1,016 staff
- o 862 students
- o 70 community members
- o 19 school board members

The survey was fielded online in May 2019.

The survey asked respondents to rate their overall satisfaction with the district’s progress toward each goal and also to rate the progress and importance of specific activities to achieve each goal. Finally, the survey included one open-ended question where stakeholders could provide additional comments.

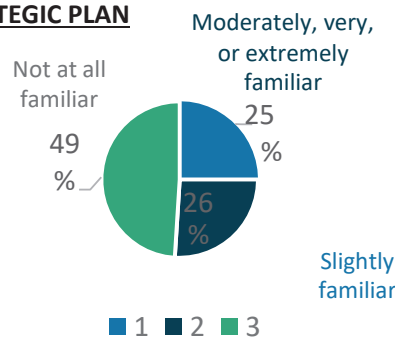
To focus only on respondents who expressed an opinion, this analysis excluded stakeholders who responded to questions with “Don’t Know” or “Unsure.”

## FINDINGS – OVERALL SATISFACTION

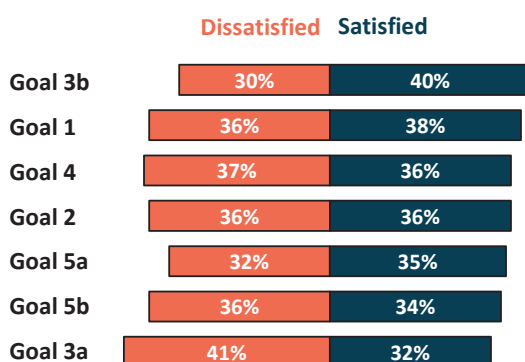
### FAMILIARITY WITH THE HAZELWOOD NOW STRATEGIC PLAN

Almost **half** of respondents are **not familiar** with the Hazelwood *NOW* Strategic Plan.

Just **25%** are **moderately to extremely familiar** with the plan. Students are less familiar with the strategic plan than other groups—72% of students are not at all familiar with the plan, compared to about 40% of other stakeholders.



### SATISFACTION WITH DISTRICT PROGRESS



Respondents express **divided opinions** regarding **district progress toward goals**.

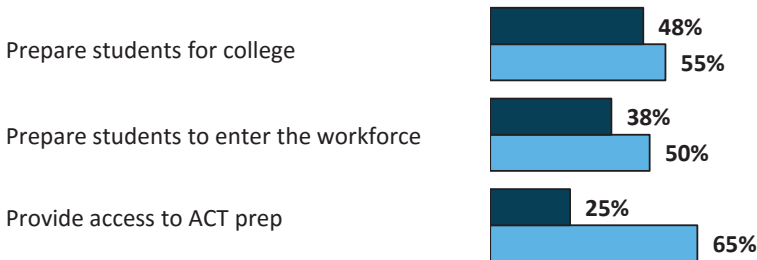
Respondents are **most satisfied** with progress toward enhancing professional growth through **technology** (40% satisfied), and **least satisfied** with progress toward enhancing professional growth through **increased staff support** (41% dissatisfied).



## TOP 3 MOST IMPORTANT ACTIVITIES BY GOAL & PROGRESS MADE

**Importance** - % of respondents selecting activity as among the top 3 most important  
**Progress** - % of respondents rating progress with implementing activity as moderate or significant

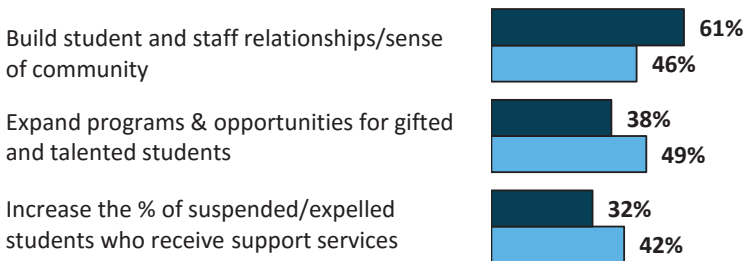
### GOAL 1



**Respondents suggest that the district should focus on preparing students for the future.**

At least half of respondents say that moderate to significant progress has been made in preparing students for college and to enter the workforce, rated the two most important activities for Goal 1. In open-ended comments related to student achievement, 29% of students and 19% of parents discussed college and career readiness.

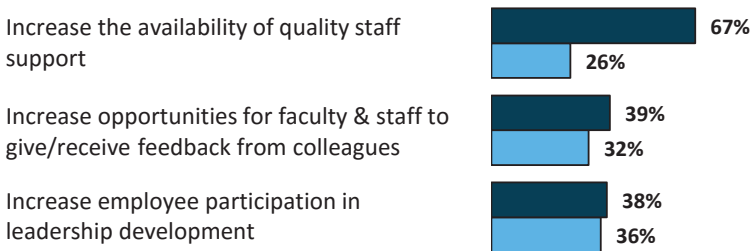
### GOAL 2



**Most respondents want the district to build student-staff relationships.**

Around 60% of all respondents and 70% of parents & staff selected building student-staff relationships as an important activity for Goal 2. About 40% of parents & staff and 55% of students say that moderate to significant progress has been made in this area. Goal 2 was the most commonly mentioned goal in open-ended comments.

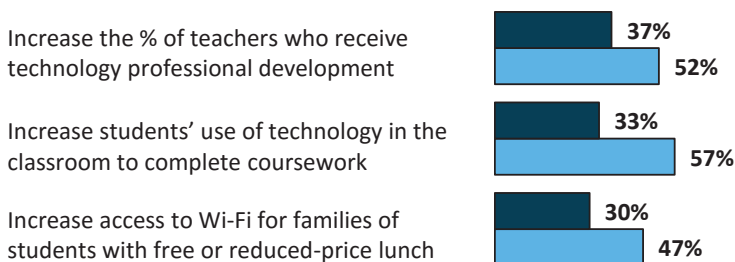
### GOAL 3A



**School staff and board members express a need for more quality staff support.**

Over two-thirds (68%) of these respondents indicate that staff support is an important activity for Goal 3a. However, only around one-quarter of staff (25%) say that the district has made moderate to significant progress in this area.

### GOAL 3B



**At least one-third of respondents indicate that teacher technology training, use of technology in classes, and family access to Wi-Fi are important.**

Around half of respondents say that moderate to significant progress has been made in these areas. Students believe that access to Wi-Fi is most important, parents believe that use of technology in classes is most important, and teachers believe that technology training is most important.



# STRATEGIC PLAN STAKEHOLDER SURVEY ANALYSIS PREPARED FOR HAZELWOOD SCHOOL DISTRICT

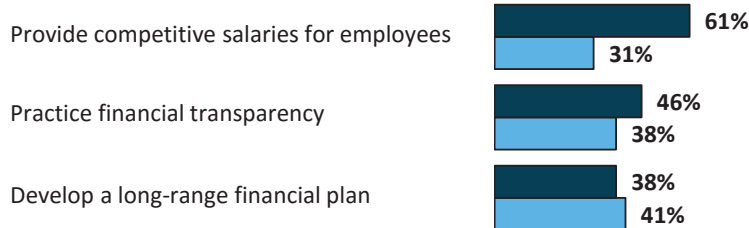
JUNE 2019

## TOP 3 MOST IMPORTANT ACTIVITIES BY GOAL & PROGRESS MADE

■ **Importance** - % of respondents selecting activity as among the top 3 most important

■ **Progress** - % of respondents rating progress with implementing activity as moderate or significant

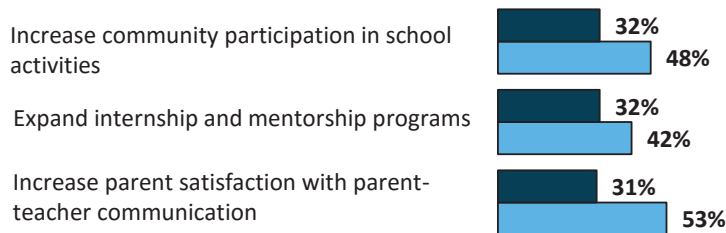
### GOAL 4



**Many respondents believe that the district should prioritize providing competitive salaries.**

Staff most frequently select this option as an important activity for Goal 4 (73%), followed by community members (58%), parents (50%), and school board members (47%). Less than one-third of respondents believe moderate to significant progress has been made in this area.

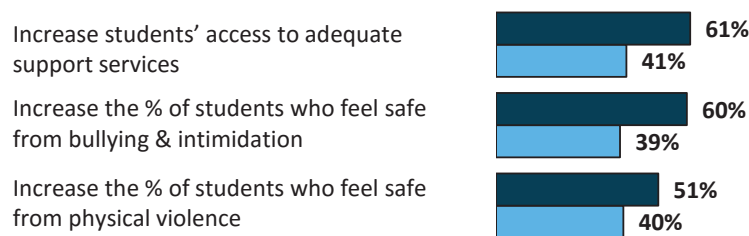
### GOAL 5A



**Parents value communication with teachers about their child's academic progress.**

Around one-third of all respondents and 45% of teachers state that parent-teacher communication is an important activity for Goal 5A. Over half of all respondents and 48% of parents say that moderate to significant progress has been made in this area.

### GOAL 5B



**Respondents say that access to support services and making students feel safe from bullying, intimidation, & violence are important.**

Only about 40 percent of respondents believe that moderate to significant progress has been made in these areas.

## RECOMMENDATIONS

- ✓ **Increase Awareness.** Ensure district stakeholders are aware of the Hazelwood *NOW* Strategic Plan and what actions the district is taking to accomplish strategic goals. Almost half of stakeholders are not aware of the strategic plan, and many are unaware of actions being taken to achieve district goals.
- ✓ **Solicit Feedback.** Use focus groups or in-depth interviews to gather additional feedback from stakeholders. Many open-ended comments expressed confusion or unfamiliarity with the strategic plan. Qualitative data could help provide context for addressing stakeholders' concerns.
- ✓ **Assess Climate.** Administer an annual climate survey to collect data on school climate factors related to strategic goals. Re-administering the survey over several years can inform the Hazelwood community of strengths and areas for improvement, and enable district leaders to address these issues in a more targeted manner.



# APPENDIX B: **STRATEGIC PLAN STAKEHOLDER FEEDBACK SURVEY ANALYSIS**

PowerPoint Presentation





# Strategic Plan Stakeholder Feedback Survey Analysis

Hazelwood School District  
June 2019





# Table of Contents

<b>Executive Summary</b>	.....	<b>P 3</b>
<b>Methodology</b>	.....	<b>P 5</b>
<b>Key Findings</b>	.....	<b>P 7</b>
<b>Recommendations</b>	.....	<b>P 10</b>
<b>SECTION I: Stakeholder Satisfaction</b>	.....	<b>P 15</b>
<b>SECTION II: Goal 1 – Improve Student Achievement</b>	.....	<b>P 18</b>
<b>SECTION III: Goal 2 – Differentiate and Expand Resources and Services</b>	.....	<b>P 21</b>
<b>SECTION IV: Goal 3 - Enhance Professional Growth</b>	.....	<b>P 26</b>
<b>SECTION V: Goal 4 - Maintain Fiscal Responsibility</b>	.....	<b>P 33</b>
<b>SECTION VI: Goal 5 – Increase Parent and Community Involvement</b>	.....	<b>P 37</b>
<b>SECTION VII: Open-Ended Coding</b>	.....	<b>P 45</b>
<b>SECTION VIII: Demographics</b>	.....	<b>P 54</b>



# EXECUTIVE SUMMARY





# Introduction

In this report, Hanover Research analyzes and summarizes the results from the 2019 Hazelwood School District (HSD) Strategic Plan Stakeholder Feedback Survey. The report includes results from 862 students, 1,107 parents, 1,016 staff members, 19 school board members<sup>1</sup>, and 70 community members.

## THE REPORT CONTAINS THE FOLLOWING SECTIONS:

**Executive Summary and Key Findings.** We summarize the methodology of the study, present high-level key findings, and provide recommendations.

**Section I: Stakeholder Satisfaction.** This section presents findings for overall satisfaction with the district's progress toward each goal.

**Section II—VI: Importance of and Progress on Activities Related to Strategic Goals.** This section presents findings on important activities HSD has focused on to achieve strategic goals and the progress stakeholders perceive the district is making in each area.

**Section VII: Open-Ended Coding.** This provides themes from open-ended responses provided.

**Section VIII: Demographics.** We summarize respondents' characteristics.

### Goals

- 1) Determine what stakeholders perceive as strengths and weaknesses of implementation
- 2) Identify how much progress stakeholders believe the district is making towards each target goal

### Approach

Online survey launched in May 2019.



K-12 EDUCATION

Note: There are currently only 7 school board members at HSD. However, it could not be determined which responses belong to current board members and which do not, so all responses were retained.

# Methodology

- The survey was fielded online in May 2019.
- The following report contains topline results for all questions as well as statistically significant and meaningful segmentations by role and grade level.
- Statistically significant differences (95% confidence level) between groups are noted with an asterisk (\*).
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying Data Supplement.



## Methodology (Cont'd)

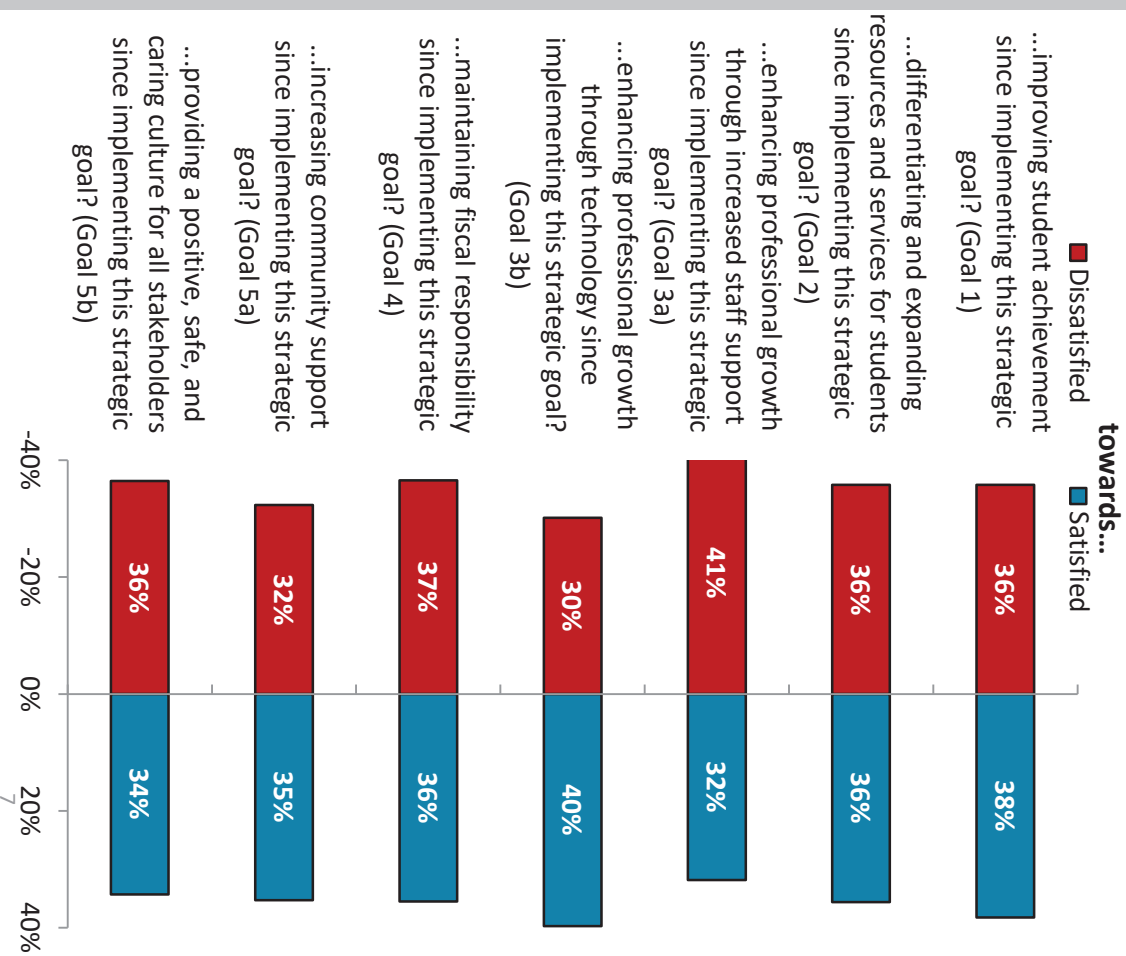
- “Don’t Know/Unsure” responses, and equivalent, are excluded from the figures and analysis in order to focus on respondents who did express an opinion.
  - Not excluding these responses can mask results from other respondents.
  - For example, the table below shows results for a question about progress made toward providing access to ACT preparation. Fifty-one percent of respondents indicate they are unsure about progress made toward this goal. However, including these respondents makes it appear that only 31 percent of respondents believe “Moderate” or “Significant Progress” has been made. Excluding “Unsure” responses reveals that, of those who expressed an opinion about the district’s progress, 65% indicate there has been “Moderate” or “Significant Progress”.
  - Please consult the Data Supplement for percentages including “Don’t Know/Unsure” responses.

PROGRESS TOWARD PROVIDING ACCESS TO ACT PREP.	INCLUDING “DON’T KNOW/UNSURE”	EXCLUDING “DON’T KNOW/UNSURE”
Don’t Know/Unsure	51%	
No Progress	6%	12%
Minor Progress	11%	23%
Moderate Progress	19%	39%
Significant Progress	13%	26%
<b>Top 2</b>	<b>31%</b>	<b>65%</b>

# Key Findings: Overall Goal Satisfaction

- Many respondents state that they are not aware of the strategic plan or how much progress has been made towards strategic goals. Almost half of respondents indicate they are not at all aware of the Hazelwood NOW Strategic Plan.
  - While 72 percent of students say they are unaware of the strategic plan, about 40 percent of all other stakeholder groups report the same.
- Respondents express divided opinions about their satisfaction with the district’s progress made toward its strategic goals.
  - However, respondents indicate slightly more satisfaction with progress made toward enhancing professional growth through technology.
  - Additionally, respondents indicate slightly more dissatisfaction with progress made toward enhancing professional growth through increased staff support.

Overall, how satisfied are you with the district’s progress towards...



## Key Findings: Important Activities and Progress (Goals 1 & 2)

- Responses suggest that HSD should focus on preparing students for future success. Respondents indicate that the most important activities to focus on in working toward the goal of improving student achievement are preparing students for college (48%) and preparing students to enter the workforce (38%). At least 50 percent of respondents say that moderate to significant progress has been made in each of these areas.
- Most respondents want the district to build student and staff relationships/sense of community to reduce conflict and behavior problems. Sixty-one percent of respondents overall and about 70 percent of parents and staff selected this as an important activity to differentiate and expand resources and services for students. About 40 percent of parents and staff indicate that moderate to significant progress has been made in this area, compared to 55 percent of students.

**29% of students’ and 19% of parents’** open-ended comments relating to student achievement included **prioritizing college and career readiness**

**Differentiating and Expanding Resources and Services for Students** was the **most commonly mentioned goal** in students’, parents’, and staff’s open-ended comments

## Key Findings: Important Activities and Progress (Goals 3-5)

- **School staff and board members express a need for more quality staff support.** Sixty-eight percent of staff indicated that this is an important activity for enhancing professional growth. However, only 25% of staff say the district has made moderate to significant progress in this area.
- **To maintain fiscal responsibilities, respondents most frequently select providing competitive salaries for employees as one of the most important activities.** Staff most frequently select this option (73%) followed by community members (58%), parents (50%), and school board members (47%). Less than one-third of respondents believe moderate to significant progress has been made in this area.
- **Parents value communication with teachers about their child's academic progress.** Forty-five percent state it is an important activity in increasing parent/community involvement. Additionally, 48 percent of parents say the district has made moderate to significant progress in this area.

**Support staff salary needs to be evaluated, to ensure they are adequately compensated. I would suggest benchmarking other school districts to see how their support staff are compensated.**

**As a parent, I've been lucky this year that my child's teacher communicates well with us.**



## Recommendations

- **Ensure district stakeholders are aware of the Hazelwood NOW Strategic Plan and what actions the district is taking to accomplish strategic goals.** Almost half of stakeholders indicate they are not aware of the strategic plan and many suggest they are unaware of actions being taken to achieve district goals.
- **Use focus groups or in depth interviews to gather additional feedback on stakeholders perceptions of the Hazelwood NOW Strategic Plan.** Many open-ended comments expressed confusion or unfamiliarity with the strategic plan. Qualitative data could help target key concerns expressed by stakeholders.
- **Administer an annual climate survey to determine baseline perceptions of stakeholders' satisfaction with their district and school on factors related to strategic goals.** Re-administering the survey over several years can inform stakeholders of areas of strength and weaknesses that can then be addressed in a more targeted manner.

# SECTION I STAKEHOLDER SATISFACTION



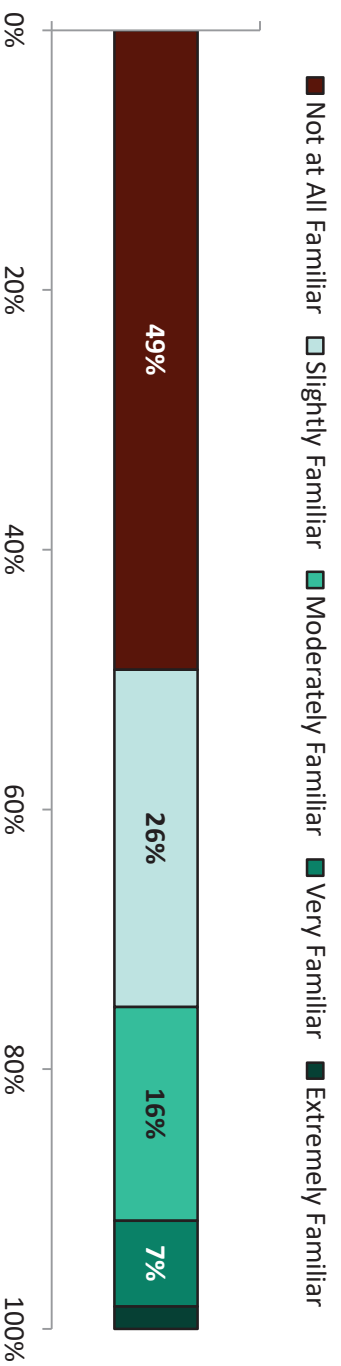


## Stakeholder Satisfaction: Findings

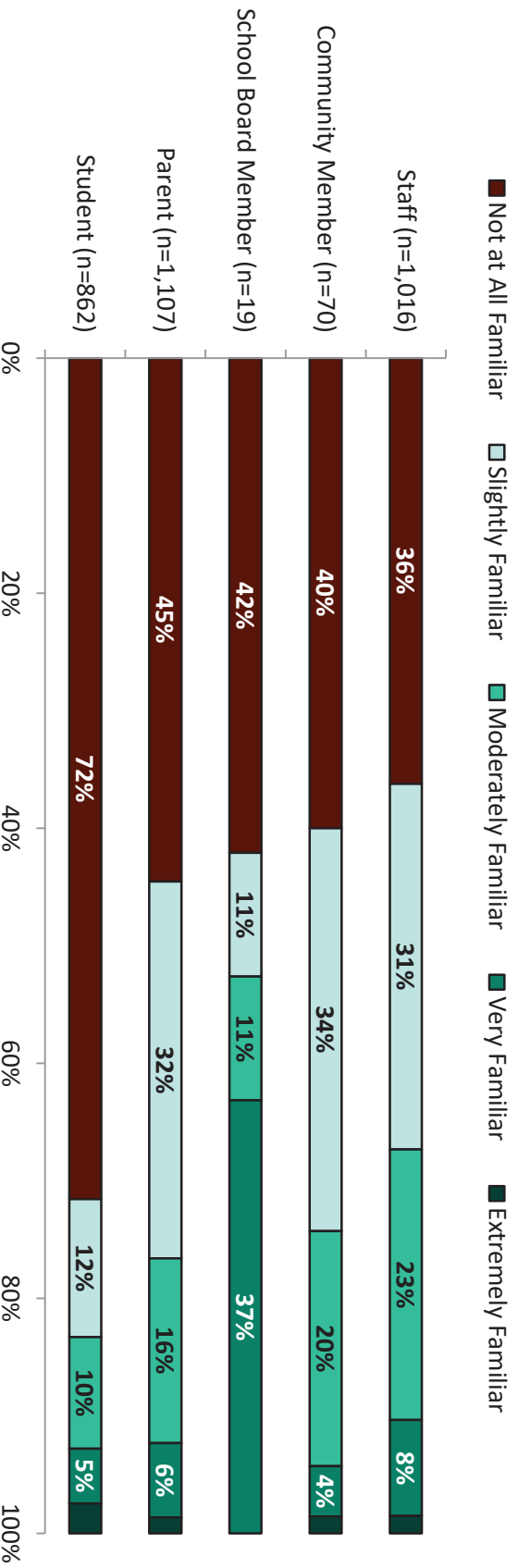
- Almost half of respondents say they are not at all familiar with the Hazelwood NOW Strategic Plan. Only 25 percent indicate that they are moderately to extremely familiar with it.
  - Students most frequently report not being aware of the strategic plan (72%). However, about 40 percent of all other groups also report not being aware of the strategic plan.
- Fewer than half of respondents are satisfied with the district's progress since implementing its strategic goals.
  - Respondents state they are **most satisfied** with the district's progress towards enhancing professional growth through technology since implementing this strategic goal, with 40 percent indicating they are somewhat or completely satisfied.
  - Respondents state they are **least satisfied** with the district's progress towards enhancing professional growth through increased staff support since implementing this strategic goal, with only 32 percent indicating they are somewhat or completely satisfied.

# Familiarity with Hazelwood NOW Strategic Plan

How familiar are you with the Hazelwood NOW Strategic Plan? (n=3,074)



How Familiar are you with the Hazelwood NOW Strategic Plan?\*



Asterisk (\*) indicates statistical differences between groups at the 95% confidence level.



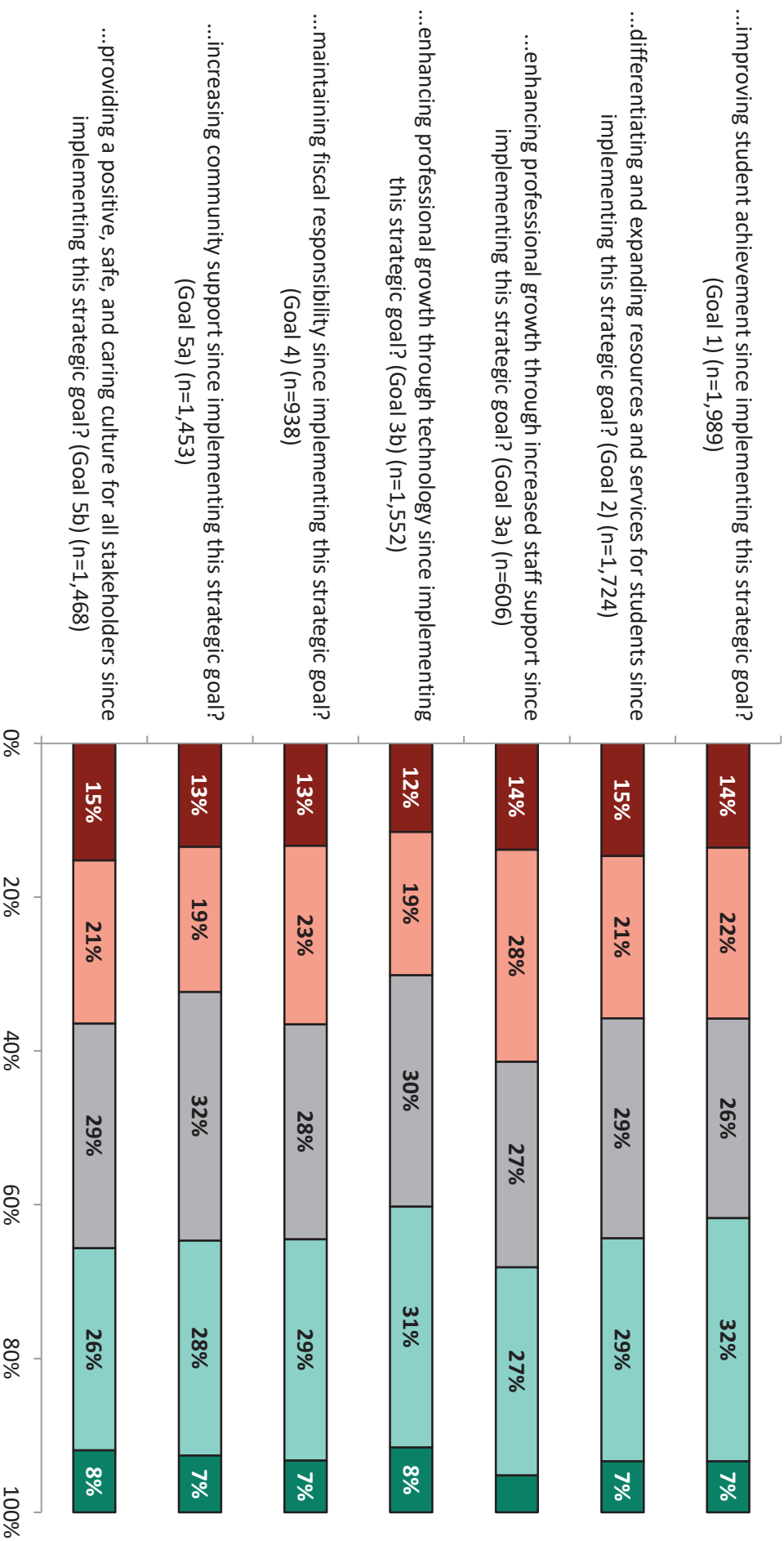
K-12 EDUCATION



# Overall Satisfaction

Overall, how satisfied are you with the district's progress towards...

Completely Dissatisfied  
  Somewhat Dissatisfied  
  Neither Satisfied nor Dissatisfied  
  Somewhat Satisfied  
  Completely Satisfied



**Notes:** For Goal 3a, only staff and school board members answered this question.

For Goal 3b, community members did not answer this question.

For Goal 4, students did not answer this question.



K-12 EDUCATION

**SECTION II**  
**GOAL 1: IMPROVE STUDENT ACHIEVEMENT**



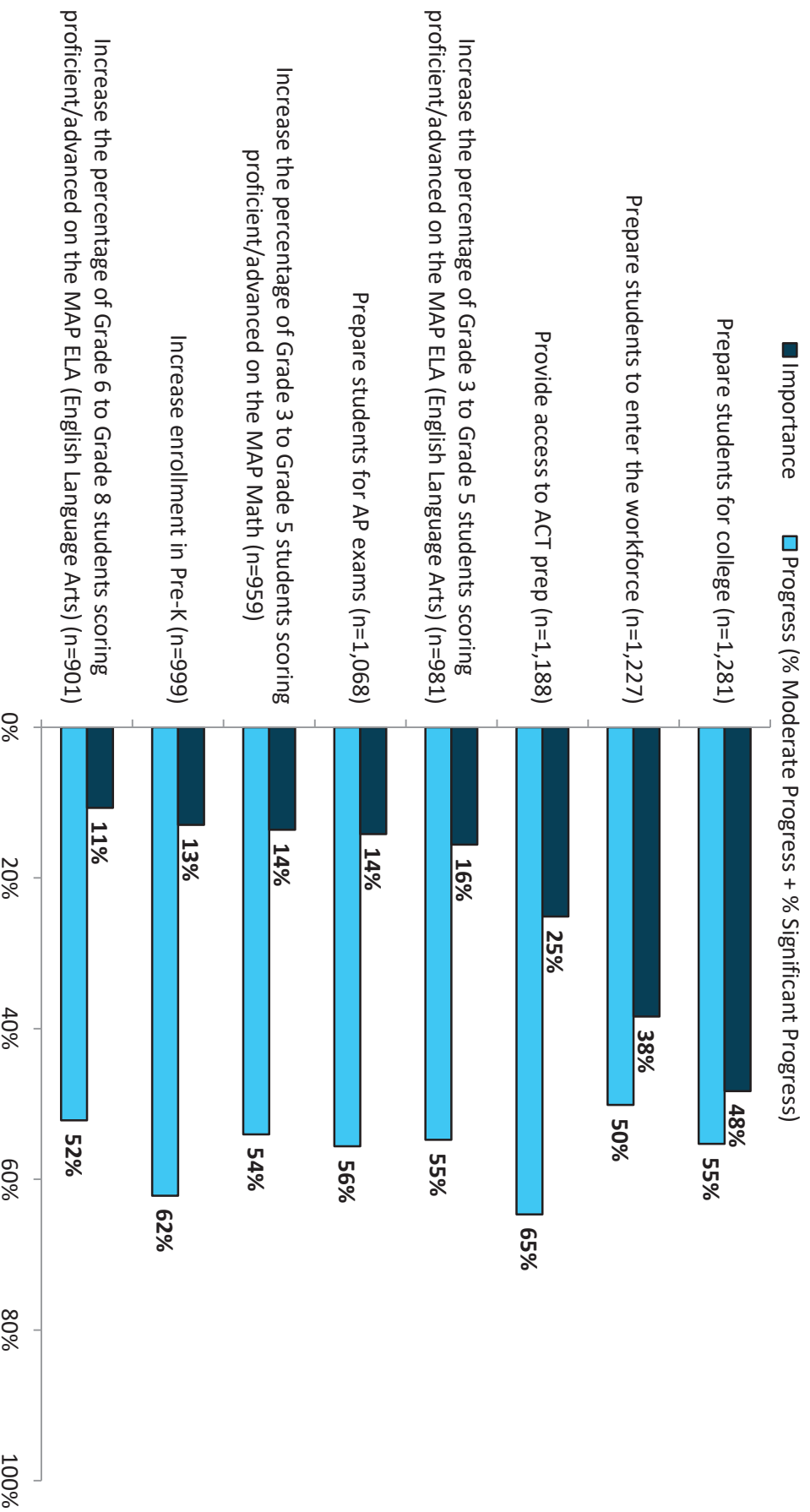


## Goal 1: Findings

- **Goal 1:** Across grade levels, respondents indicate that the most important activities to focus on in working toward the goal of improving student achievement are preparing students for college (48%) and preparing students to enter the workforce (38%). Additionally, at least 50 percent of respondents say that moderate to significant progress has been made in each of these areas.
  - **Elementary school respondents'** secondary concerns are increasing the percentage of Grade 3 to 5 students scoring proficient/advanced on MAP ELA (30%) and MAP Math (29%). A little less than half of respondents state that moderate to significant progress has been made in these areas (49% and 45% respectively).
  - Similarly, **middle school respondents'** secondary concerns are also increasing the percentage of Grade 6 to Grade 8 students scoring proficient/advanced on MAP ELA (24%) and MAP Math (24%). However, fewer report that moderate to significant progress has been made in these areas (38% for MAP ELA and 42% for MAP Math).
  - **High school respondents'** secondary concerns are providing access to ACT preparation (33%) and preparing students for AP exams (21%). At least three out of five of these respondents report that moderate to significant progress has been made in these areas (60% for preparing students for AP exams and 68% for providing ACT prep).

# Goal 1: Improve Student Achievement (Pt. 1)

## Top 8 Most Important Activities for Achieving Goal 1



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of improving student achievement? Please select up to three. (n=2,883)  
 Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?

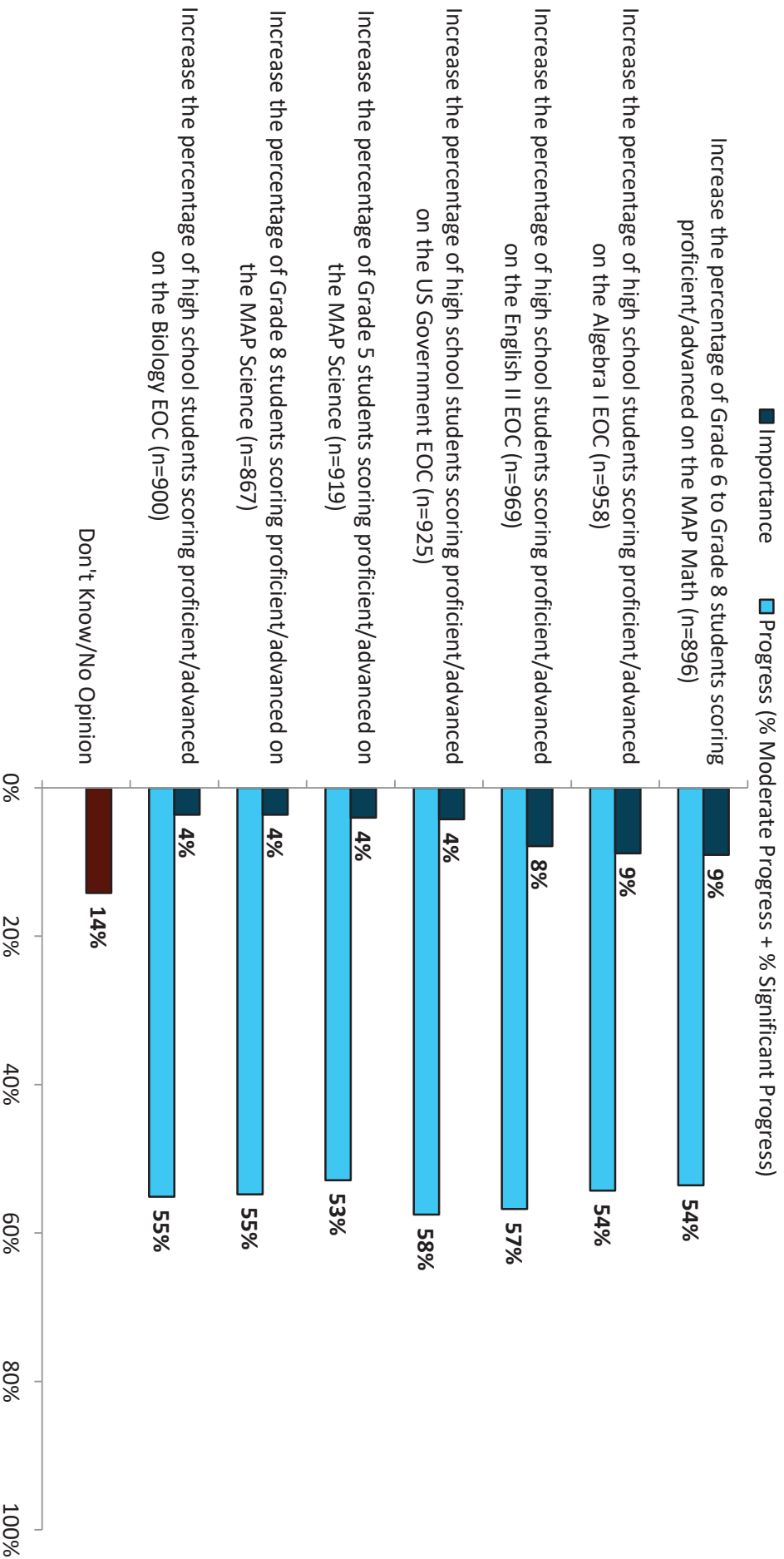


K-12 EDUCATION



# Goal 1: Improve Student Achievement (Pt. 2)

## Bottom 8 Most Important Activities for Achieving Goal 1



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of improving student achievement? Please select up to three. (n=2,883)  
 Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?



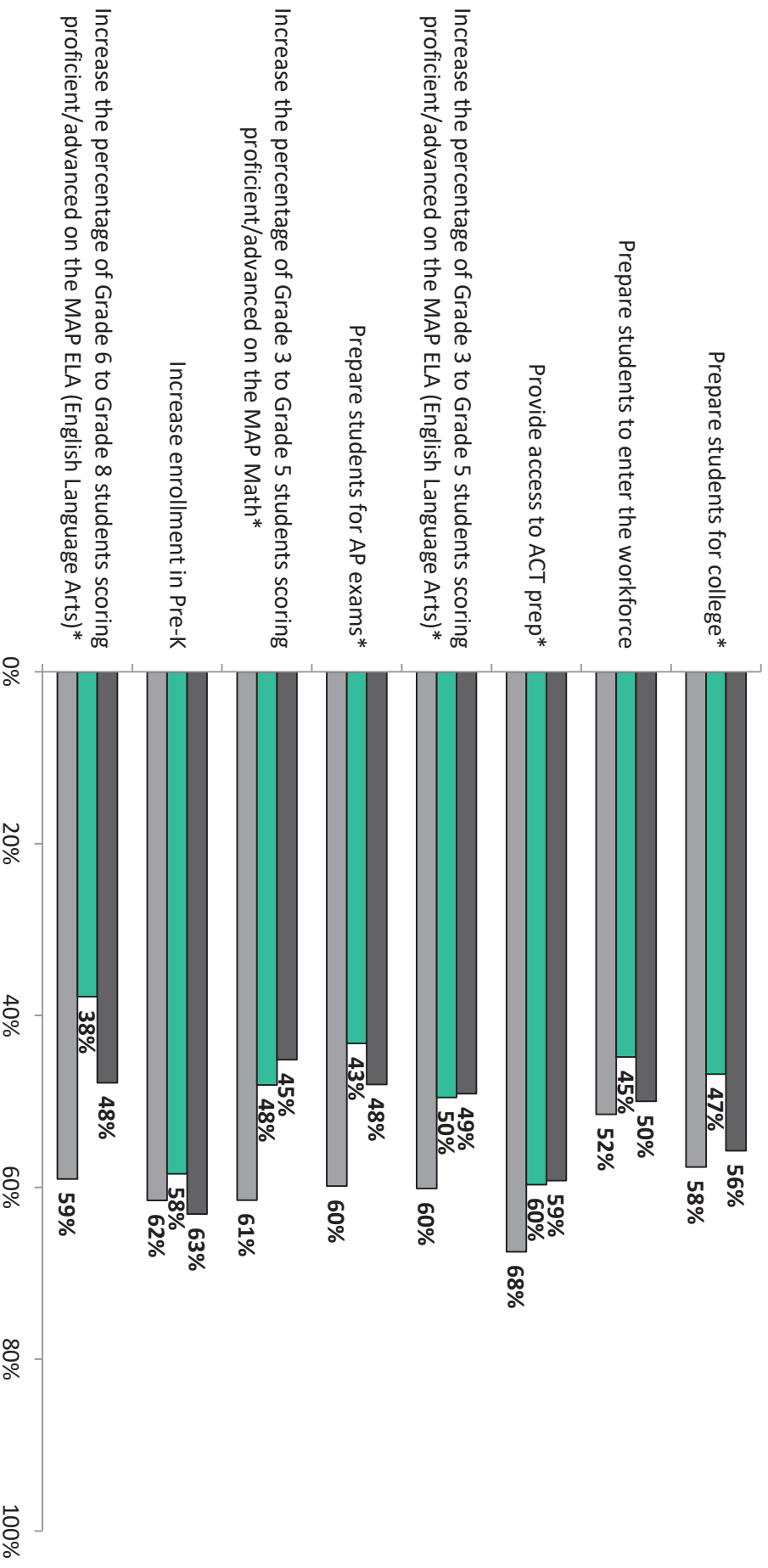
# Goal 1: Improve Student Achievement By School Level (Pt. 1)

## Progress Ratings for Top 8 Most Important Activities for Achieving Goal 1

By School Level

% Moderate Progress + % Significant Progress

■ Elementary (n=103-282) ■ Middle (n=85-168) ■ High (n=512-869)



Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?  
Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION

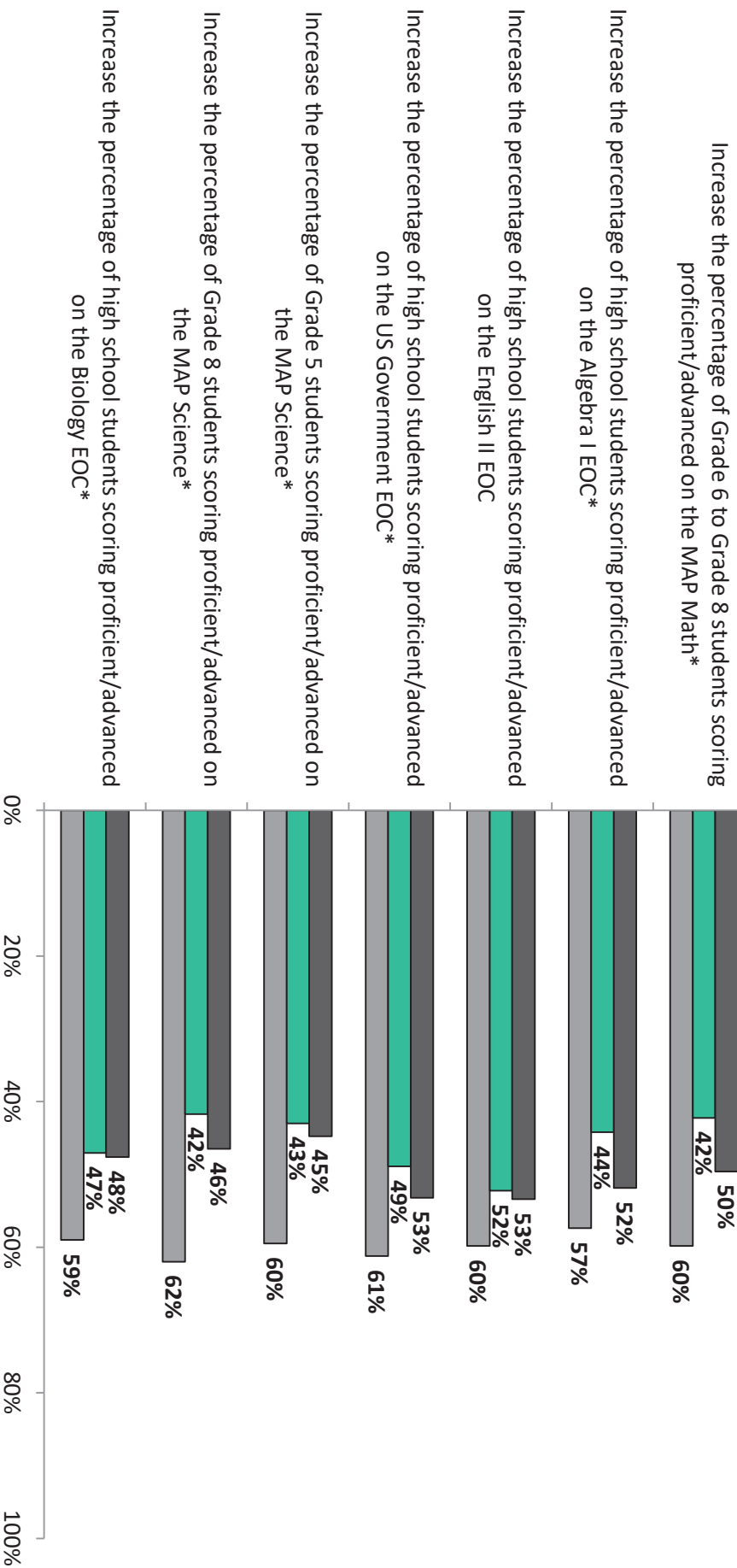
# Goal 1: Improve Student Achievement By School Level (Pt. 2)

## Progress Ratings for Bottom 8 Most Important Activities for Achieving Goal 1

By School Level

% Moderate Progress + % Significant Progress

■ Elementary (n=103-282) ■ Middle (n=85-168) ■ High (n=512-869)



Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?  
Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION



**SECTION III**  
**GOAL 2: DIFFERENTIATE AND EXPAND RESOURCES  
AND SERVICES FOR STUDENTS**



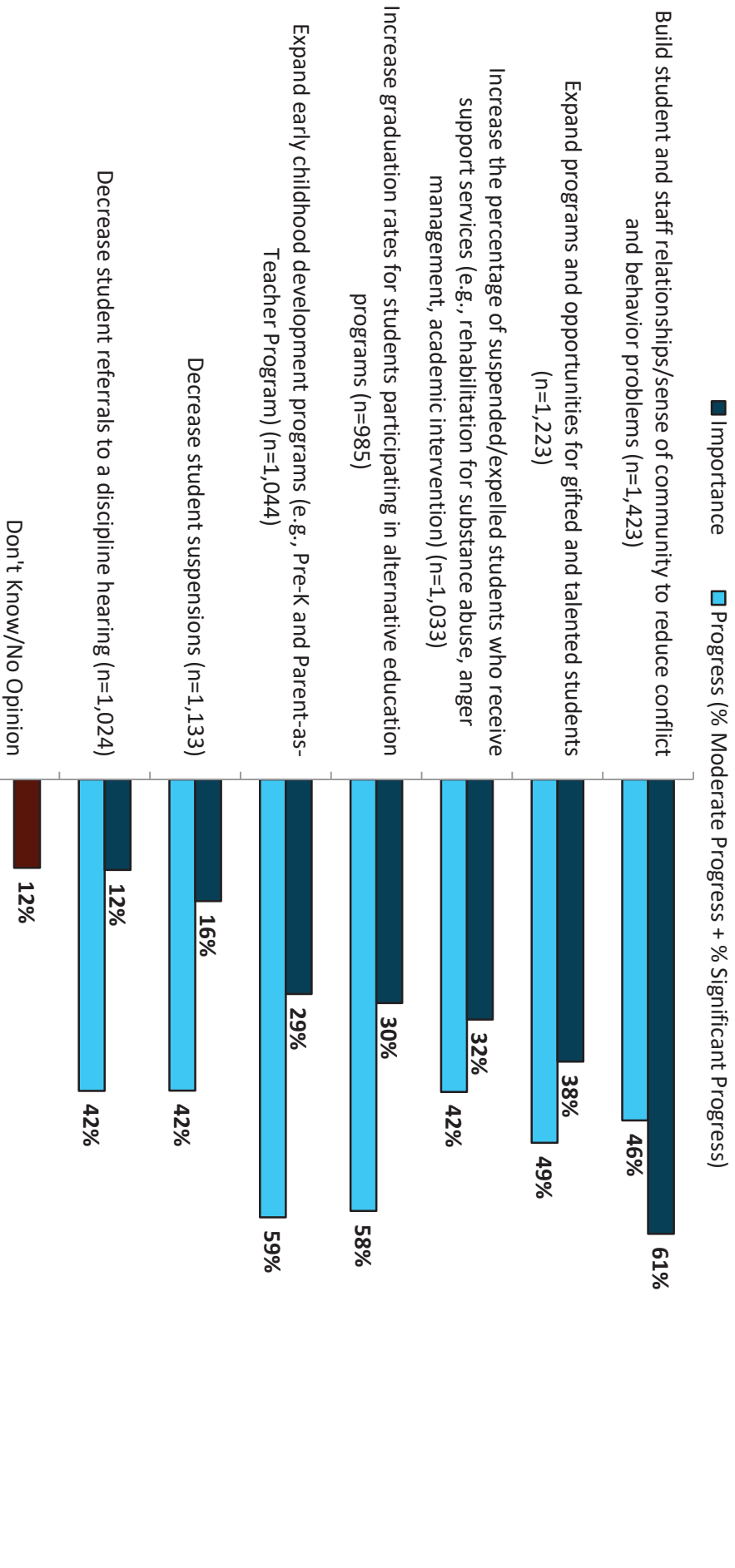
## Goal 2: Findings

- **Goal 2:** Over half of respondents indicate that the most important activity for HSD to focus on when working toward the goal of differentiating and expanding resources and services for students is to build student and staff relationships/sense of community to reduce conflict and behavior problems (61%). However, only 46 percent of respondents indicate that moderate to significant progress has been made in this area.
  - Across roles, building student and staff relationships/sense of community to reduce conflict and behavior problems is most frequently selected as one of the top three important goals. Staff more frequently see this as an important goal (71%), followed by parents (69%), community members (65%), school board members (56%), and students (42%).
  - While over half of students believe that the district has made moderate to significant progress toward this goal (55%), only about two-fifths of parents and staff and a quarter of school board and community members agree that similar progress has been made.



# Goal 2: Differentiate and Expand Resources and Services for Students

## Activities for Achieving Goal 2



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of differentiating and expanding resources and services for students? Please select up to three. (n=2,441)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?



K-12 EDUCATION

# Goal 2: Differentiate and Expand Resources and Services for Students By Role

Which of the following activities are most important for HSD to focus on in working toward the goal of enhancing professional growth? Please select up to three.

By Role

	STUDENT (N=755)	PARENT (N=846)	STAFF (N=773)	SCHOOL BOARD MEMBER (N=18)	COMMUNITY MEMBER (N=49)
Build student and staff relationships/sense of community to reduce conflict and behavior problems*	42%	69%	71%	56%	65%
Expand programs and opportunities for gifted and talented students*	34%	47%	31%	44%	47%
Increase the percentage of suspended/expelled students who receive support services (e.g., rehabilitation for substance abuse, anger management, academic intervention)*	21%	26%	49%	33%	41%
Increase graduation rates for students participating in alternative education programs*	40%	29%	22%	33%	27%
Expand early childhood development programs (e.g., Pre-K and Parent-as-Teacher Program)*	17%	29%	38%	39%	55%
Decrease student suspensions*	25%	14%	11%	11%	14%
Decrease student referrals to a discipline hearing*	21%	8%	9%	11%	4%
Don't Know/No Opinion*	23%	8%	6%	0%	4%



K-12 EDUCATION

Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



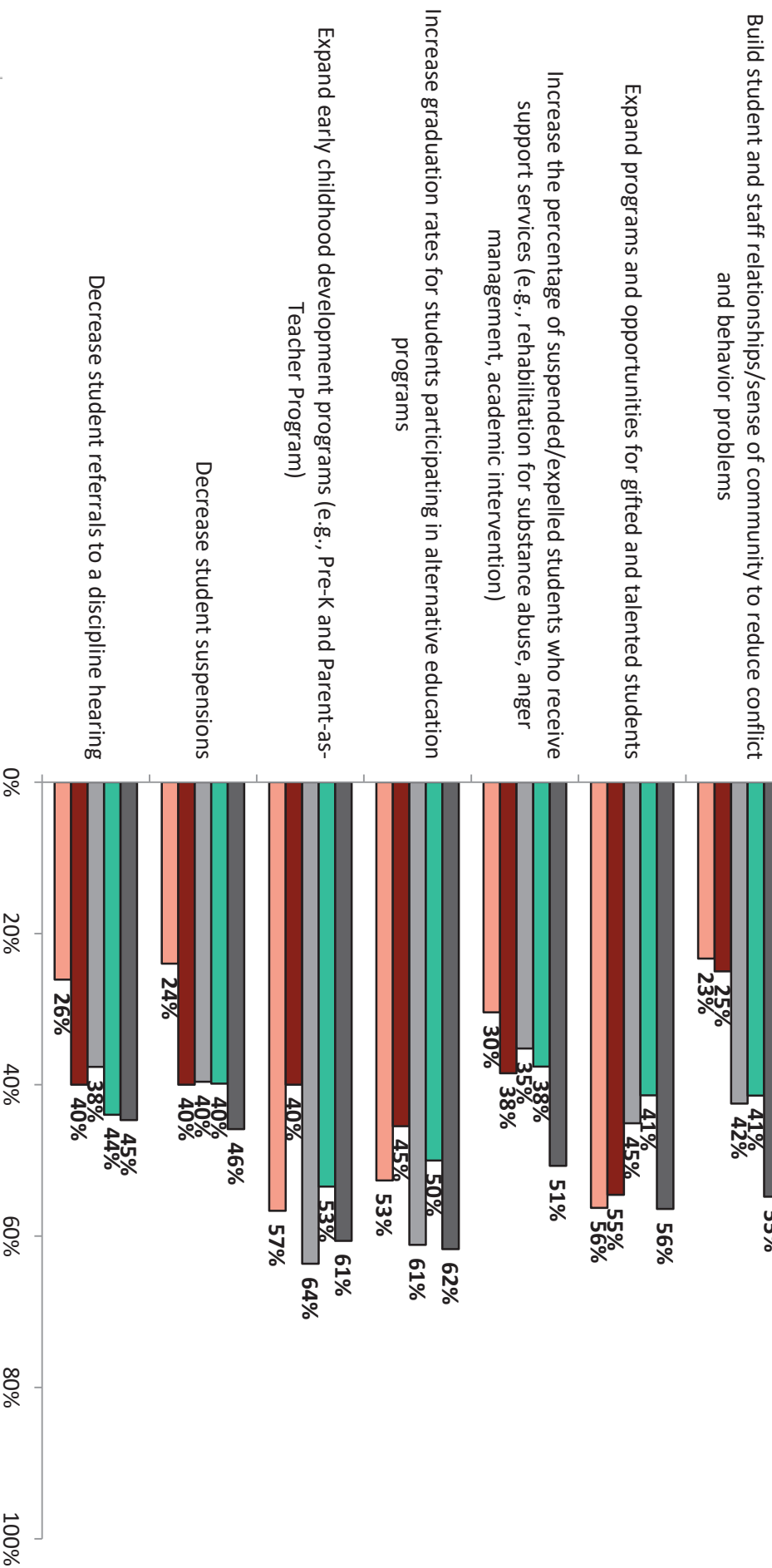
# Goal 2: Differentiate and Expand Resources and Services for Students By Role

Since the implementation of strategic goals, how much progress has been made in the following areas?

By Role

% Moderate Progress + % Significant Progress

■ Student (n=386-502) ■ Parent (n=248-408) ■ Staff (n=247-471) ■ School Board Member (n=10-15) ■ Community Member (n=19-32)



Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION

**SECTION IV**  
**GOAL 3: ENHANCE PROFESSIONAL GROWTH**



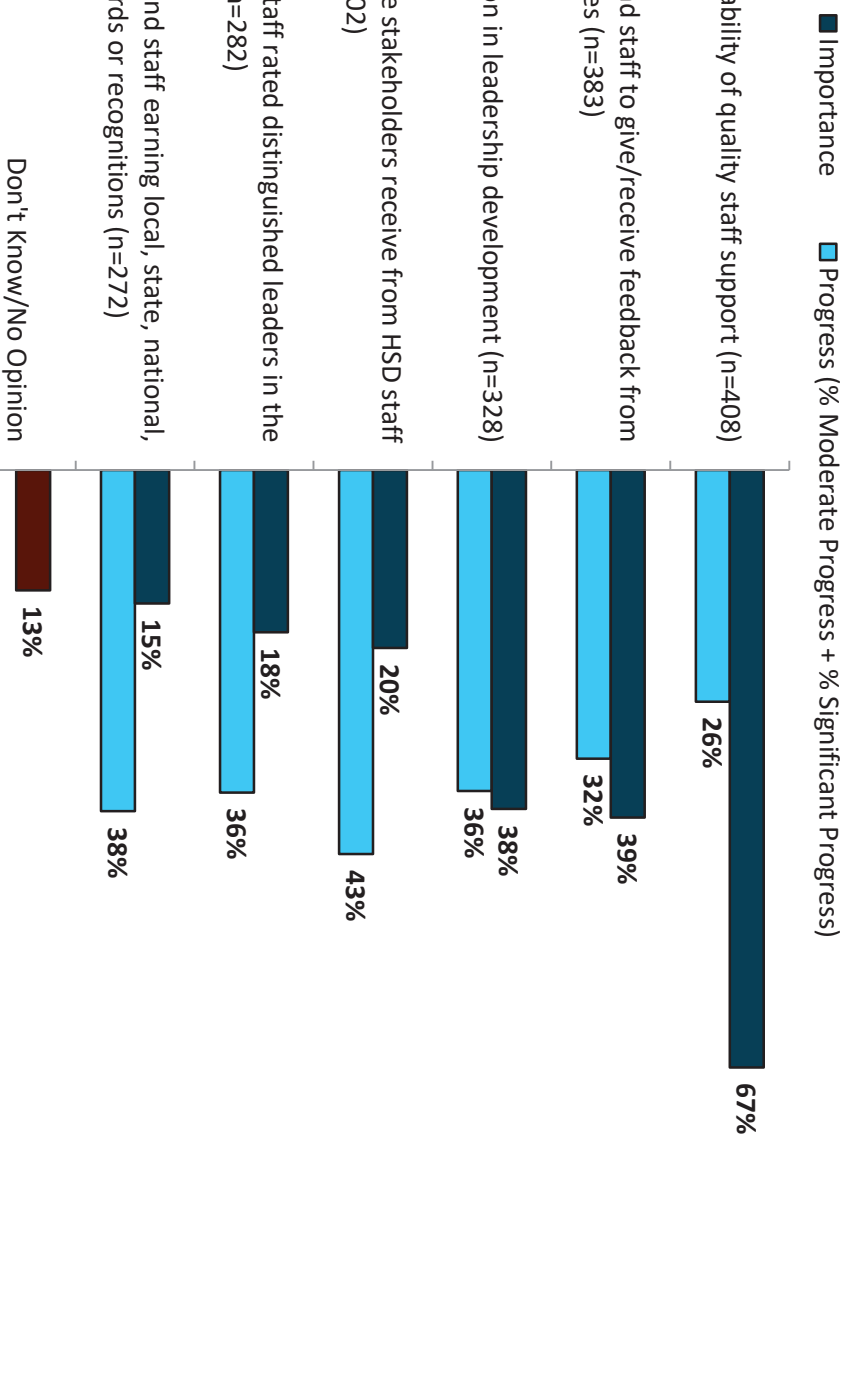


## Goal 3: Findings

- **Goal 3a:** Staff and school board members most frequently indicate that increasing the availability of quality staff support is the most important activity to enhance professional growth. However, only about one-quarter of these respondents indicate that the district has made moderate or significant progress in this area.
  - Across activities to enhance professional growth, high school respondents frequently report less progress than elementary respondents.
- **Goal 3b:** At least one third of respondents indicate that increasing the percentage of teachers who receive technology professional development/training (37%) and increasing students' use of technology in the classroom to complete coursework (33%) are the most important activities to enhance professional growth in technology. Additionally, over 50 percent of respondents indicate moderate to significant progress has been made in these areas (52% and 57% respectively).
  - Respondents differ in what activity they believe is most important. Students believe the most important activity is increasing access to Wi-Fi for families of students with FRL (39%), parents indicate it is increasing students' use of technology in the classroom to complete coursework (44%), and staff believe it is increasing the percentage of teachers who receive technology professional development/training (49%). Across all three areas, student ratings of district progress are consistently higher than parents or staff.

# Goal 3a: Enhance Professional Growth (Staff Support)

## Most Important Activities for Achieving Goal 3a



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of enhancing professional growth? Please select up to three. (n=742)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?

Note: Only staff and school board members answered the above questions.



K-12 EDUCATION



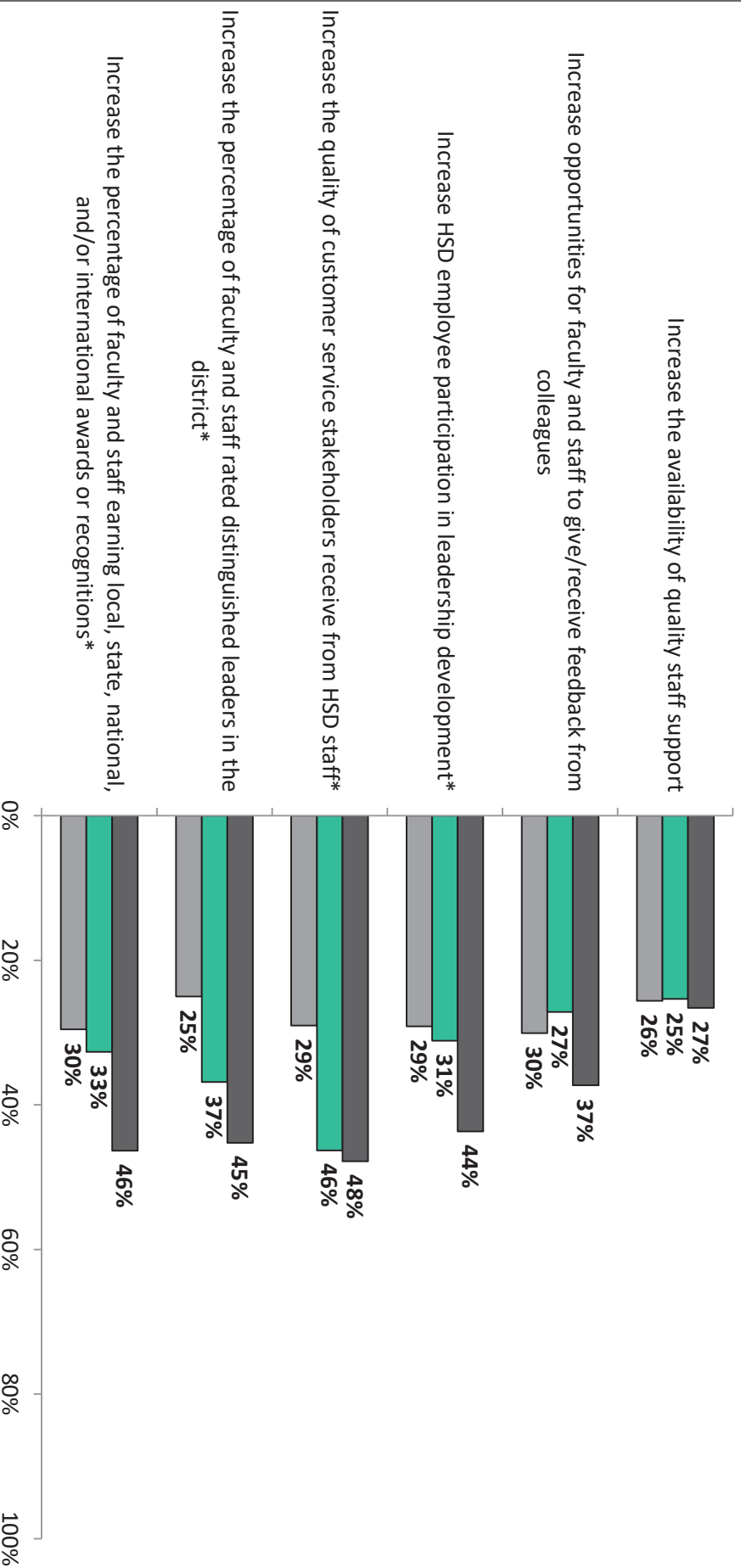
# Goal 3a: Enhance Professional Growth (Staff Support) By School Level

Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?

By School Level

% Moderate Progress + % Significant Progress

■ Elementary (n=82-143) ■ Middle (n=52-71) ■ High (n=88-123)



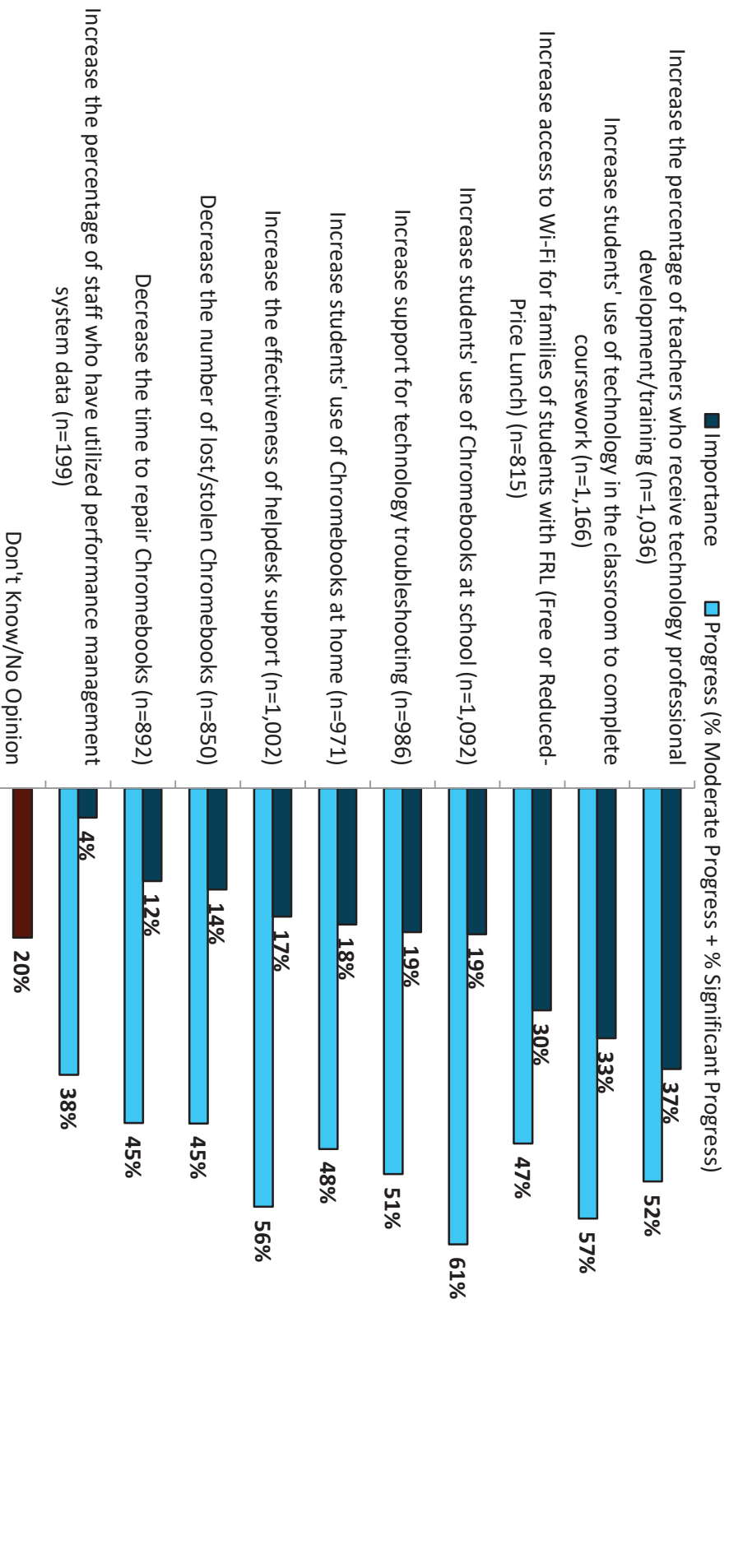
Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION

# Goal 3b: Enhance Professional Growth (Technology)

## Activities For Achieving Goal 3b



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of enhancing professional growth? Please select up to three. (n=2,167)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?

Note: Community members did not answer the above questions. Only staff received option of "Increase the percentage of staff who have utilized performance management system data."



K-12 EDUCATION

# Goal 3b: Enhance Professional Growth (Technology) By Role

Which of the following activities are most important for HSD to focus on in working toward the goal of enhancing professional growth? Please select up to three.

By Role

	STUDENT (N=730)	PARENT (N=738)	STAFF (N=683)	SCHOOL BOARD MEMBER (N=16)
Increase the percentage of teachers who receive technology professional development/training*	26%	38%	49%	31%
Increase students' use of technology in the classroom to complete coursework*	30%	44%	26%	38%
Increase access to Wi-Fi for families of students with FRL (Free or Reduced-Price Lunch)*	39%	28%	22%	19%
Increase students' use of Chromebooks at school	19%	20%	19%	6%
Increase support for technology troubleshooting*	21%	14%	23%	31%
Increase students' use of Chromebooks at home*	20%	22%	11%	25%
Increase the effectiveness of helpdesk support*	19%	15%	17%	38%
Decrease the number of lost/stolen Chromebooks*	16%	11%	14%	13%
Decrease the time to repair Chromebooks*	12%	9%	17%	13%
Don't Know/No Opinion*	24%	20%	16%	13%



K-12 EDUCATION

Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.

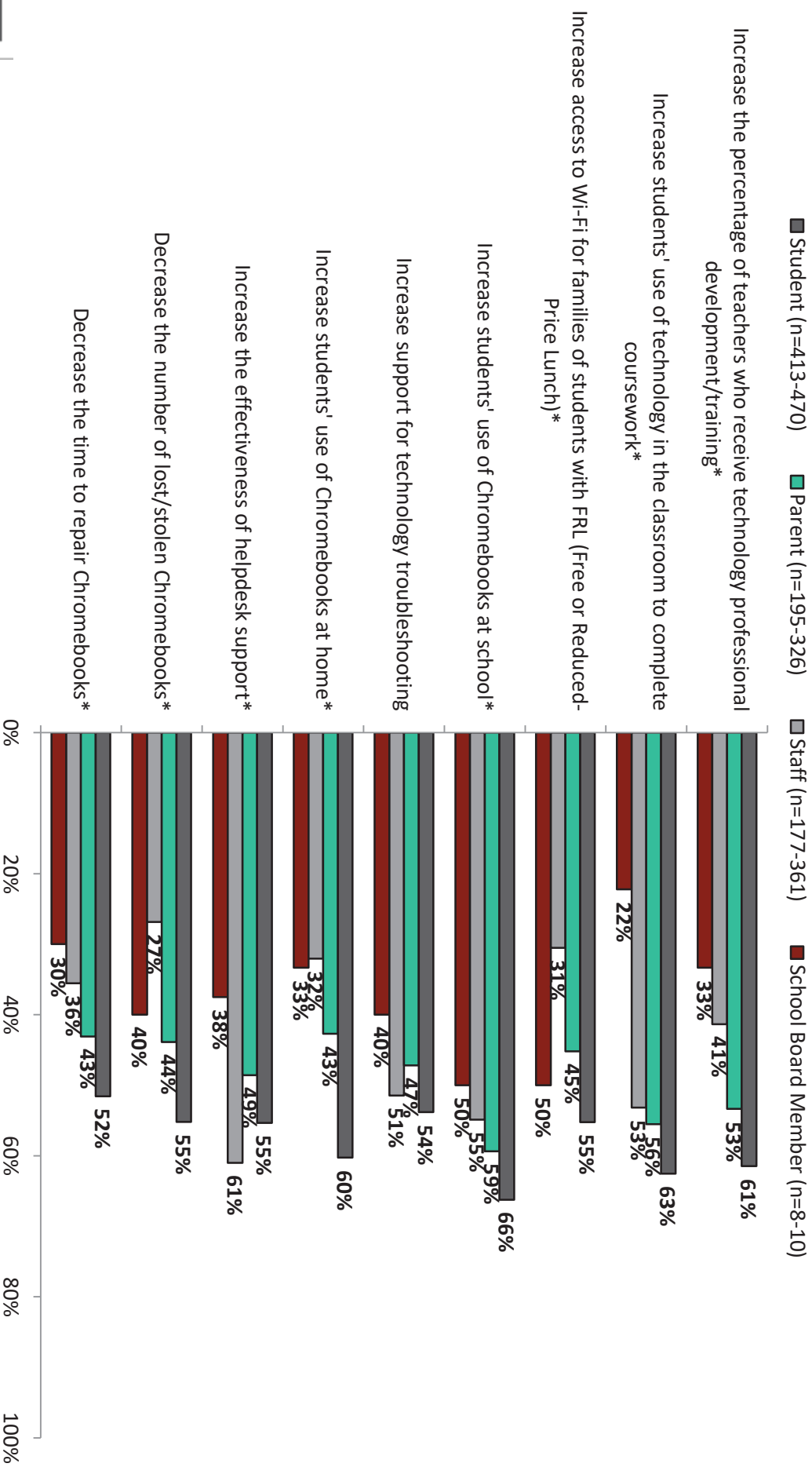


# Goal 3b: Enhance Professional Growth (Technology) By Role

Since the implementatino of strategic goals, how much progress has been made in the following areas?

By Role

% Moderate Progress + % Significant Progress



Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION

**SECTION V**  
**GOAL 4: MAINTAIN FISCAL RESPONSIBILITY**



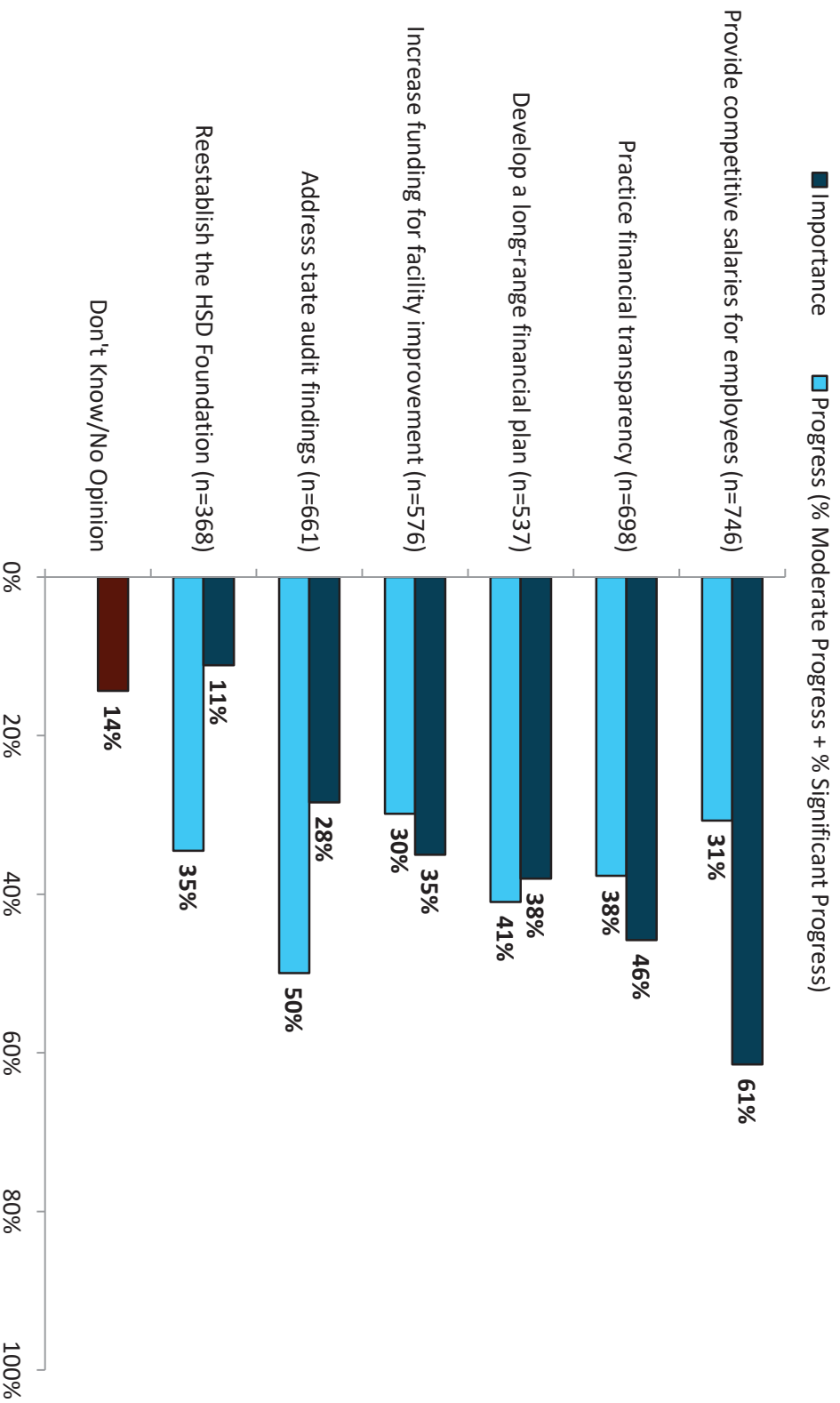


## Goal 4: Findings

- **Goal 4:** Over half of respondents indicate that providing a competitive salary for employees is important for the district to maintain fiscal responsibility. Additionally, 46 percent also selected practicing financial transparency as among the top three activities required to achieve this goal. However, only 31 percent of respondents believe the district has made moderate to significant progress toward providing competitive salaries, and 38 percent believe this level of progress has been made toward practicing financial transparency.
  - Compared to other stakeholder groups, more staff say that providing competitive salaries for employees is important (73% vs. 47% to 58%).

# Goal 4: Maintain Fiscal Responsibility

## Activities for Achieving Goal 4



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of maintaining fiscal responsibility? Please select up to three. (n=1,422)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?

Note: Students did not answer the above questions.



K-12 EDUCATION



# Goal 4: Maintain Fiscal Responsibility By Role

Which of the following activities are most important for HSD to focus on in working toward the goal of maintaining fiscal responsibility? Please select up to three.

*By Role*

	PARENT (N=687)	STAFF (N=672)	SCHOOL BOARD MEMBER (N=15)	COMMUNITY MEMBER (N=48)
Provide competitive salaries for employees*	50%	73%	47%	58%
Practice financial transparency*	41%	50%	40%	69%
Develop a long-range financial plan	38%	37%	53%	44%
Increase funding for facility improvement	35%	36%	20%	23%
Address state audit findings*	26%	29%	33%	56%
Reestablish the HSD Foundation*	14%	8%	7%	10%
Don't Know/No Opinion*	20%	10%	20%	2%



K-12 EDUCATION

Asterisk (\*) indicates statistical differences between groups at the 95% confidence level.

**SECTION VI**  
**GOAL 5: INCREASE PARENT AND COMMUNITY  
INVOLVEMENT**



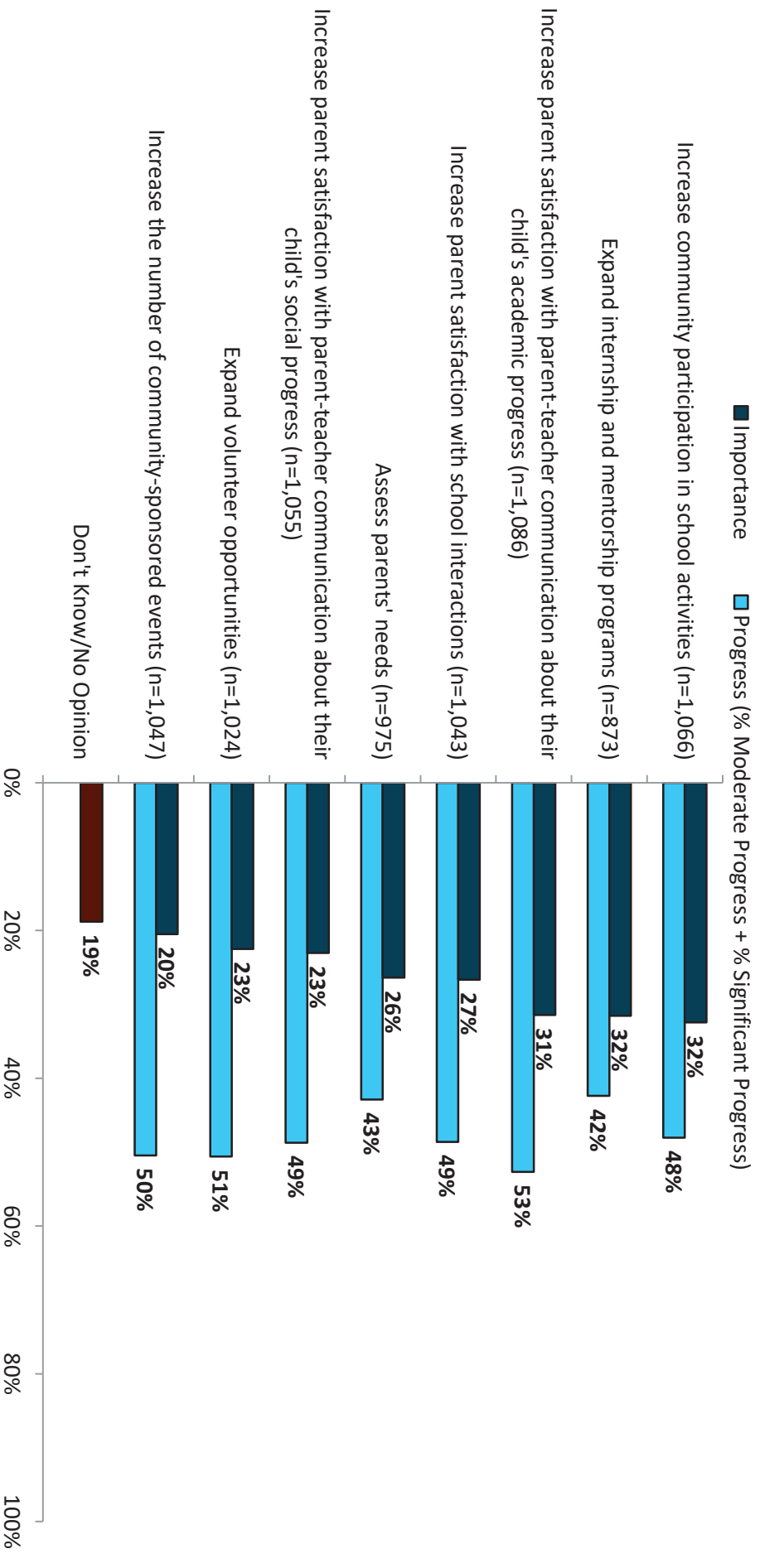


## Goal 5: Findings

- **Goal 5a:** About one third of respondents selected increasing community participation in school activities (32%), expanding internship and mentorship programs (32%), and increasing parent satisfaction with parent-teacher communication about their child's academic progress (31%) as important activities to increase parent and community involvement.
  - Students rate progress in these areas higher than parents or staff. Almost half of parents and staff (48% to 51%) say moderate to significant progress was made toward increasing parent satisfaction with parent-teacher communication about their child's academic progress and about two-fifths of parents and staff state that similar progress has been made toward increasing community participation in school activities (40% to 41%). However, only about one-third of parents and staff indicate that moderate to significant progress has been made toward expanding internship and mentorship programs (31% to 33%).
- **Goal 5b:** Parents and staff agree that the most important activities to improve school culture is to increase students' access to adequate support services (67% to 73%) and increase the percentage of students who feel safe from bullying and intimidation (66% to 69%). Only about one-third of parents and staff believe moderate to significant progress has been made in these areas (30% to 34%).

# Goal 5a: Increase Parent and Community Involvement (Community Support)

## Activities for Achieving Goal 5a



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of increasing parent and community involvement? Please select up to three. (n=2,071)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?



K-12 EDUCATION



# Goal 5a: Increase Parent and Community Involvement (Community Support) By Role

Which of the following activities are most important for HSD to focus on in working toward the goal of increasing parent and community involvement? Please select up to three.

*By Role*

	STUDENT (N=707)	PARENT (N=655)	STAFF (N=649)	SCHOOL BOARD MEMBER (N=15)	COMMUNITY MEMBER (N=45)
Increase community participation in school activities	27%	28%	42%	40%	44%
Expand internship and mentorship programs	30%	36%	28%	27%	47%
Increase parent satisfaction with parent-teacher communication about their child's academic progress	24%	45%	26%	20%	42%
Increase parent satisfaction with school interactions	23%	31%	27%	40%	22%
Assess parents' needs	15%	27%	36%	33%	40%
Increase parent satisfaction with parent-teacher communication about their child's social progress	20%	32%	17%	27%	18%
Expand volunteer opportunities	30%	15%	23%	27%	18%
Increase the number of community-sponsored events	24%	18%	21%	7%	13%
Don't Know/No Opinion	28%	13%	16%	7%	2%



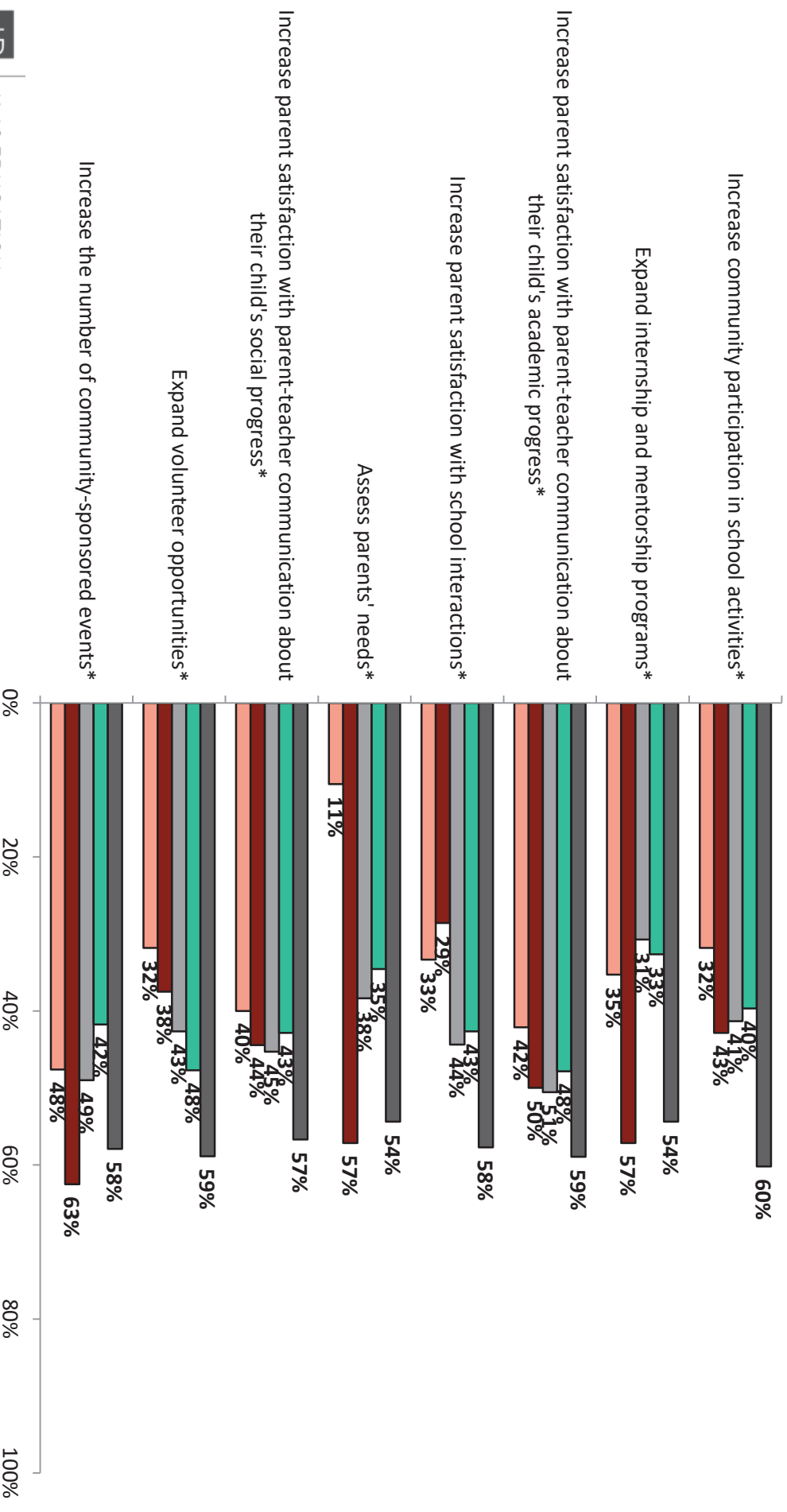
# Goal 5a: Increase Parent and Community Involvement (Community Support) By Role

Since the implementation of strategic goals, how much progress has been made in the following areas?

By Role

% Moderate Progress + % Significant Progress

■ Student (n=377-423) ■ Parent (n=245-368) ■ Staff (n=205-300) ■ School Board Member (n=7-9) ■ Community Member (n=17-22)



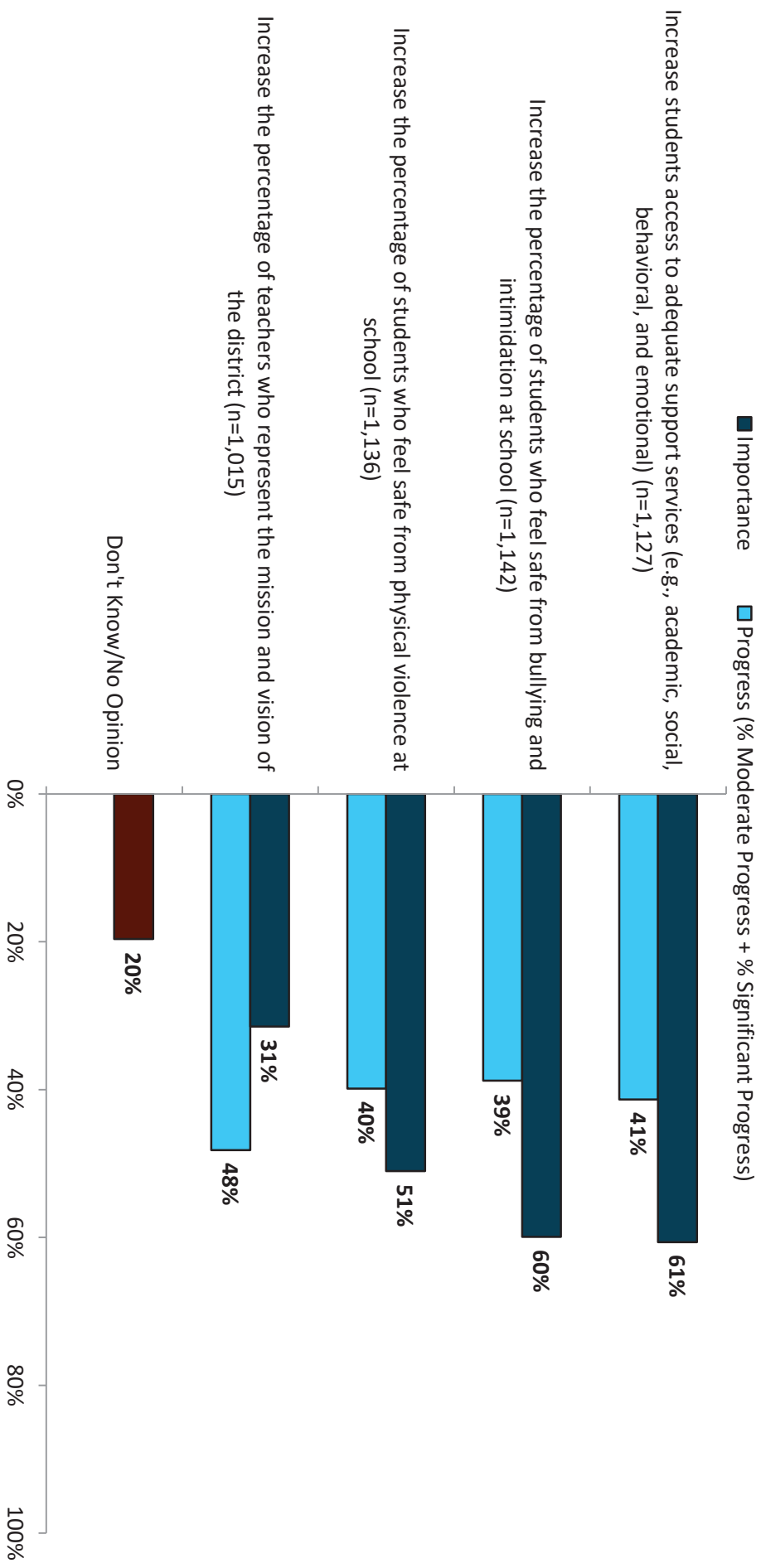
Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.



K-12 EDUCATION

# Goal 5b: Increase Parent and Community Involvement (School Culture)

Activities for Achieving Goal 5b



Importance: Which of the following activities are most important for HSD to focus on in working toward the goal of increasing parent and community involvement? Please select up to three. (n=2,011)

Progress: Since the implementation of strategic goals, outlined in the Hazelwood NOW Strategic Plan, how much progress has been made in the following areas?



# Goal 5b: Increase Parent and Community Involvement (School Culture) By Role

Which of the following activities are most important for HSD to focus on in working toward the goal of increasing parent and community involvement? Please select up to three.

*By Role*

	STUDENT (N=693)	PARENT (N=625)	STAFF (N=635)	SCHOOL BOARD MEMBER (N=15)	COMMUNITY MEMBER (N=43)
Increase students' access to adequate support services (e.g., academic, social, behavioral, and emotional)	44%	67%	73%	40%	53%
Increase the percentage of students who feel safe from bullying and intimidation at school	45%	69%	66%	47%	67%
Increase the percentage of students who feel safe from physical violence at school	40%	55%	58%	47%	72%
Increase the percentage of teachers who represent the mission and vision of the district	33%	39%	22%	40%	40%
Don't Know/No Opinion	32%	13%	14%	20%	5%



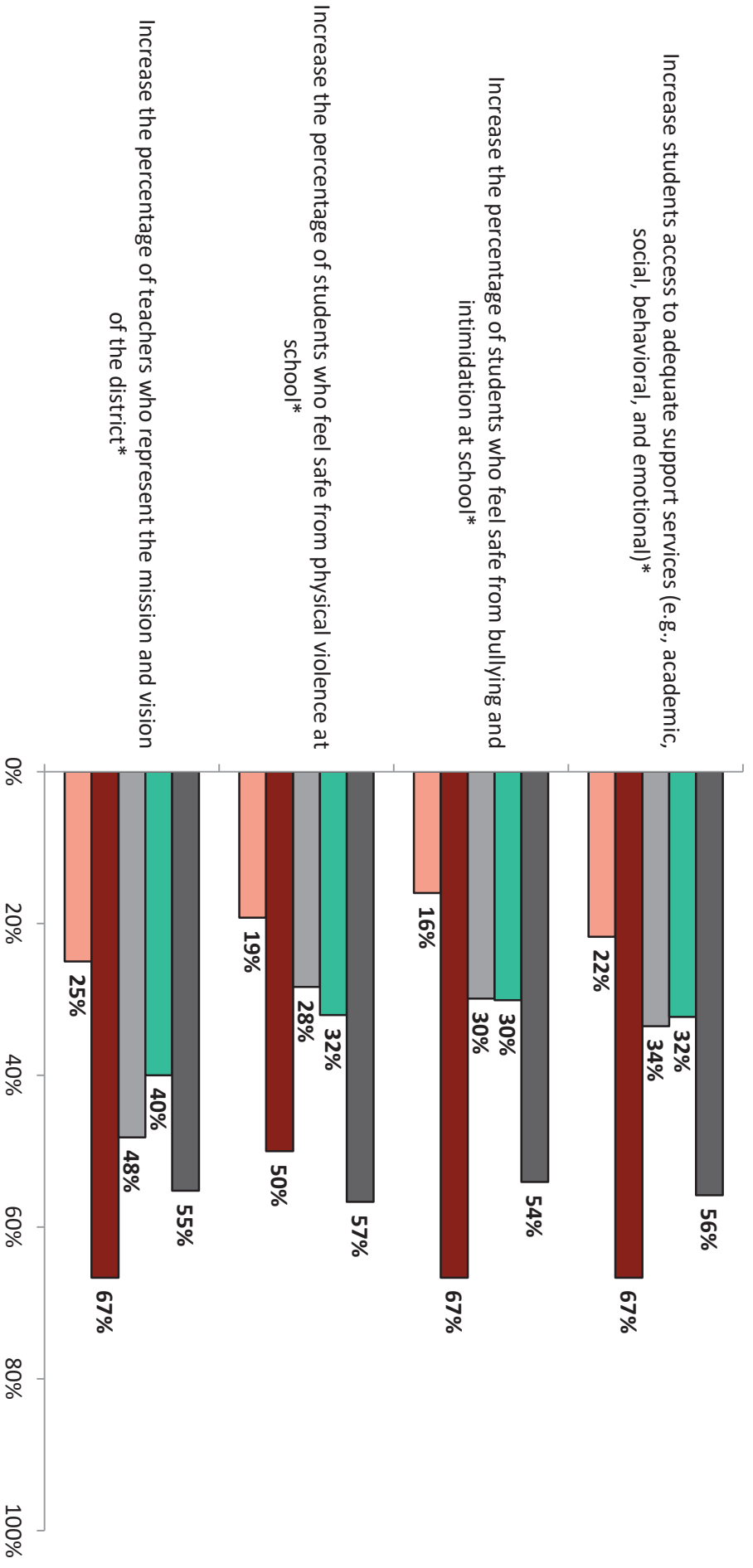
# Goal 5b: Increase Parent and Community Involvement (School Culture) By Role

Since the implementation of strategic goals, how much progress has been made in the following areas?

By Role

%Moderate Progress + %Significant Progress

- Student (n=402-420)
- Parent (n=310-342)
- Staff (n=274-355)
- School Board Member (n=8-9)
- Community Member (n=20-26)



Asterisk (\*) Indicates statistical differences between groups at the 95% confidence level.





# SECTION VII: OPEN-ENDED CODING





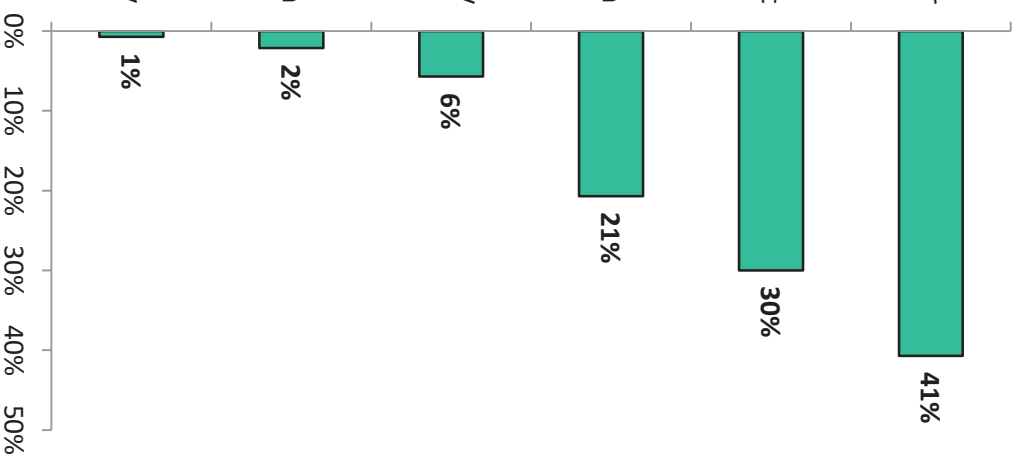
## Open-Ended Coding Methodology

- At the end of the survey, respondents were asked to share any additional comments they would like to provide HSD about the implementation of its strategic goals.
- Results for open-ended responses are separated by stakeholder group (i.e., students, parents, staff, board members, and community members).
- Because so few board members provided open-ended responses, those relating to the strategic goals are provided verbatim.
- For other groups, responses were first coded by goal outlined in the Hazelwood NOW Strategic Plan.
  - Percentages indicate the percentages of goal-related comments that pertain to that particular goal.
- Responses were then coded for activities that align with the Hazelwood NOW Strategic Plan.
  - Percentages indicate the percentages of activity-related comments that pertain to each particular goal.
    - For example, the first row in the table on the next page indicates that, of the comments relating to the goal “Differentiate and Expand Resources and Services for Students”, 33 percent involved improving school climate, facilities, and safety.
- Because one response can include multiple goals and activities, number of responses is used instead of sample sizes.



# Students

**Goals**  
**(Total Responses = 140)**



GOALS	ACTIVITIES	% OF RESPONSES
Differentiate and Expand Resources and Services for Students (Total Responses = 57)	Improve School Climate, Facilities, and Safety	33%
	Expand Access to Student Support Programming	18%
Improve Student Achievement (Total Responses = 42)	Improve Disciplinary Practices (Eliminate Suspensions)	9%
	Resources for Student Mental Health	9%
	Prioritize Extra-Curricular Activities	9%
	Provide WiFi	7%
	Improve Equity, Diversity, Cultural Competence	7%
	Improve School Lunch	5%
	Support Transfer Students	2%
	Expand Supports for Gifted Students	2%
Increase Parent and Community Involvement (Total Responses = 8)	Improve Instruction (Challenging, Engaging, Fun, and Relevant)	36%
	Prioritize College & Career Readiness	29%
	Give Students More Time/Support to Complete Work (Eliminate Stress)	17%
Enhance Professional Growth (Total Responses = 29)	Eliminate Standardized Testing	5%
	Improve Positive Relationships Between Staff and Students	79%
Maintain Fiscal Responsibility (Total Responses = 1)	Improve Communication (with Students as well)	63%
	Promote Meaningful Engagement/Support	25%
Allocate Funding to Support Programs (Total Responses = 1)		100%

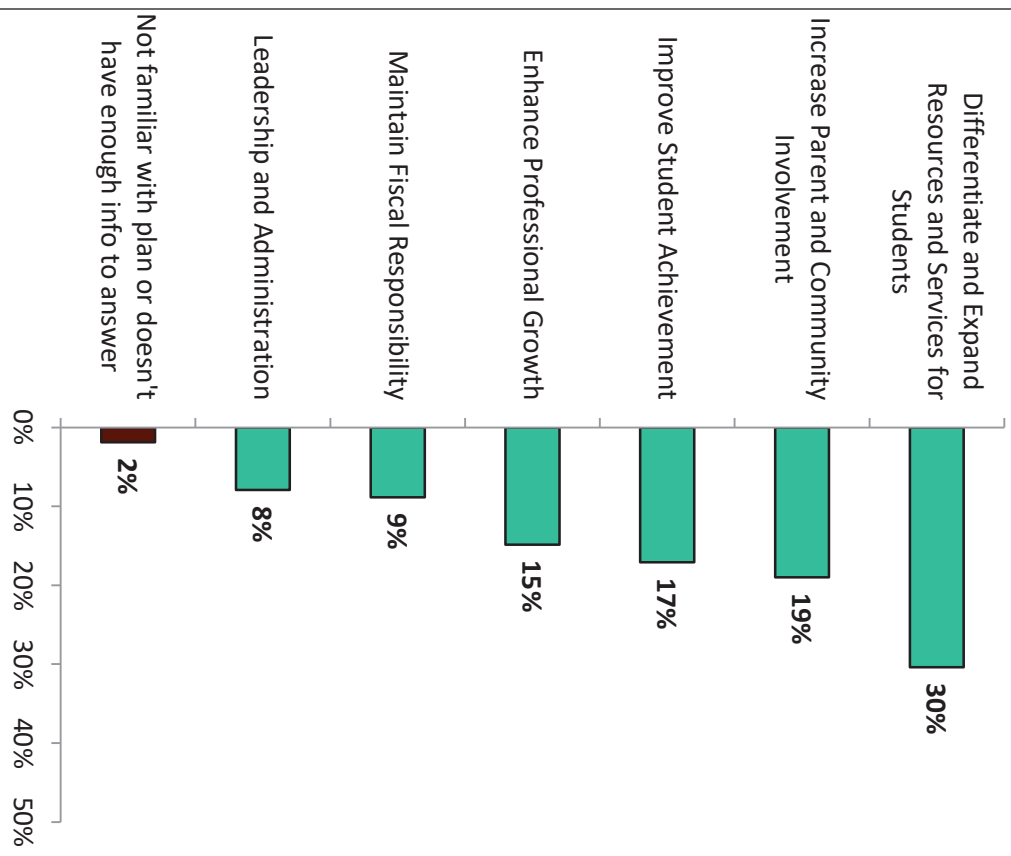
Note: Activities related to Leadership and Administration are not listed because none of those responses related to activities laid out in the Strategic Plan.



K-12 EDUCATION

# Parents

**Goals**  
(Total Responses = 316)



GOALS	ACTIVITIES	% OF RESPONSES
Differentiate and Expand Resources and Services for Students (Total Responses = 96)	Improve Disciplinary/ Restorative Justice Practices and School Climate/ Safety	67%
	Allow Open Enrollment/ Negatives of Redistricting	8%
	Expand Access to Student Support Programming	8%
	Improve Cultural Competence/ Equity	6%
	Prioritize Gifted Programming	5%
Increase Parent and Community Involvement (Total Responses = 60)	Prioritize Student Health & Wellness	3%
	Improve Accurate Identification & Differentiation for All Students	2%
	Improve Communication & Transparency (Data, Progress, Feedback)	68%
	Encourage Parent & Community Partnerships and Accountability	28%
Improve Student Achievement (Total Responses = 54)	Improve Family and Student Retention	3%
	Provide More Effective/ Experiential Curriculum	24%
	Prioritize College & Career Readiness	19%
	Prioritize Traditional Learning Over Technology	17%
	Improve Access to (Safe) Technology	15%
	Smaller Class Sizes	11%
	Prioritize Early Childhood/ Elementary	6%
Increase Student Feedback Channels	Improve Student Motivation	4%
	Increase Student Feedback Channels	4%

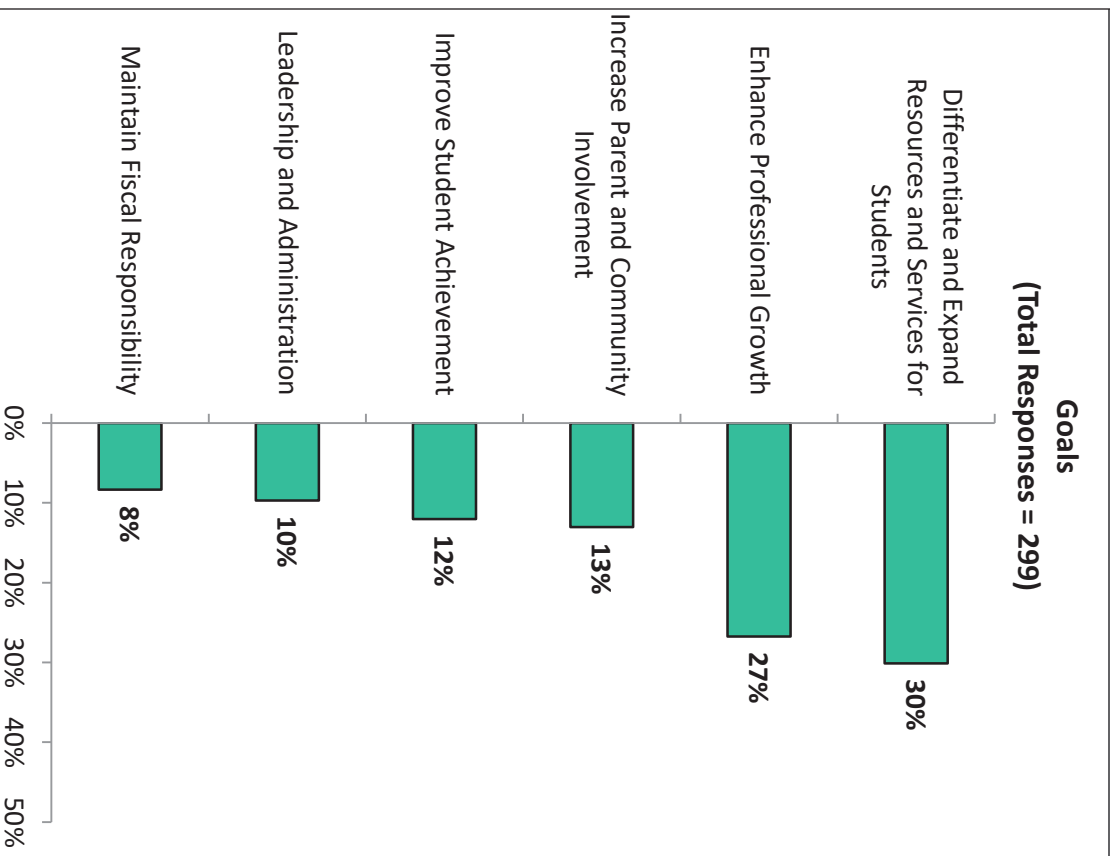
# Parents (Cont'd)

GOALS	ACTIVITIES	% OF RESPONSES
Enhance Professional Growth (Total Responses = 47)	Improve Qualified Teacher Hiring/ Retention	32%
	Support Teachers' Disciplinary Practices	21%
	Support Teachers' Instructional Practices	11%
	Improve Supports for Support Staff	11%
	Promote Teachers' School Spirit/ Morale	11%
	Increase Teacher Involvement in Curriculum Decisions	4%
	Improve Communication with Teachers	4%
	Improve Teacher Diversity	4%
	Equitable and Efficient Resource Allocation	39%
	Facilities Management	36%
Maintain Fiscal Responsibility (Total Responses = 28)	Increase Teacher Salary	25%
	Increase Administrative Involvement/ Visibility	20%
	General District Improvement	28%
Leadership and Administration (Total Responses = 25)	Inadequate Goals	12%



K-12 EDUCATION

# Staff



GOALS	ACTIVITIES	% OF RESPONSES
Differentiate and Expand Resources and Services for Students (Total Responses = 90)	Improve Disciplinary/ Restorative Justice Practices and School Climate/ Safety	59%
	Prioritize Trauma-Informed Practices	11%
	Improve Cultural Competence	9%
	Prioritize Student Health & Wellness	8%
	Improve Accurate Identification & Differentiation for All Students	7%
	Prioritize Gifted Programming	3%
	Expand Access to Student Support Programming	3%
	Improve Communication with Teachers	25%
	Support Teachers' Disciplinary Practices	19%
	Improve Qualified Teacher Hiring/ Retention	16%
Enhance Professional Growth (Total Responses = 80)	Support Teachers' Instructional Practices	9%
	Improve PD	9%
	Promote Teachers' School Spirit/ Morale	6%
	Increase Teacher Involvement in Curriculum Decisions	5%
	Improve Supports for Support Staff	5%
	Promote Self-Care	3%



K-12 EDUCATION



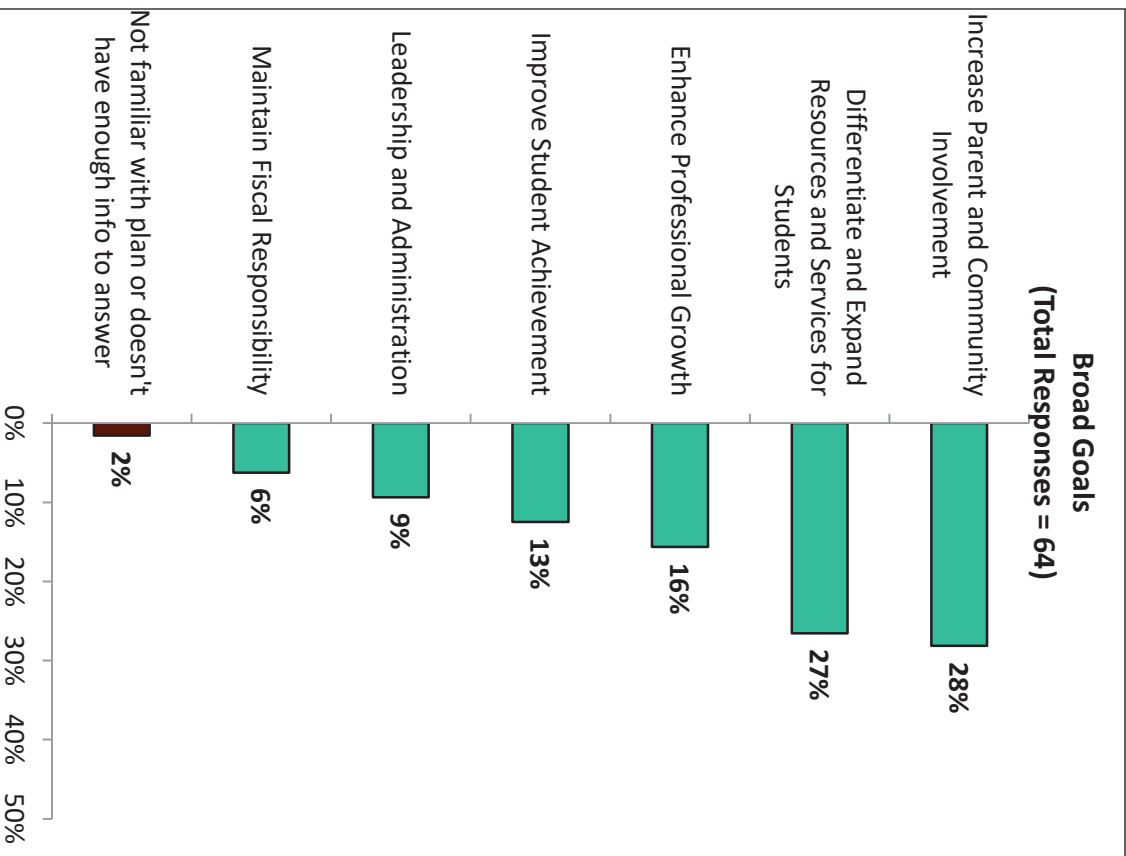
# Staff (Cont'd)

GOALS	ACTIVITIES	% OF RESPONSES
Increase Parent and Community Involvement (Total Responses = 39)	Encourage Parent Partnerships and Accountability	64%
	Improve Communication & Transparency (Data, Progress, Feedback)	31%
	Improve Family and Student Retention	3%
	Home Visits	3%
	Prioritize Early Childhood/ Elementary	33%
	Increase Access to Arts and Technology	22%
	Provide More Effective Curriculum	14%
	Smaller Class Sizes	6%
	Prioritize College & Career Readiness	6%
	Improve Student Motivation	6%
Improve Student Achievement (Total Responses = 36)	Improve Equity & Diversity	3%
	Prioritize Traditional Learning Over Technology	3%
	Increase Administrative Involvement/ Visibility	38%
	Inadequate Goals	34%
Leadership and Administration (Total Responses = 29)	General District Improvement	24%
	Increase Teacher Salary	48%
	Facilities Management	28%
Maintain Fiscal Responsibility (Total Responses = 25)	Equitable and Efficient Resource Allocation	16%



K-12 EDUCATION

# Community Members



GOALS	ACTIVITIES	% OF RESPONSES
Increase Parent and Community Involvement (Total Responses = 18)	Improve Communication (Data, Progress, Feedback)	72%
	Encourage Parent Partnerships and Accountability	22%
	Improve Family and Student Retention	17%
Differentiate and Expand Resources and Services for Students (Total Responses = 17)	Improve Disciplinary Practices and School Culture (Bullying)	47%
	Improve Equity & Diversity	29%
	Improve Differentiation for All Students	18%
Enhance Professional Growth (Total Responses = 10)	Improve Thematic Middle School	6%
	Improve Qualified Teacher Retention	50%
	Support Teachers' Disciplinary Practices	30%
	Support Teachers' Differentiation Practices	10%
	Provide More Effective Curriculum	38%
Improve Student Achievement (Total Responses = 8)	Prioritize Early Childhood	25%
	More Arts Education	13%
	Smaller Class Sizes	13%
Leadership and Administration (Total Responses = 6)	General District Improvement	33%
	Prioritize More Actionable Goals	17%
Maintain Fiscal Responsibility (Total Responses = 4)	Equitable and Efficient Resource Allocation	75%
	Increase Teacher Salary	25%

## School Board Comments

- *I've seen little to no evidence that anything has changed in regards to how people are treated in this school district. Until and unless district leadership is willing to genuinely PARTNER with parents, you will not be able to achieve any of the goals you have set in the strategic plan.*
- *School building discipline is out of control. Students need to understand the meaning of consequence. Students growing further away from the meaning of respect. Teachers have no support from building leadership. Building leadership has no support from administration. Everyone living with fear.*
- *I would like read more on the strategic goals of the district goals.. sorry I couldn't be much help!!*
- *Survey is found to be inadequate in measuring any progress due to the fact that data has not been conveyed regarding improvements or positive results observed. Additionally, it seems unrealistic to assume that parents, patrons, and community members would be able to determine growth when baseline data is unknown. Unfortunately, this has been a misstep in monitoring growth. Lastly, it is unknown as to what constitutes goal achievements.*



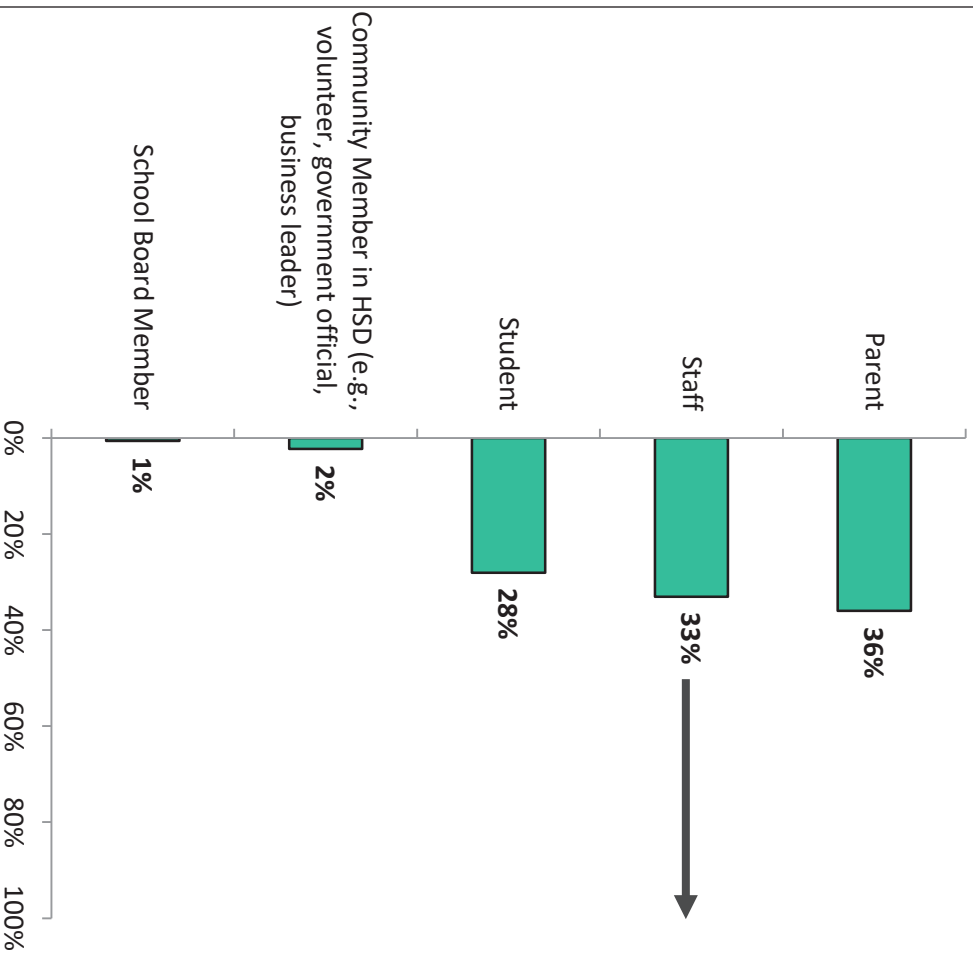
# SECTION VIII: DEMOGRAPHICS



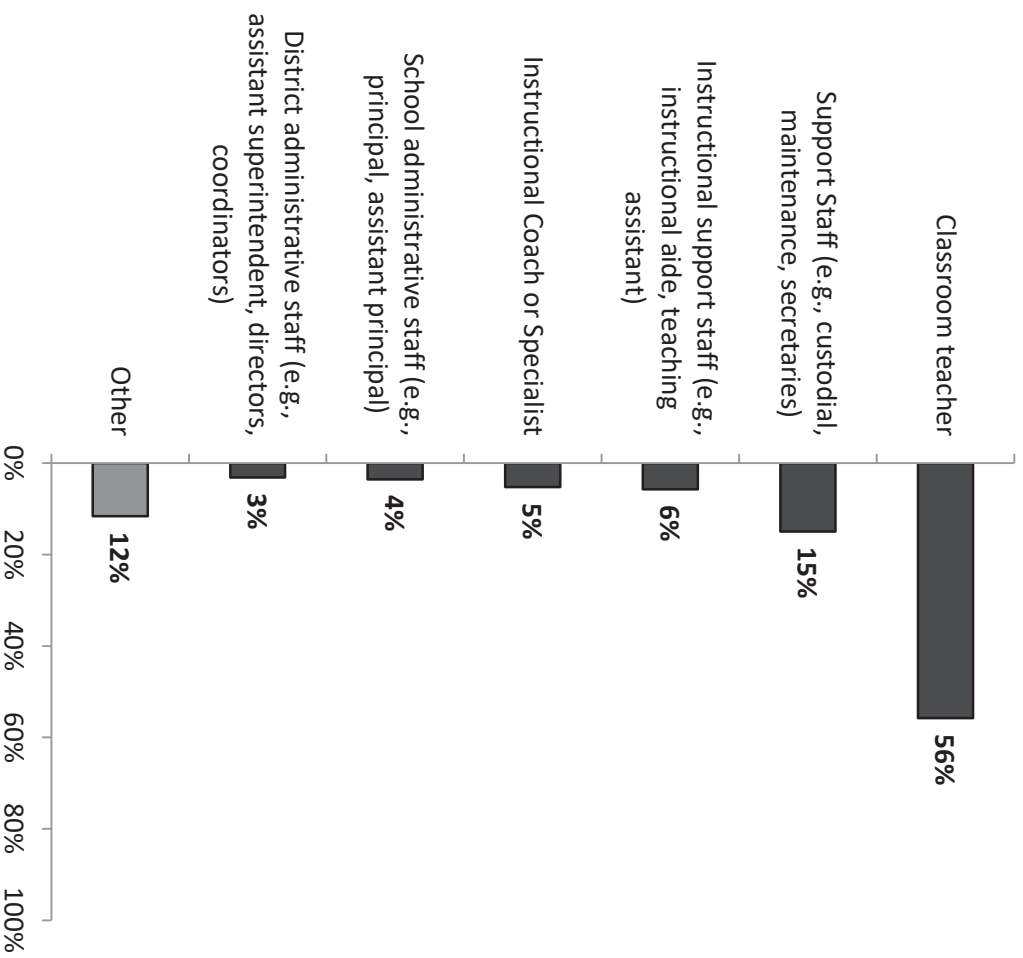


# Current Relationship with HSD

Which of the following best describes your relationship with HSD? (n=3,074)



What is your current role in HSD? (n=1,016)



# Grade Level

GRADE LEVEL	PARENTS AND STUDENTS		CLASSROOM TEACHERS OR INSTRUCTIONAL SUPPORT STAFF	
	# OF RESPONDENTS	% OF RESPONDENTS	# OF RESPONDENTS	% OF RESPONDENTS
Pre-K	26	1%	51	8%
Kindergarten	71	4%	80	13%
Grade 1	71	4%	82	13%
Grade 2	68	3%	87	14%
Grade 3	85	4%	96	15%
Grade 4	85	4%	84	13%
Grade 5	82	4%	90	14%
Grade 6	86	4%	86	14%
Grade 7	94	5%	78	12%
Grade 8	81	4%	88	14%
Grade 9	331	17%	164	26%
Grade 10	297	15%	169	27%
Grade 11	437	22%	182	29%
Grade 12	155	8%	173	28%



K-12 EDUCATION

Note: Only classroom teachers and instructional support staff could select more than one option, so responses total more than 100%.

# Schools

SCHOOL	# OF RESPONDENTS	% OF RESPONDENTS	SCHOOL	# OF RESPONDENTS	% OF RESPONDENTS
Armstrong Elementary School	44	1%	Townsend Elementary School	37	1%
Arrowpoint Elementary School	39	1%	Twillman Elementary School	29	1%
Barrington Elementary School	45	2%	Walker Elementary School	42	1%
Brown Elementary School	51	2%	Hazelwood Northwest Middle School	81	3%
Cold Water Elementary School	44	1%	Hazelwood West Middle School	102	3%
Garrett Elementary School	55	2%	Hazelwood East Middle School	24	1%
Grannemann Elementary School	33	1%	Hazelwood Southeast Middle School	61	2%
Jamestown Elementary School	44	1%	Hazelwood North Middle School	95	3%
Jana Elementary School	31	1%	Hazelwood Central Middle School	92	3%
Jury Elementary School	44	1%	Central High School	749	25%
Keeven Elementary School	39	1%	East High School	369	12%
Larimore Elementary School	40	1%	West High School	337	11%
Lawson Elementary School	51	2%	Hazelwood Opportunity Center	57	2%
Lusher Elementary School	59	2%	Hazelwood Learning Center	51	2%
McCurdy Elementary School	37	1%	Early Childhood Education (ECE)	35	1%
McNair Elementary School	42	1%	I support multiple schools equally	72	2%
Russell Elementary School	54	2%			

N = 2,985



K-12 EDUCATION

# Staff Experience

WHAT IS YOUR TOTAL YEARS OF EXPERIENCE IN THE FIELD OF EDUCATION? (N=625)	# OF RESPONDENTS	% OF RESPONDENTS
Less than 1 year	12	2%
1 to 3 years	37	6%
4 to 6 years	54	9%
7 to 10 years	76	12%
11 to 15 years	111	18%
16 to 20 years	113	18%
More than 20 years	175	28%
Prefer not to respond	47	8%

HOW LONG HAVE YOU BEEN EMPLOYED BY HAZELWOOD? (N=625)	# OF RESPONDENTS	% OF RESPONDENTS
Less than 1 year	57	9%
1 to 3 years	98	16%
4 to 6 years	79	13%
7 to 10 years	73	12%
11 to 15 years	104	17%
16 to 20 years	100	16%
More than 20 years	70	11%
Prefer not to respond	44	7%



K-12 EDUCATION

Note: Only staff answered the above questions.



# Demographics

CHARACTERISTIC	# OF RESPONDENTS	% OF RESPONDENTS
<b>Are you Hispanic or Latino? (n=1,985)</b>		
Yes	65	3%
No	1,550	78%
Prefer not to respond	370	19%
<b>Which of the following describes your race/ethnicity? Select all that apply. (n=1,985)</b>		
American Indian or Alaska Native	50	3%
Asian	29	1%
Black or African American	1,030	52%
Native Hawaiian or Other Pacific Islander	17	1%
White	559	28%
Prefer not to respond	417	21%

CHARACTERISTIC	# OF RESPONDENTS	% OF RESPONDENTS
<b>What is your gender identity? (n=1,985)</b>		
Male	497	25%
Female	1,194	60%
Other/Non-Binary	19	1%
Prefer not to respond	275	14%
<b>Which of the following best identifies the highest level of education attained by an adult member of your household? (n=1,303)</b>		
Some high school	146	11%
High school diploma/GED	129	10%
Some college or post-secondary technical training	193	15%
2-year degree	113	9%
4-year degree	243	19%
Some graduate school	39	3%
Graduate degree	259	20%
Prefer not to respond	181	14%



K-12 EDUCATION

Note: Only students and parents answered the question about highest level of education attained by an adult member.



Marriam Ewaida, Ph.D.

*K12 Senior Research Advisor*

202.517.1273

mewaida@hanoverresearch.com

www.hanoverresearch.com

