

SMITHVILLE R-II SCHOOL DISTRICT PROGRAM AND DATA EVALUATION FORM

I. PROGRAM/ DATA INFORMATION

Type of Program or Data: At-Risk Programs

Personnel Responsible for Evaluation: Executive Directors PK-6 and 7-14

Month of Annual Review: November 2024

II. EVALUATION OF PROGRAM/DATA

(To Be Completed by Evaluators)

Evaluator Name: Denise Harwood
Dr. PJ McGinnis
Lisa Manz

Position: Executive Director PK-6
Executive Director 7-14
Family Resource Specialist

Evaluative Criteria:

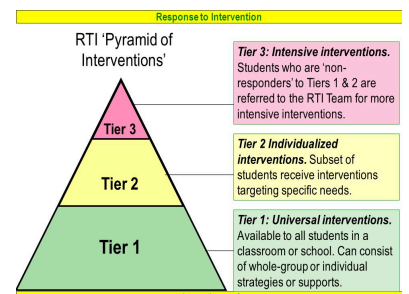
At-risk programs and services are in place to meet the needs of any student requiring additional resources or assistance. Each building has designed a system of interventions to assist students who are identified as at-risk. Programs, services and interventions are continually reviewed throughout the school year at Student Success Team meetings (SST) and Building Leadership Team meetings as well as year to year at the administrative level.

Summary of Analysis/Strengths:

The Smithville School District has many research based programs and initiatives designed to meet the needs of at-risk students including the following:

Clay County Children's Service Fund - Clay county schools have the opportunity to apply for grant funding through the Clay County Children's Service Fund (CCCSF) for purchased services and supplies to protect the well-being and safety of children and to strengthen families. SSD was awarded \$555,000 for the 2024-25 school year. This is \$109,125 less than two years ago. The majority of funds are utilized to provide individual and group therapy as well as SEL curriculum, behavior support, POAC and Hope Squad. The presentation that was made to the CCCSF board in the summer of 2024 with a thorough description of services provided can be found [here](#).

Response to Intervention - a three tiered approach to address academic deficiency of students. Students move through tiers based on progress monitoring. All elementary schools have thirty minutes of RTI time built into the daily schedule for mathematics or reading (based on student need.) The middle school has time built in for core subjects, and the high school focuses on work completion on 1:1 tutoring.



Positive Behavior Intervention Supports (PBIS) - a tiered approach to address behaviors and expectations for all students. The base tier provides common expectations for all students as well as provides proactive support and common language for all students. The second tier focuses on preventative measures and interventions for students who might be missing skills. The highest tier offers individualized supports for students who may need a success plan to improve their behaviors. PBIS is utilized at the elementary level, and pieces of the program are used at all grade levels.

Behavior interventions Support Team (BIST) - The purpose of BIST is to teach and model effective problem-solving strategies by allowing caring adults to partner with students who are struggling, help them be accountable for their actions, and give them the tools and life skills to make positive changes in their lives. BIST helps to minimize classroom distractions and provides an environment for students to practice replacement skills. BIST is primarily used at the middle school with elements blended in with PBIS at the elementary level.

Student Success Teams (SST) - Each building (K-12) has building level teams consisting of teachers, counselors, administrators, a process coordinator, the behavior interventionist, a reading specialist and the Family Resource Specialist. This team utilizes student data as well as teacher input to develop plans for teachers/students with interventions to address academic, behavioral or social concerns.

Title I Reading - Title I is a federally funded program designed to improve the academic achievement of at-risk readers. Maple Elementary is the only building that qualifies for Title I assistance. Reading services are provided for students K-6 at Maple Elementary.

Reading Resource - Reading Resource is a pullout program offered to K-8 students. This tiered approach is utilized to address reading deficiencies by offering intensive interventions and strategies to support struggling readers. The Title I Reading program at Maple is aligned with the reading resource program utilized at the other two elementary schools.

Take Flight - Take Flight is a tier 3 reading program for students with dyslexia. It has a sister program called Build, which is a Tier 2 reading program. These programs are used at all of our buildings.

Smithville Learning Center -The Smithville Learning Center is an alternative education classroom that serves students at risk of not graduating with their peers for various reasons, including those recovering credits and students pursuing their HiSET through the Missouri Option Program, with enrollment determined on a case-by-case basis. Led by one dedicated teacher, the program provides individualized support to help students get back on track and start on track academically while preserving their high school experience. To participate, students must meet quarterly goals and adhere to attendance requirements.

Missouri Option Program - The Missouri Option Program, sponsored through the Department of Elementary and Secondary Education, is for students age 17 and older who have the capabilities to complete Missouri high school graduation requirements but, for a variety of reasons, lack the credits

needed to graduate with their class, and are at risk of not graduating or dropping out without a high school diploma.

Each student interested in the Missouri Option Program will be considered on a case-by-case basis. This program provides an opportunity for these students to earn a Smithville School District diploma by meeting the specific requirements through the HiSET exam.

Behavior Interventionists - Each building has one behavior interventionist (with the exception of Eagle who has 1.3) who has three main essential functions. They model or coach staff on proactive behavior and classroom management strategies. They track review, analyze behavior data at the student or building level. (Most of our BIs are quite adept at the Panorama system to store and track plans.) They develop student success plans for tier 2 & 3 students. Each BI is working toward their Registered Behavior Technician certificate and works closely with a Board Certified Behavioral Analyst to maintain that certification.

Family Resource Specialist (FRS) - SSD has one full time social worker who provides resources and assistance to the students and families of the District. This individual partners with area churches and businesses to assist with programming and resource needs. The FRS addresses barriers in the home and community in order to provide students with the support they need. Our current FRS has a masters in social work, so she is able to facilitate social skills groups for students who identify as needing extra social and emotional support. Finally, our FRS serves as the Homeless Liaison for the district.

Accomplishments of helping students and families at risk include:

Community Food Assistance, The Family Resource Specialist partners with First Christian Church on Tuesday mornings to assist families with food pantry signup in order to sustain their households food needs. She refers families to the monthly evening drive-thru at Family Worship Center. The evening time allows families that work to still get food that can't make it on any Tuesdays to the main pantry. The schools help yearly to restock these pantries through the November food drives. Eagle Heights' food drive donations are taken to the First Christian Church pantry. Horizon's collection is placed on the pantry shelves at the Family Worship Center. Maple Elementary keeps their food for their school pantry.

School Food Assistance The District offers any patron with students to receive bags of groceries through a drive-thru at the transportation center the second Thursday evening a month through a partnership with Feed Northland Kids. We have had nearly 30 families take advantage of this program. Bag allotment is based on the number of family members. Most families receive 4-6 bags each which include loaves of bread, donated meat and a produce box. Extra bags are donated to the Maple Elementary food pantry.

The Maple Elementary school houses a food pantry in which over 60 kids shop and pick out their own items for the weekend. The kids love to choose what they want to eat, and we know that we are stocking it with items that the kids can fix on their own when we aren't providing daily meals. The counselor at Maple Elementary is credited with starting the food pantry at Maple and runs it with the assistance of a volunteer.

Community Clothing Assistance, The Family Resource Specialist partners with the Assistance League who offers our school three different programs that serve our students with clothing and personal needs.

The Operation School Bell program serves our elementary students. We are allotted nearly 60 slots between the three schools to take our students on a bus to shop for two new outfits, underwear, socks, hats, gloves and shoes. They also get a hygiene kit and pick out a book of their choice.

The Assistance League gifts us ten \$150.00 vouchers to be used with middle school students. The parents have 6 different evenings and different stores throughout the metro in which to take their child to shop for clothing, shoes and or any accessories needed for school. This can include hygiene items and hair essentials.

The Assistance League provides 8 duffel bags filled with an outfit, small blanket throw and hygiene items to be used with any high school student in need. The League also provides a link where we can request for any child in need to receive a clothing voucher from Burlington Coat Factory to shop for clothes, shoes and/or coats. This is used the majority of time for high school students.

School Clothing Assistance, The Warrior Closet was established for clothing needs, hygiene needs, and school supplies for students and families. We have two full trailers located behind the middle school that have racks of sorted clothing, shoes and hygiene supplies as well as household cleaners and laundry detergent. The closet is open 6 hours a month for families to visit: the first Tuesday night 4-6 p.m. and the second Thursday night 4-6 p.m. It is also open one Saturday once a month from 10 a.m.-Noon. The desire is to reach everyone by offering different days and times. We start in October offering any student a new free coat, hats and gloves.

The Warrior Closet was able to assist 90 kids and 47 families with new backpacks and school supplies during the August 2024 back to school opening. Southern Bank, Prevail Church, First Christian Church, North Lake Church, Community Of Christ Church, and the Careportal team provided supplies and shoes to help us meet back-to-school needs.

Kids Rock and the American Legion continue to partner with the School District to hold an Adult Prom to pay for the needs of the students for Prom. The Family Resource Specialist provided transportation to take girls to the Prom boutique programs around the metro to get a brand new dress, purse, jewelry and shoes and to assist with hair, makeup and nails. We are able to provide tuxedos for male students through these funds. Finally, we were also able to pay prom ticket fees and meals out for students who requested help.

Community Resource Assistance, The Family Resource Specialist partners with a variety of agencies to help families get emergency assistance including help with rent, energy assistance, cabbage, hotel arrangements, lice and home treatments, car repairs, furniture needs, etc. The District is fortunate to have a Care Fund which can be utilized to help with needs and/or fees that arise for students and or families. We have an amazing community of support that donates different times a year to that fund. Clay County schools also have free use of the Care Portal program for family assistance. The FRS simply enters the need into the system where it gets matched with a giving source. Arrangements are made for delivery of the products directly to the families.

American Rescue Plan Homeless Youth and Children Grant (ARP-HCYII) -

Community Holiday Assistance, The District partners with the Smithville Police Department to send approximately 16 elementary students to Shop with a Cop for their holiday gifts. The children are preselected to pick out items at Target right alongside some of our city heroes.

The community of Smithville and the Smithville School District toy drives help support Grace Community Church to set up an area toy store event for parents to shop for the holiday. The FRS partners with Grace Community Church to identify families for the event. The parents can have items wrapped and fill stockings at the event. Nearly 80 kids were shopped for each of the last two years.

School Holiday Assistance, Starting in October, families that have either requested or been identified to need holiday assistance meet with the FRS. Usually, 35 families are served consisting of nearly 80 kids. A Holiday Giving Sign-up Genius is uploaded every year the Tuesday before Black Friday in November for individuals to sign up for specific gifts that are needed for our students. We make sure that any unaccompanied youth that we serve, that might not reside with their parents, submit a wishlist in order to provide them wrapped gifts for the holiday. Meals are also provided for those in need.

McKinney-Vento Services (Student and Families that are identified as Homeless), The district provides cabbng for students when needed out of district. Housing is arranged to keep our students in the district when possible. Fees are paid for any homeless student to participate in school functions or activities as well as for assessments. Caps and gowns are provided. Once a family is identified as homeless, they are offered case management services through the Family Resource Specialist. The FRS also provides support for the 3 students enrolled who are placed in foster care.

Homeless by Code	2020-21	2021-22	2022-23	2023-24	2024-25
Doubled Up	62	39	29	24	19
Unaccompanied Youth	16	11	6	16	17
Motel	3	1	4	2	3
Unsheltered	2	4	0	0	2
Shelter	6	0	0	0	0
Total Numbers	89	55	39	42	41

Homeless by School	2020-21	2021-22	2022-23	2023-24	2024-25
Maple	32	21	14	9	6

Horizon	12	12	5	12	13
Eagle	7	7	9	6	4
Middle School	9	1	4	5	5
High School	29	14	7	11	13

Programs/Initiatives:

When children feel safe, supported and connected to their school, students feel better equipped to succeed academically, socially and behaviorally.

All Stars - The primary goal of the All Stars program is to delay the onset of risky behaviors. All Stars is utilized in grades 7-8. All Stars targets the five strategies research has shown to have the greatest impact on delaying the onset of risky behaviors with middle school students:

- building idealism and a belief in the future
- establishing positive norms
- establishing personal commitments to avoid risky behaviors
- promoting bonding to positive peers and a positive adult
- promoting positive parent/adult interactions

The All Stars program has a parent component that is essential for the success of the program.

Second Steps - Second Steps provides instruction in social emotional learning focusing on learning skills for empathy, emotion management, friendship, and problem solving. Second Steps is utilized in grades K-6.

Character Strong - Character Strong is a toolkit used to help hold both students and staff accountable to build kinder, more compassionate communities with our everyday actions. The curriculum supports positive character traits through consistent, intentional practice. Character Strong is implemented in grades 7-12.

Panorama - The Panorama SEL Survey is utilized to measure the success of our SEL programming and also to help identify students that may need additional social skills instruction. Each building has a goal derived from the Panorama survey results centering around belonging, emotional regulation, growth mindset, etc. The Panorama platform is the “keeper” of all SST information including academics, attendance and behavior and allows us to track interventions from year to year.

Restorative and Trauma Sensitive Practices - Restorative practices are social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. They are frameworks in which community is built and relationships are restored through authentic dialogue. The conversations shift from being punitive to opportunities to make right and restore.

Hope Squad - We have Hope Squads in each of our buildings. A Hope Squad is a group of students nominated by their peers. They meet regularly with their trained advisors (2-3 per building) to talk and learn about mental health. Members of the Hope Squads are trained to note signs of distress and to reach out, connecting peers to help and hope. Hope Squads educate the entire school community to reduce stigma and improve their school's culture. Parents of children in the Hope Squad are invited to a parent meeting and sign off on their child's participation.

Overall Concerns:

There continues to be an increase in the social, emotional, mental health and behavioral needs of our students. The population of the Smithville School District is changing.

Overall Recommendations:

Pillar 5 of the strategic plan calls for a student centered culture, specifically outlining belonging for students, cultural fluency, and a culture of trust, kindness and respect. The initiatives and programs we provide are research based and have a positive impact on students. We need to continually assess the impact of SEL programming on student needs and to make time for it in our daily schedule. We need to stay the course with the programs we have in place. We need to go deeper rather than wider; to refine our practices and to continually assess the effectiveness of our programs.

Transportation is a need for homeless youth to attend school on a part-time schedule or to attend the Job Corp in Excelsior Springs.

A future goal is to research K-8 alternative programming for our most at-risk students. Although we don't have any this year, our practice is to pay for outside placement for students with the most severe needs after exhausting all of our own resources and strategies. We also pay Summit Behavior Services through the CCCSF grant to provide tier 3 behavior Support, student observation and assessment. A cost benefit analysis would need to be conducted to see if this is a reasonable goal.