



**Co-Curricular Activities Programs-Fine Arts/Library Media/
Challenge and Advanced Offerings
Program Evaluation Report**

**K-12 Fine Arts
School Years 2020-2021 & 2021-2022**

A. Program Description

a. Description of the Program:

The Raytown C-2 School District Fine Arts Program spans grades K-12, and includes classes in the areas of music, visual arts, theatre, speech & debate, and world languages. The program is split into three departments, each overseen by a curriculum coordinator.

Secondary Fine Arts

Alex Kolster, Curriculum Coordinator

The Secondary Fine Arts Program is a robust collection of courses, co-curricular activities, and extracurricular activities spanning multiple fine arts disciplines. The RQS Fine Arts department consists of music, theatre, speech/debate, visual arts, and world languages. Many of our middle and high school programs participate in co-curricular aspects of their fine arts-related programs, including MSHSAA festivals and competitions. The Secondary Fine Arts Department consists of 42 certified employees and 3 classified employees, totaling 45 staff members.

Elementary Music

Erik Dancy, Curriculum Coordinator

Raytown Quality Schools offers many specialty subject opportunities for students. At the elementary level, we offer Art, Music, and Physical Education instruction on a three-day rotation basis. Each elementary school (10) has an instructor in each subject area for these three contents, therefore there are ten elementary music teachers. Our music department teaches a rigorous curriculum that bases instruction around state standards for the fine arts. We also utilize engaging and impactful mediums or tools to teach a varied set of skills in singing, speaking, playing instruments, technology, and movement or dance. Every student in grade-level education and special education classrooms are offered these opportunities. During the 20-21 and 21-22 school year, we operated on a weekly rotation schedule rather than a three-day schedule, but all students were still offered chances to be a part of classes.

Elementary Visual Art

Angelique Hanning, Curriculum Coordinator

The elementary visual arts program provides visual arts instruction to students K-5 that is set within the Fine Art framework as directed by DESE of Missouri and the National Visual Arts Standards. The curriculum is aligned as developmentally appropriate to address specific GLEs for the four strands of Production and Performance, Aesthetic Perceptions, Art History, Elements and Principles. The program provides services to approximately 4000 elementary students annually with 10 certified visual arts instructors. Each building's visual arts programming is in turn supervised by the building principal. The students each receive visual arts instruction once every three days for fifty minutes throughout the duration of the academic year. During the 20-21 and 21-22 school years the students received instruction in a week-long rotation of their three "specials" courses of art, music and physical education in order to help mitigate the spread of illness. Additionally, the first semester of the 20-21 year, instruction was provided virtually via the platform of ZOOM. An additional instructor was added for the second semester of 20-21 and 21-22 to accommodate the dedicated instruction of virtual students. Each student is evaluated on their progress at the conclusion of each semester. The elementary visual arts department is guided from within by one of these certified visual arts instructors who are designated as the Elementary Fine Arts Teacher Coordinator for Visual Arts. The elementary visual arts program participates in showcasing the students' work at the district's administrative building and within their buildings. The schools each year have the opportunity to showcase artwork as service projects with the community partners and various district functions.

b. Budget Information:

Secondary Fine Arts Supplies, Repairs, and Equipment - \$165,000

This budget is facilitated through the Secondary Fine Arts Coordinator, and is developed in consultation with secondary music and theatre teachers each Spring for the following year. The budget covers items such as new instruments, instrument repairs, and supplies and equipment for secondary choir, band, orchestra, and theatre programs. These expenditures are a combination of General Supplies, Repairs & Maintenance, and Regular Equipment (Capital).

Secondary Fine Arts Curriculum Resource Budget - \$50,000

This budget is facilitated through the Secondary Fine Arts Coordinator, and is developed in consultation with secondary fine arts teachers each Spring. The budget covers items such as curriculum resources, textbooks, software subscriptions, supplemental materials, and professional development for secondary music, speech & theatre, visual arts, and world languages courses.

Additional Secondary Fine Arts Expenditures

Other fine arts-related expenditures include fine arts activity stipends, bus transportation, entry fees for festivals, competitions, and MSHSAA events, speech/debate tournament fees, and additional marching band-related expenses such as drillwriter services, custom arrangements, licensing fees, and color guard materials and equipment. All of the

aforementioned items are handled between the teachers/sponsors of these activities and the building Activities Coordinators.

Elementary Music

During the 20-21 and the 21-22 school year, the elementary music department operated from two primary financial sources: the District Curriculum Budget and each building's Music Budget. The Curriculum Budget allotted for at least \$5000 each of the past two school years. The first part of that money was allocated to teachers seeking Professional Learning conference attendance, the second part was allocated for repairing or replacing equipment in music rooms, and a third part was allocated for supplemental online subscription content that would be relevant to our standards. As for each building's Music Budget, each building has allocated one dollar per student to accommodate some smaller needs for each teacher. If a building has 400 students, the budget for music is \$400.

Elementary Art

The elementary visual arts department has been designated \$5000.00 annually for department specific professional learning and curricular materials. Each building has a budget of \$3.50 per pupil which is calculated from the "count day" number of their building population. These budgets are calculated annually for the visual arts specific programming that serves approximately 400 students per site. These budgets provide for the acquisition of both annual consumable (paper, pencils, erasers, glue, paint, pastels, markers, crayons, yarn, clay, glazes, etc.) and additionally needed non-consumable materials (scissors, brushes, brayers, etc.) and resources (visual aids, books, kiln maintenance) that may expire over several years use. No standardized textbooks or resources are currently used that would need to be reviewed or replaced.

c. Date Reviewed

August 16, 2022-September 15, 2022 - Program Evaluation Completed by Coordinators
September 15, 2022 - Program Evaluation Submitted to Dr. Marilyn Cannon
October 10, 2022 - Program Evaluation Presented to BOE

d. Program Personnel Responsible:

Secondary Fine Arts Coordinator: Alex Kolster, Raytown High School

Elementary Music Coordinator: Erik Dancy, Robinson Elementary

Elementary Art Coordinator: Angelique Hanning, Little Blue Elementary

Secondary and Elementary educators

e. Evaluators:

Fine Arts Teachers are evaluated by their building principals and/or assistant principals. The Secondary Fine Arts Coordinator, Elementary Art Coordinator, and Elementary Music Coordinator conduct classroom observations and provide feedback, but do not evaluate.

The Fine Arts program, as a whole, is evaluated by Dr. Marilyn Cannon, Dr. Anthony Moore, & Dr. Chris Greiner.

B. Goals/Objectives

a. Current Program Goals and/or Objectives:

The following goals were established in 2018, as part of the 2018 Fine Arts Program Evaluation. They have been adapted and updated for this report.

- 1) Increase the number of students participating in co-curricular fine arts activities. Examine and reflect upon recruitment and retention practices that best serve our students and programs.
- 2) Provide students with a world class fine arts education that creates lifelong lovers of fine arts, and prepares students for fine arts at the post-secondary level.
- 3) Continue to strive for excellence through up-to-date teaching practices, inclusive learning spaces, and culturally competent curriculum and instruction
- 4) Create opportunities for students to experience the arts in professional settings, and to collaborate with and learn from professionals in the industry.
- 5) Create more opportunities for collaboration between fine arts departments across multiple buildings and grade-levels.
- 6) Continue to make the Fine Arts programs more visible to the community.
- 7) The Secondary Fine Arts Coordinator, Elementary Art Coordinator, and Elementary Music Coordinator will evaluate the current state of curriculum (Pacing Guides, Unit Maps, Common Assessments, etc) for all Fine Arts courses, and determine which areas need revision/rewriting. This will be an ongoing process.

C. Data and Information:

a. Data Used to Evaluate Program:

Data collected to evaluate the fine arts program includes enrollment data between 2019 and 2022, achievements & highlights from the past three years, feedback from fine arts teachers, budget information between 2019 and 2022, and staffing information.

Below is an overview of enrollment in the secondary fine arts programs between the 2019-2020 school year and the current school year. Due to the Covid-19 pandemic, many of our programs dropped in enrollment during this time, particularly that of music and theatre at the high school-level. Although this report covers the 2020-2022 and 2021-2022 school years, the 2019-2020 school year is included in the reports below to provide context regarding our pre-pandemic numbers.

The reports below show the number of enrollments (not total number of students) in fine arts and world languages courses at each secondary school. Please note that we offer a mixture of semester-long and year-long courses, and we have many students who take multiple fine arts and/or world language courses. The reports below cover the following schools:

- 1) Raytown High School
- 2) Raytown South High School
- 3) Raytown Middle School
- 4) Raytown South Middle School
- 5) Raytown Central Middle School

Raytown High School

Content Area	Course	2019-2020	2020-2021	2021-2022	2022-2023
Speech/Theatre	Communications	231	269	248	276
	College Public Speaking	0	10	10	5
	Debate	25	15	27	18
	Advanced Debate	23	13	3	5
	College Debate	0	0	3	0
	Competitive Drama	16	7	3	10
	Advanced Competitive Drama	11	13	1	2
	Theatre I	70	94	92	78
	Theatre II	31	35	23	18
	Acting	11	10	10	16
	Theatrical Design	21	20	8	23
	Repertoiry Theatre	16	13	13	13
Visual Arts	Intro to Visual Art	360	363	350	311
	Graphic Design I	151	155	129	129
	Graphic Design II	56	42	44	39
	Graphic Design Studio	32	29	9	14
	Drawing & Painting I	147	153	127	199
	Drawing & Painting II	42	36	27	48
	Drawing & Painting Studio	14	17	14	14
	Ceramics I	108	112	126	173
	Ceramics II	34	17	25	51
	Ceramics Studio	13	8	7	20
	Photography I	187	160	89	88
	Photography II	59	65	49	25
	Photography Studio	16	35	23	17
Music	Treble Choir	28	27	12	13
	Tenor-Bass Choir	16	10	11	8

	Concert Choir	39	19	22	30
	Chamber Choir	28	26	26	26
	Campus Band/Concert Band	58	43	26	16
	Symphonic Band	49	47	37	58
	Concert Orchestra	31	30	20	24
	Symphony Orchestra	34	32	32	23
	Jazz Improvisation	5	3	3	5
	AP Music Theory	3	7	3	8
World Languages	French I	43	46	52	91
	French II	31	18	25	37
	French III	13	6	5	16
	French IV	7	4	0	1
	Spanish I	124	163	181	175
	Spanish II	177	149	102	141
	Spanish III	45	73	59	50
	Spanish IV	31	22	36	35
	Spanish V	12	15	14	23
		TOTAL	2448	2431	2126

Raytown South High School

Content Area	Course	2019-2020	2020-2021	2021-2022	2022-2023
Speech/Theatre	Communications	207	261	294	238
	College Public Speaking	0	0	0	0
	Debate	29	30	15	18
	Advanced Debate	20	13	8	5
	College Debate	0	1	0	0
	Competitive Drama	9	8	7	11
	Advanced Competitive Drama	16	12	1	0
	Theatre I	57	54	46	78
	Theatre II	14	12	5	17
	Acting	7	0	5	1

	Theatrical Design	13	0	8	16
	Repertory Theatre	20	9	5	0
Visual Arts	Intro to Visual Art	269	286	324	315
	Graphic Design I	66	88	55	118
	Graphic Design II	11	10	4	35
	Graphic Design Studio	3	2	0	0
	Drawing & Painting I	93	100	76	156
	Drawing & Painting II	33	10	8	27
	Drawing & Painting Studio	2	1	0	0
	Ceramics I	114	96	89	127
	Ceramics II	16	16	15	32
	Ceramics Studio	1	2	1	1
	Photography I	145	142	107	125
	Photography II	37	40	17	30
	Photography Studio	9	12	2	3
Music	Treble Choir	24	32	35	17
	Tenor-Bass Choir	6	9	10	7
	Concert Choir	37	21	16	27
	Chamber Choir	30	19	19	17
	Campus Band/Concert Band	30	22	22	22
	Symphonic Band	40	42	34	43
	Concert Orchestra	17	16	11	18
	Symphony Orchestra	21	31	23	24
	Jazz Improvisation	16	2	0	0
	AP Music Theory	5	5	0	0
World Languages	French I	35	32	15	29
	French II	21	20	6	7
	French III	4	0	1	0
	French IV	0	0	0	0
	Spanish I	167	186	155	171
	Spanish II	128	138	120	128

	Spanish III	34	25	31	26
	Spanish IV	4	18	6	10
	Spanish V	9	3	3	0
	TOTAL	1819	1826	1599	1899

Raytown Middle School

Content Area	Course	2019-2020	2020-2021	2021-2022	2022-2023
Speech & Theatre	Speech 7	245	217	190	240
	Debate/Competitive Drama	21	25	22	20
	Theater	21	27	34	25
Visual Art	Art 6	204	163	153	29
	Art I	82	169	103	107
	Art II	74	34	25	82
Music	General Music	189	164	119	101
	Mixed Choir	25	15	21	35
	Concert Choir	26	19	13	11
	Band 6	66	29	42	65
	Band 7	37	27	32	30
	Band 8	31	21	16	20
	Orchestra 6	28	6	18	18
	Orchestra 7	12	17	5	9
	Orchestra 8	23	8	10	9
World Languages	World Languages 7-8	37	105	104	99
	Spanish I	71	40	51	30
	TOTAL	1192	1086	958	930

Raytown South Middle School

Content Area	Course	2019-2020	2020-2021	2021-2022	2022-2023
Speech & Theatre	Speech 7	184	198	175	170
	Debate/Competitive Drama	7	12	20	21
	Theatre	7	15	17	27
Visual Art	Art 6	206	182	0	0
	Art I	43	97	204	174
	Art II	80	24	22	45
Music	General Music	202	180	92	66
	Mixed Choir	23	24	15	20
	Concert Choir	7	8	12	9
	Band 6	33	37	44	55
	Band 7	26	20	18	36
	Band 8	19	23	14	16
	Orchestra 6	20	12	10	19
	Orchestra 7	15	12	17	11
	Orchestra 8	12	13	7	10
World Languages	World Languages 7-8	95	106	86	114
	Spanish I	19	24	27	25
	TOTAL	998	987	780	818

Raytown Central Middle School

Content Area	Course	2019-2020	2020-2021	2021-2022	2022-2023
Speech & Theatre	Speech 7	179	165	171	171
	Debate/Competitive Drama	16	24	23	28
	Theatre	23	12	11	29
Visual Art	Art 6	184	175	114	95
	Art I	66	135	134	94
	Art II	77	35	38	45
Music	General Music	38	173	71	48

	Mixed Choir	28	30	33	43
	Concert Choir	22	27	15	14
	Band 6	40	38	35	42
	Band 7	19	24	24	29
	Band 8	26	15	20	22
	Orchestra 6	29	18	14	28
	Orchestra 7	19	21	10	13
	Orchestra 8	15	12	14	7
World Languages	World Languages 7-8	94	88	101	79
	Spanish I	47	27	23	23
	TOTAL	922	1019	851	810

b. Analysis of Strengths:

Secondary Fine Arts

- 1) We have highly-qualified staff. Our K-12 fine arts programs have highly-qualified teachers, many of whom possess one or more graduate degrees. Our excellent staff has helped the K-12 music program achieve the “Best Communities in Music Education” designation by the National Association of Music Merchants for two consecutive years. Many of our fine arts teachers are also professionals in the industry, ranging from visual artists to paid musicians/performers.
- 2) We offer a robust selection of fine arts courses. At the high school-level, we offer 48 Fine Arts/World Languages courses. At the middle school-level, we offer 17 courses. That is a total of 65 different courses, 6-12.
- 3) During the 2020-2021 school year, our fine arts teachers showed tenacity and perseverance during a difficult period for our programs. Despite not meeting in person until March of 2021, many of our band, choir, orchestra, and theatre programs continued to work with students in-person after school hours. Our marching bands at both high schools performed field shows, choirs and orchestras held concerts, and the RHS theatre production produced two plays, a cabaret, and the musical *Pippin*, which earned two Blue Star nominations.
- 4) We have outstanding fine arts students. Over the last three years, we have achieved some of the following accolades in our fine arts departments:
 - a) Multiple Blue Star and Cappies nominations for Raytown High School, including a Blue Star nomination for Outstanding Overall Production for the 2019 production of *Big River*.
 - b) Multiple students qualified for state and national speech & debate tournaments, including a State Champion from South High in 2022, and a National Champion from Raytown High in 2020.
 - c) Art students at RHS have hosted Jay-Fest each Spring, an art festival that showcases their work from the school year.

- d) Our secondary jazz bands have thriving programs. All district jazz bands attend festivals throughout the months of February, March, and April. These ensembles receive high ratings at their festivals, and the season culminates with a “Night of Jazz” concert at RHS, featuring all secondary jazz ensembles. RMS and RHS jazz programs have grown so much that each of these buildings has had two auditioned jazz ensembles at each. All of our district jazz bands are extracurricular ensembles.
- 5) We have received steady and consistent financial support from the district. For years, the district has been consistently supportive of the Fine Arts Instrument Purchase & Repair Budget, and the Fine Arts Curriculum Resource Budget.
- 6) We have made major improvements to our facilities through the 2019 bond issue. Improvements include:
 - a) 2019 - RSMS Band Room Addition
 - b) 2020 - RHS Music/Auditorium Renovations
 - c) 2021 - RSHS Music Room Renovations
 - d) 2022 - RCMS Music Room Renovations
 - e) 2023 - Upcoming - RMS Music Room Renovations
- 7) At the high school-level, we offer AP Music Theory and AP Studio Art. Since 2019, we have also added College Debate and College Public Speaking through a partnership with the University of Central Missouri.
- 8) The RHS and RSHS choir programs have received grants from the Raytown Educational Foundation to fund commissions of new choral works. This has provided these students unique opportunities to collaborate with professional, working composers in the industry.

Elementary Art

- 1) The program provides learning experiences that allow the students to explore higher cognitive levels of working and applying their knowledge and skills in art as well as the core curriculum through production based articles of assessment and creativity (critical thinking, problem solving, and performance-based learning).
- 2) The staff develops visual arts instruction and acquires necessary resources to enable full and safe implementation of the curriculum at all K-5 levels. They currently meet as a department approximately once a month for professional learning and collaboration on curriculum and instruction.
- 3) The staff promotes and expands community visibility for the elementary visual arts programs and the student’s artwork.
- 4) The staff develops visual arts instruction with a broader impact and connectivity to other disciplinary areas of each grade level curriculum for K-5 students.
- 5) The staff implements VTS (Visual Thinking Strategies) to increase critical thinking skills within the Visual Arts and develop a cognitive scheme for transfer for greater problem solving aptitudes across the disciplines.
- 6) The staff implements technology for use as a department and for classroom instruction including instructional delivery during remote learning, as well as virtual museum and historic site tours as applicable.

Elementary Music

- 1) We have had continued success with the District Elementary Chorus. This program, under the direction of Amanda Brown and Jake Adamson, has flourished over the past three years, and withstood the challenges of the Covid-19 pandemic. This year, the number of students in

the District Elementary Chorus has doubled in size from last year with a record number of 64 students.

- 2) We have also succeeded by implementing our rigorous curriculum through the pandemic to virtual and in-person settings. Teaching music on the screen and with various limitations brought many challenges, but it also allowed us to share and collaborate the best practices with each other. We bonded as a team and found great ways to bring our students the best possible experience and high-level instruction in challenging times.
- 3) Our staff continues to build a strong community of teachers, over time. All of the members of our department have at least three years of experience in the department, with many having ten-plus years within the district. This allows us to continue to be familiar with district procedures and build a great community for support and friendship.
- 4) Our spaces for elementary music are inclusive, trauma-sensitive, and geared towards teaching to the whole brain. Our lessons and activities include use of multiple mediums with singing, speech, instrument-playing, movement (dance), and technology. All kinesthetic, aural, and visual learners have opportunities to succeed individually and collectively throughout their time with us.

c. Analysis of Needs for Improvement:

Secondary Fine Arts

- 1) We need to complete all remaining pacing guide and unit map revisions. This has been an ongoing process for four years now, with Covid-19 slowing down our progress. We are about halfway through this process and will continue working on these documents throughout the 2022-2023 school year. My goal is for these to be completed by the end of summer 2023. Additionally, we need to work together to find ways to make the fine arts curriculum more culturally relevant to our students.
- 2) While many excellent facility upgrades have occurred across the district, we have music education facilities that still have not been addressed by the recent bond issue (see recommendations).
- 3) We need to continue to focus on rebuilding our co-curricular fine arts programs such as band, choir, orchestra, theatre, and speech & debate. These programs went through massive challenges during the Covid-19 pandemic. One area that we can improve on is recruitment and retention, particularly when students transition between elementary and middle school, and between middle school and high school. Having more vertically-aligned recruitment and retention activities, such as recruitment events and activity fairs, could help in this area.

Elementary Music

- 1) While many of our teachers have vast levels of experience in the classroom, opportunities to continue educating and go to professional learning outside of our district have been sparse. Teachers in our district could heighten their level of instruction and curriculum implementation with further study from teacher-education courses in Kodaly, Orff-Schulwerk, Feierabend and other methods that cater to the needs of Elementary Music teachers. These courses usually happen during the summer on college campuses to accommodate teacher schedules.
- 2) Also, while many in-district professional-learning opportunities are available for grade-level and core-area content teachers, elementary music, art, physical education, and other arts

areas have had a lack of in-district opportunities for clinicians and presenters to come in and give fresh ideas to us.

- 3) Similar to secondary fine arts, we need to consistently evaluate and update all of our unit maps and pacing guides. We have faced the same challenges as the secondary fine arts department.

D. Direction:

- a. Recommendations:

Secondary Fine Arts

- 1) Maintain support of the Secondary Fine Arts Supplies, Repairs, & Equipment budget to meet the needs of our programs and students.
- 2) Maintain support of the Secondary Fine Arts Curriculum Resource budget to meet the needs of our programs and students.
- 3) In collaboration with our Elementary Music Curriculum Coordinator and Elementary Music Specialists, increase per-school funding for our elementary music programs to meet the needs of our teachers and students.
- 4) Develop a master plan for repair & replacement of upright and grand pianos throughout the school district, supporting the needs of our students and teachers with professional-level, high-quality instruments. Mr. Kolster has begun this process by creating an inventory of all pianos in the secondary schools, and has had three different vendors complete a piano fleet analysis to determine condition and recommendations for repair/replacement.
- 5) Strive towards equity in music education and performing arts facilities in all secondary buildings by renovating the following areas:
 - a) RSMS Vocal Music
 - b) RSMS Orchestra
 - c) RCMS Orchestra
- 6) Renovate and modernize our middle school gym stages at RMS, RSMS, and RCMS to create equity between these spaces and make these facilities more suitable for music and theatre performances. Design consultation was provided by Peerbolte Creative during the Spring of 2022. Contact Alex Kolster if you are interested in seeing these reports.
Improvements to include:
 - a) Sound system upgrades
 - b) Lighting upgrades
 - c) Curtain & rigging upgrades
 - d) Stage floor upgrades
 - e) Storage, dressing rooms, and practice room upgrades
- 7) Create a yearlong, 6th grade choir class at the middle schools to create equity between the vocal music, band, and orchestra course sequence, and to retain more students between the 4th/5th grade District Elementary Chorus and middle school choir. The new course request will be submitted in October 2022.
- 8) Create a yearlong, high school-level Spanish for Native Speakers course to meet the needs of our Spanish-speaking students and provide a more robust, rigorous curriculum for these students that is also culturally-relevant. The new course request will be submitted in October 2022.
- 9) Develop a tool for future Program Evaluations to gather feedback from students, staff, parents, and other stakeholders.

Elementary Art

- 1) Continue to investigate Teaching for Artistic Behavior and Studio Thinking: Studio Habits of Mind as models of instruction that support STEAM and related collaborative engagement, communication, critical thinking, reflection and problem solving as well as methods of related assessment.
- 2) Develop and collect quantitative/qualitative tools to collect data from key stakeholders regarding the elementary visual arts program.
- 3) Resume coordination of annual field trips for K-5 students to visit the Nelson Atkins museum of Art with a tour and workshop that connects to core classroom curriculum objectives via incentive grant programming that offers funding for the transportation and visit experience.
- 4) Due to significant staffing changes in the department, provide essential training in Visual Thinking Strategies to all department members as a base and as a refresher to hone skills that address critical thinking through observation and conversation.
- 5) Investigate additional practices of art instruction to support social emotional growth of students.

Elementary Music

- 1) Increase budget for elementary music programs across the district. Create stipends for staff members to be fairly compensated for elementary music concerts/programs, and any before- or after-school clubs/ensembles they may want to form. Increase budget for classroom materials and instruments to meet the needs of our students.

E. Submitted By:

Alex Kolster, Secondary Fine Arts Coordinator/Raytown High School Vocal Music
Erik Dancy, Elementary Music Coordinator/Robinson Elementary Music Specialist
Angelique Hanning, Elementary Visual Art Coordinator/Little Blue Elementary Visual Art Specialist

Library Media

Program Description

- a. Description of the Program: The district Library Media program employs a full time library media specialist and one full time clerk at all five secondary buildings. Each of the ten elementary buildings share a .5 media specialist, employing five full time media specialists across 10 elementary buildings. Each elementary building employs a full time clerk. RSA, and Northwood do not have dedicated media specialists or clerks. Media specialists and clerks provide an array of services related to reading, digital literacy, and research to their staff and students. More recently, they have also acquired the additional duties of maintaining, disseminating/collecting, and supporting our one-to-one initiative, as well as maintaining building inventories for all district curriculum.
- b. Budget Information: The district budget of \$60,000 is divided amongst all 15 buildings. No money is budgeted for RSA or Northwood. The budget has not increased in over 10 years. All funds go towards the replacement/purchase of library materials- both print and digital.

No funds are available for decorating, supplies, or general upkeep. Our building Library Media programs provide as much as possible on limited budgets, but roughly \$4,000/year does not go very far to replace lost items (which are rarely reimbursed), purchase new print and digital materials, or create inviting future-ready spaces where students/staff feel inspired.

c. Date Reviewed:

August 16, 2022-September 15, 2022 - Program Evaluation Completed by Coordinators

September 15, 2022 - Program Evaluation Submitted to Dr. Marilyn Cannon

October 10, 2022 - Program Evaluation Presented to BOE

d. Program Personnel Responsible:

Dr. Chris Greiner, Executive Academic Officer

Dr. Marilyn Cannon, Director of Curriculum and Instruction

Jamie Osborn, K-12 Library Coordinator.

e. Evaluators: Dr. Greiner, Chief Executive Academic Officer; Dr. Marilyn Cannon, Director of Curriculum and Instruction; Building principals evaluate media specialists.

Goals/Objectives

f. Current Program Goals and/or Objectives:

Instruction and services provided through the school library are developed around six essential foundations: —Inquire, Include, Collaborate, Curate, Explore, and Engage

- **Inquire:** Inquiry and investigation are at the core of our district libraries. We offer multiple opportunities for learners to integrate new and existing knowledge through both curricular and personal research.
- **Include:** Our district libraries provide diverse and inclusive resources, programs, and services that meet the needs of all learners; represent various points of view on current and historical issues; and provide support across a wide range of interest areas with opportunities for learners to recognize themselves.
- **Collaborate:** Our district libraries encourage collaboration among staff and students, broadening personal knowledge and creating interconnected learning opportunities.
- **Curate:** Our district libraries provide a professionally curated collection of resources selected based on their authority, currency, relevance, scope, and relationship to other items in the collection. Our libraries curate materials to aid and support district curriculum as well as student/staff interest.
- **Explore:** Our district libraries provide learners with a venue to explore questions that arise out of personalized learning opportunities and out of individual curiosity and interest. Our libraries focus on the development of a culture of reading, support reading for learning and personal enjoyment, and provide opportunities for learners to read for pleasure. To meet the needs of all learners, our libraries provide a wide variety of resources in multiple formats.
- **Engage:** Our district libraries help learners engage with the principles of safe and effective information skills and provide opportunities for learners to develop competencies in a space that allows learners to share and disseminate information (AASL 2018, 55).

- g. Additional Goals and/or Objectives: This is not a current district practice, but the Library Media department is hopeful that in the future we will meet the following goal in alignment with other exemplary Library Media programs throughout the state. As primary providers of instructional technology and digital literacy, library media specialists are educated and certified to engage in such discussions and implementation at the district level... * Our district library media specialists engage in planning, implementing, and evaluating the district's technology plan.

Data and Information:

- h. Data Used to Evaluate Program: The Library Media program circulates over 100,000 books per year, conducts hundreds of information literacy classes- in collaboration with classroom teachers, processes thousands of computers, troubleshoots hundreds of student and staff devices, and maintains district-wide inventory of all curriculum and textbook resources.
- i. Analysis of Strengths: District media specialists take pride in servicing each and every Raytown student with the most precious of resources: information- and the skills to process their world through information literacy. Media specialists touch every student, giving them the power to navigate their unique world, by curating resources which reflect diverse perspectives, providing both mirrors and windows with which to see themselves. When students feel empowered to learn and discover, using the proper skills, they filter all of their learning through a more positive and capable lens, thus enhancing their overall achievement.
- j. Analysis of Needs for Improvement: The Library Media program would like to collaborate more with the technology department, as media specialists are trained and highly qualified in the area of educational technology. The department would also like to advocate more for their role and help teachers and staff understand what we offer and why information literacy is so important. The department would benefit from a more cohesive district-wide approach to library services.

Direction:

- k. Recommendations: It is recommended that processes/procedures and job descriptions are updated for the Library Media program with the goal that all buildings function and service students in a similar manner. Additionally, an audit of district-wide library media spaces is encouraged so that Raytown students may receive the same future-ready, collaborative spaces and technological advances that are available in most other comparable districts in the KC Metro area.

Submitted By: Jamie Osborn, K-12 Coordinator of Library Media Services

Challenge (K-6 Gifted Education)

Program Description:

The Raytown C-2 School District is committed to an educational gifted program that recognizes the unique value, needs, and potential of each student in grades K-6. Our differentiated program is designed to challenge students by fostering a learning environment that promotes critical thinking, creative problem-solving, and social-emotional learning. The Challenge program provides a safe place for students to fail, get constructive feedback and learn from their mistakes. Gifted students take a more active role in their education by helping drive the curriculum based on their interests, giving them a sense of responsibility and ownership of their education. Projects encourage creativity and allow expanded opportunities for students to showcase their talents, skills and abilities. Successful participation in the Challenge program ensures that students aspire to be life-long learners, become and remain productive and contributing members of their communities, and embrace inclusion.

In the 2021-2022 school year, the Raytown Challenge Gifted Program returned to in-person pull-out classes at Westridge for grades 2-5 for 180 minutes each week. First grade students were served with push-in small group classes at their home schools for 90 minutes each week. By April of the 2021-2022 school year, there were 191 students in elementary schools that qualified for the program. There were 33 students enrolled in Challenge at the three middle schools.

Goals/Objectives:

What are our plans/goals to identify more underserved populations?

Our goal is to continue to review our screening and identification process to see ways of identifying students from underserved populations including students of color and students living in poverty. See the [ROS Gifted Equity Plan](#). This year our goal is to research and study and develop an Alternative Identification Plan. We are very early in this process and plan to take it slow because in the end this will not just change how we identify kids, but would most likely affect the structure of our program as a whole. We are studying and implementing many of the recommendations listed in the following DESE document: [Identifying and Serving Traditionally Underrepresented Gifted Students](#)

What were the accomplishments of the Challenge Program?

Each year 4th and 5th grade Challenge students participate in the Battle of the Brains competition put on by Burns & McDonnell and Science City. Battle of the Brains is a Kansas City metro area contest where each top 20 finalist team is guaranteed to win a piece of \$155,000 in grants for science, technology, engineering, and math (STEM) education by dreaming up an exhibit concept for Science City. This year, more than 6,400 students K-12 from 240 schools in 50 school districts entered Kansas City's largest STEM competition. Out of these teams, both of our gifted program submissions were awarded top 20 status, with one of the submissions, "Riveting Robotics" winning first place. The Raytown Challenge Gifted Program was awarded over \$50,000 in STEM grants for the Challenge Program. This year, the Raytown Challenge Riveting Robotics team members will partner with Burns

& McDonnell engineers in order to turn their design into a real, 1 million dollar exhibit in Science City. They will be the first to visit the exhibit when it opens in 2022.

How did the Challenge Team plan to use the grant monies to benefit our students?

1. Field trip to the Cosmosphere in Hutchinson, KS where they explored scientific concepts of rockets, physics, engineering, and outer space.
2. Purchase of various STEM items for the Challenge program such as Littlebites, Spheros, Ozobots, and iPads with Lego Robotics.
3. Professional Learning opportunities for Challenge Teachers at the ISTE and NAGC Conference
4. Booking of educational speakers for an assembly- Example: Emily Calandrelli, MIT engineer, author, and producer of TV shows.

What is the name of our original screeners with description?

The CogAT (Cognitive Abilities Test) is a cognitive test which consists of a verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities.

What is the name of our new screener with description?

The NNAT (Naglieri Nonverbal Ability Test) is widely used for gifted and talented admission screenings across the US as it assesses a child's problem-solving and visual-spatial reasoning abilities (instead of what he or she has learned in school) with questions that incorporate abstract shapes and designs. The NNAT is considered to be the gold standard for unbiased scoring regardless of each student's primary language, socioeconomic status, educational history or color/ vision impairment because it utilizes minimal language and written directions to avoid relying on a child's reading, writing or language skills.

Data and Information:

How many students have we been able to identify with our new screener? (The 2021-2022 data is with the NNAT. All other dates were with the CoGAT)

- 2021-2022: Total of 71 students qualified.
- 2020-2021: Total of 56 students qualified. (partly due to COVID)
- 2019-2020: Total of 47 students qualified. (partly due to COVID)

Recommendations:

To continue exploring opportunities to expand and identify "non-traditional" and underserved populations of students for our gifted program. To increase the number of Challenge teachers as we expand the program to include more students of color and students living in poverty that meet the necessary criteria. To review and assess the effectiveness of our middle school Challenge program to ensure that we are maximizing and providing enriched learning opportunities for our middle school gifted students.

Submitted by: Dr. Anthony L. Moore, Assistant Superintendent for Instructional Leadership

Advanced Offerings

A. Program Description

- a. Description of the Program: The Raytown School District provides advanced course offerings beginning in middle school. There are two middle school courses that can receive high school credit during the summer: World Geography and Communications. There are four other courses that students may take their eighth grade year for high school credit. These include: Spanish 1, English 1, Algebra 1 and Physical Science. To assist students in making a smooth transition from high school to college or career, the Raytown School District has several courses in which students may receive college credit while taking the course in high school. College tuition and fees apply. Every university has specific requirements for eligibility to enroll in these dual credit courses. There are 30 high school courses that can be taken for dual credit, six courses within the Southland Caps (Herndon Career Center) and 30 Career and Technical Education (CTE) courses through Herndon Career Center and Summit Technology Academy. Of those 30 CTE courses, 13 courses are offered at the Herndon Career Center campus.
- b. Budget Information: Advanced studies is a part of the Curriculum and Instruction Budget: Advanced courses are part of our Career and Education Planning Guide. Co-curricular department coordinators meet with the Director of Curriculum and Instruction to discuss department needs for materials and supplies each year. Curriculum expenditures include curricular materials and resources, professional learning, and needed equipment. Proposal submissions for additional co-curricular and advanced courses are reviewed by a curriculum council in the fall to be accepted or denied. The costs associated with each course varies as we partner with special programs, universities and community colleges.
- c. Date Reviewed:
Aug 16, 2022-September 15, 2022 - Program Evaluation Completed by Coordinators
September 15, 2022 - Program Evaluation Submitted to Dr. Marilyn Cannon
October 10, 2022 - Program Evaluation Presented to BOE
- d. Program Personnel Responsible:
Dr. Chris Greiner, Executive Academic Officer
Dr. Marilyn Cannon, Director of Curriculum and Instruction
Dr. Cheryl Reichert, Director of Herndon Career Center
Jeff Dierking, Dual Credit Coordinator
Curriculum Coordinators & Secondary Principals
- e. Evaluators: Curriculum Coordinators, Secondary Principals, Jeff Dierking, Dual Credit Coordinator, Dr. Cheryl Reicher, Director of Herndon Career Center, Dr. Marilyn Cannon, Director of Curriculum and Instruction, Dr. Greiner, Chief Executive Academic Officer

B. Goals/Objectives

- a. Current Program Goals and/or Objectives:
 1. Continue to offer and ensure high quality advanced courses to RQS students.
 2. Continue to share best practices in improving students' performance and success.
 3. Recruit and retain students in pathways that lead to advanced course success.

4. Provide students with a world class education that creates lifelong learners and prepares students for their post-secondary path (college or career).

C. Data and Information:

a. Data Used to Evaluate Program:

Content Area	Course	2020-2021	2021-2022	2022-2023
English	Composition 1	116	111	70
	Composition 2	18	13	13
Mathematics	College Algebra	70	46	129
	PreCalculus	68	54	58
	Calculus	23	27	19
	AP Statistics	23	6	0
Practical Arts	Applied Accounting 1	19	7	23
	Leadership	11	26	11
	Introduction to Engineering and Design (IED)	0	0	0
	Principles of Engineering (POE)	18	31	34
	Civil Engineering and Architecture (CEA)	0	0	0
	Digital Electronics (DE)	7	6	
	Computer Science Principles	6	0	2
Science	Chemistry	39	56	29
	College Physics	0	0	0
	Anatomy and Physiology	11	13	30
	AP Biology	5	3	11
Social Studies	College American History	15	9	23
	College World History	38	49	53
	College American Government	N/A	N/A	73
Fine Arts	College Debate	0	3	1
	College Public Speaking	5	3	6
	Theatre Arts	0	0	0
	French	0	0	0
	Spanish	0	0	0
	AP Studio Art	0	0	0

	AP Studio Art 2-D Design	0	0	0
	AP Studio Art 3-D Design	0	0	0
	AP Studio Art Drawing	0	0	0
	AP Music Theory	5	1	11

	20-22	21-22	22-23
Program	RQS Students/ Total Students	RQS Students/ Total Students	RQS Students/ Total Students
Herndon Career Center (HCC)/ Southland Caps (excluding MO Options)	106/390	158/458	190/598
Opportunity to Earn Dual Credit, Articulated Credit, or Industry Recognized Credentials	106/390	158/458	190/598
Dual Credit or Articulated Credit	55/225	71/200	135/400
Industry Recognized Credentials	92/48	134/403	190/598

b. Analysis of Strengths:

1. The Raytown School District offers a wide variety of advanced courses for the varying student interest providing a more rigorous challenge for students and allowing students to earn college credit in a smaller, more affordable setting.
2. Raytown students have multiple methods for financial assistance in their dual credit courses.
 - The University of Central Missouri provides a 3-credit tuition waiver for all students who qualify for Free and Reduced Lunch.
 - The Raytown Education Foundation also provides a needs based scholarship that students can apply. Its value for each student is 1/3 of their tuition cost. Many of our students have historically taken advantage of this partnership.
 - Additionally, the state of Missouri has made some changes to the Dual Credit/Dual Enrollment Scholarship program. This will help many of our students as well. Those changes are still fairly new, but once all details have been finalized and the application is made available, RQS students will also take advantage of this line of assistance.
 - RQS dual credit families are supported by the RQS dual credit coordinator who acts as a liaison between the various institutions and the district and district patrons and families.

c. Analysis of Needs for Improvement:

1. A very limited number of students in the Raytown School District take advantage of advanced courses.
 - a. Increasing the recruitment and retention of students in advanced courses is an ongoing goal as well as having the enrollment in these courses mirror our overall student population in terms of ethnicity, gender, and economic status.

- b. Maintaining high quality staff with the correct certifications to ensure that these courses can continue to be offered is also an area of improvement.

D. Direction:

Recommendations:

- Examine and reflect upon recruitment and retention practices that best serve students and programs.
- Explore ways to encourage better communication and recruitment for advanced course studies. Increase the student enrollment and participation in co-curricular fine arts activities and advanced studies. Target the limitations or hurdles being created to keep students from enrolling in advanced courses.
- Continue to support content specific professional learning in the area of co-curricular and advanced studies. Create more opportunities for collaboration between educators across multiple buildings and grade-levels.
- Strive for excellence through up-to-date teaching practices, inclusive learning spaces, and culturally competent curriculum and instruction.
- Ensure all prerequisites are met as students move from one course to another to ensure greater success and preparedness for advanced studies. Provide students with a world class education that creates lifelong learners, and prepares students for post-secondary college and/or career.
- Standardize the allotment of resources such as the money spent per building on department expenditures and coordinator responsibilities to make all departments supported more equitably.
- Continue to evaluate the state of curriculum, revise and update curriculum on a monthly basis during the school year to create a more collective effort in developing common articulated pacing guides, curriculum maps, assessments, and integration of resources.
- Create opportunities for students to experience co-curricular and advanced studies in professional settings in efforts to provide collaboration and learning with professionals in the career fields and industry.

E. Submitted By: Dr. Marilyn Cannon, Director of Curriculum and Instruction