

Comprehensive School Improvement Plan (CSIP)

Date: March 28, 2022 District Name: Sedalia School District #200 County/District Code: 080125 Grades Served: PreK - 12

Regional School Improvement Team			
Name	Position	Name	Position
Mr. Steve Triplett	Superintendent	Brittney Thompson	Parent
Ms. Hilliary Hubbs	District Personnel	Candice Snyder	Parent
Ms. Barbara Schrader	District Board Member	Ms. Diana Nichols	District Board Member
Mr. Joe Doyle	Assistant Principal	Mrs. Holly Blackaby	District Personnel
Mr. Brett Hieronymus	Principal	Jennalee Wright	Parent
Mrs. Laura Peck	Building Personnel	Mrs. Jennifer Farrar	District Personnel
Mr. Jason Curry	Assistant Superintendent	Mr. Jeremy Fry	Assistant Principal
Mrs. Rebecca Moss	Building Personnel	Jessica Snell	Parent
Mrs. Amber Boles	Building Personnel	Mr. Justin Furnell	District Personnel
Mr. Chris Pyle	Assistant Superintendent	Kelly McColleston	Parent
Mrs. Alice Tester	District Personnel	Mrs. Kelsey Wilson	District Personnel
Mrs. Amanda Iracheta	District Personnel	Lindsey Benbrook	Parent
Ms. Andrea Kuhlman	District Personnel	Mrs. Madeline Kempton	District Personnel
Miss Hayleigh Snyder	Student	Marcus Wolfe	District Personnel
Mrs. Devon Gilmore Mrs. Becky Brownfield	Director of Curriculum, Instruction, and Assessment	Mary Parent	Parent
Dr. Todd Fraley	Assistant Superintendent	Mr. Matthew Herren	District Board Member
Mrs. Jessica Craig	Community Member, Director of Economic Development	Mrs. Melissa Wissman	District Personnel

Regional School Improvement Team			
Name	Position	Name	Position
Mrs. Michelle Hofstetter	District Personnel	Mrs. Randi Stewart	District Personnel
Mr. Sam Kempton	District Board Member	Mrs. Tonya Edgar	District Personnel
Ziek Barth-Fagan	Student		

<i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i>	<p>The CSIP is developed through the ongoing combined efforts of board members, staff, administrators, students, parents/guardians, and community members. Goals, rationales, and outcomes are provided in sufficient detail to direct the improvement efforts of the district for a three to five year period. The CSIP is evaluated and updated as necessary.</p> <p>This plan will go to the Board of Education for approval. After approval, the plan will be linked on the district website for all stakeholders to view. It will be shared with all staff members to ensure collaboration and contribution to meeting and exceeding those goals.</p>
Beliefs/Vision/ Mission Statement	Our mission is to provide a challenging education in a safe environment for all students so they will become productive, responsible, and successful members of our diverse society.
Board of Education	1. Ms. Diana Nichols 5. Mr. Sam Kempton 2. Mr. Michael Stees 6. Mr. Scott Gardner 3. Mr. Matthew Herren 7. Ms. Barbara Schrader 4. Mr. Kenney Coffelt
District Administration	Superintendent: Mr. Steve Triplett Assistant Superintendents: Mr. Jason Curry, Dr. Todd Fraley, Mr. Chris Pyle Director of Curriculum, Instruction & Assessment K-5: Mrs. Devon Gilmore Director of Curriculum, Instruction & Assessment 6-12: Mrs. Becky Brownfield

Core Elements for Student Achievement

Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills. Additionally, leaders constantly seek to improve their leadership practice with consistency and integrity to provide for high academic achievement for all students.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

1. Developing/guiding teachers: All building administrators will evaluate 100% of district teachers and provide effective feedback within 48 hours.
2. Each administrator will review student achievement data quarterly with the superintendent. Student achievement data will show improvement from fall to spring of the same school year.
3. Building administration continually works to improve student attendance, which has a direct effect on student achievement. 90% of students will have 90% attendance for the school year.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Quarterly School Data presented to the Sedalia #200 School Board includes attendance, student achievement data, building initiatives, discipline, and observations completed. Quarterly reports are linked below.

Horace Mann	Loftus Early Childhood Center
Heber Hunt	Whittier High School
Skyline	Smith-Cotton High School
Parkview	Smith-Cotton Junior High
Washington	Sedalia Middle School

Researched Based Strategy(ies) for Implementation:

- Vigorous recruitment of highly qualified candidates with experience
- A structure that enables collaboration and teamwork
- A focus on instruction, organizational development, and change for improvement

- Regularly scheduled collaboration times to meet with teachers to discuss student growth
- Follow-up with ways to help the teacher foster student achievement and close the learning gap in the classroom through the implementation of cooperative learning strategies
- Targeted professional development for teachers based on NEE evaluation model

Funding Source(s):Title II, V, 1% Professional Development, and local/state

Measurable Adult Behaviors:

- Building Administrators will follow NEE calendar and be present in classrooms
- Building Administrators, Instructional Coaches, and teachers will meet monthly to discuss curriculum and assessment
- Building Administrators will monitor student attendance daily (and/or on a needed basis)

Building Administrators will be asking to look at evidence provided by teachers that students are improving on identified standards (student data and student work)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: <ol style="list-style-type: none"> 1. First meeting between principals and superintendent to set goals and discuss achievement targets 2. Begin teacher evaluations and provide feedback within 48 hours to teacher 3. Meet with superintendent quarterly to discuss district, building, and individual goals 4. Data team meetings will take place on a regular basis 5. Principals and staff will communicate with students and parents/guardians stressing correlation between attendance and academic success 	August (yearly)	superintendent and principals	previous end of year testing data (if available)	end Sept (yearly)

60 Days: <ol style="list-style-type: none"> 1. Continue with walkthrough observations 2. Meet with superintendent quarterly to discuss District/Building/Individual goals 3. Provide targeted professional development based on observations 4. Contact with students' families and continue to encourage and promote acceptable levels of attendance 	October (yearly)	principals and teachers	observations	end October (yearly)
90 Days: <ol style="list-style-type: none"> 1. Observations continue and conferencing 2. Teachers work on Professional Development Plan (PDP) as needed 3. Meet with superintendent quarterly to discuss district, building, and individual goals 4. Continue to contact students' families and encourage and promote acceptable levels of attendance 	Nov/Dec	principals and teachers	observations	Nov/Dec (yearly)
Long Range: <ol style="list-style-type: none"> 1. Recommend for re-employment or non-renewal 2. Teachers should be implementing professional development as prescribed by observations 3. Continue with teacher development toward district goals 4. Meet with superintendent quarterly to discuss district, building, individual goals 5. Continue to contact students' families and encourage and promote acceptable levels of attendance 	Jan/Feb	principals and teachers	observations/ conferences	Jan/ Feb (yearly)

Facilities and Resources

Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Sedalia School District #200 facilities will meet the standards set for size, maintenance, and health in order to house educational programs in a safe environment.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- Building administrators will perform a walk through inspection in August and January. A report will be sent to the Assistant Superintendent for buildings and grounds
- Safety drills will be implemented and reported to the Director of Safety and Security. Safety training for district substitute teachers will be provided
- Fire drills quarterly, tornado drills semi-annually, intruder drills semi-annually, bus evacuation and lockdown drills semi-annually; updating intercom systems in each building (as per board policy)
- Weekly safety inspections of the playground equipment at each building will be conducted by the head custodian and principals
- Build additions to meet programming needs
- Meet the space requirements as specified by national standards
- Alleviate deferred maintenance, replace roofs, systems, lighting as needed
- Continue to increase student safety; install video surveillance in buildings/grounds as needed, upgrade door hardware, upgrade locking systems, update crisis management plans annually, and shatterproof film added to all building entrances
- Increase energy efficiency in all buildings by replacing light switches with occupancy sensors
- Address ADA requirements, inspect corridors, elevators, sidewalks, and restrooms for ADA accessibility
- Armed security personnel in every building
- Buzz in safety systems in all district buildings
- District continues to remain in compliance with the Children's Internet Protection Act (CIPA)
- Strategos International district-wide safety assessment

Researched Based Strategy(ies) for Implementation:

District adheres to DESE recommendations whenever plausible but some facilities are 'grandfathered' to some recommendations due to the ages of certain structures being built before newer existing codes.

District participates in the Missouri School Plant Managers Association trainings and recommendations.

District follows current OSHA and EPA guidelines.

District adheres to current ADA regulations in all areas except those areas constructed prior to ADA implementation.

District complies with State and local fire, elevator, and plumbing backflow inspection guidelines.

District complies with local health department guidelines for safe food preparations.

District works with Septagon Construction Management Services as well as additional architects and engineering firms for best practices and current regulatory codes.

District works with PuroZone Inc. and Hillyard Inc. for cleaning and disinfection protocols including best practices.

Funding Source(s): Local/State funds

Measurable Adult Behaviors:

- Leadership meets with head maintenance personnel daily
- Building leadership maintains effective working relationships with all maintenance staff to learn about issues and to keep abreast of needs and priorities for building safety, cleanliness, and function
- Online web-based programs will be utilized to schedule and meet maintenance work needs
- Safety drill protocol monitored
- Building leader will review protocol for all safety drills with all staff to ensure fidelity

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. Evaluate summer work and needs still pending 2. Determine priority needs now 3. Review 5 year maintenance plan as required	Aug (yearly)	Assistant Superintendent & Head Maintenance		annually
60 Days: 1. Continue with needed priority items 2. Review 5 year maintenance plan as required		Assistant Superintendent & Head Maintenance		annually
90 Days: 1. Continue with priority needs 2. Review 5 year maintenance plan as required		Assistant Superintendent & Head Maintenance		annually

Long Range: 1. Determine summer needs 2. Establish order of priority 3. Work as needed according to the 5 year maintenance plan		Assistant Superintendent & Head Maintenance		annually
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Curriculum and Assessment

Curriculum and assessments are comprehensive and aligned with the core academic standards.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

1. Students will be college and career ready upon graduation by aligning curriculum and assessment to state standards. This will be reviewed annually.
2. 100 percent of students will successfully complete a college and/or career ready entrance assessment prior to graduation.
3. All Missouri Assessment Program tested areas will exceed the state average annually.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

- Vertical alignment in all content areas K-12 will incorporate Missouri Learning Standards and ACT standards into their curriculum
- To show growth of all students toward college and career standards
- Determine student progress, or lack of, and design interventions/re-teaching plans as needed
- Guide instruction on a daily basis

Researched Based Strategy(ies) for Implementation:

- Data driven decision making
- Collaboration of teachers
- District unit assessments
- Adopted instructional research based curriculum programs
- Common formative assessments
- Differentiation embedded in curriculum for all learners
- Instructional coaches K-5, instructional technology specialists K-12

- Assessment prep workshops throughout the year for students
- Incorporate ACT standards into advanced course curriculum at the high school level in English III/Geometry
- Update and maintain curriculum in English I and English II courses that prepare all students for entry into advanced placement
- Make available college and career ready assessment practice released items and website
- Make available MAP practice released items and website
- Analyze state MAP data, as a collaboration team, to make informed decisions about instructional practices
- Analyze district assessment data to make informed decisions about interventions and instructional practices
- Missouri Model Districts (MMD) / District Continuous Improvement (DCI)-will require ongoing training on Assessment Capable Learners (ACL) as a district goal
- A guaranteed and viable curriculum is strongly related to student achievement at the school level (Marzano, 2003, What Works in Schools)
- All teachers should be familiar with the curriculum-in terms of content, levels of difficulty, expected progressions-and share common interpretations about these with each other (Hattie, 2012, Visible Learning for Teachers)
- Teachers recognize the importance of long-range planning and curriculum development. (Marzano, 2007, Teacher Growth Guide, Quality Standard 3, Quality Indicator 1)
- Tighe and Wiggins, 2004, Understanding by Design, support developing curricula and assessments with a focus on deepening students' understanding of important ideas

Funding Source(s): State & Local Dollars

Measurable Adult Behaviors:

- Instructional Coaches will collaborate weekly/bi-weekly with teachers
- Teachers will attend professional development and implement strategies related to curriculum & assessment provided by Sedalia School District #200
- Maintain 15-20 AP certified trained teachers among staff each year
- Teachers will use district curriculum pacing guides to maintain student engagement and ensure appropriate levels of instructional complexity to advance to the next grade/course
- Teachers will review the scope and sequence for each content area to ensure common understanding of the standards and content vocabulary expected to be taught in the classroom
- Teachers will review grading procedures to align curriculum, instruction, and assessments with the report card system
- Teachers will identify specific learning targets in daily lesson plans and communicate those with students
- All teachers and administrators will seek research-based professional development opportunities to enhance the work of data teams, vertical teams, and Professional Learning Communities (PLCs)
- Administrators, including central office administrators, will monitor the effectiveness of teacher teams and make adjustments where necessary to maximize collaborative efforts at the building level

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. Crosswalk curriculum to align ACT standards and advanced placement	June/ August	Counselors, Principals, Director of Curriculum, High School Testing Coordinator/Technology Instructional Coach, Teachers		August 1
60 Days: 1. Crosswalk curriculum to align ACT standards and advanced placement 2. Enroll students as needed in the ACT workshop 3. Departments will collaborate on ACT reading and analysis across the curriculum 4. Assess student success in all grades using formative assessments and plan instruction based on the data	Oct	Counselors, Principals, Director of Curriculum, High School Testing Coordinator/Technology Instructional Coach, Teachers	ACT standards/Curriculum	Oct 31
90 Days: 1. Crosswalk curriculum to align ACT standards and advanced placement 2. Assess student success in all grades using formative assessments and plan instruction based on the data 3. Enroll students as needed in ACT workshops	Nov/Dec	Counselors, Principals, Director of Curriculum, High School Testing Coordinator/Technology Instructional Coach, Teachers	Assessment Data/ACT standards/Curriculum	Dec 31
Long Range: 1. Crosswalk curriculum to align ACT standards and advanced placement 2. Assess ACT data and determine student needs for increased achievement	May- August	Principals, Teachers , Counselors, Director of Curriculum., High School Testing Coordinator/Technology Instructional Coach	ACT data/ College data	Aug 25 (begin of next school year)

Effective Instruction

Effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

1. 100% of teachers will be evaluated annually and given an average score over multiple indicators (teaching practices) set by the administrative team.
2. Each teacher will make progress towards improving his/her score or maintaining high levels of effective instruction.

The revised evaluation process will be used as a tool to encourage professional growth and development for all teachers and administrators. The District average on the NEE Indicators will reach and maintain an average score of five (5.0) annually. District indicators are as follows:

1.2 - Cognitively engaging students in the content

4.1 - Instructional strategies leading to student problem solving and critical thinking

7.4 - The teacher monitors the effect of instruction on the whole class and individual learning

An additional focus for effective instruction district wide is the Missouri Model Districts Framework (MMD) This is based on Hattie's research of most effective practices (1.33 effect size) . Our district has chosen the focus of "Developing Assessment Capable Learners" (DACL) as our area of improvement. This means that students know the learning targets for the lesson, they can describe where they are in relation to the criteria and use that information to select learning strategies to improve their work. Students know what they are supposed to learn, they can monitor their progress and set goals and finally reflect on their learning. Teachers will provide descriptive feedback linking learning goals to success criteria. The descriptive feedback will provide information about their strengths and ways to improve. Teachers will pace instruction to allow for frequent feedback and prompt students to assess their own progress. This will be evaluated using the NEE using the current indicator of 7.4.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

**Note: 2020 data is not available due to COVID shutdown*

***Note: blue indicates above state average; red indicates below state average*

Bldg.	3rd	State	4th	State	5th	State	6th	State	7th	State	8th	State
ELA 2019	341.5	322.8	369.2	345.9	356.8	344.1	318.2	335.3	324	334.5	327.5	336.2
ELA 2021	325.6	300.8	369	343	337.23	327	303	329	310.3	330.5	315.8	330.1
Math 2019	333.9	317.67	355	313.2	354.5	305.5	324	309	305.8	299.5	247.3	271.3
Math 2021	314.22	286.4	321.5	286.5	300.8	277.8	314.9	294.6	320.6	291.6	286.3	262.3
Science 2019					350	303					325	319
Science 2021					324	292.8					284.1	301.6

	Algebra 1	Biology 1	English II	Am. Gov.
2019	311.4	302	351.5	
State	318.9	316	345.3	
2021	338	316	347	331.8
State	287	304	334	339

Indicator	2018-2019	2019-2020	2020-2021	Goal
1.2	5.39	5.38	5.04	5.0
4.1	4.80	4.74	4.95	5.0
7.4	4.95	5.08	4.96	5.0

Researched Based Strategy(ies) for Implementation:

- A research based growth model will be used consistently - Network for Educator Effectiveness (University of Missouri)
- Professional development will be provided based on the district's needs identified through survey tools such as the Collaborative Work Implementation Survey (CWIS) and the Self Assessment Practice Profile (SAPP)
- Professional development focus for 2019-20 year is Developing Assessment Capable Learners (DACL), as needed for MMD district focus
- Administrators receive NEE organization training (College of Education, University of Missouri) along with annual recertification training
- Administrative team reviews teacher videos to ensure calibration of scoring within our district at the beginning of each school year
- Regular/ongoing meaningful feedback by administrators and instructional coaches
- New certified teachers will be observed 7 times per year and all other certified staff will be observed 4 times
- Cooperative Learning training is provided to new district employees to help with cognitive student engagement, problem solving, and critical thinking (indicators 1.2, 4.1 and 7.4)
- Teachers will use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data (Marzano, 2007, Teacher Growth Guide, Quality Standard 2, Quality Indicator 2)
- Teachers will use the most effective instructional strategies often in their classrooms (Hattie, 2012, Visible Learning For Teachers)
- Teachers provide differentiated learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students (Marzano, 2007, Teacher Growth Guide, Quality Standard 2, Quality Indicator 1)
- Teachers understand and use formative and summative assessment strategies to assess the learner's progress and use assessment data to plan ongoing instruction. (Marzano, 2007, Teacher Growth Guide, Quality Standard 7, Quality Indicator 1)
- Teachers monitor the effect of instruction on individual/whole class learning. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Funding Source(s): Local, Title II, Title V, Professional Development funds

Measurable Adult Behaviors:

- After each observation the teacher and building administrators/evaluator must meet within 48 hours to reflect on observation and discuss possible highly effective teacher strategies. Teachers will attend in person or online, targeted professional development to strengthen areas of concern.
- All teachers will work with building administrators and instructional coaches to establish an ongoing professional development plan that will enable them to meet personal, professional and student achievement goals.
- Teachers will develop and teach units of instruction and analyze student progress through common formative assessments with each unit
- Certified teaching staff will attend professional development and implement strategies learned.

- Teachers will use student achievement data to provide differentiated and effective instruction. Teachers will provide evidence of this practice in the classroom and documentation will occur at least monthly as a result of the district performance evaluation process.
- Teachers will meet regularly (minimum of once a week) to self-reflect and collaborate on instructional practices and student progress. This includes but is not limited to: planning, data review, curriculum and assessment development, professional development, and student behavior progress.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: <ol style="list-style-type: none"> 1. NEE evaluations begin 2. Meaningful reflective conversations between teacher and administrator 3. Administrative team views local teaching video for consistency and discussion 	September	Building administrators and teachers	NEE evaluation technology	October 1
60 Days: <ol style="list-style-type: none"> 1. Attend professional development and implement strategies 2. Continue conferencing with building administrators 3. Work on PDP as needed 	Sept -Dec	Building administrators and teachers	NEE evaluation technology , professional development	Dec 31
90 Days: <ol style="list-style-type: none"> 1. Continue PD opportunities for continued improvement as needed 2. Conferencing with principal 3. Principals should make reemployment plans with individual staff 	Ongoing all year	Building administrators and teachers	NEE evaluation technology	May 31
Long Range: <ol style="list-style-type: none"> 1. Improve the quality of instruction district wide 2. Improving student achievement through quality teaching 3. Interviewing appropriate candidates for open jobs 	May -August	Entire administrative team and teaching staff	NEE evaluations, professional development and meaningful feedback	May 31