

Comprehensive School Improvement Plan (CSIP)

Date: February 23, 2018

x District Plan District Name: Sedalia School District #200 County/District Code: 080125

Grades Served: Pre-K - 12

Regional School Improvement Team	
<i>See guidance for all individuals who need to be included in the regional school improvement team.</i>	
Name	Position
1. Ms. Shelley Aubuchon	Area Supervisor
2. Mr. Brad Pollitt	Superintendent
3. Mrs. Sara Sawyer	Parent
4. Mr. Kenny Coffelt	District Board Member
5. Mrs. Stacy Curry/Mrs. Robin Wyatte	Principal
6. Mrs. Laura Peck	Building Personnel
7. Mrs. Jennie Guerrini	
8. Dr. Nancy Scott	
9. Mrs. Katie Ellis	

Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.	<p>The CSIP was developed through the combined efforts of board members, staff, administrators, students, parents/guardians and community members and is ongoing. 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, and it will be put on the District website for all stakeholders to view. It will be shared within each school building so all are informed about the district's goals and can contribute 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	<div> <div>1. Dr. Jeffrey Sharp</div> <div>2. Mr. Michael Stees</div> <div>3. Mr. David Wolf</div> <div>4. Mr. Kenney Coffelt</div> <div>5. Ms. Diana Nichols</div> <div>6. Mrs. Stephanie Lefevers</div> </div> <div>7. Mr. Scott Gardner</div>

District Administration	Superintendent: Mr. Bradley Pollitt Assistant Superintendents: Dr. Nancy Scott, Mr. Steve Triplett Director of Special Education: Mr. Chris Pyle Director of Curriculum, Instruction & Assessment: Mrs. Carla Wheeler
--------------------------------	--

Core Elements for Student Achievement

Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice 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 teachers and provide effective feedback within 48 hours.
2. Each administrator will meet quarterly with the superintendent to review student achievement data. Student achievement data will improve from the spring of the previous year to the spring of the current 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):

Map Index Score by Building: Spring 2015 Scores and Attendance end of year percentages (added 2016 scores)

2015 :**Heber Hunt**: ELA 303.8 / Math 298.1 Attd. : 91% **2016**: HH: ELA 382.1/Math 352.3 /Attd. 93.1% **2017**: ELA 364.9/Math 356.5/Attd 95%
 2015:**Horace Mann** : ELA 380.5 / Math 345.1 Attd. : 91.3% **2016**: HM: ELA 363.8/Math 373.2/Attd. 91.4% **2017**: ELA 392.7/Math 380.6/Attd 92.2%
 2015: **Parkview**: ELA 353.3 / Math 338.9 Attd. : 92.8% **2016**: PKV: ELA 333.9/ Math 339.0/Attd. 92.9% **2017**: ELA 374.1/Math 368.6/Attd 92.8%
2015 Skyline : ELA 391.1 / Math 332.1 Attd. : 92.7% **2016**: Sky: ELA 363.0/ Math 357.4/Attd. 92.3% **2017**: ELA 358/Math 355.8/Attd 91.1%
2015 Washington: ELA 327.4 / Math 317.9 Attd. : 88% **2016**: Wash: ELA 331.5/ Math 328.1/Attd. 92.1% **2017**: ELA 330.9/Math 351.5/Attd 92.8%
2015 SMS:ELA 319.1 Math 320.1/ Science 328.8/Atd. : 92.4% **2016**: SMS: ELA 354.1/Math 319.1 /Science 336.8/Atd. 93.9% **2017**: **SMS**: ELA 342.5/Math 336.3/Science 342.3/ Atd. 92.2%
2015 SCJH:ELA 319.9/ Math 295.0 / Science 360.6 /Atd: 85.6% **2016** SCJH: ELA 326.2/Math 323.7/Science 333.5/Atd 93.6% **2017 SCJH**: ELA 334/Math 304/Science 349/ Atd. 92%
2015 SCHS: ELA 370.2 / Math 321.5 / Science 369.3 / Am. Govt. 360.5/ Atd. : 79.4% **2016** SCHS: ELA 395.1/Math 354.0/Science 382.9/Am Govt 350.0
2016: SCHS Atd. 86% **2017 SCHS**: ELA: No Data / Math No Data/ Science 364.1 / Am. Govt. 365.1/ Atd. : 86.1%

Attendance data: 2014-15 school year. * New data added from 2015-16 school year. * New data added from the 2016-17 school year

- Vigorous recruitment of highly qualified candidates with experience
- A structure that enables collaboration and teamwork
- A focus on instruction, organizational development, and change management
- 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
- Targeted professional development for teachers based on NEE evaluation

Funding Source(s): Title II, VI, and local/state

Measurable Adult Behaviors:

- Building Administrators present in classrooms
- Building Administrators/Instructional Coaches and teachers will be meeting regularly to discuss curriculum and assessment.
- 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 Supt. quarterly to discuss District/Building/Individual goals 	August (yearly)	Superintendent and principals	Previous end of year testing data.	<input type="checkbox"/> / end Sept yearly
60 Days: <ol style="list-style-type: none"> 1. Continue with walkthrough observations 2. Meet with Supt. quarterly to discuss District/Building/Individual goals 3. Provide targeted PD based on observation 	October (yearly)	Principals and teachers	observations	<input type="checkbox"/> / end October yearly
90 Days: <ol style="list-style-type: none"> 1. Observations continue and conferencing 2. Teachers work on PDP as needed 3. Meet with Supt. quarterly to discuss District/Building/Individual goals 	Nov/Dec	Principals and teachers	observations	<input type="checkbox"/> / Nov/Dec yearly
Long Range:				<input type="checkbox"/> / Jan/ Feb yearly

1. Recommend for re-employment or termination 2. Teachers should be implementing PD as prescribed by observations 3. Continue with teacher development 4. Meet with Supt. quarterly to discuss District/Building/Individual goals	Jan / Feb	Principals and teachers	observations/ conferences	
--	-----------	-------------------------	---------------------------	--

Facilities and Resources

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

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

1. 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 and a report will be sent to Assistant Superintendent for Buildings and Grounds
- Safety drills will be implemented and reported to the Safety Coordinator
- Fire Drills quarterly, Tornado Drills Bi-annually, Intruder Drills Bi-annually, Bus Evacuation and Lockdown Drills Bi-annually
- Weekly safety inspections of the playground equipment at each building will be conducted by the head custodian
- Build additions to meet programming needs
- Meet the space requirements as specified by national standards
- Alleviate deferred maintenance, replace roofs, systems, lighting as needed
- Increase student safety; install video surveillance in buildings/grounds as needed, upgrade door hardware, upgrade locking systems, update crisis management plans annually, 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 (three in the district)
- Buzz in safety systems in every building
- District continues to remain in compliance with the (CIPA) Children's Internet Protection Act
- Strategos International Intruder Training in March of 2018

Research Based Strategy (ies) for Implementation:

Leadership promotes high expectations for all staff and provides in-service when needed.

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.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: <ol style="list-style-type: none"> 1. Evaluate summer work and needs still pending 2. Determine priority needs now 3. Review 5 year maintenance plan as required 	Aug yearly	Asst. Superintendent & Head Maintenance		<input type="checkbox"/> /annually
60 Days: <ol style="list-style-type: none"> 1. Continue with needed priority items 2. Review 5 year maintenance plan as required 		Asst. Superintendent & Head Maintenance		<input type="checkbox"/> /annually
90 Days: <ol style="list-style-type: none"> 1. Continue with priority needs 2. Review 5 year maintenance plan as required 		Asst. Superintendent & Head Maintenance		<input type="checkbox"/> /annually
Long Range: <ol style="list-style-type: none"> 1. Determine summer needs 2. Establish order of priority 3. Work as needed according to the 5 year maintenance plan 		Asst. Superintendent & Head Maintenance		<input type="checkbox"/> /annually

Curriculum and Assessment

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

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

Students will be college and career ready upon graduation by aligning curriculum and assessment to state standards. The composite score of ACT will increase from 20.6 in 2015 to 21.2 in 2016, to 21.7 in 2017, 21.7 in 2018

- Composite score of ACT Statewide Census in 2015 was 18.4, in 2016 it was 19.4 , 2017 ACT Statewide Census 19.2

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

- Additional departments will incorporate reading strategies and ACT standards into their coursework in the 2016-17, 2017-18 school years
- To show growth of all students toward college and career standards
- To determine student growth, or lack of, and design interventions/reteaching plans as needed
- To guide instruction on a daily basis

Research Based Strategy(ies) for Implementation:

- Data driven decision making
- Collaboration of teachers
- Quarterly Common Assessments
- Routine Formative Assessments
- Instructional Coaches – ELA & Math
- Implement the ACT prep sessions during the 2015-16 school year for all Juniors (2016 Update: ACT prep sessions required for all Juniors)
- Train additional staff to teach the ACT prep course, in 2015 there are eight who will receive additional training to keep up with changes. Eleven new staff members will be trained in the 2015-16 school year. Additional staff and trainings will continue to take place as needed (2016 Update 19 staff members available to teach the ACT prep course in 2016)
- The state has discontinued the 11th grade Census ACT test. However the district has decided to pay for this assessment and continue it in 2017-18 school year.
- Incorporate ACT standards into advanced course curriculum at the high school level in English III 2015-16 year * 2016-17 - ACT stds are incorporated into Eng II course.
- ACT practice with released items or on ACT practice websites
- 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
- Missouri Model Districts (MMD) - will require training on Assessment Capable Learners (ACL) as a district goal for 2018-19.

Funding Source(s): State & Local Dollars

Measurable Adult Behaviors:

- Instructional Coaches will plan weekly/bi weekly with teachers
- Teachers will attend and implement Professional Development strategies related to curriculum & assessment provided by Sedalia School District #200
- Increase from eight teachers certified to teach the ACT prep course to 19 teachers * 2016-17 This increase has taken place.
- Teachers will use pacing guides to maintain student engagement and ensure appropriate levels of instructional complexity to advance to the next grade/course
- Teachers will frequently review the scope and sequence for each content area to ensure common understanding of the standards and vocabulary expected to be taught in the classroom
- Teachers will frequently review grading procedures to align curriculum, instruction and assessments with the report card system
- Teachers will identify specific learning targets in daily lesson plans
- All teachers and administrators will seek research-based professional development opportunities to enhance the work of data teams, vertical teams, and Professional Learning Communities
- 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
<i>30 Days:</i> 1. Enroll students in the ACT course for Juniors 2. Continue to work with curriculum and integration of ACT stds.	June/August	Counselors		<input type="checkbox"/> /August 1
<i>60 Days:</i>				<input type="checkbox"/> /Oct 31

<ol style="list-style-type: none"> 1. Continue to work with curriculum and integration of ACT stds. 2. Departments will collaborate on ACT reading and analysis across the curriculum. 3. Assess student success 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	
<i>90 Days:</i> <ol style="list-style-type: none"> 1. Continue to work with curriculum and integration of ACT stds. 2. Assess student success using formative assessments and plan instruction based on the data. 3. Planning for all Juniors to take the ACT test on state prescribed day. 	Nov/Dec	Counselors, Principals, Director of Curriculum, High School Testing Coordinator/Technology Instructional Coach, Teachers	Assessment Data/ACT standards/Curriculum	□/Dec 31
<i>Long Range:</i> <ol style="list-style-type: none"> 1. Continue to work with curriculum and integration of ACT stds. 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):

100% of teachers will be evaluated annually and given an average score over multiple indicators (teaching practices) set by the administrative team. 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 Indicator 1.2- Cognitively engaging students in subject matter will increase from 5.0 in 2014-15 to 5.3 in 2015-16, 5.55 in 2016-17 and 5.75 in 2017-18. NEE Indicator 4.1 - Instructional strategies leading to student problem solving and critical thinking will improve from the District average of 4.7 in 2014-15 to 4.9 in 2015-16, and to 5.1 in 2016-17 and 5.3 in 2017-18.

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" 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 4. 1.

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

The District average on NEE Indicator 1.2- Cognitively engaging students in subject matter will increase from 5.0 in 2014-15 to 5.3 in 2015-16, 5.55 in 2016-17 and 5.75 in 2017-18.

The District average on NEE Indicator 4.1 - Instructional strategies leading to student problem solving and critical thinking will improve from the District average of 4.7 in 2014-15 to 4.9 in 2015-16, and to 5.1 in 2016-17 and 5.3 in 2017-18. In the 2015-16 school year we added NEE indicator 7.4: The teacher monitors the effect of instruction on the whole class and individual learning . The 2015-16 avg was 4.48. We will improve this average to 5.0 in the 2016-17 school year, and to 5.0 in the 2017-18 school year.

****Actual District averages** on the indicators for the **2015-16** school year are: Indicator 1.2-5.06 ; Indicator 4.1- 4.68 ; Indicator 7.4- 4.48; **2016-17** School year averages are: Indicator 1.2 - 5.0; Indicator 4.1 - 4.5 and Indicator 7.4 - 4.7

Research Based Strategy(ies) for Implementation:

- A research based growth model will be used
- Professional Development will be provided based on District needs
- Professional development focus for 2018-19 year is Assessment Capable Learners, as needed for MMD district focus.
- Administrators receive NEE organization training (College of Education, University of Missouri)
- Administrative team reviews teacher videos to ensure calibration of scoring within our district
- New administrators must be NEE trained
- Annual required training to be a certified evaluator
- Regular/ongoing meaningful feedback by administrators
- New teachers will be observed 7 times per year and all others will be observed 4 times
- Kagan Cooperative Learning opportunity provided to new district employees to help with cognitive student engagement and problem solving and critical thinking (indicators 1.2 , 4.1 and 7.4)
- Cooperative learning professional development provided on all district professional development days for 2015-16 from 8 a.m. to 11.am. to provide

support for NEE 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 to establish an ongoing professional development plan that will enable them to meet personal, professional and student achievement goals.
- 100% of teachers will develop and teach a Unit of Instruction annually.
- 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 at least every other week to self-reflect and collaborate on instructional practices and student progress.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. NEE evaluations begin 2. Meaningful reflective conversations b/n teacher and administrator	September	Building administrators and teachers	Nee evaluation technology	<input type="checkbox"/> /October 1

3. Administrative team views local teaching video for consistency and discussion				
<i>60 Days:</i> <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 	Oct	Building administrators and teachers	Nee evaluation technology , professional development	<input type="checkbox"/> / Oct 31
<i>90 Days:</i> <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 	Nov/Dec	Building administrators and teachers	Nee evaluation technology	<input type="checkbox"/> / Dec 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	<input type="checkbox"/> /May 2018