



# Comprehensive School Improvement Plan 2012-2017

## Focus Area 1: *Student Performance*

**Goal:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

**Objective 1:** The ESSD will improve student achievement by meeting district annual targets as determined by student, staff, and school performance data.

**Performance Measurements for Success:** (See MAP Performance Index Progress Measures)

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Provide rigorous research-based curriculum and instruction that supports 21st Century Learning for all students.	1. Develop and annually review a guaranteed and viable curriculum managed through a digital system.	Asst. Supt. C&I, Building Admin., ICs, Teachers		District	Part of ESSD procedures. Ongoing.	Weekly Walkthroughs BYOC Standards Alignment Report MAP/EOC Scores Common Assessment Data ACT Data
	2. Design rigorous units of study relevant to 21st Century demands including critical thinking, problem solving, communication and collaboration skills.	Asst. Supt. C&I, Building Admin., ICs, ITC, Teachers		District	Part of ESSD procedures. Ongoing.	Walkthroughs Student Products 21st Century Checklist Units of Study
	3. Implement research-based strategies to differentiate instruction based on analysis of relevant student data.	Asst. Supt. C&I, Asst. Supt. Student Services, ICs, ITC, Teachers, Building Admin.		District, NCLB, IDEA	Part of ESSD procedures. Ongoing.	Fidelity Checks Walkthroughs MAP/EOC CFA data
	4. Implement standards-based learning at all levels.	Asst. Supt. C&I, Asst. Supt. Student Services, Building Admin., ICs, Teachers		District	Part of ESSD procedures. Ongoing.	Rubrics District Curriculum
	5. Set student friendly learning goals and reteach those not mastered using a variety of instructional strategies.	Asst. Supt. C&I, Building Administrators, Teachers		District	Part of ESSD procedures. Ongoing.	Walkthroughs Lesson Plans MAP/EOC
	6. Expand course offerings and increase student participation in AP, dual credit and career and technical courses.	Asst. Supt. C&I, HS & Career Center Admin., HS Counselors, HS Teachers		District, Perkins	Part of ESSD procedures. Ongoing.	Increase in course enrollment including STEM courses ACT Improvement EOC Improvement AP Test
	7. Partner with business and industry organizations to develop authentic experiences related to each student's area of focus.	Asst. Supt. Student Services, Counselors, Building Administrators, ITC, Teachers		District	Not met. Ongoing.	Lesson Plans Completion Log

2. Implement assessments that give students, educators, and other stakeholders timely feedback toward course-level standards.	1. Design and utilize rigorous standards-based formative and summative assessments.	Asst. Supt. C&I, Building Administrators, ICs, ITC, Teachers		District, PD	Part of ESSD procedures. Ongoing.	PD Evaluation School Schedule MAP/EOC
	2. Develop rigorous common assessments aligned to district essential standards.	Asst. Supt. C&I, Building Admin., ICs, Teachers		District	Part of ESSD procedures. Ongoing.	Common Assessment MAP/EOC
	3. Utilize the data team process to identify student learning needs and collaboratively adjust instruction.	Asst. Supt. C&I, Building Administrators, ICs, Teachers		District	Part of ESSD procedures. Ongoing.	Acuity Data Common Assessments Team Meeting Minutes MAP/EOC CBM
	4. Utilize a standards-based electronic grade book providing feedback on progress towards mastery of the essential standards.	Asst. Supt. C&I, Building Administrators, ICs, Teachers, PowerSchool Admin.		District	Part of ESSD procedures. Ongoing.	Standard-based Gradebook MAP/EOC
3. Provide a multi-tiered system of supports that improves achievement for all learners.	1. Develop and monitor a district plan to sustain a multi-tiered model of academic interventions (RtI) and behavioral interventions (PBS).	Asst. Supt. C&I, Asst. Supt. Student Services, Building Admin., ICs, Intervention Coach, Process Coordinators		District, NCLB, IDEA, Title I	Part of ESSD procedures. Ongoing.	District Plan SWIS Data AimsWeb Data Achievement Gap MAP/EOC
	2. Support English Language Learners to attain English proficiency and master essential standards in the core areas.	Asst. Supt. Student Services, Teachers		District	Part of ESSD procedures. Ongoing.	WIDA ACCESS Achievement Gap MAP/EOC
	<b>3. Provide school-wide Title I services to all elementary buildings.</b>	<b>Asst. Supt. Student Services, Teachers</b>		<b>NCLB, Title I</b>	<b>Part of ESSD procedures.</b>	<b>Achievement Gap MAP/EOC</b>
	4. Provide extended day and summer school learning opportunities to support student achievement.	Asst. Supt. C&I, Building Admin., Teachers		District, Title I, IDEA	Part of ESSD procedures. Ongoing.	Tutoring Logs Summer School Course/Enrollment
	<b>5. Provide a district early childhood program to eligible children ages 3 to 5.</b>	<b>Asst. Supt. Student Services, Teachers</b>		<b>NCLB, ECSE, Title I, MPP, District</b>	<b>Part of ESSD procedures. Ongoing.</b>	<b>Eligibility list</b>
	6. Reduce class sizes in the area of reading in grades K-5 based on district-determined needs.	Asst. Supt. Student Services, Teachers		NCLB, Title I	Part of ESSD procedures. Ongoing.	DESE Class Size Reduction Report
4. Ninety percent of students will attain 90% or better attendance.	1. Review/revise the Building Attendance Plan annually.	Building Administrators, Building Leadership Team		District	Part of ESSD procedures. Ongoing.	Handbook Attendance Rate
	2. Maintain building attendance committees that meet regularly to develop individual plans for students with excessive absences.	Building Administrators, Building Attendance Committee		District	Part of ESSD procedures. Ongoing.	Committee Logs Attendance Rate
	3. Utilize School Messenger for daily phone calls home for students who are absent.	Building Administrators		District	Part of ESSD procedures. Ongoing.	Committee Logs Attendance Rate
	4. Send attendance letters home.	Building Administrators		District	Part of ESSD procedures. Ongoing.	Committee Logs Attendance Rate

**Objective 2:** The ESSD will annually prepare every student for graduation and for success in their personal, academic and career goals.

**Performance Measurements for Success:** (See MSIP College and Career Readiness Measures)

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Increase the average ACT score in reading and math to be above the state and national average.	1. Restructure/differentiate ACT prep class.	Asst. Supt. C&I, HS Administrators, Counselors, Teachers		District	Part of ESSD procedures. Ongoing.	ACT Enrollment Numbers
	2. Reimburse students who score at or above national average or score advanced or proficient on a Missouri End-of-Course Exam.	Asst. Supt. C&I, HS Counselors		District	Part of ESSD procedures. Ongoing.	ACT
	3. Utilize a variety of ACT resources to promote and educate students at all grade levels.	Asst. Supt. C&I, HS Administrators, Teachers		District	Part of ESSD procedures. Ongoing.	ACT
2. Improve graduation rate to reach an annual rate of 92%.	1. Annually review and implement the guidance plan and curriculum to ensure effective service of students.	Asst. Supt. Student Services, Building Administrators, Counselors		District, Perkins	Part of ESSD procedures. Ongoing.	Graduation Rate On track to Graduate Credit Attainment Report
	2. Develop personalized career plans for all students supported by DESE's Career Cluster initiative.	Counselors		District	Part of ESSD procedures. Ongoing.	Graduation Rate
	3. Continue to meet state requirements for A+ program and provide A+ School opportunities for students.	Asst. Supt. C&I, Counselors		District	Part of ESSD procedures. Ongoing.	A+ Board Evaluation Career/College Enrollment
	4. Offer alternative academic programs before, during and after school to allow students to earn the necessary credits to graduate.	Asst. Supt. C&I, Building Administrators, Teachers		District	Part of ESSD procedures. Ongoing.	Graduation Rate On track to Graduate Credit Attainment Report EOC ACT
3. Develop and implement opportunities to learn effectively and live productively in a digital world.	1. Create opportunities for students to learn a variety of world languages.	Asst. Supt. C&I, Building Administrators, ITC, Teachers		District	Part of ESSD procedures. Ongoing.	Enrollment in World Languages Increase Course Offerings
	2. Facilitate and create meaningful opportunities for students that promote global literacy.	Asst. Supt. C&I, Building Administrators, ICs, ITC, Teachers		District	Part of ESSD procedures. Ongoing.	Teacher Survey
	3. Increase the diversity of texts/media used in classrooms and apply digital tools to gather, evaluate, and use information.	Asst. Supt. C&I, Building Administrators, ICs, ITC, Teachers		District	Part of ESSD procedures. Ongoing.	Teacher Survey Walkthrough Data

## Focus Area 2: *Highly Qualified Staff*

**Goal:** Recruit, attract, develop and retain highly qualified certified staff to carry out the District mission goals and objectives.

**Objective 1:** 100% of the certified staff will participate in annual professional development focused on high quality, research based instruction and student work, evidenced by enrollment and attendance tracked through professional development surveys.

Strategies	Actions	Responsible Party	MSIP			Indicators of Success
			Process	Fund	Timeline	
1. Professional Development will be on-going, research based, consistent with the goals of the district, and support 21st Century teaching and learning.	1. Provide focused, aligned professional development district wide for an extended period of time to facilitate and evaluate the effectiveness of the strategy.	Asst. Supt. C&I, Building Administrators, PDC, ICs		District, PD	Part of ESSD procedures. Ongoing.	PD Evaluation PD Plan
	2. Organize district cohorts to provide systemic support for district initiatives.	Asst. Supt. C&I, PDC, ICs, ITC		District	Part of ESSD procedures. Ongoing.	Survey
	3. Provide collaboration time for staff to focus on data for improved student learning.	Asst. Supt. C&I, Building Administrators, PDC		District, PD	Part of ESSD procedures. Ongoing.	Schedule District Calendar PLC Calendar
	4. Provide training on developing experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	Asst. Supt. C&I, Building Administrators, PDC, ICs, ITC		District, PD	Part of ESSD procedures. Ongoing.	PD opportunities provided
	5. Provide training on developing and evaluating authentic learning experiences and assessments incorporating digital tools and resources to maximize learning.	Asst. Supt. C&I, Building Administrators, PDC, ICs, ITC		District, PD	Part of ESSD procedures. Ongoing.	PD opportunities provided
	6. Regularly evaluate current research on effective use of existing and emerging digital tools and resources.	Asst. Supt. C&I, Technology Director, Building Administrators, PDC, ICs, ITC		District, PD	Part of ESSD procedures. Ongoing.	Technology Survey
	7. Provide training on developing and strengthening a professional learning network in both face-to-face and virtual environments to enhance professional development.	Asst. Supt. C&I, Building Administrators, PDC, ICs, ITC		District, PD	Part of ESSD procedures. Ongoing.	PD opportunities provided

**Objective 2:** ESSD will offer a competitive, comprehensive environment of learning with the annual goal of hiring 100% highly qualified certified staff and retaining 90% of newly hired staff as evidenced by data collected from staff surveys as well as outside sources, such as, DESE, MSBA and NEA standards.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Update the district's Performance Based Teacher Evaluation system (PBTE) to comply with DESE's new model.	1. Develop a supervision and evaluation timeline that will provide a timely and appropriate level of direction, support, encouragement, and recognition.	Superintendent, Asst. Supt. C&I		District	Part of ESSD procedures. Ongoing.	Increase student achievement Teacher Evaluation Timeline
2. The ESSD will hire only teachers and administrators who are properly certified.	1. Staff will complete the training or pass the necessary Praxis required for certification.	Asst. Supt. C&I		District	Part of ESSD procedures. Ongoing.	HQT Report
3. Attract, recruit and retain highly qualified staff.	1. Attend job fairs.	Asst. Supt. C&I		District	Part of ESSD procedures. Ongoing.	Attendance
	2. Provide staff with a competitive compensation package to meet the top 1/3 as identified in a focus group of area schools with similar demographics.	Deputy Supt.		District	Not met. Ongoing.	Survey of area school districts
	3. Partner with local universities.	Asst. Supt. C&I		District	Part of ESSD procedures. Ongoing.	Partnerships
	4. Provide a public relations pamphlet with information about our district and community.	Superintendent, Asst. Supt. C&I, Public Relations Director, ITC		District	Part of ESSD procedures. Ongoing.	Pamphlet
	5. Provide a two year high quality mentor protégé program.	Asst. Supt. C&I, ICs		District	Part of ESSD procedures. Ongoing.	Survey

## Focus Area 3: *Facilities, Support and Instructional Resources*

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

**Objective 1:** The ESSD will provide efficient allocation of resources for instruction, facilities, current technology, training, and human resources to enhance student achievement as evidenced by a Board of Education approved budget prior to July 1 of each year.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Implement authorized capital projects construction, remodeling and renovation as identified in the District Capital Projects Plan.	1. Review and revise District Capital Projects Plan with Directors and Principals on an annual basis.	Directors, Principals, and Deputy Supt.		Capital Projects Fund	Part of ESSD procedures. Ongoing.	Capital Projects Plan
	2. Develop District Capital Projects Plan with available financial resources.	Directors, Principals, and Deputy Supt.		Capital Projects Fund	Part of ESSD procedures. Ongoing.	Capital Projects Plan
2. Provide current and proven technology for the district for the purpose of better educating students in an efficient and effective manner.	1. Develop Technology Plan with available financial resources that follows the outlined replacement timelines for equipment.	Technology Director and Deputy Supt.		Operating Fund	Part of ESSD procedures. Ongoing.	Technology Plan
	2. Maintain district staffing ratio of technicians/computer with available resources.	Technology Director and Deputy Supt.		Operating Fund	Part of ESSD procedures. Ongoing.	Technology Plan
3. Provide to the Superintendent and Board of Education preliminary budget information regarding staffing, operation, compensation package and related revenue and expense dealing with the operation of the District.	1. <b>Deputy Superintendent will communicate preliminary budget information to the Superintendent and Board of Education on a continual basis.</b>	Deputy Supt.		Operating Fund	Part of ESSD procedures. Ongoing.	BOE approved Budget
	2. <b>Deputy Superintendent will attend necessary meetings to acquire preliminary budget information.</b>	Deputy Supt.		Operating Fund	Part of ESSD procedures. Ongoing.	BOE approved Budget
4. Review for budget consideration and for alternate funding, various non-allocated requests in the areas of: new or expanding programs, human resources, technology, and facility-capital projects.	1. Administration will consider all requests in the areas of new or expanding programs, human resources, technology, and facility capital projects while identifying available financial resources.	All Administrators		District	Part of ESSD procedures. Ongoing.	Frequent communication between CO Admin and building staff on needs of the school district.
	2. ESSD will implement effective and efficient administration and data management processes through the use of technology to support teaching and learning.	Technology Director, Building Administrators, and Central Office Administrators		District	Part of ESSD procedures. Ongoing.	Building and District use of data to drive instruction.

**Objective 2:** The ESSD will provide, on a daily basis, a clean, safe, and well maintained environment where there is a culture of acceptance for all as evidenced by semi-annual inspections by department supervisors.

Strategies	Actions	Responsible Party	MSIP			Indicators of Success
			Process	Fund	Timeline	
1. Establish a district-wide program to address bullying concerns.	1. Implement the Olweus Bullying Prevention Program	Asst. Supt. C&I, Safety Director, Building Administrators, Teachers		District	Part of ESSD procedures. Ongoing.	Bullying Prevention Strategies are Evident
2. Complete regular inspections of all facilities.	1. Safety Director will inspect all facilities on a quarterly basis.	Safety Director		District	Part of ESSD procedures. Ongoing.	Inspection Report
	2. Maintenance Director will inspect all facilities on a quarterly basis.	Maintenance Director		District	Part of ESSD procedures. Ongoing.	Inspection Report
	3. Custodial Director and Hilliard's consultant will inspect facilities in the Fall and again in the Spring.	Custodial Director and Hilliard Consultant		District	Part of ESSD procedures. Ongoing.	Inspection Report
3. Address traffic flow concerns at all buildings.	1. Maintenance and Safety Director will analyze traffic flow at all buildings annually.	Maintenance and Safety Director		District	Part of ESSD procedures. Ongoing.	Elimination of traffic flow concerns
	2. City Police Department will analyze traffic flow at all buildings annually.	City Police Department and Safety Director		District	Part of ESSD procedures. Ongoing.	Elimination of traffic flow concerns

**Objective 3:** The ESSD will annually seek alternate funding resource opportunities, to increase funds above the annually Board of Education approved local, state, and federal resources as evidenced by Board of Education approved alternate sources of funding.

Strategies	Actions	Responsible Party	MSIP			Indicators of Success
			Process Standard	Fund	Timeline	
1. Continue support of the Educational Foundation in obtaining resources for the District from sources outside of the annual budget funded through local, county, state and federal funds.	1. ESSD will facilitate fundraising procedures adopted by the Educational Foundation.	Education Foundation, ITC		District	Part of ESSD procedures. Ongoing.	Fundraising efforts annually.
	2. ESSD will encourage school district vendors to contribute to the Educational Foundation.	All Staff		District	Part of ESSD procedures. Ongoing.	Increase in the number of contribution to the Educational Foundation by vendors.
2. Identify and apply for various grants, entitlements and other revenue opportunities to enhance the District budget resources	1. Staff will be encouraged to apply for various grants and entitlements. Pre-approval must be received by the Administration for grants that require matching funds on behalf of the school district.	All Staff		District	Part of ESSD procedures. Ongoing.	Increase in the number of grant applications.



## Focus Area 4: *Parent and Community Involvement*

**Goal:** Promote, facilitate, and enhance parent, student and community involvement in District programs.

**Objective 1:** The ESSD will improve the effectiveness of communication with all stakeholders utilizing a variety of accessible methods.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Foster a culture of optimistic outlook regarding the work and impact of the ESSD within the community.	1. Develop a positive and professional district brand.	Superintendent, ITC		District	Part of ESSD procedures. Ongoing.	Consistent Usage of District Brand
	2. Create/employ a Public Relations Director	Superintendent		District	Part of ESSD procedures. Ongoing.	Employment
	3. Regularly maintain and update a user-friendly district website.	Superintendent, ITC		District	Part of ESSD procedures. Ongoing.	Communications Survey Usage Report
	4. Communicate with stakeholders using emerging technologies (social media).	ITC, Building Administrators, Teachers		District	Part of ESSD procedures. Ongoing.	Usage Report
	5. Use school messenger as a tool for communication.	All Administrators		District	Part of ESSD procedures. Ongoing.	Usage Report
	6. Develop and promote building-level opportunities for parental involvement.	All Administrators		District	Part of ESSD procedures. Ongoing.	Parent Survey

**Objective 2:** The ESSD will provide stakeholders a variety of opportunities for community involvement.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Develop and promote opportunities for community involvement.	1. Develop student and community projects related to service project.	All Staff		District	Part of ESSD procedures. Ongoing.	Survey
	2. Promote an annual career day on the elementary and secondary levels.	Counselors, ITC		District	Part of ESSD procedures. Ongoing.	Career Day Participation
	3. Promote alumni events/receptions (via the website, social media).	Superintendent, ITC		District	Part of ESSD procedures. Ongoing.	Usage Report
	4. Invite the community members to attend and participate in annual BOE workshops.	Superintendent		District	Not met. Ongoing.	Attendance
	5. Promote Tiger Friends as a means to involve local mentors.	Superintendent, ITC		District	Part of ESSD procedures. Ongoing.	Attendance
	6. Investigate the potential for greater use of district resources for the community (technology).	Superintendent, Technology Director		District	Completed 2012-13	Usage Report



## Focus Area 5: *Governance*

**Goal:** Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the District.

**Objective 1:** The BOE shall govern the District through a comprehensive set of Board policies which are subject to annual review, revision, and/or addition.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Utilize the Board policy service provided by Missouri School Board Association (MSBA).	1. Develop and adopt or review and revise District policies as required by Missouri State Statute, research-based best practice, and/or unique needs of the district.	Superintendent		District	Part of ESSD procedures. Ongoing.	Board Policy Revisions
	2. Employ and utilize the superintendent of the district to administer and enforce the Board Policies of the district to provide administrative management of district day-to-day operations.	Superintendent		District	Part of ESSD procedures. Ongoing.	Enforcement of Board Policy

**Objective 2:** The BOE, through the superintendent, shall provide a learning and working environment that is both collaborative and informative involving district staff and patrons of the District.

Strategies	Actions	Responsible Party	MSIP Process			Indicators of Success
			Standard	Fund	Timeline	
1. Continue the endorsement of "Professional Learning Communities" as a necessary governance structure to address the District's Mission and Vision and 21st Century Learning for all students.	1. Provide early release time for staff collaboration.	Superintendent		District	Part of ESSD procedures. Ongoing.	PD Survey
	2. Provide administrator and staff professional development on Professional Learning Communities.	Superintendent, PDC		District , PD	Part of ESSD procedures. Ongoing.	PD Survey

### Focus Area 1: Student Performance

Objective 1: The ESSD will improve student achievement by meeting district annual targets as determined by student, staff, and school performance data.

Strategy 1:  
Provide rigorous research-based curriculum and instruction that supports 21<sup>st</sup> Century Learning for all students.

Elementary:

- K-5 English Language Arts identified and realigned the units of study to the CCSS and developed a scope and sequence of skills for each grade level. Rubrics were rewritten for the CCSS. Units have not been entered into BYOC but will by summer 2014.
- Design rigorous units of study relevant to 21st Century demands including critical thinking, problem solving, communication and collaboration skills.
- Implement researched-based strategies to differentiate instruction based on analysis of relevant student data.
- Set student friendly learning goals and reteach those not mastered using a variety of instructional strategies.
- Implement standard based learning at all levels.
- Partner with business and industry organizations to develop authentic experiences related to each student's area of focus.
- Set student friendly learning goals and reteach those not mastered using a variety of instructional strategies.
- Develop and annually review a guaranteed and viable curriculum managed through digital system.

Secondary:

- Grades 6-8 completed units for English Language Arts and these courses have been entered on BYOC.
- MS developed rubrics and realigned assessments for all courses. Most have entered their curriculum on BYOC and will be entering activities throughout the years during their curriculum revision year.
- Added Project Lead the Way for the 2015-2016 school year at the HS Level
- High School hosted a College and Career Day with approximately 60 college and career representatives from all career pathways.
- Technical Schools That Work (TCTW) initiative at the Career Center is based on academic rigor, project-based learning, and research-based strategies.
- Design rigorous units of study relevant to 21st Century demands including critical thinking, problem solving, communication and collaboration skills.(HS,CC,MS)
- Implement standard based learning at all levels.(MS,CC,HS)

	<ul style="list-style-type: none"> <li>● Implement researched-based strategies to differentiate instruction based on analysis of relevant student data.(MS)</li> <li>● Develop and annually review a guaranteed and viable curriculum managed through digital system.(HS,CC)</li> <li>● Expand course offerings and increase student participation in AP, dual credit and career and technical courses. (CC,MS,HS)</li> <li>● Expand course offerings and increase student participation in AP, dual credit and career and technical courses.(HS,MS,CC)</li> <li>● Partner with business and industry organizations to develop authentic experiences related to each student's area of focus. (MS.CC)</li> <li>● Joined the Northland CAPS program to provide real-life project-based learning in professional settings in 5 strand areas. (HS)</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● K-12 ELA and Social Studies department developed and entered curriculum based on the elements of backwards design. Professional development has been provided on developing the Big Ideas, essential questions, objectives aligned to CCSS and writing/identifying effective assessments. ELA and Social Studies curriculum entered into the digital system – Build Your Own Curriculum (BYOC)</li> <li>● Professional development provided on creating and using communication and collaboration tools such as the use of twitter, Google Docs, and Edmodo.</li> <li>● Units as they are being developed include strategies for using critical thinking, problem solving, and communication and collaboration skills.</li> <li>● Most teachers set student friendly learning goals. Expectation for all staff to have objectives posted in the classroom. Administrators check during observations. At various levels, student maintain data notebooks with goal setting, Acuity goal sheets, Technical Skills Attainment Smart Goals, etc.</li> <li>● Teachers reteach skills not mastered and allow for retakes.</li> <li>● District selected teaching indicators 1.2 Cognitive Engagement and 4.1 Critical Thinking to support this strategy.</li> <li>● All levels hosted a career day with area business and industry organizations including the city manager, business owners, insurance agents, etc. to discuss careers in their business. Some classrooms visited downtown businesses to learn about economic principles and one grade level utilized local professionals to interview students for roles at the Blue Springs School of Economics</li> </ul>
<p>Strategy 2: Implement assessments</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Design and utilize rigorous standards based formative and summative</li> </ul>

<p>that give students, educators, and other stakeholders timely feedback toward course-level standards</p>	<p>assessments.</p> <ul style="list-style-type: none"> <li>● Utilize the data team process to identify student learning needs and collaboratively adjust instruction.</li> <li>● Develop rigorous common assessments aligned to district essential standards.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● COMPASS test required for high school students not already taking ACT, SAT, or ASVAB.</li> <li>● Utilize the data team process to identify student learning needs and collaboratively adjust instruction.(HS,MS)</li> <li>● Design and utilize rigorous standards based formative and summative assessments.(CC)</li> <li>● Develop rigorous common assessments aligned to district essential standards.(MS)</li> <li>● All 11<sup>th</sup> graders take the ACT, including the writing section, as a part of the MO Assessment Program. This score can be used for college admission/placement. (HS)</li> </ul> <p>District</p> <ul style="list-style-type: none"> <li>● All departments/grades used collaboration to design standards-based assessments as well as common formative assessments. Assessments are always under review and revision following instruction of a unit of study.</li> <li>● All principals, instructional coaches and some teachers attended training on the data team process. These individuals lead training in their buildings and have utilized this process to identify student learning needs and adjust instruction.</li> <li>● PowerSchool has been setup to support standards-based learning through the collaborative efforts of district technology staff, counselors, instructional coaches, registrars, and teachers. The electronic grade book is utilized K-12.</li> <li>● Acuity testing utilized for grades 3-8 as an indicator score for MAP testing.</li> <li>● Professional Development on standards-based learning and use of different forms of assessments.</li> </ul>
<p>Strategy 3: Provide a multi-tiered system of supports that improves achievement for all</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● K-5 summer school was redesigned with a science themed curriculum.</li> <li>● Early Childhood program provided to eligible children.</li> <li>● Develop and monitor a district plan to sustain RtI and PBS.</li> <li>● Support ELL to attain English proficiency and master essential standards in the core areas.</li> <li>● Provide Title 1 reading services to students who qualify, to include</li> </ul>

<p>learners.</p>	<p>homeless and non-public school students, using multiple criteria.</p> <ul style="list-style-type: none"> <li>● Provide extended day and summer school learning opportunities to support student achievement.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● PLATO computerized learning to recover credit.</li> <li>● Missouri Options offered as an alternative for students who qualified.</li> <li>● Career Center practices paperless classrooms and Edmodo used in curriculum delivery.</li> <li>● Develop and monitor a district plan to sustain RtI and PBS.(HS,MS)</li> <li>● Provide extended day and summer school learning opportunities to support student achievement. (MS)</li> <li>● Provide multiple ways for students to report bullying, including paper forms, online forms, and providing links to the online form on all student iPads. (HS)</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● A district RtI plan was followed and Board approved.</li> <li>● Title I uses a multiple criteria checklist to identify students for services.</li> <li>● Summer school provided PreK – 12.</li> <li>● Before and after school tutoring provided grades K-12. Total funding \$29,326.00</li> <li>● Class sizes were reduced at Lewis Elementary and Middle School in the area of reading through the use of Systems 44 and Read 180 programs.</li> </ul>
<p>Strategy 4: Ninety percent of students will attain 95% or better attendance.</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Maintain building attendance committees that meet regularly to develop individual plans for students with excessive absences.</li> <li>● Review and revise the Building Attendance Plan annually.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● Review and revise the Building Attendance Plan annually.(HS,CC,MS)</li> <li>● Maintain building attendance committees that meet regularly to develop individual plans for students with excessive absences. (CC)</li> <li>● Send attendance letters home. (CC,MS)</li> <li>● HS created and implemented variety of Attendance Incentives and Guidelines in order for student participation in activities. (HS)</li> <li>● Attendance required for activity participation and/or attendance of activity. (HS)</li> <li>● New Attendance procedures including: Daily absence calls, personal calls from Attendance Review Committee after 2 absences per quarter, night school tutoring assigned after 3 absences, hotlines to the Children’s Division after 5 absences.</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● Each building has an attendance review team that meets regularly. Each</li> </ul>

	<p>year the team reevaluates their plan for effectiveness. These committees meet regularly with parents.</p> <ul style="list-style-type: none"> <li>● Hotline referrals and home visits for educational neglect were made when appropriate.</li> <li>● District Social Worker is included throughout the attendance review process.</li> <li>● School Messenger was used throughout the year to inform parents of events such as PTO meetings, events, newsletters and grade report mailings. All buildings use School Messenger for student absences.</li> <li>● Attendance letters are mailed home at all levels.</li> </ul>
<p>Objective 2: The ESSD will annually prepare every student for graduation and for success in their personal, academic and career goals.</p>	
<p>Strategy 1: Improve ACT scores until 67% of graduates score 22 or above.</p>	<p>Secondary:</p> <ul style="list-style-type: none"> <li>● ACT Course developed for juniors and seniors.</li> <li>● MS Principal met with each 8<sup>th</sup> grade student in a classroom setting through science class. Results from the 2012 MAP test in CA and Math and the upcoming EXPLORE test were discussed. Students learned about the EXPLORE and how it will lead into the PLAN and ACT in future years. Each 8<sup>th</sup> grade student took the EXPLORE test in January 2013.</li> <li>● All juniors took the ACT in April 2015. ACT lessons in ELT. Optional ACT boot camp offered.</li> <li>● Students were reimbursed for ACT fee if scored at or above national average or scored advanced or proficient on a Missouri End-of-Course Exam.</li> <li>● Each department developed ACT questions to be assessed throughout the year.</li> <li>● Utilize a variety of ACT resources to promote and educate students at all grade levels. (CC,MS,HS)</li> <li>● HS developed ACT planning team and created and delivered ACT boot camp lessons to all students during ELT, in addition to offering an evening bootcamp session. (HS)</li> </ul>
<p>Strategy 2: Improve graduation rate to reach an annual rate of 92%.</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Annually review and implement the guidance plan and curriculum to ensure effective service of students.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● Career Education Planning provided for all students. HS counselors met with each senior, individually, two times, and monthly as a group, and sent letters home to parents/guardians reviewing individual student graduation requirements. (HS)</li> <li>● Each HS student has a Personal Plan of Study, which are reviewed twice</li> </ul>

	<p>a year with their ELT teacher and are available for parents at P/T Conf.</p> <ul style="list-style-type: none"> <li>● A+ Program has been continued.</li> <li>● High School had a College and Career Day that included specific grade level activities.</li> <li>● The COMPASS or WorKeys was given to all seniors who had not taken the ACT or ASVAB.</li> <li>● The High School held military and college visits during lunch.</li> <li>● The middle school staff works with the high school coordinators to provide opportunities for students to A+ tutoring hours.</li> <li>● Alternative academic programs include PLATO and Missouri Options.</li> <li>● Middle school counselors met with students to discuss Missouri Connections and the career clusters. 8<sup>th</sup> grade students participated in the annual Career Day during February. Interest inventories were completed by 8<sup>th</sup> grade students as part of the EXPLORE test. Counselors led 8<sup>th</sup> grade students through the development of their personal plans of study during the second semester.</li> <li>● Develop personalized career plans for all students supported by DESE's Career Cluster initiative. (CC)</li> <li>● Annually review and implement the guidance plan and curriculum to ensure effective service of students. (MS,HS)</li> <li>● MO Connections is utilized with freshman and sophomores to explore career interests and planning. (HS)</li> <li>● College &amp; Coffee meetings offered for all parents and students covering various topics of post-secondary planning, test-taking strategies, financial planning, etc. (HS)</li> </ul>
<p>Strategy 3: Develop and implement opportunities to learn effectively and live productively in a digital world.</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Increased iPads at the one elementary building.</li> <li>● Facilitate and create meaningful opportunities for students that promote global literacy.</li> <li>● Increase the diversity of texts/media used in classrooms and apply digital tools to gather, evaluate, and use information.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● Continued Rosetta Stone offering six online foreign language courses plus Spanish in a traditional classroom setting.</li> <li>● A 6<sup>th</sup> grade exploratory wheel was implemented with 6, six week classes. World Cultures was added as one of these courses and introduced students to various cultures.</li> <li>● Increased the use of iPads in the High School and added 30 laptops at the Middle School.</li> <li>● The Middle School's professional development blog included</li> </ul>



	<p>instructional strategies to address diversity of texts/media.</p> <ul style="list-style-type: none"> <li>● The High School PBS Committee developed a lesson for students on the appropriate uses and setting for technology.</li> <li>● Increase the diversity of texts/media used in classrooms and apply digital tools to gather, evaluate, and use information. (CC,MS)</li> <li>● Create opportunities for students to learn a variety of world languages.</li> <li>● Facilitate and create meaningful opportunities for students that promote global literacy. (MS,HS)</li> <li>● Create and deliver lessons on digital citizenship and online safety to all students before they receive their iPads. (HS)</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● Special Education, Title, and Speech teachers have iPads to track student progress and to use with student learning.</li> <li>● All classroom teachers have access to a SmartBoard or TV/projector system to access texts and media to use in the classroom.</li> <li>● Library curriculum was rewritten to increase the diversity of texts/media used in classrooms and apply digital tools to gather, evaluate and use information.</li> <li>● Facilitate and create meaningful opportunities for students that promote global literacy.</li> </ul>
--	--

**FOCUS AREA 2: Highly Qualified Staff**

Objective 1: 100% of the certified staff will participate in annual professional development focused on high quality, research-based instruction and student work, evidence by enrollment and attendance tracked through professional development surveys.

<p>Strategy 1: PD will be on-going research based, consistent with the goals of the district, and support 21<sup>st</sup> Century teaching and learning.</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● Training on finding informational texts and on increasing diversity of text for elementary.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● Training provided on Real World Publishing for HS ELA.</li> <li>● Career Centers applies TCTW Professional Development which represents latest trends in Career Education.</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>● Created communication and collaboration tools that aid in staff development.</li> <li>● The professional development committee concentrated on 21<sup>st</sup> Century Learning.</li> <li>● District computer lab teachers were trained to differentiate instruction based on analysis of relevant student data.</li> <li>● District Summer Institute 2013 was organized around creativity and innovation.</li> <li>● All day workshops were offered on:</li> </ul>
--	---

	<p>Effective Technology Integration: What Does it Look Like? Sound Like:  Innovative Classrooms: A Closer Look  21<sup>st</sup> Century Tools to Advance and Maximize Learning</p> <ul style="list-style-type: none"> <li>● Training provided on Web 2.0 tools that advance student learning and enhance creativity and innovation in the classroom.</li> <li>● Training provided on iPad apps to maximize student learning in early childhood and in a special education classroom.</li> <li>● Training on Edmodo to support teacher and student blended learning environments.</li> <li>● Training on enhancing instruction and formative assessment with iPads for HS Math Department.</li> <li>● Before and after school professional development was offered to support district and building goals.</li> <li>● Staff participation in Digital Learning Day.</li> <li>● Instructional Coaches participated in a book study on Curriculum 21.</li> <li>● District Librarians attended training on upgrading their curriculum to include 21<sup>st</sup> Century Learning.</li> <li>● A district 21<sup>st</sup> Century teacher leader group has been assembled.</li> <li>● Training provided for the professional development committee, instructional coaches, library media specialists and administrators to be models of self-organized professional learning.</li> <li>● Collaboration time was provided regularly for staff to focus on data for improved student learning.</li> <li>● The annual professional development needs survey was administered.</li> <li>● Provide training on developing and strengthening a professional learning network in both face-to-face and virtual environments to enhance professional development.</li> <li>● Provide training on developing experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</li> <li>● Provide collaboration time for staff to focus on data for improved student learning.</li> </ul>
<p>Objective 2: ESSD will offer a competitive, comprehensive environment of learning with the annual goal of retaining and hiring 100% highly qualified certified staff as evidenced by data collected from staff surveys as well as outside sources, such as DESE, MSBA and NEA standards.</p>	
<p>Strategy 1:  Update the district's PBTE to comply with</p>	<p>District:</p> <ul style="list-style-type: none"> <li>● District investigated several models and adopted the Network for Educator Effectiveness (NEE) for the 2013-2014 school year.</li> <li>● District selected 4 indicators to track and monitor each teacher's progress.</li> </ul>

DESE's new model	<ul style="list-style-type: none"> <li>District selected 2 indicators to track and monitor each (new to the district) teacher's progress.</li> </ul>
Strategy 2: The ESSD will hire only teachers and administrators who are properly certified.	<p>District:</p> <ul style="list-style-type: none"> <li>Certification status was carefully checked during the hiring process. Staff without proper certification were required to take the Praxis.</li> </ul>
Strategy 3: Attract, recruit and retain highly qualified staff.	<p>Elementary:</p> <ul style="list-style-type: none"> <li>Westview partnered with colleges for a teacher recognition program.</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>The district attended six job fairs during the 2012-2013 school year.</li> <li>Several buildings partnered with local universities by serving as site-based evaluators during internships and required observations.</li> <li>A public relations pamphlet and recruitment materials, online and print, were revised to attract prospective parents and staff.</li> <li>A two-year mentor-protégé program was provided with high evaluations from participating protégés.</li> <li>The district provided an increase in salary and a step for the 2013-2014 school year.</li> </ul>
<b>FOCUS AREA 3: Facilities, Support and Instructional Resources</b>	
Objective 1: The ESSD will provide efficient allocation of resources for instruction, facilities, current technology, training, and human resources to enhance student achievement as evidenced by a Board of Education approved budget prior to July 1 of each year.	
Strategies 1-4	<p>District:</p> <ul style="list-style-type: none"> <li>Balanced annual budget approved in June 2013.</li> </ul>
Objective 2: The ESSD will provide, on a daily basis, a clean, safe, and well maintained environment where there is a culture of acceptance for all as evidenced by semi-annual inspections by department supervisors.	
Strategies 1-3	<p>District:</p> <ul style="list-style-type: none"> <li>Department supervisors inspect facilities on an ongoing basis and make repairs or improvements as budget allows.</li> </ul>
Objective 3: The ESSD will annually seek alternate funding resource opportunities, to increase funds above the annually Board of Education approved local, state, and federal resources as evidence by Board of Education approved alternate sources of funding.	
Strategy 1: Continue support of the Educational Foundation in obtaining	<p>District:</p> <ul style="list-style-type: none"> <li>The district created a digital online presence for the Educational Foundation including social media. Education Foundation has updated their website and now has a presence on Facebook too.</li> <li>The district built an alumni database to support Educational Foundation's work. The Education Foundation has initiated the</li> </ul>

resources for the District from sources outside of the annual budget funded through local, county, state, and federal funds.	<p>collection of alumni email addresses via their new website as well as instituted online donations via debit or charge card.</p> <ul style="list-style-type: none"> <li>● The district assisted in the creation of a recognition wall to promote and celebrate financial support of the Education Foundation. In planning stage at this time.</li> </ul>
Strategy 2: Identify and apply for various grants, entitlements and other revenue opportunities to enhance the District budget resources.	<p>Secondary:</p> <ul style="list-style-type: none"> <li>● Annual Vocational Enhancement grants are applied for and granted to enhance the programs of the Area Career Center.</li> </ul>

**FOCUS AREA 4: Parent and Community Involvement**

**Objective 1: The ESSD will improve the effectiveness of communication with all stakeholders utilizing a variety of accessible methods.**

Strategy 1: Foster a culture of optimistic outlook regarding the work and impact of the ESSD within the community.	<p>District:</p> <ul style="list-style-type: none"> <li>● The District and each building developed an updated, user-friendly website that is maintained regularly. This increases access, convenience and availability of school resources to the community, parents, students and staff.</li> <li>● The District developed and adopted an official Brand to: <ul style="list-style-type: none"> <li>Create a consistent and recognizable representation of the District</li> <li>Differentiate it from other school districts.</li> <li>Build a solid, long term foundation for all other aspects of the district to grow around.</li> <li>Establish a positive and professional image of the organization that draws people to the District.</li> <li>Express what the District stands for in a unified manner.</li> </ul> </li> <li>● The use of the District brand presents a consistent, professional image to our audiences and is critical for communicating a cohesive message.</li> <li>● The District and all buildings maintain and use social media including Facebook and Twitter as a tool for communicating with all stakeholders. These tools harness the power of communication most consistently used</li> </ul>
--	--

	<p>by internal and external audiences.</p> <ul style="list-style-type: none"> <li>● Communication also provided through e-mails, newsletters, announcements, and grade reports.</li> </ul>
<p><b>Objective 2: The ESSD will provide stakeholders a variety of opportunities for community involvement.</b></p>	
<p>Strategy 1: Develop and promote opportunities for community involvement.</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>● At the elementary level, there is a district choir, fundraising for sick children, canned food drive, Angel Tree for adopted families, and an American Flag project with the HS Theatre department.</li> <li>● Elementary buildings hold at least 3 parent nights a year.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>● At the middle school level, STEALTH and the Jr. Optimist Club organized and held numerous community projects throughout the year. Additionally, a proposal to begin a chapter of FCCLA was submitted to the school board. The addition of FCCLA during the 2013-2014 school year will provide another path for students to participate in community projects.</li> <li>● At the high school level, graduates must have 16 hours of community service.</li> <li>● Events and activities for alumni were promoted using district communication channels.</li> <li>● Career Center advisory committee meetings held for the building and each program.</li> <li>● Career Center student organizations, Skills USA and NTHS, require community service.</li> <li>● A district K-12 art show is held annually.</li> <li>● Career Center held an Advisory Car Show.</li> <li>● Through the Excelsior Springs SAFE committee the high school works with students (C2000), district SRO's, parents, businesses, media, youth serving organizations (Parks, Job Corps, Good Samaritan), Law enforcement, civic volunteers, healthcare professionals, religious/fraternal organizations, state/local government, and Tri-County Health Dept. to increase our efforts and capacity to reduce issues like underage drinking, marijuana use, prescription drug abuse and violence among area youth.</li> </ul>
<p><b>FOCUS AREA 5: Governance</b></p>	
<p><b>Objective 1: The BOE shall govern the District through a comprehensive set of Board policies which are subject to annual review, revision, and/or addition.</b></p>	
<p>Strategy 1: Utilize the Board policy</p>	<p>District:</p> <ul style="list-style-type: none"> <li>● Board policies were regularly reviewed and revised as needed.</li> </ul>

<p>service provided by Missouri School Board Association</p>	
<p>Objective 2: The BOE, through the superintendent, shall provide a learning and working environment that is both collaborative and informative involving district staff and patrons of the District.</p>	
<p>Strategy 1: Continue the endorsement of “Professional Learning Communities ” as a necessary governance structure to address the District’s Mission and Vision and 21<sup>st</sup> Century Learning for all students.</p>	<p>District:</p> <ul style="list-style-type: none"> <li>● Early release time was provided during the 2013-2014 school year. Agendas for the meetings were submitted to building and district administration.</li> </ul>