

Scott City R-I Schools

Comprehensive School Improvement Plan (CSIP)

Date: 2017-18	
District Name: Scott City R-1 School District	County/District Code: 100059
District Plan	Grades Served: K-12
MSIP 5 Plan	
Comprehensive School Improvement Plan Team	
Name	Position
1. Brian Lee 2. Vicki Helderman 3. Keisha Panagos 4. Mike Johnson 5. Mike Umfleet 6. April Garner 7. Jamie Howard, Nancy Townsend, LaDonna Pratt 8. Kyle Clay, Carie Boswell, Christopher Bradshaw, Pam Howell, Jennifer Sweet, Kim Hensley, Leanne Grant, Lindsay Aycock, Marcia Daniels, Mary Lynn Jones, Nelda Jordan, Stephen O'Brien, Steven Hendricks, Whitney Miller, Judy Hoffmeister, Dianne Lenaburg, Cindy Tew, Suzi Dirnberger 9. Erin Gloth, Shawna Rogers, Christy Littlepage, Jessica Braun, Stacy Kilby, Jeanne Phillips, Rebecca Seyer, Christy Riley, Shannon Graff, Wes Drury, Amie Venable 10. Beth Cox 11. Kaylea Bard, Joe Parker, Paige Cummins, Kaileigh Dirden	Superintendent District CSIP Coordinator A+/Curriculum Coordinator High School Principal Middle School Principal Elementary Principal Counselors Teachers Parents & Community Members Board Members Students
Description of how staff and stakeholders will be informed and	Staff and stakeholders will be involved in the accountability plan through monthly staff meetings, weekly data team meetings, parent nights, district newsletters, Title I events, and updates to the Board of Education. All certified staff will be required to take ownership of this plan and will be responsible for the implementation and follow through. We believe that what gets monitored is what gets done and to back that philosophy we have adopted a new teacher

Scott City R-I School District ~ Comprehensive School Improvement Plan for MSIP 5 ~2017-18. revised 1.3.18

<i>engaged in the CSIP plan.</i>	evaluation tool.
<i>Key issues identified from annual performance data and local assessments.</i>	After reviewing the annual performance data and local assessments we have synthesized the need to focus on three MSIP standards: 1) Academic Achievement, 2) Subgroup Achievement, and 3) College and Career Readiness. These three categories will remain our focus until data suggests otherwise. By focusing on these three categories it will help us reach our goal of maintaining the accreditation level: Accredited with Distinction. It is a district goal to maintain a 90% or more on our APR. We are currently at 87.9%.
<i>Key issues identified from needs assessment and/or the Advanced Questionnaire.</i>	<p><u><i>Collaborative Cultures:</i></u> Upon further analysis of the Cycle 5 Advance Questionnaire we have determined the need for more collaboration between special education staff and regular education teachers with regards to collaboration and conversations surrounding student performance and how it impacts the special education population.</p> <p><u><i>Curriculum & Assessment:</i></u> Upon further analysis of the Cycle 5 Advance Questionnaire we have determined the need for more collaboration between special education staff and regular education teachers with regards to written curriculum and classroom assessments and how it impacts the special education population.</p> <p><u><i>Effective Instruction:</i></u> Upon further analysis of the Cycle 5 Advance Questionnaire with regards to research-based instructional strategies the majority of teachers felt that they often or regularly implemented what Marzano refers to as high yield instructional strategies. Using this data we feel confident that we are heading in the right direction and will continue to emphasize the need for effective instruction. Professional development will be scheduled to reflect the needs of the teaching staff so that we can continue to grow in this area.</p>
<i>Prioritized Needs for the District.</i>	<p>Prioritized needs for the district include increasing performance in the following MSIP Standards.</p> <ol style="list-style-type: none"> 1. Academic Achievement 2. Subgroup Achievement 3. College and Career Ready <p>To achieve success in increasing performance in these areas K-12 educators will work as a team to collaborate, brainstorm, and implement research-based strategies and best practices in order to provide our students with educational excellence.</p>

CSIP Sections	Academic Achievement p.3 Subgroup Achievement p. 17 College and Career Readiness p. 24 Attendance Rate p. 32 Graduation Rate p. 34 Resource Standards p. 36 Teacher/Leader Standards p. 38 Instruction p.41 Governance p. 45 Local Standards p. 47
----------------------	---

Performance Standards

Academic Achievement

The Scott City School District administers assessments required by the Missouri Assessment Program (MAP) to measure the academic achievement and demonstrates improvement in the performance of its students over time.

SMART Goal #1 (Specific, Measurable, Achievable, Relevant and Timely):

Academic Achievement Smart Goal:

The percent of students K-12 scoring advanced or proficient on the MAP/EOC assessment will improve by 3% each year for the next three years in English Language Arts, Math, Science, and Social Studies, starting with the 2014-2015 scores.

Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.

STATUS -- English Language Arts			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	385.7 - 500.0		16
On Track	363.9 - 385.6		12
Approaching	300.0 - 363.8		9
Floor	100.0 - 299.9		0
STATUS -- Mathematics			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	392.8 - 500.0		16
On Track	355.6 - 392.7		12
Approaching	300.0 - 355.5		9
Floor	100.0 - 299.9		0
STATUS -- Social Studies			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	375.0 - 500.0		8
On Track	346.6 - 374.9		6
Approaching	300.0 - 346.5		5
Floor	100.0 - 299.9		0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires a 3 year status average of at least an MPI Score of 385.7 for English Language Arts, 392.8 for Mathematics, 352.8 for Science, and 375.0 for Social Studies. To achieve this goal we will continue to implement and expand upon our use of Marzano’s high yield instructional strategies. Professional development will continue to focus on the needs of the teachers and ensure confidence and implementation of these high-yield instructional practices.

ENGLISH LANGUAGE ARTS

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	338.1	---	---	385.7	N/A	N/A
2011-12		343.4	---	385.7	N/A	N/A
2012-13		346.3	342.6	385.7	NO	Approaching
2013-14		343.8	344.5	385.7	N/A	Approaching
2014-15		343.8	344.6	385.7	N/A	Approaching
2015-16		323.5	324.5	385.7	NO	Approaching
2016-2017*		315.6	315.2	385.7	NO	Approaching

MATHEMATICS

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	323.9	---	---	392.8	N/A	N/A
2011-12		330.8	---	392.8	N/A	N/A
2012-13		338.7	331.1	392.8	NO	Approaching
2013-14		342.0	337.2	392.8	N/A	Approaching
2014-15		342.0	340.9	392.8	N/A	Approaching
2015-16		306.4	302.1	392.8	NO	Approaching
2016-17*		269.0	277.7	392.8	NO	Floor

***2016-2017 A1 and E2 were excluded**

SCIENCE

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	331.6	---	---	352.8	N/A	N/A
2011-12		328.7	---	352.8	N/A	N/A
2012-13		342.0	334.1	352.8	NO	Approaching
2013-14		331.5	334.1	352.8	N/A	Approaching
2014-15		340.2	337.9	352.8	N/A	Approaching

2015-16		309.7	327.1	352.8	NO	Approaching
2016-17		322.8	323.9	352.8	NO	Approaching

SOCIAL STUDIES

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	365.3	---	---	375.0	N/A	N/A
2011-12		304.3	---	375.0	N/A	N/A
2012-13		330.8	333.5	375.0	NO	Approaching
2013-14		386.4	340.5	375.0	N/A	Approaching
2014-15		386.4	367.9	375.0	N/A	On Track
2015-16		361.1	370	375.0	NO	On Track
2016-17		346.0	356.5	375.0	No	On Track

Research Based Strategy(ies) for Implementation:

High Yield Instructional Strategies	What the Research says:	How it looks in the Classroom:
Identifying similarities and differences (Yields a 45 percentile gain)	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)
Summarizing and note taking (Yields a 34 percentile gain)	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.
Reinforcing effort and providing recognition (Yields a 29 percentile gain)	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.
Homework and practice (Yields a 28 percentile gain)	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.
Nonlinguistic representations (Yields a 27 percentile gain)	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically, but not	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects,

Measurable Adult Behaviors:

Adult behaviors will be measured qualitatively and quantitatively.

Qualitative indicators will be measured through walk-through evaluations, data team observations, and self-monitoring.

Teachers are using research based instructional strategies, that were voted on by all certified staff, and have been proven to have high gains in student performance. As a district we are focusing on the following research based instructional strategies: identifying similarities and differences, setting objectives and providing feedback, and reinforcing effort and providing recognition.

Quantitative indicators will be measured using student performance data generated through formative and summative assessments. Walk through data will also be compiled and reported quantitatively.

We adopted the MU teacher evaluation tool, *Network for Educator Effectiveness* (NEE) and have been using this new program since the 2014-2015 school year. This program will improve how we conduct and collect data with regards to walk through evaluations. Administrators continue to receive yearly training on this model and K-12 staff receives professional development throughout the year during district professional development days.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Continue job-embedded professional development and peer modeling of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
2. Continue to improve mastery of effective instructional practices.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
3. Walk-throughs take place to monitor the implementation and use of research based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
4. Teacher should share strategies with departmental and vertical teams.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

5. Teachers will become experts in implementing research-based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
6. Teachers will start making determinations based upon their data with regards to effectiveness of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
7. Continue job-embedded professional development on Marzano's instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
8. Create a district resource where teachers can upload graphic organizers, etc. and share ideas K-12.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
9. Align the curriculum to Missouri Learning standards.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
10. Using our own curriculum template, we will to continue to internal alignment.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
11. K-12 Literacy Mission, Lace-n-Race, has been implemented.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
12. Data Teams will aid in Academic Coaching. Data Teams meet weekly in at the elementary level.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
13. Develop an understanding of grade level appropriate academic vocabulary.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
14. Course level/Grade level assessments will demand higher level thinking skills and comprehensive mastery of learning skills.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

15. Increase student engagement by emphasizing the learning standards and real life connections and how acquired knowledge impacts the world around them and influences the decisions they make.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
16. The district adopted the MU teacher evaluation tool, <i>Network for Educator Effectiveness</i> (NEE) and implemented this new program during the 2014-2015 school year.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
17. Administrators will receive yearly training on the NEE model.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
18. K-12 staff will receive professional development on the NEE model.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
19. Elementary and Middle Schools will implement RTI program to aid in academic progress	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
20. ICU program implemented in grades 4-12	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
21. Skills enhancement classes at the high school level allow students time to work on homework in classes they are struggling in.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
22. i-Ready is being used in the Elementary as a diagnostic tool.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
23. The district has began a Pre-School program.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
24. Year 1 implementation of Professional Learning Community in elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

25. Support Teachers and students with appropriate resources.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
26. Elementary and Middle School began using newly released MAP practice tests online.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
27. Buildings are using the following programs to increase scores in reading, math and science: Study Island, Reading Plus, Accelerated Reader, Read to Succeed.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
28. The High school has added a new Statistical reasoning course.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

SMART Goal # 2 (Specific, Measurable, Achievable, Relevant and Timely):

The percent of students K-12 taking the MAP/EOC assessment will meet or exceed the state standard within the next 3 years.

The percent of students tested on each required MAP assessment meets or exceeds the state standard.

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

The District will assess at least 95% of its students and subgroups on the assessments required by the MAP/EOC. Zero APR points are awarded to a content area for the aggregate or subgroup(s) for which the rate falls below 95%. As a district we will continue to focus on subgroup populations to ensure adequate growth in these areas. Educators will also track student achievement within the content areas to ensure mastery of the identified learning targets. Students will be continuously monitored and will receive classroom intervention when they fail to master identified learning targets.

Research Based Strategy(ies) for Implementation:

Scott City R-1 is committed to educational excellence and increasing student performance. As a K-12 staff we are united with Missouri's *Top 10 by 20* mission and believe that in order for Missouri to achieve this goal all districts must do their part to raise student achievement. We are working together to ensure accountability that every student has the time and support necessary to master the Missouri Learning Standards.

Practices of Improving Schools and Districts

Doug Reeves (2006) has identified what he refers to as 90/90/90 schools and districts – places that have a student population of 90% minority and 90% poverty and yet have over 90% of their students achieving at high levels on various measures of proficiency. He found that improving schools and districts share the following characteristics:

1. The school and district promote distributed leadership rather than relying on a single charismatic leader.
2. There is a holistic approach to accountability with frequent monitoring of values in an attempt to establish both teaching, leadership, and learning cycles.
3. Every subject area emphasizes nonfiction writing.
4. Frequent common assessments are integral parts of the teaching, leadership, and learning cycles.
5. The school implements a plan for timely and decisive intervention when students do not learn.
6. Student achievement data is easily accessible and openly shared among teachers who work collaboratively to improve their individual and collective performance.

Measurable Adult Behaviors:

Our data team meetings will be focused on specific learning targets, formative assessments, and student performance. We will use this data to guide our conversations and monitor student proficiency. Adult measurable behaviors include but are not limited to: meaningful professional dialogue, utilization of research based instructional strategies, promoting collaborative brainstorming to solve common problems, focus on student success, modeling, coaching, and instructional support within the team.

Four critical questions drive the work of our educators.

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Adult behaviors will be measured quantitatively and qualitatively.

Quantitative and qualitative indicators will be measured through walk-through evaluations, data team observations, and self-monitoring.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Use ELL exclusion as outlined in MSIP 5 Guidance Document.	2010-11	Administration, Special Services Admin, Counselor, Teacher	Local, Basic Formula	<input type="checkbox"/> ongoing
2. Use MAP-Alternative exclusion as outlined in MSIP 5 Guidance Document.	2010-11	Administration, Special Services Admin, Counselor, Teacher	Local, Basic Formula, IDEA	<input type="checkbox"/> ongoing
3. Use Full Academic Year explanation as outlined in MSIP 5 Guidance Document.	2010-11	Administration, Special Services Admin, Counselor, Teacher	Local, Basic Formula	<input type="checkbox"/> ongoing

SMART Goal # 3 (Specific, Measurable, Achievable, Relevant and Timely):

The yearly growth data at Scott City R-1 will continue to increase and students will be on track at meeting or exceeding growth expectations set forth by the state of Missouri.

Growth data indicate that students meet or exceed growth expectations.

ENGLISH LANGUAGE ARTS

PROGRESS			GROWTH				
Progress Measure	MPI GAP Increase		Progress Points Earned	Growth Measure	Normal Curve Equivalent		Growth Points Earned
Exceeding	5%		12	Exceeding	SS > 50		12
On Track	3%		6	On Track	Not SS		6
Approaching	1%		3	Floor	SS < 50		0
Floor	< 1%		0				

MATHEMATICS

PROGRESS			GROWTH				
Progress Measure	MPI GAP Increase		Progress Points Earned	Growth Measure	Normal Curve Equivalent		Growth Points Earned
Exceeding	5%		12	Exceeding	SS > 50		12
On Track	3%		6	On Track	Not SS		6
Approaching	1%		3	Floor	SS < 50		0
Floor	< 1%		0				

SCIENCE

SOCIAL STUDIES

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the Exceeding Progress Measure which requires an MPI Gap Increase Score of 5% for English Language Arts, 5% for Mathematics, 5% for Science, and 5% for Social Studies or by meeting the Exceeding Growth Measure statistically significant > 50.

ENGLISH LANGUAGE ARTS

School Year	Baseline	Progress	Yr1&Yr2 ave	Yr2&Yr3 Ave	MPI Ave difference/%earned	Target	Target Met	Status Measure Earned
2010-11	338.1	---	---			5.0	N/A	N/A
2011-12		343.4	340.8			5.0	N/A	N/A
2012-13		344.9	---	344.2	3.4/3%	5.0	NO	On Track
2013-14		344.7	344.2	344.8	.6/<1%	5.0	N/A	Floor
2014-15		343.8	344.8	344.3	.5/<1%	5.0	N/A	Floor
2015-16		323.5	315.0	325.1	10.1/>5%	5.0	Yes	Exceeding
2016-17*		315.6	314.9	319.5	4.6/<5%	5.0	No	Approaching

MATHEMATICS

School Year	Baseline	Progress	Yr1&Yr2 ave	Yr2&Yr3 Ave	MPI Ave difference/% earned	Target	Target Met	Status Measure Earned
2010-11	323.9	---	---			5.0	N/A	N/A
2011-12		330.8	327.4			5.0	N/A	N/A
2012-13		343.1	---	337.0	9.6/5%	5.0	YES	Exceeding
2013-14		342.0	337.0	342.6	5.6/5%	5.0	N/A	On Track
2014-15		342.0	342.6	342.0	.6/<1%	5.0	N/A	Floor
2015-16		306.4	282.1	299.9	17.8>5%	5.0	YES	Exceeding
2016-17*		269.0	282.1	287.7	-5.6<1%	5.0	NO	Floor

SCIENCE

School Year	Baseline	Progress	Yr1&Yr2 ave	Yr2&Yr3 Ave	MPI Ave difference/%earned	Target	Target Met	Status Measure Earned
2010-11	331.6	---	---			5.0	N/A	N/A
2011-12		328.7	330.2			5.0	N/A	N/A
2012-13		342.0	---	335.4	5.2/3%	5.0	NO	On Track
2013-14		331.5	335.4	336.8	1.4/1%	5.0	N/A	Approaching
2014-15		342.0	336.8	335.9	.9/<1%	5.0	N/A	Floor
2015-16		309.7	325.0	335.9	10.9>5%	5.0	YES	Exceeding
2016-17		322.8	325.0	316.3	-8.7<1%	5.0	No	Floor

Scott City R-I School District ~ Comprehensive School Improvement Plan for MSIP 5 ~2017-18. revised 1.3.18

SOCIAL STUDIES

School Year	Baseline	Progress	Yr1&Yr2 ave	Yr2&Yr3 Ave	MPI Ave difference/%earned	Target	Target Met	Status Measure Earned
2010-11	338.1	---	---			5.0	N/A	N/A
2011-12		343.4	340.8			5.0	N/A	N/A
2012-13		344.9	---	344.2	3.4/<1%	5.0	NO	Floor
2013-14		386.4	302.6	343.6	41.0/5%	5.0	N/A	Exceeding
2014-15		386.4	365.7	386.4	20.7/5%	5.0	N/A	Exceeding
2015-16		361.1	361.8	374.5	12.7>5%	5.0	YES	Exceeding
2016-17		346.0	361.8	353.6	-8.2<1%	5.0	No	Floor

Research Based Strategy(ies) for Implementation:

High Yield Instructional Strategies	What the Research says:	How it looks in the Classroom:
Identifying similarities and differences (Yields a 45 percentile gain)	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)
Summarizing and note taking (Yields a 34 percentile gain)	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.
Reinforcing effort and providing recognition (Yields a 29 percentile gain)	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.
Homework and practice (Yields a 28 percentile gain)	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.
Nonlinguistic representations (Yields a 27 percentile gain)	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
	Teachers should limit use of ability groups, keep groups small, apply strategies	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio

Measurable Adult Behaviors:

Educators at Scott City R-1 believe in the power of job-embedded professional development and using research based instructional strategies to increase student achievement. Adult measureable behaviors include but are not limited to: continuing job-embedded professional development, daily classroom implementation of research-based instructional strategies, data-driven decision making, enforcing the use of graphic organizers, and incorporating Lace-N- Race into daily routines and practice. Teachers will also be proactive in promoting collaborative brainstorming to solve common problems, focusing on student success, modeling, coaching, and instructional support within the team.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Continue job-embedded professional development and peer modeling of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
2. Continue to improve mastery of effective instructional practices.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
3. Walk-throughs take place to monitor the implementation and use of research based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
4. Teacher should share strategies with departmental and vertical teams.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
5. Teachers will become experts in implementing research-based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
6. Teachers will start making determinations based upon their data with regards to effectiveness of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

7. Continue job-embedded professional development on Marzano's instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
8. Create a district resource where teachers can upload graphic organizers, etc. and share ideas K-12.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
9. Align the curriculum to Missouri Learning standards.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
10. Using our own curriculum template, we will continue to internal alignment.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
11. K-12 Literacy Mission, Lace-n-Race, will be implemented.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
12. Data teams will aid in Academic Coaching.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
13. Develop an understanding of grade level appropriate academic vocabulary.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
14. Course level/Grade level assessments will demand higher level thinking skills and comprehensive mastery of learning skills.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
15. Increase student engagement by emphasizing the learning standards and real life connections and how acquired knowledge impacts the world around them and influences the decisions they make.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
16. Skills enhancement classes at the high school level allow students time to work on homework in classes they are struggling in.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

17. i-Ready is being used in the Elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
18. The district has began a Pre-School program.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
19. Year 1 implementation of Professional Learning Community in elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
20. DRA benchmarks are used in reading	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
21. Support Teachers and students with appropriate resources.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
22. Elementary and Middle School began using newly released MAP practice tests online.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
23. Buildings are using the following programs to increase scores in reading, math and science: Study Island, Reading Plus, Accelerated Reader, Read to Succeed.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
28. The High school has added a new Statistical reasoning course.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

Subgroup Achievement

The Scott City School District demonstrates required improvement in student performance for its subgroups.

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

At Scott City R-1 the performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background (*Black/Hispanic*), English Language learners and students with disabilities, meets or exceeds the state standard or demonstrates required improvement as measured by MAP/EOC data.

ENGLISH LANGUAGE ARTS

STATUS			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	385.7 - 500.0		4
On Track	338.9 - 385.6		3
Approaching	300.0 - 338.8		2
Floor	100.0 - 299.9		0

MATHEMATICS

STATUS			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	392.8 - 500.0		4
On Track	331.2 - 392.7		3
Approaching	300.0 - 331.1		2
Floor	100.0 - 299.9		0

SCIENCE

STATUS			
Status Measure	MPI Score (3-yr Avg)		Status Points Earned
2020 Target	352.8 - 500.0		4
On Track	311.4 - 352.7		3
Approaching	300.0 - 311.3		2
Floor	100.0 - 299.9		0

SOCIAL STUDIES

STATUS		
Status Measure	MPI Score (3-yr Avg)	Status Points Earned
2020 Target	375.0 - 500.0	2.0
On Track	311.1 - 374.9	1.5
Approaching	300.0 - 311.0	1.0
Floor	100.0 - 299.9	0.0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires a 3 year status average of at least an MPI Score of 385.7 for English Language Arts, 392.8 for Mathematics, 352.8 for Science, and 375.0 for Social Studies. To enable us to meet this goal we must identify and focus on students in the super sub group.

ENGLISH LANGUAGE ARTS

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	307.6	---	---	385.7	N/A	N/A
2011-12		317.9	---	385.7	N/A	N/A
2012-13		314.9	313.4	385.7	NO	Approaching
2013-14		321.8	318.2	385.7	N/A	Approaching
2014-15		321.8	319.5	385.7	N/A	Approaching
2015-16		287.5	291.8	385.7	NO	Floor
2016-17*		282.4	278.6	385.7	NO	Floor

MATHEMATICS

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	300.7	---	---	392.8	N/A	N/A
2011-12		311.4	---	392.8	N/A	N/A
2012-13		316.5	309.5	392.8	NO	Approaching
2013-14		321.5	316.5	392.8	N/A	Approaching
2014-15		321.5	319.8	392.8	N/A	Floor
2015-16		276.1	275.9	392.8	NO	Floor
2016-17*		243.0	249.7	392.8	No	Floor

SCIENCE

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	305.3	---	---	352.8	N/A	N/A
2011-12		317.5	---	352.8	N/A	N/A
2012-13		316.2	313.0	352.8	NO	On Track
2013-14		308.2	314.0	352.8	N/A	Approaching
2014-15		324.3	316.2	352.8	N/A	Approaching
2015-16		291.0	307.8	352.8	NO	Approaching
2016-17		289.7	301.7	352.8	NO	Approaching
SOCIAL STUDIES						
School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	300.0	---	---	375.0	N/A	N/A
2011-12		325.2	---	375.0	N/A	N/A
2012-13		354.6	326.6	375.0	NO	On Track
2013-14				375.0	N/A	
2014-15				375.0	N/A	
2015-16				375.0	N/A	On Track
2016-17				375.0	N/A	On Track

Research Based Strategy(ies) for Implementation:

High Yield Instructional Strategies	What the Research says:	How it looks in the Classroom:
Identifying similarities and differences (Yields a 45 percentile gain)	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)
Summarizing and note taking (Yields a 34 percentile gain)	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.
Reinforcing effort and providing recognition (Yields a 29 percentile gain)	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.
Homework and practice (Yields a 28 percentile gain)	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.
Nonlinguistic representations (Yields a 27 percentile gain)	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically, but not	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects,

Measurable Adult Behaviors:

Educators at Scott City R-1 believe in DuFour’s (2006) statement “the fact that teachers collaborate will do nothing to improve a school unless the collaboration is focused on the right things”. As a result our data team/staff meetings will be focused on specific learning targets, formative assessments, and student performance. We will use student data to guide our conversations and monitor student learning. Adult measureable behaviors include but are not limited to: revising curriculum and assessments, aligning to Missouri Learning Standards, meaningful professional dialogue, utilizing research based instructional strategies, promoting collaborative brainstorming to solve common problems, focus on student success, and modeling, coaching, and instructional support within the team. All teachers, including special education teachers, will meet regularly to discuss and identify ways to improve academic performance with regards to students with individual educational plans (IEPs).

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Continue job-embedded professional development and peer modeling of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
2. Continue to improve mastery of effective instructional practices.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
3. Walk-throughs take place to monitor the implementation and use of research based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
4. Teacher should share strategies with departmental and vertical teams.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
5. Teachers will become experts in implementing research-based instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
6. Teachers will start making determinations based upon their data with regards to effectiveness of instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

7. Continue job-embedded professional development on Marzano's instructional strategies.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
8. Create a district resource where teachers can upload graphic organizers, etc. and share ideas K-12.	2014-15	All K-12 Certified Personnel	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
9. Align the curriculum to Missouri Learning standards.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
10. Using our own curriculum template, we will continue to internal alignment.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
11. K-12 Literacy Mission, Lace-n-Race, will be implemented.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
12. Data Teams will aid in Academic Coaching,	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
13. Teachers will continue to focus efforts on the super sub group population by collaborating regularly and implementing RTI and title programs, and by use the PLC teams to target students with needs that arise, and make use of the United Way Children's Fund	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
14. Develop an understanding of grade level appropriate academic vocabulary.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
15. Course level/Grade level assessments will demand higher level thinking skills and comprehensive mastery of learning skills.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

16. Increase student engagement by emphasizing the learning standards and real life connections and how acquired knowledge impacts the world around them and influences the decisions they make. Elementary will be using Kagan.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
17. Skills enhancement classes at the high school level allow students time to work on homework in classes they are struggling in.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
18. i-Ready is being used in the Elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
19. The district has began a Pre-School program.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
20. Year 1 implementation of Professional Learning Community in elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
21. Support Teachers and students with appropriate resources.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
22. Elementary and Middle School began using newly released MAP practice tests online.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
23. Buildings are using the following programs to increase scores in reading, math and science: Study Island, Reading Plus, Accelerated Reader, Read to Succeed.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
24. The High school has added a new Statistical reasoning course.	2017-18	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

College and Career Readiness

The Scott City School District provides adequate post-secondary preparation for all students.

SMART Goal # 1, 2 & 3 (Specific, Measurable, Achievable, Relevant and Timely):

CCR #1-3

1. The percent of graduates who scored at or above the state standard on any department approved measure(s) of college and career readiness, for example, the ACT, SAT, AccuPlacer (thru the college board), or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any state department-approved measure(s) of college and career readiness, for example, the ACT, SAT, AccuPlacer or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
3. The percent of graduates who participated in any state department-approved measure of college and career readiness, for example, the ACT, SAT, AccuPlacer, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.

STATUS		
Status Measure	% Scoring At or Above	Status Points Earned
2020 Target	71.5 - 100	10.0
On Track	61.4 - 71.4	7.5
Approaching	40.0 - 61.3	6.0
Floor	0 - 39.9	0.0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires a 3 year status average of at least 71.5% of graduates scoring at or above the state standard.

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	59.2	---	---	71.5	N/A	N/A
2011-12		71.4	---	71.5	N/A	N/A
2012-13		60.3	63.6	71.5	NO	On Track
2013-14		63.3	65.0	71.5	N/A	On Track
2014-15		75.9	66.5	71.5	N/A	On Track
2015-16		65.4	68.2	71.5	NO	On Track
2016-17		69.4	70.2	71.5	No	On Track

Research Based Strategy(ies) for Implementation:

To ensure that our students are College and Career ready, educators at Scott City R-1 have been relentless in increasing rigor and academic expectations in the classroom. Educators have also been increasing the use of formative assessments which enable them to track student mastery and provide timely feedback when students are having difficulty. Timely intervention and support is key in achieving the goal of success for all. We believe that as students master classroom content their overall preparedness for life increases as well which will assist us in our goal of ensuring students are College and Career ready.

There is strong and rigorous evidence that improving formative assessment can raise standards of student performance. There have been few initiatives in education with such a strong body of evidence to support a claim to raise standards. (Black & William, 2004)

Assessment for learning... when done well, is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively at the district and school levels become more skilled and focused at assessing, disaggregating, and using student achievement as a tool for ongoing improvement. (Fullan, 2004)

Assessment for learning rivals one-on-one tutoring in its effectiveness and...particularly benefits low-achieving students. (Stiggins, 2004)

Formative assessments are one of the most powerful weapons in a teacher's arsenal. An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K-12 system. (Marzano, 2006)

Funding Source(s): Local, State Basic Formula
MSIP Standard(s): MSIP 5: Standard 3 College and Career Readiness # 3.1-3.3

Measurable Adult Behaviors:

Adult measurable behaviors include but are not limited to: revising curriculum and assessments, aligning to Missouri Learning Standards, meaningful professional dialogue, utilization of research based instructional strategies, promoting collaborative brainstorming to solve common problems, focusing on student success, and modeling, coaching, and instructional support within the team. Educators at Scott City R-1 will also ensure that technology is available for students to review for the ACT, teachers will review major ACT learning targets in class, and the district will maintain its status as an A.C.T. National Testing Site.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. PSAT test will be given to interested Juniors.	2014-15	Counselor, Students	Local, State Formula	<input type="checkbox"/> ongoing
2. Offer a teacher led review for the A.C.T. for those students who register for the test.	2014-15	Counselor, Teachers, Students	Local, State Formula	<input type="checkbox"/> ongoing
3. The District is an A.C.T. National Testing Site.	2014-15	Counselor, Administration, Students	Local, State Formula	<input type="checkbox"/> ongoing
4. Teachers will ensure curriculum alignment to the Missouri Learning Standards while increasing rigor and high expectations in the classroom.	2014-15	Counselor, Administration, Students	Local, State Formula	<input type="checkbox"/> ongoing
5. Teachers will prepare students for standardized tests (ACT, SAT, AccuPlacer, or ASVAB) by reviewing test taking skills, increasing testing stamina, and	2014-15	Counselor, Administration, Students	Local, State Formula	<input type="checkbox"/> ongoing

ensuring that they have mastered the required learning objectives.				
6. ACT prep class is currently offered as an elective, but starting with class of 2019, this will be a mandatory class due to requirement of mandatory ACT test for all juniors.	2014-15	Counselor, Administration, Teachers, Students	Local, State Formula	<input type="checkbox"/> ongoing
7. ACT Prep class teachers have been receiving ongoing PD training.	2016-17	Counselor, Administration, Teachers, Students	Local, State Formula	<input type="checkbox"/> ongoing
8. Free online study with AccuPlacer, which is individually accessed.	2016-17	Counselor, Administration, Teachers, Students	Local, State Formula	<input type="checkbox"/> ongoing
9. ACT prep teachers offer BLITZ days the week of the national ACT testing dates.	2016-17	Counselor, Administration, Teachers, Students	Local, State Formula	<input type="checkbox"/> ongoing
10. All seniors will be given the Work Keys test	2017-18	Counselor, Administration, Students	Counselor, Administration, Teachers, Students	Counselor, Administration, Students

SMART Goal # 4 (Specific, Measurable, Achievable, Relevant and Timely):

CCR #4

4. The percent of graduates who earned a qualifying score or grade on an Advanced Placement (AP), International Baccalaureate (IB), Technical Skills Attainment (TSA) assessments and/or receive college credit or a qualifying grade through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.

STATUS		
Status Measure	% Earning Qual. Score	Status Points Earned
2020 Target	47.8 - 100	10.0

On Track	38.6 - 47.7		7.5
Approaching	5.0 - 38.5		6.0
Floor	0 - 4.9		0.0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires a 3 year status average of at least 47.8% of graduates earning a qualifying score or grade.

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	---	---	---	47.8	N/A	N/A
2011-12		7.6	---	47.8	N/A	N/A
2012-13		32.9	20.2 (2 Year ave)	47.8	NO	Approaching
2013-14		48.4	29.6	47.8	N/A	Approaching
2014-15		60.7	47.3	47.8	N/A	On Track
2015-16		77.2	62.1	47.8	Yes	2020 Target
2016-17		69.0	69.0	47.8	Yes	2020 Target

Research Based Strategy(ies) for Implementation:

Increasing rigor and frequent formative assessments will enable teachers to track student mastery and provide timely intervention for students failing to master the learning standards.

According to John Hattie (2009) “feedback is among the most powerful influences on achievement.” Hattie discovered that when teachers are open to student feedback then learning becomes visible. He states that when teachers seek, or at least are open to feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful.

At Scott City R-1 we have been dedicating our professional development days to ensure our teachers are equipped with the knowledge of how to increase student achievement by utilizing research based instructional strategies and implementing best practices within their classroom.

Funding Source(s): Local, State Formula
MSIP Standard(s): MSIP 5: Standard 3 College and Career Readiness # 3.4

Measurable Adult Behaviors:

Adult measureable behaviors include but are not limited to: revising curriculum and assessments, aligning to Missouri Learning Standards, increasing classroom rigor, utilizing the weighted grading scale, meaningful professional dialogue, utilization of research based instructional strategies, promoting collaborative brainstorming to solve common problems, focusing on student success, and modeling, coaching, and instructional support within the team.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Utilize the weighted grading scale to encourage enrollment in Dual Credit courses.	2014-15	Principal, Counselor, Teacher, MOSIS, students, parents	Local, State Formula, parents	<input type="checkbox"/> ongoing
2. Increase rigor in Mathematics Curriculum by restructuring course offerings and pre-approval by Math Teachers.	2014-15	Principal, Teacher	Local, State Formula	<input type="checkbox"/> ongoing
3. The school will offer dual credit courses, advanced placement and early college credit. Students may enroll in these courses as an independent study if scheduling conflicts arise.	2014-15	Principal, Counselor, Teacher, MOSIS, students, parents	Local, State Formula, parents	<input type="checkbox"/> ongoing
4. High School student can use Edgenuity to recoup credit (credit recovery) or for advancement.	2016-17	Principal, Counselor, Web-store, Teacher, Students, Parents	Local, State Formula, parents	<input type="checkbox"/> ongoing
5. We have added a Statistical Reasoning class at the high school level	2017-18	Principal, Counselor, Teacher, students, parents	Local, State Formula	<input type="checkbox"/> ongoing

SMART Goal # 5, 6 (Specific, Measurable, Achievable, Relevant and Timely):

CCR #5-6

5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

6. The percent of graduates who complete career education programs approved by the state department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

STATUS		
Status Measure	% Placed	Status Points Earned
2020 Target	90.0 - 100	10.0
On Track	80.0 - 89.9	7.5
Approaching	70.0 - 79.9	6.0
Floor	0 - 69.9	0.0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires at least 90% of the students will receive post-secondary placement.

School Year	Baseline	Progress	3 year status average	Target	Target Met	Status Measure Earned
2010-11	75.9	---	---	90.0	N/A	N/A
2011-12		75.3	---	90.0	N/A	N/A
2012-13		85.5	78.9	90.0	NO	Approaching
2013-14		84.9	82.1	90.0	N/A	Approaching
2014-15		68.8	79.7	90.0	N/A	Approaching
2015-16		89.3	77.4	90.0	NO	Approaching
2016-17		100.	86.0	90.0	No	On Track

Research Based Strategy(ies) for Implementation:

Teachers at Scott City R-1 believe that in order for students to be high achievers they must be held to high expectations. Teacher-student relationships are also recognized as having positive gains in student achievement. To assist us in meeting the goals of increasing post-secondary placement, educators within our district are focusing on teacher-student relationships and high expectations to help reach our goal.

Hattie (2009) stated that “in classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, and there are higher achievement outcomes.

Based on evidence, teachers must stop over emphasizing ability and start emphasizing progress (steep learning curves are the right of every student regardless of where they start), stop seeking evidence to confirm prior expectations but seek evidence to surprise themselves, find ways to raise the achievement of all, stop creating schools that attempt to lock in prior achievement and experiences, and be evidence-informed about the talents and growth of all students by welcoming diversity and being accountable for all (Hattie, 2009).

Funding Source(s): Local, State Basic Formula, Perkins, Federal

MSIP Standard(s): MSIP 5: Standard 3 College and Career Readiness # 3.5-3.6

Measurable Adult Behaviors:

Adult measureable behaviors include but are not limited to: ensuring that students have access to career and technology fairs, are provided with adequate transition to ensure success after high school, utilization of Missouri Connections, and awareness and support for Career Explorations classes, A+ Schools Program, and School-to-Work program. Educators will also make sure students are aware of programs such as: vocational studies, Missouri Options, and the Cape Girardeau Career and Technology Center. Educators will work together to ensure that all students are successful after they graduate.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
--------------	------------	--------------------	-------------------	-----------------

1. Juniors and Seniors have the option to participate in the area Career and Technology Center as well as attending the College and Career Fair at Southeast Missouri State University.	2014-15	Counselor, Students, Parents	Local, State Formula	<input type="checkbox"/> ongoing
2. Students who qualify for Special Services will participate in the development and implementation of their individualized transition plan.	2014-15	Special Services Administrator, Counselor, Teachers, Students, Parents	Local, State Formula, Special Education	<input type="checkbox"/> ongoing
3. Students in High School and Middle School will complete the Missouri Connections and may take a Career Explorations classes.	2014-15	Counselor, Students, Parents	Local, State Formula	<input type="checkbox"/> ongoing
4. Students in High School have the option to participate in the A+ Schools Program.	2014-15	A+ Coordinator, Counselor, Students, Parents	Local, State Formula	<input type="checkbox"/> ongoing
5. Students in the School-to-Work and Options Programs may participate in work experience to lead to employment.	2014-15	Options Program Administrator, Counselor, Students, Parents	Local, State Formula	<input type="checkbox"/> ongoing
6. Students are given the option to go on a field trip to TRCC (Sikeston Campus), Sikeston SEMO, CTC, and SEMO. Representatives from these colleges and others come in and give presentations to students on their college.	2014-15	Administrator, Counselor, Students, Teachers	Local, State Formula	<input type="checkbox"/> ongoing
7. Presentation to all sophomore and junior from CTC on programs offered.	2014-15	Administrator, Counselor, Students, Teachers	Local, State Formula	<input type="checkbox"/> ongoing
8. Appropriate staff will continue to monitor past graduates with regards to career education and occupation.	2016-17	Administrators, Curriculum director, HS Counselor, MOSIS coordinator	Local, State Formula	<input type="checkbox"/> ongoing
9. Appropriate staff will continue to	2016-17	Administrators, Curriculum	Local, State Formula	<input type="checkbox"/> ongoing

Scott City R-I School District ~ Comprehensive School Improvement Plan for MSIP 5 ~2017-18. revised 1.3.18

improve data entry and CCR codes as well as frequent collaboration with the CCR team.		director, HS Counselor, MOSIS coordinator		
---	--	---	--	--

Attendance Rate
The Scott City School District ensures all students regularly attend school.

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

1. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

STATUS			
Status Measure	% Placed		Status Points Earned
2020 Target	90.0 - 100		10.0
On Track	85.0 - 89.9		7.5
Approaching	80.0 - 84.9		6.0
Floor	0 - 79.9		0.0

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

Ninety percent of students will be in attendance ninety percent of the time. The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires at least 90% of the students will be in attendance 90% of the time.

School Year	Baseline	Progress	Target	Target Met	Status Measure Earned
2010-11	95.0		90	YES	2020 Target
2011-12		92.5	90	YES	2020 Target
2012-13		92.2	90	YES	2020 Target
2013-14		93.6	90	YES	2020 Target
2014-15		92.9	90	YES	2020 Target
2015-16		93.4	90	YES	2020 Target
2016-17		91.3	90	Yes	2020 Target

Research Based Strategy(ies) for Implementation:

Research is conclusive that attendance is strongly associated with student achievement; a drop in attendance from 95% to 85% cuts in half the chances that students will pass state literacy tests. (Doug Reeves, 2009)

Research and practicality lead to four key essentials in raising student achievement: teaching, leadership, time, and feedback. Teaching is the first and most important element of progress. The second, leadership. One of the most important tasks of leadership is to make what is extraordinary today become merely superior and brilliant tomorrow. The third, teachers require time. No matter how great the curriculum, program, assessment, or other intervention when teachers lack the time to implement great ideas, then those ideas remain figments of a central office fantasy rather than daily realities in the classroom. The fourth and final essential is feedback. Marzano (2007) reminds us that feedback can be one of the most powerful tools for improving student results if and only if the feedback is accurate, timely, and effective. (Reeves, 2009)

Funding Source(s): Local, State Basic Formula, Title I

MSIP Standard(s): MSIP 5: Standard 4 Attendance

Measurable Adult Behaviors:

Adult measureable behaviors include ensuring that the essentials are being met: teaching, leadership, time, and feedback. Educators will also recognize students with good attendance and enforce the attendance policy. Parent communication will be vital at ensuring communication lines are kept open from home to school.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Students with good attendance are recognized.	2014-15	Administration, teachers	Local, Basic Formula	<input type="checkbox"/> ongoing
2. Student absences may not exceed 5 per semester. Students exceeding 5 days or 35 hours of unexcused absences will be referred to attendance committee.	2014-15	Administration, teachers, parents, students, truancy court personnel	Local, Basic Formula, Title I	<input type="checkbox"/> ongoing
3. Parents and students will be notified via secretarial staff and the student information system concerning absences/attendance.	2014-15	Administration, teachers, secretarial staff, technology department	Local, Basic Formula	<input type="checkbox"/> ongoing
4. Students who do not meet attendance requirements will be referred to truancy court pending committee review. Due to changes in truancy court policies, there are	2014-15	Administration, teachers, secretarial staff, technology department, truancy court personnel	Local, Basic Formula	<input type="checkbox"/> ongoing
5. Weekly monitoring of attendance to ensure a proactive approach in meeting our attendance goal. Administrators will meet with students who are chronically absent.	2014-15	Administration, teachers, secretarial staff, technology department	Local, Basic Formula	<input type="checkbox"/> ongoing
6. In high school, student attendance is monitored through Lumen and A+ performance groups.	2016-17	Administration, A+ coordinator, A+ compliance coordinator	Local, Basic Formula	<input type="checkbox"/> ongoing

Graduation Rate

The Scott City School District ensures all students successfully complete high school.

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

1. The percent of students who complete an educational program that meets the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.

STATUS		
Status Measure	% Placed	Status Points Earned
2020 Target	92.0 - 100	30
On Track	82.0 - 91.9	22.5
Approaching	72.0 - 81.9	18
Floor	0 - 71.9	0

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

The District seeks to earn the maximum points possible on the Annual Performance report by meeting the 2020 Target Status Measure which requires at least a graduation rate of 92% in either the four-year, five-year, or six-year rate.

School Year	Baseline	4 year Progress	5 year Progress	6 Year Progress	7 Year Progress	Target	Target Met	Status Measure Earned
2010-11	92.6	92.6	---	---	----	92	YES	2020 Target
2011-12		97.2	93.8	---	----	92	YES	2020 Target
2012-13		97.2	100	93.8	----	92	YES	2020 Target

2013-14		100.0	97.3	100	93.8	92	YES	2020 Target
2014-15		98.3	100.0	97.3	100.0	92	YES	2020 Target
2015-16		98.2	98.3	100	97.3	92	YES	2020 Target
2016-17		100	96.5	98.3	100.0	92	Yes	2020 Target

Research Based Strategy(ies) for Implementation:

The best way to prepare the next generation for the future is to emphasize the value of communication, cooperation, initiative, and unique, individual talent – for nothing undermines confidence more than comparison. (Covey, 2008)

Stephen Covey (2008) states that there are four imperatives to leadership.

The Four Imperatives of Leadership:

1. Inspire Trust
2. Clarify Purpose
3. Align Systems
4. Unleash Talent

Funding Source(s): Local, State Basic Formula

MSIP Standard(s): MSIP 5: Standard 5 Graduation Rate

Measurable Adult Behaviors:

Adult measureable behaviors include increasing student engage by offering a more challenging educational environment with regards to academic and co-curricular activities, actively participating and supporting the Advisory period to assist in student success, and supporting student programs both in and outside of the regular school day.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. The following programs will be provided to add more opportunities for students to graduate: Missouri Options, regular education, Special Services,	2017-18	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing

Results, At-Risk, Credit Recovery, Homebound, Summer School, on-line credits, and an all day alternative school.				
2. The district has implemented an Advisory period in grades 5-12 where students receive one-on-one counseling and assistance in setting academic and personal goals. Students are kept up to date with regards to their GPA, attendance, scheduling, etc.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
3. Increase student engagement by offering a more challenging educational environment with regards to academic and co-curricular activities (robotics, academic team, science club, speech and debate, theatre, band, etc.) MS co-curricular activities include drama club, MS yearbook, MS newspaper, Pep club, RRAD and student council. Elementary clubs include science club, art club, RAMS club, and honor choir.	2014-15	Administration, Teachers, Students, Board of Education	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing

Resource Standards

While employing the appropriate number of certified staff and administrators, the Scott City School District will offer the required number of core and elective classes at the elementary, middle, and high school levels.

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

The Scott City R-1 School District strives to maintain the "Accredited" status during MSIP 5.

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

1. The District will maintain the state standard for all core and elective courses outlined in the MSIP 5 guidance document.
2. The District will maintain at least the "standard" student-staff ratio for all areas outlined in the MSIP 5 guidance document.
3. All Personnel must hold or be working towards a valid certificate or license appropriate for each assignment.
4. Planning time for appropriate certificated staff will meet at least the state minimum.

Research Based Strategy(ies) for Implementation:

The most important resource any education leader allocates is teachers. (Reeves, 2009)

According to John Hattie (2009) “feedback is among the most powerful influences on achievement.” Hattie discovered that when teachers are open to student feedback then learning becomes visible. He states that when teachers seek, or at least are open to feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful.

Research and practicality lead to four key essentials in raising student achievement: teaching, leadership, time, and feedback. Teaching is the first and most important element of progress. The second, leadership. One of the most important tasks of leadership is to make what is extraordinary today become merely superior and brilliant tomorrow. The third, teachers require time. No matter how great the curriculum, program, assessment, or other intervention when teachers lack the time to implement great ideas, then those ideas remain figments of a central office fantasy rather than daily realities in the classroom. The fourth and final essential is feedback. Marzano (2007) reminds us that feedback can be one of the most powerful tools for improving student results if and only if the feedback is accurate, timely, and effective. (Reeves, 2009)

Funding Source(s): Local, State Basic Formula. Federal

MSIP Standard(s): MSIP 5: Standard R:1 - R: 11

Measurable Adult Behaviors:

Adult measureable behaviors include but are not limited to: hiring the appropriate number of staff members, ensuring staff members are appropriately certified in the area in which they teach, ensure students have access to core and elective courses, maintain curriculum and ensure that it is aligned to current learning standards, and ensure that each building has a planned educational pathway.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Using enrollment numbers, the District will hire the appropriate number of staff members to meet the state standard.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
2. Staff will be appropriately certificated or working towards certification for the area in which they are assigned.	2014-15	Administration, Teachers	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
3. Each building will provide students access to regular instruction in core and elective courses based on the MSIP5 Resource standards.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
4. Educators will ensure that curriculum is kept up to date by revising and aligning to current learning standards.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
5. K-12 educators ensure that students meet the course requirements set forth by the state of Missouri (Elementary Scheduling, M.S. Plan, H.S. Four-Year Plan)	2014-15	Administration, Teachers, Counselors, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
6. Appropriate staff will continue to monitor past graduates with regards to career education and occupation.	2016-17	Administrators, Curriculum director, HS Counselor, MOSIS coordinator	Local, State Formula	<input type="checkbox"/> ongoing
7. Appropriate staff will continue to improve data entry and CCR codes as well as frequent collaboration with the CCR team.	2016-17	Administrators, Curriculum director, HS Counselor, MOSIS coordinator	Local, State Formula	<input type="checkbox"/> ongoing

Teacher/Leader Standards

The Scott City School District will provide professional learning for all staff that is designed to ensure effective instruction for all students and leads to improved student learning.

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

All employees will receive annual training on researched-based best practices.

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

	Baseline	Progress	Target 100% employees trained annually	Target Met
2010-11	100		100	YES
2011-12	100		100	YES
2012-13	100		100	YES
2013-14	100		100	YES
2014-15	100		100	YES
2015-16	100		100	YES
2016-17	100		100	Yes

1. The District develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.
2. Professional learning drives and supports instructional practices in the district and leads to improved student learning.

--

Research Based Strategy(ies) for Implementation:
<p>Research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom and that professional development that achieves these ends has four critical areas:</p> <ul style="list-style-type: none"> • Ongoing • Embedded within context specific needs of a particular setting • Aligned to reform initiatives • Grounded in a collaborative, inquiry-based approach to learning. Zepeda (2008) <p>Funding Source(s): Local, State Basic Formula, Federal MSIP Standard(s): MSIP 5: TL:1 - TL:2</p>
Measurable Adult Behaviors:
<p>Adult measurable behaviors include ensuring that the four critical areas in effective professional development are being met, staff participation in professional development opportunities, and participation in mentor program if applicable. Educators will also participate in NEE, the new evaluation tool based on the Missouri Teaching Standards.</p>

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. 100% of Certified Staff will attend Professional Development activities annually.	2014-15	Administration, Teachers	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
2. New teachers will complete a 2 year Mentor Program, while experienced	2014-15	Administration, Teachers	Basic Formula, Local, Special Education Part B, Classroom	<input type="checkbox"/> ongoing

teachers, new to the District, will complete a 1 year Mentor Program.			Trust Fund, transportation, Federal Programs	
3. Certified Staff will participate in an evaluation tool based on the Missouri Teaching Standards that includes professional development components.	2014-15	Administration, Teachers	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
4. Professional development opportunities will be based on teacher needs.	2014-15	Administration, Teachers	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
5. To ensure successful implementation of professional development objectives school leaders will be available to provide resources and guidance if needed.	2014-15	Administrators, Teacher leaders, PDC	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
6. Year 1 implementation of Professional Learning Community in elementary.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

Instruction

The teachers at the Scott City School District will use differentiated instruction including technology, library media, guidance, and career education to implement and revise curriculum focusing on learning with high expectations using state tests and other assessments and will adjust instruction accordingly.

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

1. All programs and services K-12 will focus efforts on high academic achievement for all students as measured yearly by walk through evaluations, data teams, and personal reporting.
2. The percent of teachers using technology driven assessments and/or instruction will be at or above 50% and will be measured quarterly through NEE, teacher self-report, or student data.

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

1. Instructional staff routinely provide effective instruction, including differentiated learning, to meet the needs of learners, as well as administers assessments to monitor student learning, and uses data to adjust instruction.
2. Instructional staff will develop, review, and revise, and the Board of Education will approve a rigorous and viable curriculum for all courses and programs.
3. Guidance and counseling will be an essential and fully integrated part of the instructional program.
4. The district is focused on learning with high academic and behavioral expectations for all students.
5. The district provides a safe and orderly environment for all students and staff.
6. High quality career education will be available and fully integrated as part of the instructional program.
7. The Library Media Centers (LMC) will be an essential and fully integrated part of the instructional program.
8. The district advances excellence in teaching and learning through innovative and effective uses of technology.

Research Based Strategy(ies) for Implementation:

Responsive or differentiated teaching means a teacher is as attuned to students' varied learning needs as to the requirements of a thoughtful and well-articulated curriculum. Responsive teaching suggests teacher will make modifications in how students get access to important ideas and skills, in ways that students make sense of and demonstrate essential ideas and skills, and in the learning environment – all with an eye to supporting maximum success for each learner. (Tomlinson & McTighe, 2006).

Basic Approaches to Responsive Teaching:

- Find ways to get to know students more intentionally and regularly
- Incorporate small-group teaching into daily or weekly teaching routines
- Learn to teach to the high end
- Offer more ways to explore and express learning
- Regularly use informal assessments to monitor student understanding
- Teach in multiple ways
- Use basic reading strategies throughout the curriculum
- Allow working alone or with peers
- Use clear rubrics that coach for quality
- Cultivate a taste for diversity (Tomlinson & McTighe, 2006)

Funding Source(s): Local, State Basic Formula, Federal

MSIP Standard(s): MSIP 5: I:1 - I:11

Measurable Adult Behaviors:

Adult behaviors will be measured qualitatively and quantitatively.

Qualitative indicators will be measured through walk-through evaluations, data team observations, and self-monitoring.

Teachers will ensure high expectations and rigorous coursework are incorporated into their daily routines along with responsive teaching and data driven decision making.

Quantitative indicators will be measured using student performance data generated through formative and summative assessments. Walk through data will also be compiled and reported quantitatively.

We adopted the MU teacher evaluation tool, *Network for Educator Effectiveness* (NEE) and have been using this new program since the 2014-2015 school year. This program will improve how we conduct and collect data with regards to walk through evaluations. Administrators

continue to receive yearly training on this model and K-12 staff receives professional development throughout the year during district professional development days.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. All staff will be provided with emergency manuals with procedures involving drills for tornado, earthquake, fire, intruder, and bus evacuations. (a)Manual should be in consistent location in each room, b) keys for substitute teachers so classroom doors can remain locked, and c)create packet for substitutes with emergency procedures.)	2014-15	Administration, Teachers, Students	Basic Formula, Local, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
2. The Technology Department will regularly review the status of current technology and usage throughout the district and update as possible.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, Federal Programs	<input type="checkbox"/> ongoing
3. Appropriate classroom resources will be provided to members of the teaching and administrative staff annually.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, Federal Programs	<input type="checkbox"/> ongoing
4. Guidance counselors will utilize the Missouri Comprehensive Guidance Program.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Classroom Trust Fund, Federal Programs	<input type="checkbox"/> ongoing
5. Students will be exposed to high quality career education through completing the Missouri Connections, a	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, Federal Programs	<input type="checkbox"/> ongoing

career explorations course, Vocational courses, and/or attendance at a career technology center.				
6. Annually, the library staff will collaborate with instructional staff to ensure students have access to a full range of reading resources and digital access.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Classroom Trust Fund, Federal Programs	<input type="checkbox"/> ongoing
7. Teachers will receive professional development on approaches to responsive teaching.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	
8. Teachers will continue to use/align curriculum to the new Missouri Learning Standards.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	
9. Teachers will ensure high expectations and rigorous coursework are incorporated into their daily routines.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	
10. The district adopted the MU teacher evaluation tool, <i>Network for Educator Effectiveness</i> (NEE) and will continue to use this new program during the 2016-2017 school year.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
11. Administrators will receive yearly training on the NEE model.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
12. K-12 staff will receive professional development on the NEE model.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
13. Students will use project-based learning to create handouts, flyers, brochures, etc. for classes using technology.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

Scott City R-I School District ~ Comprehensive School Improvement Plan for MSIP 5 ~2017-18. revised 1.3.18

14. The district will utilize research-based technology programs to assist in academic mastery (IXL, Study Island, Reading Plus, EnVision Math , Waggle, i-Ready instruction etc.)	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
15. Teachers may utilize Lumen as a resource to upload documents that support classroom instruction. (Modules in EdHub)	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
16. Students may utilize Lumen through the Student Portal to access documents that support classroom instruction.	2014-15	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
17. The elementary is using Kagan learning.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
18. Teachers received EBSCOHOST training.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
19. All faculty have received CPI training.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing
20. Teachers may use Google docs to support classroom instruction.	2016-17	Curriculum Coordinator, Teachers, Administration	Local, State Formula, IDEA	<input type="checkbox"/> ongoing

Governance

Govern the Scott City School District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

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

1. By utilizing the external and internal publics, the District will annually monitor its goals and mission of providing high quality education to its students by adhering to the local CSIP plan.

Scott City R-I School District ~ Comprehensive School Improvement Plan for MSIP 5 ~2017-18. revised 1.3.18

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

1. The Board of Education adopts and district leadership implements a Comprehensive School Improvement Plan to ensure the achievement and success of all students.
2. The Board of Education and district leadership utilizes data to monitor student learning and ensure continuous improvement as related to the District Mission Statement.
3. The Board of Education and district leadership ethically contribute to the success of every student by understanding their roles and responsibilities and through compliance with all provisions, regulations, and administrative rules applicable to the programs implemented.
4. The Board of Education and district leadership will collaborate with state and local agencies, community members, and families to promote the success, health, safety, and welfare of students, and to improve teaching and learning.
5. The Board of Education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.
6. The District provides opportunities for parents/guardians of children of all ages to participate constructively in their children's education.

Research Based Strategy(ies) for Implementation:

By overseeing public education and representing lay involvement, local school boards provide a structure for public accountability and a means for parents and the community to influence vital policy issues affecting schools. (National School Board Association, 2014)

Funding Source(s): Local, State Basic Formula, Federal

MSIP Standard(s): MSIP 5: G:1 - G:11

Measurable Adult Behaviors:

Adult measureable behaviors include but are not limited to: increasing visibility of Board member and Administration, meeting financial responsibilities and providing facilities conducive to student learning, developing plans to promote service learning, annually reviewing the CSIP plan, yearly review of MAP/EOC data, using MAP/EOC data to drive instruction, and ensuring compliance in all local, state, and federal programs.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. The District will meet its financial responsibilities and provide facilities conducive to student learning.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
2. Increase visibility of Board of Education Members and Administration in school facilities.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
3. Each Building will develop plans to promote service learning within the community.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
4. The Comprehensive School Improvement Plan will be reviewed and updated annually by a committee and approved by the Board of Education.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
5. MAP/EOC data as well as local assessments will drive instruction.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
6. The administration of applicable local, state, and federal regulations will ensure program compliance.	2014-15	Administration, Teachers, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
7. Provide a safe, clean, and positive environment for students and staff on a day-to-day basis and be prepared for emergency situations.	2014-15	Administration, Teachers, Board of Education, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
8. The District will provide early learning opportunities with programs such as Parents as Teachers and the Scott City R-1 Pre-school program.	2016-17	Administration, Teachers, Board of Education, Students	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing

Local Standards

Standards specific to Scott City R-1 School district that were generated by the CSIP committee to assist us in maintaining our mission of “Growing, Developing, and Graduating Leaders by Inspiring One Student at a Time”.

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

1. Educators at Scott City R-1 will work with community members to increase collaboration and community pride and progress will be measured during our annual CSIP review.
2. Educators at Scott City R-1 will enhance school efforts by implementing real-life application opportunities and progress will be measured during our annual CSIP review.

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

While the majority of the CSIP plan is directly tied to the state performance and resource standards, there exists a need for our local school district to promote and strengthen community relationships. As a result the CSIP committee generated a list of local standards that were deemed a priority in meeting the district’s mission.

Research Based Strategy(ies) for Implementation:

The research is clear: nothing motivates a child more than when learning is valued by schools and families/community working together in partnership... These forms of involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention. (Michael Fullen quoted in Covey, 2009)

All faculty have been trained in CPI- Crisis Prevention Intervention.

Funding Source(s): Local, State Basic Formula, Federal

MSIP Standard(s): MSIP 5: G:1 - G:11

Measurable Adult Behaviors:

Adult measurable behaviors include but are not limited to: increasing parent involvement and community support, CPI, ensuring implementation of keyboarding skills and general computer knowledge starting in the primary grades, implementing real-life application opportunities for our students, collaborating with the city of Scott City to provide after school programs, and increasing overall school spirit.

Action Steps	Start Date	Person Responsible	Funding Resources	Complete / Date
1. Increase parent involvement and community support by: more community student service, service projects, school-sponsored community events, building community pride.	2014-15	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
2. All faculty have been trained in CPI.	2016-17	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
3. Starting with the primary grades, introduce keyboarding skills, general computer knowledge, and internet safety.	2014-15	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
4. Implement real-life application opportunities for students through the use of community guest speakers.	2014-15	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
5. Collaborate with the city of Scott City to provide school programs that will enhance academic and social development: Boys and Girls Club and Read to Succeed	2014-15	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing

6. Increase school spirit by designating school wide spirit days, K-12 participation in fall homecoming celebrations, maintaining the school website to reflect up-to-date school information, and increasing collaboration among parent organizations (Booster Club, Band Booster, PTO, etc.)	2014-15	Administration, Teachers, Students, Community Members	Basic Formula, Local, Special Education Part B, Classroom Trust Fund, transportation, Federal Programs	<input type="checkbox"/> ongoing
--	---------	---	--	----------------------------------

X

Brian Lee, Superintendent of Schools

Date

X

Vicki Helderman, CSIP Coordinator

Date

X

Keisha Panagos, Curriculum Coordinator

Date

X

Beth Cox, President, Board of Education

Date

- The Scott City R-I School District does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to District programs and to the location of services, activities, and facilities that are accessible by

persons with disabilities may be directed to the Scott City School District, 3000 Main Street, Scott City, MO 63780, telephone number 573-264-2381.