

Reeds Spring R-IV School District

Comprehensive School Improvement Plan

2014-2019



Mission

The mission of the Reeds Spring R-IV School District is to provide comprehensive educational experiences that will enable all students to become life-long learners and productive, informed citizens.

Vision

The Reeds Spring School District strives to create a school for tomorrow where:

- All members take active roles in a team effort dedicated to student success.
- Research based instructional practices result in the powerful learning experiences needed for success in an ever changing society.
- All students improve their academic performance and demonstrate their personal best daily to succeed as lifelong learners and problem solvers.
- All students develop an understanding of and a respect for people from varied cultural, ethnic, economic and racial backgrounds to become good citizens.
- A safe, caring and educationally stimulating environment will increase students' life chances.

District Beliefs

The District beliefs are a succinct formal expression of the school district's fundamental values. The beliefs are the ultimate why behind every action. Belief statements are not arranged in order of importance.

We believe . . .

- In maximizing the learning of each student.
- All children and adults have the ability and responsibility to learn.
- Decisions in schools should be made based on what is best for kids.
- Students learn best in a safe and positive atmosphere.
- A strong partnership among community, parents, students, and school staff is essential for student success.
- Research and best practices will guide curriculum and instructional decisions to ensure student achievement.
- People are the most important resource of a school district.
- Our diversity makes us strong.
- Shared decision making helps us work for the common good.
- Communication is key to our success.
- All people should be treated with respect and understanding of individual differences.
- Time spent planning today is an investment for success in the future.
- A well-rounded education prepares students to be lifelong learners and productive citizens.
- High expectations lead to high achievements.
- Our community serves as a resource to assist the district in achieving success.

The Missouri School Improvement Program (MSIP 5)

To promote excellence in the public school systems in Missouri, the Department of Elementary and Secondary Education sets the standards of expectations for school districts. The Missouri School Improvement Program (MSIP) was designed to assess the quality of district programs and services. Standards of expectation have been established in three areas:

- Resource Standards: Basic requirements that all school districts must meet.
- Process Standards: Instructional and administrative processes used in schools.
- Performance Standards: Measures of student performance.

In order to achieve the standards, school districts are required to create a Comprehensive School Improvement Plan (CSIP) to identify goals, objectives/strategies, and actions that will direct the improvement efforts of the school district over a five year period.

CSIP Planning Process

The Comprehensive School Improvement Plan (CSIP) is a document in which the school district's vision for improvement is outlined. This document guides the work of the school district including the development of building-level improvement plans. In the Reeds Spring School District, the CSIP is developed through various meetings within the school community.

In June of each year, the Board of Education hosts a retreat with the District administrative team to gather information on the progress toward the Board goals. Data is shared with the Board on student achievement, curriculum, discipline, and other programs relevant to the current goals and CSIP action steps. Board members have an opportunity to ask

questions and clarify their understandings in relation to action taken to accomplish the board goals. The Board of Education revisits the yearly Board goals and determines any needed revisions for the next school year. The goals revision is the first step in the annual CSIP revision process.

In the fall, the Board of Education receives information on student achievement and district performance. This includes disaggregated data regarding student performance on the Missouri Assessment Program assessments, as well as information regarding district performance for the Annual Performance Report.

The Long-Range Planning Meeting is the second step in the process of updating the CSIP. Personal invitations are sent to representatives of District stakeholders including the business community, parents, other community members, students, support staff, teachers, and administrators. Information from the Long-Range Planning Meeting is utilized in the development of the CSIP detailed action plan.

The draft CSIP plan proposed by the administrative team is presented to the school staff and the Board of Education for feedback. Final additions and corrections are made before the CSIP is proposed for adoption by the Board of Education. After Board approval, the CSIP will be used to guide the development of building-level school improvement plans, grant applications, federal programs fiscal decisions, and the District annual budget.

Designated administrators will be the persons responsible for monitoring the implementation of the CSIP. It will be the responsibility of each administrator to ensure that the strategies are implemented appropriately with data collected to determine whether or not objectives have been accomplished. Adjustments to strategies and actions will be ongoing as needed. The CSIP is evaluated and modified annually.

The CSIP is a guiding force in the development of Building School Improvement Plans. During the 2013-2014 school year, all buildings revised their Building School Improvement Plans utilizing the Understanding by Design (UbD) framework and process to devise more relevant and useful plans to drive school improvement efforts. These plans are reviewed and updated in an ongoing manner for continuous improvement. School staffs analyze achievement data and other pertinent data to develop specific, measurable, attainable, results-oriented, and time-bound goals. This data analysis and development/revision of the building school improvement plan typically occurs by November of each school year. The District then supports the identified improvement strategies at the building level with support financially and through other district resources.

CSIP Revision Timeline

The Reeds Spring School District developed the first CSIP in February of 1996. Major revision to the plan occurred in 1999 and 2004 in order to meet new MSIP standards. Another major revision occurred in 2008 when the CSIP goals became aligned with the overarching Board goals. This revision aligned with the current thinking that the CSIP should serve to identify the “big picture” improvement plan while the building-level improvement plans will identify how the goals and action steps are accomplished at the school level. The most recent revision of the CSIP occurred during 2014 in order to revise the plan to meet the MSIP 5 cycle requirements.



**Reeds Spring School District
Board of Education Goals
2017 - 2018**

Striving for Excellence in Student Performance

Student Performance

- *Develop and enhance quality educational/instructional programs to improve performance*
- *Enable each student to formulate and meet his or her personal academic and career goals*
- *Maximize each student's learning to their potential*
- *Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels*

Highly Qualified Staff

Recruit and attract highly effective staff, and develop and retain highly performing staff to carry out the District mission, goals, and objectives through a positive school culture and competitive compensation in order to be a preferred employer in the area

Facilities, Support, and Instructional Resources

- *Provide and maintain appropriate instructional resources, support services, and functional, safe facilities*
- *The District advances excellence in teaching and learning through innovative and effective uses of technology*

Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in the education of students in the District

Governance

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

Focus Area: Student Performance

Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels.

Goal	Funding Sources:				
	Basic Formula – State Funds, Local Funds, Title Ia, Title IIa, Title VIIb, ECSE, IDEA				
	14-15	15-16	16-17	17-18	18-19
Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels	P	P	P		
LEGEND: C=COMPLETED, P=PROGRESS, N=NOT ADDRESSED, R=REVISED, A=ADD					

Strategy A						
The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Develop a rigorous, written curriculum, utilizing the UbD process, that includes the required components and is aligned to the most recent version of Missouri's academic learning standards	P	P	P		
Action Step 2	Identify essential content and skills that all students should know and be able to do; develop success criteria for content and skills	C	R	P		
Action Step 3	Design and use appropriate, meaningful, and rigorous learning tasks for all students	P	P	P		
Action Step 4	Collaborative teams focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research	P	P	P		
Action Step 5	Revisit, revise, and implement the comprehensive PK-12 literacy instruction plan	P	R	N		
Action Step 6	Annually, on the State Assessment the district will earn all points available at the district and building levels in Math, ELA, Science, and Social Studies; including the District super sub-group	P	P	P		

Focus Area: Student Performance

Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels.

Strategy B						
Instructional staff regularly and systematically use assessment results and other student work to monitor student learning and make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards		14-15	15-16	16-17	17-18	18-19
Action Step 1	Use of both formative and summative assessments to monitor student learning and adjust instruction	P	P	P		
Action Step 2	Rigorous classroom assessments will be developed that include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills	P	P	P		
Action Step 3	Instructional staff will provide effective feedback that is timely, descriptive, and constructive to students and parents	P	P	P		

Strategy C						
Professional learning drives and supports evidenced-based instructional practices in the district and leads to improved student learning		14-15	15-16	16-17	17-18	18-19
Action Step 1	Assessment AS Learning	P	P	P		
Action Step 2	21 st Century Teaching & Innovative Learning (Deeper Learning, Personalized Learning, Technology Integration, 4 C's, Project Based Learning,) Learning for Application and Transfer (Engagement, Brain-Based, Rigor-Relevance, Missouri Learning Standards [MLS], Non-Fiction Writing, Poverty), Differentiation/Personalization of Learning	P	R	P		
Action Step 3	Multi-Tiered Systems of Support (Academic & Behavioral)	P	P	P		
Action Step 4	Understanding by Design	P	P	P		
Action Step 5	Standards Based Teaching and Learning	P	P	P		

Focus Area: Student Performance

Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels.

Action Step 6	Effective Feedback	A	P	P		
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Strategy D						
The district implements the Network for Educator Effectiveness system that is aligned to the seven essential principles of effective evaluation, adopted by the state board of education, designed to ensure effective teachers and leaders						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Provide professional training to evaluators to ensure fidelity and consistency in the evaluation process	P	P	P		
Action Step 2	Provide professional learning to develop and utilize student growth measures	N	P	P		
Action Step 3	Instructional leaders regularly monitor instructional employees to determine whether professional learning is implemented in classroom instruction and demonstrates positive impact on student learning	P	P	P		

Strategy E						
The district's birth through prekindergarten population will have access to high-quality early learning experiences that will prepare them to succeed in school						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Early Childhood staff will collaborate with vertical teams to create aligned curricula	P	P	P		

Strategy F						
Instructional staff will routinely provide effective instruction designed to meet the needs of all learners.						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	During collaboration instructional staff use student data to provide appropriate interventions to address a range of student instructional and behavioral needs	P	P	P		

Focus Area: Student Performance

Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels.

Action Step 2	Instruction is routinely differentiated/personalized to address the needs of all students	P	P	P		
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Strategy G						
The district identifies and provides effective academic multi-tiered systems of supports (Rtl) for all students						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	A written process is in place for academic multi-tiered systems of supports for all students for each building level and is horizontally and vertically aligned district wide	P	P	P		
Action Step 2	Use a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning supports	P	P	P		

Strategy H						
The district identifies and provides effective behavioral multi-tiered systems of supports (PBIS) for all students						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	A written process is in place for behavioral multi-tiered systems of supports for all students for each building level and is horizontally and vertically aligned district wide	P	P	P		
Action Step 2	Use a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful behavioral supports	P	P	P		

Strategy I						
Provide a rigorous and relevant program of study infused with 21st Century Skills and required to be highly competitive in a global market						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Beginning no later than seventh grade, participate in an individual career planning process	C				

Focus Area: Student Performance

Develop and enhance quality educational/instructional programs to improve performance; Enable each student to formulate and meet his or her personal academic and career goals; Maximize each student's learning to their potential; Enhance curriculum to assure that practical application of learned concepts and skills are promoted at all levels.

Action Step 2	Beginning no later than 8 th grade, develop a six- year plan of study for all students and partner with parents in the development and monitoring of the plan	C				
Action Step 3	Partner with business and industry organizations to develop authentic experiences related to each student's area of focus	P	P	P		
Action Step 4	Offer additional enrollment opportunities for dual credit, AP credit, and online credit	P	P	P		
Action Step 5	Review and assess current programs to determine alignment to ACT college readiness standards	P	P	P		
Action Step 6	The District reviews and analyzes postsecondary success rates to make informed decisions	P	P	P		
Action Step 7	Annually, the district will earn all points available for the percent of graduates attending post-secondary education/training, military, or those employed in a related field for career education completers	P	P	P		

Strategy J						
The district ensures that the percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement		14-15	15-16	16-17	17-18	18-19
Action Step 1	Primary School will contact parents for all absent students	C				
Action Step 2	Primary School will implement various student incentives to foster regular attendance	P	P	C		

Focus Area: Highly Qualified Staff

Recruit and attract highly qualified staff, and develop and retain highly performing staff to carry out the District mission, goals, and objectives through a positive school culture and competitive compensation in order to be a preferred employer in the area.

Goal	Funding Sources: : Local Funds, Title Ia, Title IIa, Title VIb				
	14-15	15-16	16-17	17-18	18-19
To enhance student success the District will recruit and attract highly qualified staff, and develop and retain highly performing staff through a positive school culture and competitive compensation in order to be a preferred employer in the area	P	P	P		
LEGEND: C=COMPLETED, P=PROGRESS, N=NOT ADDRESSED, R=REVISED, A=ADD					

Strategy A						
Actively recruit highly qualified staff, and retain and continuously develop highly performing staff						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	The District will provide and maintain a salary/benefit package for staff that ranks in the upper 1/3 in the COC Conference for certified or 1/3 of employers within a 20 mile radius of the District for classified staff	P	P	P		
Action Step 2	Provide time and resources for the professional learning of each staff member	P	P	P		
Action Step 3	Continually develop a positive school culture	P	P	P		
Action Step 4	Develop a recruitment plan with marketing materials (digital materials and advertising), to attract potential candidates to the District	N	P	P		
Action Step 5	Provide onsite Health Clinic for District employees and their family members	A	P	C		

Focus Area: Facilities, Support, and Instructional Resources

*Provide and maintain appropriate instructional resources, support services, and functional, safe facilities.
The District advances excellence in teaching and learning through innovative and effective uses of technology.*

Goal	Funding Sources :				
	Local Funds				
The district advances excellence in teaching and learning through innovative and effective uses of technology	14-15	15-16	16-17	17-18	18-19
	P	P	P		
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Strategy A						
The District has a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Provide consistent, adequate, and ongoing support of technology infrastructure, personnel, and digital resources	P	P	P		
Action Step 2	Provide equitable and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders	P	P	P		
Action Step 3	Facility Design Standards are reviewed and revised to ensure that construction of facilities include the flexibility and environmental conditions necessary to meet the needs of 21st Century learners	P	P	P		
Action Step 4	Develop a five-year District network plan	C				

Strategy B						
Fiscally responsible budget decisions will reflect the goals of the District while maintaining a fund balance between 20 and 25 percent						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Fund balance goal will be reviewed and determined annually	P	P	P		
Action Step 2	All building level budget decisions will be based on academic success of students	P	P	C		
Action Step 3	Actively seek business and community partnerships	P	P	P		

Focus Area: Facilities, Support, and Instructional Resources

*Provide and maintain appropriate instructional resources, support services, and functional, safe facilities.
The District advances excellence in teaching and learning through innovative and effective uses of technology.*

Strategy C						
Provide and maintain safe and secure facilities to enhance the educational process.						
		14-15	15-16	16-17	17-18	18-19
Action Step 1	Annually review existing facility needs and determine the budget priority	P	P	P		
Action Step 2	Annually evaluate current facilities for maximum student use to enhance educational programs	P	P	P		
Action Step 3	Annually review facility safety plans; conduct required safety drills	P	P	P		

Focus Area: Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in the education of students in the District.

Goal	Funding Sources:				
Local Funds					
	14-15	15-16	16-17	17-18	18-19
Promote, facilitate and enhance parent, student, and community involvement in the education of students in the District	P	P	P		
LEGEND: C=COMPLETED, P=PROGRESS, N=NOT ADDRESSED, R=REVISED, A=ADD					

Strategy A					
The local board of education, district leadership, and staff partner with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning					
	14-15	15-16	16-17	17-18	18-19
Action Step 1 Systematically and frequently provide information to the public about school programs	P	P	P		
Action Step 2 Formal strategies are in place to include parents/guardians in the educational process	P	P	P		
Action Step 3 Opportunities to serve on committees, including those required by state or federal	P	P	P		
Action Step 4 Actively cooperate with other agencies and parent and community groups (e.g., parent teacher organizations and Title I) to provide information related to child development and/or parenting	P	P	P		
Action Step 5 The District provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children’s education	P	P	P		

Strategy B					
A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the mission and vision of the district					
	14-15	15-16	16-17	17-18	18-19
Action Step 1 Opportunities for students grades 7-12 to participate in co and extra -curricular activities governed by MSHSAA	C				
Action Step 2 Opportunities for student’s grades K-6 through the Reeds Spring Youth Program to participate in youth sponsored activities	C				

Focus Area: Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in the education of students in the District.

Action Step 3	Participants in 7-12 activity programs are expected to take part in community services events	P	P	C	[Redacted]
Action Step 4	Evaluation of coaches and athletic programs	A	P	C	

