

Branson School District

Comprehensive School Improvement Plan

2009-2013

- ◆ **Distinction in Performance, 2005**
- ◆ **Distinction in Performance, 2006**
- ◆ **Distinction in Performance, 2007**
- ◆ **Distinction in Performance, 2008**

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Branson Public Schools

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Board of Education

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Administrators and Directors

Dr. Doug Hayter	Superintendent
Dr. Brad Swofford	Assistant Superintendent
Mr. Brian Blankenship	Business Manager

Primary School (PreK-1)
Dr. Michelle Collins, Principal
Mrs. Shelly McConnell, AP

Elementary East (2-4)
Mrs. Diana Cutbirth, Principal

Elementary West (2-4)
Mr. Mike Dawson, Principal

Intermediate School (5-6)
Mr. Matt Dean, Principal
Mr. Eric Russell, AP

Junior High School (7-8)
Mr. Bryan Bronn, Principal
Mr. Brad Dolloff, AP/AD

High School (9-12)
Mr. Chip Arnette, Principal
Mr. Jeff Wilcox, AP
Mrs. Michelle Brenner, AP
Mr. Tony Berry, AD

Mr. Brad Allen
Mrs. Julia Scott
Mrs. Brenda Romine
Mr. Dwight Cutbirth
Mr. Steve Farley
Mrs. Becky Hartzell
Mrs. Jill Morey

Director of Curriculum, Assessment, & Federal Programs
Special Education Coordinator
Director of Communications
Director of Facilities
Director of Transportation
Director of Technology
Director of Food Service

Curriculum /CSIP Committee

Faculty (2009)

Shannon Batt	Intermediate	Donna Talbot	Science HS
Lori Whorton	Elementary	Pat Stephens	Math HS
Amy Dixon	Elementary	Mary Arnold	Social Studies HS
Deanna Sheets	Elementary	Jeff Howard	Practical Arts HS
Carol Anderson	Intermediate	Debbie Corbin	Performing Arts HS
Judy Easdon	English JH	Sunshine Ridinger	Visual Arts HS
Kris Spencer	Science JH	Ruth Abbott	Foreign Language HS
Jenny Everett	Math JH	Steve Lael	Physical Education HS
John Mathews	Social Studies JH	Dottie Ruble	Special Services HS
Sam Owens	Practical/Fine Arts JH		
Julie Schreffler	English HS		

Parents/Students

Parent Advisory Committees are established at each attendance center. Curriculum, instruction, and specific student needs are addressed at the quarterly meetings.

Administration/Board

Meeting Dates

		Date	Location
Brad Allen	Director of Curriculum		
Chip Arnette	Principal HS		
Matt Dean	Principal INT	September	High School
Michelle Collins	Principal PRI	December	Intermediate School
Diana Cutbirth	Principal ELE East	February	Junior High School
Mike Dawson	Principal ELE West	May	Elementary School
Wendy Davison	Board Member		
Brad Swofford	Assistant Superintendent		
Doug Hayter	Superintendent		
Julia Scott	Special Education Coordinator		
Bryan Bronn	Principal JH		

The Missouri School Improvement Program

To promote excellence in the public school systems in Missouri, the Department of Elementary and Secondary Education (DESE) 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 achievement.

Comprehensive School Improvement Plan

The Comprehensive School Improvement Plan (CSIP) is a concise document in which the school district's vision is outlined. The written document also directs the overall improvement of the school district's educational programs and services for the next five years.

The Planning Process- Phase I

Annually, the Board of Education reviews school priorities and discusses long-term goals. Comments from each sector of the school district (student, parent, faculty, and staff advisory councils; community leaders; business leaders; and community focus groups) are acknowledged and considered by the Board. Various committees, chaired by administrators, directors, and teachers establish/review the goals and objectives of the school district's programs and services.

Systematically, as per a Board-approved procedural plan, *Program Evaluations (8.1.1)* are presented to the Board of Education for approval to assure that there is alignment between and among the CSIP goals, the MSIP requirements, and the identified goals for each district program and service.

The Planning Process - Phase II

The CSIP Committee

The CSIP Committee at Branson Schools is comprised of faculty, staff, students, parents, patrons, administrators, directors, and board members. Primarily, the Curriculum/CSIP Committee, in coordination with the Board of Education, oversees the school's progress toward established goals. The Curriculum/CSIP Committee meets quarterly throughout the school year. Curriculum, as well as the Missouri Assessment Program (MAP) and the Missouri School Improvement Program (MSIP) requirements, are discussed in depth.

The planning process is facilitated by the Assistant Superintendent. The facilitator's responsibilities are to:

- ◆ coordinate the CSIP team and schedule meetings,
- ◆ encourage and support participation,
- ◆ help the group to reach consensus on the objectives/strategies,
- ◆ collate the information into a cohesive document,
- ◆ monitor progress toward school improvement goals, and present progress reports to the Board of Education.

The Planning Process - Phase III

Analysis of Internal/External Factors

Collectively, the Board-specified goals, the program evaluations, student achievement data, and the MSIP summary report from the third cycle review were analyzed and assimilated to revise the school district's CSIP. An analysis of data from the MAP, Annual Performance Report (APR), Adequate Yearly Progress (AYP) report, needs assessments, and surveys proved instrumental in determining strengths and concerns relating to student achievement and other district components. Additional comments were considered from community and district-wide focus groups.

A 7.4% increase in student enrollment during the 2006-2007 school year prompted the review of the current Master Plan to determine if projections were on schedule or beyond. During the process of updating the Branson School District Master Plan, the perceptions, feelings, and opinions of stakeholders were requested. As a result of the forums, a viable growth plan, outlining the district's vision for the next ten years, was presented which echoed the needs of the students and community.

Throughout the year, community focus groups, parents, students, and staff shared thoughts and opinions about issues surrounding student achievement, facilities, safety, teacher salaries, collaboration time, and transportation. Once all the information was reviewed and synthesized, a newly-revised CSIP was developed. From the goals and objectives of the CSIP, each building then develops a school improvement plan. The Building School Improvement Plans are presented to the Board annually and are evaluated and updated to reflect the current needs of the students.

Results-Oriented Process

Traditionally, the Board of Education has recognized the importance of procuring comments from students, parents, patrons, faculty, and staff for the purpose of setting appropriate goals for the school district. The goal-setting process has been rewarding. Student achievement continues to be the main focus; consequently, course-specific classes are available for the continuum of students' interests and needs.

District Goals

The Board of Education has identified the following goals for the Branson School District:

Students – Provide a positive educational environment that will ensure *all* students the opportunity to reach their fullest potential for success.

Personnel – Employ, develop, and retain a well-qualified and positively motivated, productive staff.

Community – Build positive relationships with the community to increase active involvement in the school district for the benefit of the students.

Facilities – Proactively maintain, acquire, and build the educational facilities necessary to properly serve and enrich the district programs.

Governance – Continue in-service for the Board of Education on team-building and the risks of micro-management.

Continuing to Grow

In 1998, the community supported a \$36.7 million dollar bond issue for the construction of a K-2 building, a 9-12 high school, and to make necessary renovations to existing buildings for the relocation of grades 5-6 and the junior high students. Students and staff were excited when the K-2 facility opened January 8, 2001.

On March 21, 2002, the first day of classes began at the new high school. In January of 2005, the Board of Education voted to place a 22.8 million dollar bond issue (no tax increase) on the April 2005 ballot. The issue was passed (73%) by the voters and monies were appropriated to build a school for grades five and six, add 11 classrooms to the high school, and complete the activities complex at the high school. Also, funds were designated toward improving the Cedar Ridge Campus ingress/egress and making other necessary renovations. The addition to the high school and the loop road improvements at the Cedar Ridge Campus were completed during the 2006-2007 school year. The new five-six building was ready for occupancy in January, 2008.

In 2006, the Board of Education asked voters to approve a 45 cent increase to the tax levy on the April 3 ballot. The current levy was \$3.45 per \$100 of assessed valuation, and with a majority of "Yes" votes, the levy increased to \$3.90. As a result, salaries for professional and support staff were boosted by an average of 5%.

Programs and extra-curricular activities have been added to meet the diversity within our student population. Student enrollment continues to increase, and although the district realized less than 4.0% growth in 2008-2009, the student population has increased an average of 5.0% in the previous five years. Additional faculty and staff have been hired to provide appropriate student-to-teacher ratios. The acquisition of land, prior to escalated

real estate costs, has allowed the school district to construct facilities and allow for future growth to meet the needs of a thriving community.

Mission, Vision, Values, and Goals

Our Mission

It is the intent of the Branson School District to offer opportunities, learning experiences, life-skills, and technological experiences to the students, staff, and patrons so each may realize the wonder of learning and the benefits gained through knowledge; therefore, our mission statement is concise, memorable, all-encompassing, and captures the essence of what we are all about and why we are here:

~ Teach Students Valuable Skills ~

Our Vision is to create and sustain a professional learning community...

- ◆ In which students, staff, and parents share a common purpose
- ◆ Whereby, the utilization of effective strategies will assure student success
- ◆ With parents/guardians actively participating in their child's education
- ◆ In which the *whole* student is nurtured, respected, and provided with appropriate support systems

We Value...

- | | |
|-----------------------------------|---------------------------|
| ◆ <i>Citizenship</i> | ◆ <i>Safety</i> |
| ◆ <i>Life-Long Learning</i> | ◆ <i>Collaboration</i> |
| ◆ <i>Effective Teaching</i> | ◆ <i>Service Learning</i> |
| ◆ <i>Professional Development</i> | |

We Believe...

- ◆ Our purpose is to ensure successful learning for all students.
- ◆ What we teach must be purposeful and actively engage students.
- ◆ Teachers must be trained to implement diverse strategies that emerge as a result of research and best practices.
- ◆ Students will learn the responsibilities of being a citizen in a democracy.
- ◆ We must provide a safe, secure, and comfortable learning environment for our students.
- ◆ We will encourage the services of dedicated professionals and the support of community members.
- ◆ Students must actively engage in learning and leadership opportunities.

School Improvement

- ◆ School improvement is an interactive process
- ◆ There is no room for complacency
- ◆ As change occurs systems either fail or grow
- ◆ Active Learning is a result of Active Teaching
- ◆ Collaboration
- ◆ Dialogue and setting high expectations

Key Words to Success

- ◆ Establishing core beliefs
- ◆ Sharing visions for change
- ◆ Collecting and examining new data and revisiting old data
- ◆ Participating in professional development
- ◆ Striving to close gaps between reality and the shared vision
- ◆ Supporting each other through new learning
- ◆ Building collective accountability
- ◆ Envisioning the possibilities!

Third Cycle MSIP

The Branson School District participated in the Third Cycle MSIP in April 2006.

The following **strengths** were identified by the MSIP Team:

Resource:

- Advanced questionnaire responses from faculty indicate that they use assessment information to plan instruction. (6.3.4)
- The developmental kindergarten program could serve as a model for other districts. (6.3.6)
- Responses to the advanced questionnaire regarding the availability of current instructional resources were high compared with the state sample. (6.4.2)
- Advanced questionnaire responses indicate that the district provides a positive learning climate. (6.5.2)
- Professional counseling is available to students and families for up to five sessions at district expense. (6.9.1)

Process:

- The district provides a large number of exploratory classes for seventh and eighth grade students. (1.2)
- The district provides the minimum number of high school credits in all subject areas and the desirable number of high school credits in a least seven subject areas. In addition, the district provided classes in six of the seven Career Education areas over a two-year period of time. (1.3)

- The district's counselor-to-student staffing ratio meets the desirable standards at two elementary schools. (3.2)

Performance:

- In grades 9-11, students demonstrate high achievement in a majority of the subject areas. (9.1.3)
- The district's seventh grade students demonstrate high achievement in reading. (9.2.2)
- The percent of graduates who scored at or above the national average on the ACT is at a high level. (9.3)
- The percent of advanced courses taken by juniors and seniors is at a high level. (9.4.1)
- The percent of graduates enrolled in postsecondary education is at a high level. (9.4.3)
- The percent of Career Education completers who were placed in related employment or continued their education after graduation is at a high level. (9.4.4)
- The district's dropout rates are low. (10.1.1)

Fourth Cycle- Goals

Based on the third cycle MSIP review on April 19-20, 2006, data derived from the Annual Performance and Adequate Yearly Progress reports, and district goals, a comprehensive school improvement plan was developed. Goals were identified in which improvement is necessary to achieve the district's mission, vision, values, and beliefs.

Goals:

1. Student Performance
2. Highly-Qualified Staff
3. Facilities, Support, and Instructional Resources (Including Technology)
4. Parent and Community Involvement
5. Governance

CSIP Goal 1

Develop and enhance quality education and instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

MSIP Standards: 6.1-6.6, 7.1-7.3, 7.7, 7.8, 9.1-9.6

CSIP Goal 2

Recruit, attract, develop, and retain highly-qualified staff to carry out the local educational agency (LEA), District mission, goals, and objectives.

MSIP Standards: 6.7, 8.4

CSIP Goal 3

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

MSIP Standards: 2.1, 3.1, 3.2, 4.1-4.3, 6.4, 6.6, 6.8, 6.9, 8.6, 8.10, 8.11, 8.12-8.14

CSIP Goal 4

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

MSIP Standards: 6.4, 7.4, 7.5, 7.6, 7.7, 7.8, 8.8, 8.9

CSIP Goal 5

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the District. *MSIP Standards: 8.2, 8.3, 8.5, 8.6, 8.7, 9.6*

District Goals and Strategies

Goal 1: Student Performance

1. The PK-12 written curriculum will meet state standards, district goals, and Grade Level Expectations/End of Course exams (GLE/EOC) and is implemented throughout the instructional programs.
2. A PK-12 researched-based, systemic reading model/program will be developed, implemented, and monitored.
3. A PK-12 researched-based mathematics model of instruction will be developed, implemented, and monitored.
4. Common assessments will be developed for each subject/grade.
5. Each school building will identify and promote incentives for regular attendance.
6. A variety of academic and activity opportunities will be available for students to encourage regular attendance and engage in extracurricular school activities.
7. Alternative instructional programs will be available to meet students' unique, individual needs (High School Alternative Education Program, Options Program, Diploma Bound, Title I Preschool, Gibson Technical School).
8. Students will participate in career-awareness activities (job-shadowing, college fairs, electronic career planning resources, instructional units on careers/work responsibilities).

Goal 2: Highly-Qualified Staff

1. All administrators will receive training in an "interview process" to identify highly-qualified candidates who are focused on increasing student achievement.
2. Additional funds may be available for teachers to participate in activities and training specific to their professional development plan and/or district goals.
3. District-wide professional development activities will be available to staff: Teacher Induction Program (TIP), Teachers Optimizing Practices (TOP), data analysis, Missouri Assessment Program (MAP), Northwest Evaluation Association (NWEA), differentiated instruction, Literacy Model, Professional Learning Communities (PLC), Response to Intervention (RtI), curriculum writing, and technology.
4. Core/grade level and vertical teams of teachers will collaborate about best practices, analyze data, monitor progress, and adjust strategies.
5. Based on student population growth and financial data, additional staff and administrative positions will be considered yearly.
6. Job descriptions for each category of employee will be provided by the District.

Goal 3: Facilities, Support, and Instructional Resources

1. Community, parent, student, and staff advisory councils will be given opportunities to provide comments about the present and future needs of the school district.
2. District and Building level crisis plans will be developed and reviewed at least twice a year.
3. Practice drills (tornado, fire, intruder) will be conducted at least quarterly.
4. The Comprehensive School Improvement Plan (CSIP) will be revised, as needed, to direct the overall actions of the District toward needed improvements.
5. The Building School Improvement Plans (B-SIP) will be updated yearly, and specific goals and objectives will be determined based on disaggregated student data and needs assessments..

Goal 4: Parent and Community Involvement

1. Parents will learn about the intellectual, developmental, and emotional needs of children through District-offered programs: *Characterplus*, *Love and Logic*, *Parents as Teachers (PAT)*.
2. Regular communication will be provided to parents about their child's educational progress, the educational programs in the district, and of activities and events (*Parent Portal*, *Chalk Talk*, *Piratecast*, *Newsletters*, *Principal/Teacher Bulletins*).
3. Technology instruction opportunities for parents and community members will be provided.

Goal 5: Governance

1. Departments, grade levels, and buildings will establish a mission, vision, values, and goals for the school year.
2. Board policies and procedures will be current (have been revised within the last two years),
3. Systematic procedures will be in place to ensure fiscal accountability and management of District funds.
4. Board members will complete 16 hours of training within 12 months of their election/appointment.

Reaching Goals and Objectives

In the spring of 2007, the Effective Schools Team, comprised of teachers and administrators, gathered to learn more about the Professional Learning Communities (PLC) model. The training, presented by Solution Tree, preceded nearly a year of committee work, book study, and on-site observation of operating PLCs. The model was viewed as a viable initiative in which essential components of the school district could be addressed: student achievement, persistence to graduation, attendance, high-quality professional development, and parental/community support.

Numerous meetings of the Effective Schools Committee were held to discuss the needs of the school district, as based on data from parent surveys, state performance reports, and advisory committees. Selected groups from every building traveled to Lincolnshire, IL, to view the daily schedule of students and teachers at Adlai Stevenson High School. The programs and facilities at Stevenson High School have evolved, from the last twenty years to the present, into a proven “PLC” success.

As we initiate change and journey into new experiences, it is our intent to create a true learning community for **ALL** children.

School Improvement Plan

Goal 1: Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

- Objectives:**
1. The number of students (each subgroup) scoring proficient/advanced will increase by 10% from the previous year.
 2. The average ACT composite score will exceed the national average by 1.0 each year.
 3. Student attendance rates will increase district-wide by 1% yearly to meet expected 95.1% MSIP standard.
 4. The graduation rate will increase 1% or more annually to reach 93% within 5 years.

- Evaluation:** The progress of the objectives will be determined by:
- ◆ Analyzing data from MAP, APR, and ACT reports, NWEA, and common assessments
 - ◆ Comparing state and national scores to the school district’s scores
 - ◆ Analyzing scores of subgroups to determine areas of strengths/concerns
 - ◆ Responses from Parent and Senior Exit Surveys

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
Programs and instructional models will serve the individual needs of students.	1. The PK-12 written curriculum will meet state standards, district goals, and Grade Level Expectations/End of Course exams (GLE & EOC) and is implemented throughout the instructional programs.	August 2008 to May 2012	Director of Curriculum	Assessment for Learning SWRPDC SIOP	District funds Title I Title II Title III	
	2. A PK-12 researched-based, systemic reading model/program will be developed, implemented, and monitored.	August 2008 to May 2012	Director of Federal Programs Principals	Partners in Comprehensive Literacy Literacy Coaches grades K-6 SIOP	District funds Title I Title II	
	3. A PK-12 researched-based mathematics model of instruction will be developed, implemented, and monitored.	August 2009 to May 2012	Director of Curriculum Principals	Assessment for Learning NCTM Standards Based Assessment for Learning SWRPDC	District funds Title I Title II Title III	
	4. Common assessments will be developed for each subject/grade.	August 2008 to May 2012	Director of Curriculum Principals		District funds Title I Title II	

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
<p>Programs and instructional models will serve the individual needs of students.</p>	<p>5. Each school building will identify and promote incentives for regular attendance.</p>	<p>August 2008 to May 2012</p>	<p>Principals</p>	<p>Characterplus</p>	<p>District funds</p>	
	<p>6. A variety of academic and activity opportunities will be available for students to encourage regular attendance and engage in extracurricular school activities.</p>	<p>August 2008 to May 2012</p>	<p>Director of Curriculum Principals Activity Director</p>	<p>Characterplus</p>	<p>District funds Title I Title III Title IV.A</p>	
	<p>7. Alternative instructional programs will be available to meet students' unique, individual needs (High School Alternative Education Program, Options Program, Diploma Bound, Title I Preschool, Gibson Technical School).</p>	<p>August 2008 to May 2012</p>	<p>Assistant Superintendent Director of Curriculum Principals</p>	<p>Project Contstruct Healthy Familes SWRPDC</p>	<p>District funds</p>	
	<p>8. Students will participate in career-awareness activities (job-shadowing, college fairs, electronic career planning resources, instructional units on careers/work responsibilities).</p>	<p>August 2008 to May 2012</p>	<p>Principals School Counselors</p>	<p>SWRPDC</p>	<p>District funds</p>	

School Improvement Plan

Goal 2: Highly-Qualified Staff - Recruit, attract, develop, and retain highly-qualified staff to carry out the Local Educational Agency (LEA), the District mission, goals, and objectives.

Objective: The school district will provide opportunities for a minimum of 20 professional development hours per academic year which may be considered as incentives for potential employees and serve as professional development hours toward certification requirements.

Evaluation: The success of the objective will be measured by:

- ◆ Staff surveys, needs assessments, and log of professional development activities
- ◆ Student achievement scores
- ◆ Performance Based Teacher Evaluation progress reports

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
Certificated staff will participate in job-embedded, systemic, professional development activities which are focused on increasing student achievement and critical in developing a highly-qualified staff.	1. All administrators will receive training in an “interview process” to identify highly-qualified candidates who are focused on increasing student achievement.	August 2008 to May 2012	Assistant Superintendent	Ventures for Excellence	District funds Title II	
	2. Additional funds may be available for teachers to participate in activities and training specific to their professional development plan and/or district goals.	August 2008 to May 2012	Director of Federal Programs Principals Professional Development Committee	Southwest Missouri RPDC Partners in Comprehensive Literacy	District funds Title I Title II Title III Title IV	
	3. District-wide professional development activities will be available to staff: Teacher Induction Program (TIP), Teachers Optimizing Practices (TOP), data analysis, Missouri Assessment Program (MAP), Northwest Evaluation Association (NWEA), differentiated instruction, Literacy Model, Professional Learning Communities (PLC), Response to Intervention (RtI), curriculum writing, and technology.	August 2009 to May 2012	Director of Curriculum Principals Professional Development Committee	Partners in Comprehensive Literacy Solution Tree SWRPDC Backward Design	District fund Title I Title II Title III	

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
<p>Certificated staff will participate in job-embedded, systemic, professional development activities which are focused on increasing student achievement and critical in developing a highly-qualified staff.</p>	<p>4. Core/grade level and vertical teams of teachers will collaborate about best practices, analyze data, monitor progress, and adjust strategies.</p>	<p>August 2008 to May 2012</p>	<p>Principals Professional Development Committee</p>	<p>Collaboration Professional Learning Communities Response to Intervention</p>	<p>District funds Title I Title II</p>	
	<p>5. Based on student population growth and financial data, additional staff and administrative positions will be considered yearly.</p>	<p>August 2008 to May 2012</p>	<p>Superintendent</p>		<p>District funds Title I Title II Title III</p>	
	<p>6. Job descriptions for each category of employee will be provided by the District.</p>	<p>August 2009 to May 2012</p>	<p>Assistant Superintendent</p>		<p>District funds</p>	

School Improvement Plan

Goal 3: Facilities Support, and Instructional Resources – Provide and maintain appropriate instructional resources, support services, and functional, safe facilities.

Objective: All district facilities will be appropriate for present and future students’ programming needs.

Evaluation: The success of the objective will be measured by:

- ◆ Revision of a Master Plan and EduSafe Reports
- ◆ Responses from parent/staff/student surveys
- ◆ Responses from Advanced Questionnaires

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
Provide a safe, secure, learning environment for all students and staff.	1. Community, parent, student, and Staff advisory councils will be given opportunities to provide comments about the present and future needs of the school district.	August 2008 to May 2012	Superintendent Director of Communications		District funds Title I	
	2. District and Building level crisis plans will be developed and reviewed at least twice a year.	August 2008 to May 2012	Safety Manager Principals	Edu-Safe	District funds	
	3. Practice drills (tornado, fire, intruder) will be conducted at least quarterly.		Safety Manager Principals			
	4. The Comprehensive School Improvement Plan (CSIP) will be revised to direct the overall actions of the District toward needed improvements.		Assistant Superintendent Parents Staff			
	5. The Building School Improvement Plans (B-SIP) will be updated annually, and specific goals and objectives will be determined based on disaggregated student data and needs assessments.		Assistant Superintendent Principals Parents, Staff			

School Improvement Plan

Goal 4: Parent and Community Involvement – Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective:

1. At least 85% of parents will participate in activities and programs focused on parenting skills.
2. The percent of parents and community members enrolling in the district-offered technology workshops will increase by 1% yearly.

Evaluation: The success of the objective will be measured by:

- ◆ Parent/Community surveys
- ◆ DESE generated report on Parents as Teachers (PAT)
- ◆ Yearly Technology Report

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
The integration of home-school-community will be supported by the school district, in which learning opportunities are offered and partnerships are encouraged.	1. Parents will learn about the intellectual, developmental, and emotional needs of children through District-offered programs: <i>Characterplus</i> , Love and Logic, Parents as Teachers (PAT).	August 2008 to May 2012	Superintendent Director of Communications	Program focused training	District funds Title I Title IV.A State PAT Funding	
	2. Regular communication will be provided to parents about their child’s educational progress, the educational programs in the district, and activities and events (Parent Portal, Chalk Talk, <i>Piratecast</i> , Newsletters, Principal/Teacher Bulletins).	August 2008 to May 2012	Superintendent Director of Communications Director of Technology Principals		District funds Title I Title III	
	3. Technology instruction opportunities for parents and community members will be provided.	August 2008 to May 2012	Director of Technology Professional Development 23 - Committee		District Funds Title I	

School Improvement Plan

Goal 5: Governance – Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective:

Evaluation: The success of the objective will be measured by:

Strategy	Action/Activity	Timeline Start/End Dates	Person(s) Responsible	Professional Development	Cost/Resources	Progress
	1. Departments, grade levels, and buildings will establish a mission, vision, values, and goals for the school year.	August 2008 to May 2012	Principals Superintendent	Professional Learning Communities	District funds	
	2. Board policies and procedures will be reviewed on an annual basis.	August 2008 to May 2012	Assistant Superintendent	Missouri School Boards Association	District funds Title I	
	3. Systematic procedures will be in place to ensure fiscal accountability and management of District funds.	August 2008 to May 2012	Superintendent		District funds	
	4. Board members will complete 16 hours of training within 12 months of their election/appointment.		Board Members		District funds	