RIVERVIEW GARDENS
SCHOOL DISTRICT

Comprehensive School Improvement Plan

Comprehensive School Improvement Plan (CSIP)

Date: October 10, 2014		
X☐ **District Plan** District Name: **Riverview Gardens School District**		County/District Code: 096 111
or		
☐ **School Plan** Building Name:	Building Code:	Grades Served: K - 12

Regional School Improvement Team	
See guidance for all individuals who need to be included in the regional school improvement team.	
Name	**Position**
1. Maureen Clancy-May/Tim Ricker	Area Supervisor
2. Scott Spurgeon	Superintendent
3. Marsha Ruettgers	Regional Representative
4. Lynn Beckwith Jr.	District Board Member
5. Tamara Granger	Assistant Superintendent of School Accountability
6.. Patricia Johnson	Assistant Superintendent of Curriculum and Instruction
7. Sheri Sampson	Executive Director of Data and Assessment
8. Bonita Jamison	Assistant Superintendent of Student School and Community Support Services
9. Sheila Green-Samuels	District Curriculum Coordinator

Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.	**Background:** The initial plan was developed over the course of several months with the valuable input of many stakeholders. We solicited the opinion and counsel of our entire staff, the families we serve and residents throughout our community. We analyzed data from our classrooms, and we developed more strategic ways of using our benchmarks to measure our progress toward our goals. The resulting plan directed our attention to five key focus areas: Student Performance; Highly Qualified Staff; Facilities, Support and Instructional Resources; Parent and Community Involvement; Governance and Administration. We developed clear strategic objectives to support these areas foci and concrete strategies and action steps to meet these objectives. Because transparency and engagement of all stakeholders is critical to sustained change, we have created a framework for reporting progress to the community. During the scope of the implementation of this plan, Riverview Gardens School District provided annually detailed reports to all stakeholders regarding the steps we are taking to achieve

objectives.

The successful implementation of this strategic plan will require the support and participation of our entire community. Through this collaborative endeavor, we can continue to ensure that excellence is not only within reach, but realized through a focused lens and deliberate processes.

The Plan:

The District was recently directed, by Dr. Maureen May, at a Regional State Intervention Team (RSIT) meeting to begin using a new Comprehensive School Improvement Plan (CSIP) template. The current CSIP format was previously approved by the Special Administrative Board on June 26, 2012 and approved by the state. As stated, the previous plan included five key goal areas: Student Performance; Highly Qualified Staff; Facilities, Support and Instructional Resources; Parent and Community Involvement; and Governance and Administration. The revised template now includes four core elements: Leadership, Collaborative Cultures, Curriculum and Assessment, and Effective Instruction. As with our previous plan, the revised plan will continue to be led by the following Management Oversight Team (MOT) that will consist of the following administrators and their respective teams:

Leadership – Tamara Granger
Collaborative Cultures – Bonita Jamison
Curriculum & Assessment – Sheila Samuels & Sherri Sampson
Effective Instruction – Patricia Johnson

Because the new plan has a more narrowed focus, it does not include the two goal areas of Facilities, Support and Instructional Resources and Governance and Administration. The District decided to maintain each of the respective teams to serve in an advisory capacity to the new four element teams.

The Facilities, Support and Instruction Resources Advisory Team will provide necessary support to each team in order to capture the resources for goals and strategies to be implemented in the new CSIP. The Governance and Administration Team will provide monitoring, feedback, guidance and policy correlated research to each of the teams related to recommendations and their impact on the District.   In addition, the Governance and Administration Team will continue to ensure that staff, community and stakeholders are provided with a mid-year and end-of-the year report during Special Administrative Board meetings with respect to the new CSIP. Additionally, the District's CSIP, reports and other accountability plans are also available on the website.

	Special Administrative Board: **SAB members will be provided progress reports on the plan.** **Staff:** • A review team of teachers will participate in the planning process. • Teachers will be engaged during weekly Late Start Wednesday, data team and staff meetings. **Parents:** • Parent Advisory and PTO meetings will be utilized to seek input and disseminate updates on the plan. • Board of Education meetings will be utilized to provide monitoring reports. • Monthly Parent and community newsletter updates will be provided. • SIS-K12 automated calling system will be used to inform parents of school and district activities. • Accountability and School-wide plans will be posted on website and available in school office.
Beliefs/Vision/ *Mission Statement*	**Mission:** The Riverview Gardens School District, along with families and the community, nurtures academic excellence in all students, preparing them to be college and career ready in an ever-changing society. **Vision:** The Riverview Gardens School District creates a community of learners equipped to be competitors in a global society and leaders demonstrating social and civic responsibility. **The district vision and mission are guided by the following belief statements:** • We believe the district is accountable for educating all children. • We believe parents are the first and primary educators in our students' lives. • We believe that the Board of Education makes informed**,** student-centered decisions that are compliant with state statutes and sensitive to the needs of the community. • We believe that student learning needs to be the focus of financial, business and instructional decisions. • We believe the educational process is a shared effort demanding the involvement of parents, students, teachers, administrators, and the community. • We believe that all students can learn and must be taught effectively with a diverse, challenging and differentiated curriculum supported by technology according to individual needs and differences. • We believe that all people have dignity and worth, and must be treated with respect. Learning values and ethics are important parts of every student's education. • We believe that understanding and acknowledging the value of cultural and individual diversity enriches the learning environment and is essential to a caring society.

	• We believe that every individual has a right to a safe, healthy and disciplined learning environment where teaching, learning, and working take place. • We believe that high expectations and accountability for each staff member and student will result in maximizing learning and success. All students must be afforded opportunities to express creativity, develop techniques for problem solving, and practice critical thinking skills. • We believe the input and expertise of the entire community are vital to the development of our educational system. • We believe that relevant professional development is essential for all staff to improve student achievement and district operations. • We believe that our students benefit from a variety of learning opportunities to transition from school to adult life. • We believe that students should be prepared to succeed in higher education and/ or career goals. • We believe career education opportunities are vital for our students. • We believe that to educate the child fully we must address the social, emotional, academic and physical needs of students. • We believe that community commitment and ownership are essential for the success of the district.

Key issues identified from annual performance data and local assessments.	**Executive Summary**
	
	The Missouri School Improvement Program (MSIP) 5 works to prepare every child for success in school and life. MSIP 5 is the state's school accountability system for reviewing and accrediting public school districts in Missouri. MSIP began in 1990 and entered its fifth version in 2013.
	
	Annual Performance Reports (APR) are generated for every public school, district and charter local agency each year. The APRs are used to determine appropriate supports and interventions needed at the school and district level.
	
	The Goal for MSIP 5 is to promote continuous improvement and innovation within each district.
	
	• **LEA annual performance report summary**
	    ○ 2013 RGSD earned 40 points/28.6% of total points possible
	    ○ 2014 RGSD earned 63.5/45.5% of total points possible
	        ▪ Increase of 16.8%
	    ○ Standards 3.4, 3.5-6 (CCR) and standard 5 (graduation) we are now earning "Status" points

- **Building APR reports**
  - Seven of our 12 schools increased their APR
  - One of the 12 schools APR stayed the same
  - Glasgow improved by 34.3% which is the greatest gain in the district
  - High school earned the total points possible in standard 5, graduation

- **2013 – 2014 MAP assessment comparison**
  - *English Language Arts*
    - English II had the greatest gains in the district. They increased their scores by 50.18 MPI points from 2013 to 2014
    - Riverview Gardens School District improved by 4.3 points

  - *Mathematics*
    - Seventh grade had the greatest gains in the district. They increased their scores by 24.99 MPI points from 2013 to 2014
    - Riverview Gardens School District's scores declined by two MPI points
  - *Science*
    - Eighth grade science had the greatest gains in the district. They increased their by 17.65 MPI points
    - Riverview Gardens School District's scores declined by 2.4 MPI points
  - *Social Studies*
    - Only the high school participates in the Social Studies assessment
    - The high school increased their Government MPI scores by 75.06 points

- **Student performance trend data**
  - MPI scores are inconsistent from grade level to grade level and school to school
  - The greatest trend of success came from Gibson during school year 2011 to 2013.

- **APR report with student transfers**
  - Of the 23 districts that received transfers, including Kirkwood, 17 of them scored the same APR points as they would have had they not received any transfer students
  - Two of the districts, one being Mehlville, only scored half a point lower with the transfer students than they would have scored without them
  - The greatest difference in APR points with and without student transfers was Ferguson-Florissant. They earned 3.6 points lower than they would have had they not had the transfer students

RGSD CSIP Score Card

APR Data and Goals

	2013	2014	2015 Goal	2015 Projected APR
Standard 1 & 2				
English Language Arts	268.7	273	272.3	4
Math	250.1	247.4	254.3	4
Science	220.7	218.3	239.2	4
Social Studies	169.38	244.44	247.2	2
Total Points	**8**	**6**		**14**
Standard 3				
CCR Assessments	23.4	33.7	34	2
Advanced Placement	2.8	26.9	29	10
Post-Secondary Placement	90.4	92	94	10
Total Points	**10**	**20**		**22**
Standard 4				
Attendance	69.5	78.5	81.5	10
Total Points	**4**	**7.5**		**10**
Standard 5				
Graduation	67.4	79.8	83	30
Total Points	**18**	**30**		**30**

RGSD Reading Data and Goals

The charts below represent the percentage of students reading on or above grade level for Elementary and Secondary:

Fountas and Pinnell Reading Assessment

	Test 1 2013-2014	Test 3 2013-2014	EOY 2015 Goal
K	NA	48%	58%
1st	27%	35%	45%
2nd	22%	41%	51%
3rd	40%	48%	58%
4th	32%	43%	53%
5th	19%	22%	23%
Total	28%	40%	50%

Scholastic Reading Inventory

	EOY 2012-2013	EOY 2013-2014	EOY 2015 Goal
6th	33%	36%	46%
7th	32%	37%	47%
8th	35%	41%	51%
9th	37%	41%	51%
10th	32%	39%	49%
11th	40%	49%	59%
Total	35%	41%	51%

DATA and Current Reality	Root Cause	Implications for practice
The percentage of students reading on or above grade level represents an average of 40% for grades K thru 12	Whole group instruction was not differentiated for students by readiness through guided reading or small group instruction. Lack of an effective reading intervention system to support struggling readers	Implemented Small Group, Guided Reading instruction with leveled text and reading interventions and supports Involve students in reading and writing to learn strategies to increase conceptual understanding, vocabulary development and provide opportunities to connect to new learning
Attendance Rate for SY 2013-14 was 78.5%	Data indicated Early Release days resulted in lower student attendance	Adjusted district calendar to remove all early release days and began to analyze the impact of Late Start Wednesday on student attendance
Science MPI points for SY 2013-14 was 218.3	Lack of alignment among standards, district curriculum, local assessments and classroom instruction - scope, sequence and pacing	Essential Learning Targets and quarterly common assessments were developed and aligned to the Missouri Learning Standards for K– 12 science with instructional strategies to include hands-on labs/activities to improve conceptual understanding of science concepts
The district APR depicts the majority of students score in the BASIC achievement level and thus possess the BASIC skills in the core content areas	District Walkthrough data indicates low academic rigor and student engagement	Implement research-based instructional strategies to engage students in collaborative learning, higher order thinking and classroom discourse
The percentage of students requiring academic supports and interventions math and reading exceeds the typical RtI suggested percentages for both Tier 2 and 3	Traditional teacher-centered instructional methods were not conducive to environments where teachers: examine student work, conference with students and progress monitor towards improvement	Improve core instruction utilizing Assessment for Learning Strategies to provide meaningful feedback to students, identify misconceptions and close learning gaps

Key issues identified from internal and external factors.	- Transfer Program has had a financial impact of 11.4 million dollars - Intra-District Transient Rate requires the focus on ensuring consistency of: curriculum implementation, academic programs, structures and supports across buildings - A large number of students in transition impact the 90/90 of the district (320 students of which 85 students have attendance below 90% - High teacher and administrator turnover rate challenges our efforts to build capacity with a consistent cohort of teachers and administrators to provide PD to increase the depth of understanding, application of learning, and to move adults to distinguished levels of performance
Prioritized Needs for the Building.	1. **Increase Attendance – Parent Involvement – Educate Parents and Community regarding MSIP 5 Standards and District Accreditation** 2. **Increase Teacher Effectiveness - Building Staff Capacity for effective implementation of : a standard based curriculum, assessment for learning practices, researched based instructional practices to increase student engagement; and a focus on improving students literacy skills** 3. **Restructure Care Team, now referred to as I-Team (intervention team) to focus more on intervention implementation and progress monitoring to provide wrap around services to meet the academic, emotional, physical and social needs of students** 4. **Create a Culture of Collaboration among teachers to accurately collect & analyze data, look at student work and to effectively monitor student progress** 5. **Create a Safe and Orderly environment conducive to teaching and learning: PBIS implementation** 6. **Develop building master schedules that maximize human capita as a means to provide intervention supports/extended learning time to meet the needs of all students (increase the number TAs; Reading Specialists; and utilizing LMS)**

Core Elements for Student Achievement

Leadership
An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

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

Goal 1: By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state assessed content areas: ELA 272.3 Math 254.1 Science 239.2 and Social Studies 247.2

Strategy A: Lead and monitor ongoing implementation, including professional development, of the Missouri Educators Evaluation System standards focusing on: (1.1) Improving Teacher Content Knowledge; (1.2) Increasing Student Engagement and (7.2) Analyzing and Responding to Student Data/Work

Strategy B: Monitor and evaluate teacher practice to ensure content and structure that is in alignment to Missouri Learning Standards/Common Core State Standards, the district's Essential Learning Targets, K-12 technology curriculum to meet 21st Century Learning Goals, the District Benchmark Assessment and District Formative and Summative Assessments in preparation for administration of the SMARTER Balance Assessment and End of Course Assessment,

Strategy C: Implement and evaluate an instructional management system that includes the Professional Learning Communities Model and effective implementation of the Data Team process

Strategy D: Implement and evaluate master schedule, course matrix, and intervention and enrichment processes that ensure student exposure and matriculation through essential coursework and pathways that provide preparation for SMARTER Balance Assessment, End of Course Assessment, and post-secondary education/Career Training/Military or workforce

Goal 2: By Spring 2015, the district will increase in MSIP Standard 3 by:
**   3.1-3 Increase to 34%   (ACT/SAT/Compass/ASVAB)**
**   3.4   Increase to 29%   (AP/TSA/Dual Credit)**
**   3.5-6 Increase to 94%   (Post-Secondary Placement)**

Strategy A: Implement and monitor the master schedule, course matrixes, and intervention and enrichment processes that increase the number of students participating and scoring at or above state average on ACT/SAT/Compass/ASVAB

Strategy B: Implement and monitor master schedule, course matrix, transcript audits, and intervention and enrichment processes that increase the percentage of students eligible to take the Technical Skills Attainment (TSA) by 3%

Strategy C: Implement and monitor master schedule, course matrix, transcript audits, enrichment and intervention and teacher Advance Placement

certification to increase the number of Advanced Placement (AP) courses offered and the number of students enrolled in AP Courses

Strategy D: Implement and monitor master schedule, course matrix, transcript audits, enrichment and intervention, and teacher Advance Placement certification to improve student preparation for AP courses and increase the number of students earning a qualified score needed to obtain college credit

Strategy E: Implement and monitor master schedule, course matrix, transcript audits, enrichment and intervention, and teacher Advance Placement certification to increase the percentage of graduates placed in: Post-Secondary Education/Career Training/Military or workforce by 100%

Goal 3: By Spring 2015, the district's 90/90 Attendance Rate will increase to 81.5% as measured by MSIP

Strategy A: Implement district and building level Attendance Task Force to analyze attendance data longitudinally for trends

Strategy B: Implement communication system to inform parents of students who are identified as targeted students whose attendance is below 90% trajectory

Strategy C: Implement attendance and celebration incentives for students maintaining the 90/90 target

Strategy D: Identify and implement alternative educational services for students who require a long-term recoupment due to behavior, truancy, or crisis, including credit recovery, MoVIP, Missouri alternative education services

Goal 4: By 2015 Graduation Rate will increase by 3% to 83% as measured

Strategy A: Develop, implement and evaluate a Course progression structure and curricular pathway matrix structure to prepare students to be College and Career Ready

Strategy B: Lead and monitor the fidelity of the RTI processes and Data Team process to ensure successful course completion and matriculation

Strategy C: Increase high school Career and Technical Course Completer rate

Strategy D: Continue to work collaboratively with ACE Learning Center to better meet students' individual needs

Strategy E: Expand opportunities for students at risk of not receiving RGSD high school diploma via on-site credit recovery

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

The District's student achievement data has evidenced the need to develop and implement more research-based and data evidenced methods eliminating the discrepancy between District systems and teacher practice, and student achievement and outcomes. As a result, District Leadership has responded to the need to implement and ensure more effective approaches to monitoring and supporting curricular and instructional practice, teacher training, staff training, development and evaluation, assessment and data tools, instructional programming, and college and career pathways.

Since SY 2010-11, the district data has shown an increase in the percentage of new hires. Additionally, the district has strenuously addressed the assurance of recruiting, retaining, and developing effective leadership. From the 2013-2014 year to the 2014-2015 year, sixty percent (60%) of building leadership and three (3) district level administrators are new to the district. Retaining highly effective leadership and staff, as well as building leader and teacher capacity, are key components implemented to improve instructional practices and thus, student achievement.

The reality of such a staff profile necessitates the need for District Leadership to implement a comprehensive system of developing and monitoring improved principal instructional practice, including daily classroom walkthroughs by district administrators as a means to calibrate the evaluation process by cultivating the lens of leadership to identify effective instructional practices. In addition, in an effort to continue to cultivate the capacity of building leaders, the district's "Look-Fors" are utilized to develop common language and for establishing a matching set of indicators around instruction and learning. The district is committed to providing building leaders with immediate, descriptive and meaningful feedback. District-level administrators will utilize the MOSIAC Classroom Observation tool to conduct informal walkthroughs as a means to provide feedback to building-level leaders correlated to their building-wide foci. The district conducts Team Walkthroughs twice a year, in October and February. The district-level administrators will utilize the Missouri Educator Evaluation System (MEES) to evaluate principals and utilize professional growth plans with building-level leaders to narrow the focus on areas for continuous development. Additionally, district-level administration will utilize the MOSIG Staff Mapping process which matches principal performance with identified PD and training supports, which will be monitored and analyzed by district **administrators to further guide leaders in developing and monitoring their Professional Growth Plans.**

The reality of the impact of the staff profile, teacher practice and development needs, has had direct impact on student achievement outcomes. District Leadership will have the responsibility to address continued improvement of frameworks and systems that increase:

- teacher and staff retention and development,
- research-based teaching and learning practices,
- research-based learning experiences and opportunities

all supported by Leadership's commitment to:

- develop master schedules and course matrixes,
- develop instructional resources and learning opportunities,
- develop professional development and training,
- develop extended regional and state partnerships

that provide framework for student learning, college and career opportunities, and post-secondary success.
District Leadership and School Administration will have responsibility to address the staffing needs and the student achievement goals through the effective implementation of these actions in the continued context of the Districts Professional Learning Community model.

Research Based Strategy(ies) for Implementation:

- Doug Reeves- Leadership and Learning: The Data Team Process
- Rick DuFour research on Professional Learning Communities
- Marzano - The art and science of teaching: A comprehensive framework for effective instruction
- Hattie -Visible learning: A synthesis of over 800 meta-analyses relating to achievement
- Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college
- MoLead / NISL : National Institute for School Leadership
- Waters, Marzano & McNulty - Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement

Funding Source(s): District General Operating Budget, Title I and Title IIa
MSIP Standard(s): MSIP Standards 1 through 5

Funding Source(s): District General Operating Budget, School Improvement Grants, Title I and Title IIA

MSIP Standard(s): MSIP Standards one through five

Measurable Adult Behaviors:

All Administrators will:

- Lead and monitor the fidelity of the processes of Professional Learning Communities
- Lead and monitor the data team process to ensure use of research based assessment and practices to monitor student progress towards meeting learning goals
- Lead and ensure the data team process and the District Student Information System to monitor student success toward attendance, discipline, and academic goals
- Lead and ensure the frameworks of master schedules and course pathway matrixes to ensure persistence to graduation
- Lead and ensure College and Career frameworks to ensure advance coursework, post-secondary pathways, and career and technical opportunities
- Lead and monitor Walkthroughs and District Instructional Rounds to ensure provide immediate and meaning feedback and support to teachers to improve teacher practice
- Lead and monitor Professional Growth Plans and Teacher Professional Training and Development to ensure continuous growth and development and support to teachers to improve teacher practice
- Lead and ensure the Missouri Educator Evaluation System (MEES) to ensure continuous improvement of teacher practice and development
- Continue administrative training and development via Administrative Professional Growth Plans and through the Missouri Educator Evaluation System (MEES), the Missouri Leadership Program (MoLEAD), and Regional School Improvement Team (RSIT), and the District Administrator Mentor System.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Prior to first 30 Days: 1. Provide training for all District staff on MEES, Accountability Plans, and MoSIG Plans 2. Establish Building Leadership Teams (BLT's) and Building Data Teams (BDT's) 3. Conduct PLC review (review Mission and Vision, review end of year data, establish baselines and first smart goal) 4. Conduct school-wide PLC meeting to establish benchmarks and actions for the RTI Tier structure 5. Audit transcripts for all currently matriculating cohorts to drive course placement in courses that increase enrollment in MSIP Standard 6. Develop master schedule and student schedules based on student persistence to graduation, college and career pathway plans 7. Enact MOU's, contracts, grants, and partnerships with external entities (Perkins, Dual credit, ACT Prep, college and career partnerships, and PD providers)		Asst. Supt. Leadership Asst. Supt. Human Resource Coordinator of Professional Development MIS Coordinator College and Career Coordinator Assoc. Principal for Teaching and Learning Alternative Education Administrator Building Principals	• MoLEAD (Missouri Leadership Academy) • RSIT (Regional School Improvement Team) • District Student Information System (SIS) • Perkins, Dual Credit, CTE, NJROTC	☒ Prior to opening day of student attendance
30 Days: 1. Develop Professional Growth Plans for all staff 2. Enact first PLC/Data Team Cycles via review of school and student data 3. Enact RTI intervention and Enrichment plans based on baseline and pre-assessment student attendance and discipline data		Asst. Supt. Leadership Asst. Supt. Human Resource Coordinator of Professional Development MIS Coordinator College and Career Coordinator		☒ Ongoing

4. Enact PLC action teams to ensure seamless system to identify, intervene, and improve students in Tier 3, which may include personnel and services from I-Team, Counselor/Social Worker, Advanced Placement and Reach, Special School District, and contracted external partners		Assoc. Principal for Teaching and Learning Alternative Education Administrator Building Principals		
60 Days: 1. Conduct MEES Observations, Formative Feedback, and Indicator measures of teacher instructional practice 2. Monitor School-wide and grade level/content specific Data Teams to ensure persistence to goals 3. Monitor PLC action teams to ensure continuous, targeted identification, intervention of students in Tier 3, which may include personnel and services from I-Team, Counselor/Social Worker, Advanced Placement and Reach, Special School District, and contracted external partner 4. Provide on-site enrollment and prep workshops for MSIP standard 3 tests and screener		Asst. Supt. Leadership Asst. Supt. Human Resource Coordinator of Professional Development MIS Coordinator College and Career Coordinator Assoc. Principal for Teaching and Learning Alternative Education Administrator Building Principals		☒ Ongoing
90 days: 1. Conduct MEES observations, issuing Professional Improvement Plans for staff based on areas of deficiencies as evidenced by formative teacher practice data 2. Monitoring school-wide and grade level/content area data teams to provide targeted support to sites needing additional assistance in the data team process 3. Provide on-site administration of MSIP Standard 3 screeners to include		Asst. Supt. Leadership Asst. Supt. Human Resource Coordinator of Professional Development MIS Coordinator College and Career Coordinator		☒ Ongoing

ACT/SAT, TSA, ASVAP, and Dual Credit and early admission for early completers 4. Conduct audit of semester one transcripts to create targeted support and recoupment plan for seniors at risk of not meeting graduation requirements		Assoc. Principal for Teaching and Learning Alternative Education Administrator Building Principals		
Long Range: 1. Conduct monthly administrator meetings to review and assess District progress 2. Conduct ongoing Administrative Leadership development through District Leadership meetings, MoLEAD, MoSIG, and PD 3. Conduct monthly SSD/District data meetings SSD reporting progress of students receiving interventions 4. Conduct ongoing monthly District Level PLC meetings to review and monitor district data and progress 5. Conduct scheduled contact with regional and state partners		Asst. Supt. Leadership Asst. Supt. Human Resource Coordinator of Professional Development MIS Coordinator College and Career Coordinator Assoc. Principal for Teaching and Learning Alternative Education Administrator Building Principals		☒ Ongoing

Collaborative Cultures
Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

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

Goal 1: By spring 2015 the district will increase in MPI points in MSIP Standards 1 and 2 in all state tested content areas: ELA 272.3 Math 254.1 Science 239.2 and Social Studies 247.2

> **Strategy A:** Implement the three key components of the district's PLC Model as a collective norm within the school community that include: building a collaborative culture; instituting learning as the fundamental purpose; and establishing results driven and evidence based decision-making process
> **Strategy B:** Monitor the impact PLC implementation has on the culture of learning using data from surveys results administered three times during the school year (October, February, and May).
> **Strategy C:** Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs
> **Strategy D:** Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)
> **Strategy E:** Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and
> Instruction (RTI) program.

Goal 2: By Spring 2015, the district will increase in MSIP Standard 3 by:
> **3.1-3 increase to 34%**
> **3.4   increase to 29%**
> **3.5-6 increase to 94%**

> **Strategy A:** Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs
> **Strategy B:** Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)
> **Strategy C:** Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and
> Instruction (RTI) program.

Goal 3: By the conclusion of the 2014-2015sy, Riverview Gardens School District will increase from the previous year's baseline of 78.5% the number of students whose attendance is less than 90% by 3% (81.5%) as measured by Pulse Data System on June 30, 2015

> **Strategy A:** Implement district and building level Attendance Task Force to analyze attendance data longitudinally for trends
> **Strategy B:** Implement communique system to inform parents of students who are identified as targeted students
> **Strategy C:** Implementation of attendance incentives for students maintaining the 90/90 target
> **Strategy D:** Identify and implement alternative means of education for students who require a long-term assignment due to consistent disruptive behavior

Goal 4: By 2015 Graduation Rate will increase by 3.2% from of the previous year's baseline of 79.8% to 83% as measured by MSIP three year average

     Strategy A: Monitoring the number of teams report meeting their achievement goal on the PLC Team Survey given at the end of each semester.

     Strategy B: Improve the collaboration between Special School District and RGSD in analyzing student data and responding to individual student needs
     Strategy C: Cultivate a partnership for student success with parents by providing information regarding Essential Learning Targets, student performance and progress towards meeting academic standards (student itemized data report) (aligned to student's individual learning plan)
     Strategy D: Develop, implement and evaluate a student support services program that is aligned with the Response to Intervention and Instruction (RTI) program.

Goal 5:   By the conclusion of the 2014-2015sy, discipline referral rates will decrease by 3,986 from the previous year's baseline of 8,986 as measured by Pulse Data System on June 30, 2015

     Strategy A: Develop and implement district and building-wide Positive Behavior Intervention Support (PBIS) teams to analyze discipline data for trends and the development of intervention strategies
     Strategy B: Implement PBIS universals, building-wide, with a focus on response to intervention (RTI) strategies
     Strategy C: Develop external partnerships to provide embedded service providers district-wide to address the social emotional needs to students

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

Research purports that strong instructional leadership, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and positive home-school relations, creates successful schools and school districts (Levine and Lezotte, 1990). In addition, new research also links collegiality and collaboration to positive school outcomes. Ongoing research into school culture, change, and improvement is finding that success is more likely when teachers are collegial and work collaboratively on improvement activities with intentionality (Levine and Lezotte, 1990; Fullan and Hargreaves, 1991). When teachers and administrators work together, the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented and sustained. The goal of Riverview Gardens School District is to create a safe and conducive learning environment for students utilizing the lens of collaborative culture to achieve and sustain such. The analysis of longitudinal data depicts the following:

The 2013-2014sy Advanced Questionnaire depicts the following:

-      6.6.2 Faculty perceptions indicate that students are not treated fairly and discipline is not handled equally (2nd Percentile)
-      6.6.3a Faculty report that there is not a safe and orderly environment (2nd Percentile)
-      6.7.2.4 Faculty report that teachers are not routinely engaged in collaborative problem solving and decision making (10th percentile)

Longitudinal office discipline referral (ODR) data depicts the following:

Academic School Year	# of Office Discipline Referrals (ODR)
2011-2012	15,693
2012-2013	15, 933
2013-2014	8, 986

Longitudinal 90/90 attendance data depicts the following:

Academic School Year	90/90
2011-2012	69.6%
2012-2013	69.5%
2013-2014	78.5%

Note: Two district schools achieved the 90/90 for the 2013-2014 school year.

Research Based Strategy(ies) for Implementation:

- Implementation of Data Team process district-wide as a means to examine and triangulate patterns and trends in data to facilitate analysis that results in improved academic achievement

- Implementation of district level and building level Positive Behavior Intervention Supports (PBIS)Teams- Riverview Gardens School District will focus on creating and sustaining a team-based, problem-solving process that considers systems, data and practices, and outcomes utilizing the following: 1.)Systems, 2.)Data, 3.) Practices, and 4.) Outcomes

- Response to Intervention (RTI) will be implemented district-wide utilizing a multi-tier approach to the early identification and support of students with learning and behavior needs. The primary focus will be on the following: 1.) High-quality, research-based classroom instruction, 2.) Ongoing assessments, 3.) Tiered instruction, and 4.) Parental involvement

Funding Source(s): District General Operating Budget, School Improvement Grants, Title I and Title IIA

MSIP Standard(s): MSIP Standards one through five

Measurable Adult Behaviors:

Administrators will:

1. Develop a representative building leadership team (BLT) to lead the process of implementation, with fidelity, the monitoring of school-wide PBIS goals and interventions
2. Collaborate weekly through horizontal and vertical team meetings to analyze Positive Behavior Intervention Supports (PBIS) correlated to data, systems, and practices
3. Actively participate in the PLC and the data team process

Teachers will:
1. Collaborate weekly through horizontal and vertical team meetings to analyze Positive Behavior Intervention Supports (PBIS) correlated to data, systems, and practices
2. Utilize PBIS for tiered intervention supports as evidenced by office discipline referrals (ODR) and utilize the Essential Learning Targets (ELTs) to ensure the alignment between curriculum and assessment
3. Work collaboratively to improve Assessment For Learning practices to include the development of ELT Quarterly Assessments
4. Actively participate in the PLC and the data team process

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: **1.** Develop and Implement district and building level Attendance Task Force and Attendance Action Plan 2. Develop a district and building level PBIS team(s) 3. Develop and monitor district-wide PBIS and attendance goals		Asst. Supt. of Curr. & Instruction Asst. Supt. of Student Support Services Coordinator of Professional Development MIS Coordinator District Intervention Team Coordinator Principals	SSD PBIS Facilitators SET Evaluation PBIS District Coaches Student Information Systems (SIS)	☒ Ongoing
60 Days: **1.** Identify students for additional wrap around supports		Asst. Supt. of Curr. & Instruction Asst. Supt. of Student Support Services	SSD PBIS Facilitators SET Evaluation PBIS District Coaches Student Information Systems (SIS)	☒ Ongoing

2. Provide professional development to building level PBIS Coaches aligned to the four elements of PBIS		Coordinator of Professional Development MIS Coordinator District Intervention Team Coordinator Principals		
90 Days: **1.** Complete school level PBIS evaluation **2.** Develop a monthly professional development calendar for PBIS coaches aligned to areas for growth as indicated by the SET **3. Review building-level attendance protocols for continuity with feedback** **4.** Create PLC/Data Teams Survey to collect affective data regarding questions such as: Our PLC is focused on identifying when students learn and what to do when they don't learn; PLC teams effectively analyze data to make productive changes in instruction;		Asst. Supt. of Curr. & Instruction Asst. Supt. of Student Support Services Coordinator of Professional Development MIS Coordinator District Intervention Team Coordinator Principals	SSD PBIS Facilitators SET Evaluation PBIS District Coaches Student Information Systems (SIS)	☒ Ongoing
Long Range: **1. TBD** **2. TBD** **3. TBD**		Asst. Supt. of Curr. & Instruction Asst. Supt. of Student Support Services Coordinator of Professional Development MIS Coordinator District Intervention Team Coordinator Principals		☒

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

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

Goal 1: By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state assessed content areas: ELA 272.3; Math 254.1; Science 239.2; and Social Studies 247.2

Strategy A: Identify Essential Learning Targets (ELTs) for each core content area aligned to the Missouri Learning Standards
Strategy B: Develop quarterly assessments aligned to the district's Essential Learning Targets for each core content area for grades K – 12
Strategy C: Develop and implement a comprehensive K-12 technology curriculum to meet 21st Century learning goals
Strategy D: Use district, state and federal assessment data to monitor the effectiveness of the district's curriculum as it relates to student achievement
Strategy E: Implement a comprehensive assessment system to include the administration of building level formative assessment aligned to district ELTs; district level benchmark assessments and state summative assessments
Strategy F: Implement and monitor Assessment FOR Learning practices to ensure mastery learning
Strategy G: Evaluate the district technology resources to ensure compatibility to the needs of curriculum development and the administration of the SMARTER Balanced Assessments

Goal 2: By Spring 2015, the district will increase in MSIP Standard 3 by:

 3.1-3 Increase to 34% (ACT/SAT/Compass/ASVAB)
 3.4 Increase to 29% (AP/TSA/Dual Credit)
 3.5-6 Increase to 94% (Post-Secondary Placement)

Strategy A: Increase the number of students participating and scoring at or above state average on ACT/SAT/Compass/ASVAB by 3%
Strategy B: Increase the percentage of students eligible to take the Technical Skills Attainment (TSA) by 3%
Strategy C: Increase the number of Advanced Placement (AP) courses offered and the number of students enrolled in AP Courses by 3%
Strategy D: Improve student preparation for AP courses and increase the number of students earning a qualified score needed to obtain college credit
Strategy E: Increase the percentage of graduates placed in: Post-Secondary Education/Career Training/Military or workforce by 1%

Goal 3: By Spring 2015, the district's 90/90 Attendance Rate will increase to 81.5% as measured by MSIP

Strategy A: Improve the accuracy of the district's attendance data collection process – recording and reporting
Strategy B: Develop and monitor a Tiered Attendance System to identify students at risk of meeting the 90/90 attendance goal
Strategy C: Develop a system to allow students to regain instructional time to meet individual learning goals

Goal 4: By 2015 Graduation Rate will increase by 3% to from the previous 3-year average baseline of 80% to 83% as measured by MSIP

Strategy A: Develop, implement and evaluate a structure to prepare students to be College and Career Ready to include pathways and progressions
Strategy B: Increase high school course completion rate
Strategy C: Continue to work collaboratively with ACE Learning Center to better meet students' individual needs
Strategy D: Expand opportunities for students at risk of not receiving RGSD high school diploma

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

The Riverview Gardens School District's curriculum and assessment system is designed to provide in-depth information about the performance of students. This system will provide valuable data indicating students' progress towards mastery of the District's Essential Learning Targets. Teachers will employ best practices that are consistent with implementing a rigorous viable curriculum, providing effective instruction, and responding to student assessment data. This is the collaborative work of the Professional Learning Communities (PLC) utilizing the Data Team process. PLC teams meet weekly to analyze student data, work samples and determine instructional strategies and student interventions. Teams are supported by the building principal, the instructional coach and their assigned PLC district administrator.

The District's focus is to improve literacy skills in an effort to improve students' overall academic performance. To better meet the needs of each student, the district adopted Fountas and Pinnell (F& P) Reading Assessment for grades K-5. Teacher's ability to access students' reading levels and provide small group – guided reading instruction has been a key component in improving students reading comprehension skills. The district has experienced some challenges in the accuracy of administering the F & P assessment. To ensure reliable data results, continuous professional development is being provided to staff. To monitor and support teachers' accuracy, instructional coaches are conducting Running Records Quick Checks using Developmental Reading Assessment (DRA) progress monitoring tool.

Evaluating the disparity between assessment results and student learning is essential to accurately monitor student achievement. The district will implement an evaluation process to ensure that assessment outcomes that are aligned to student achievement accurately reflect teaching and learning. The district focus is to increase the correlation between student performance and the various assessment tools (i.e., Discovery Education Assessment (DEA), Fountas & Pinnell (F&P) Scholastic Reading Inventory (SRI) and state assessments). The district will conduct ongoing evaluations of assessment tools and practices to ensure more valid and reliable student data.

Research Based Strategy(ies) for Implementation:

- Norman Webb's research relating to Depth of Knowledge (DOK) and Methods of Aligning *Curriculum and Assessment*
- Rick Stiggin's research relating to *Assessment FOR and OF Learning*
- Leadership and Learning: Doug Reeves - *The Data Team Process*
- Rick DuFour's research on *Professional Learning Communities*
- Lisa Carter – *Total Instruction Alignment*

Funding Source(s):
District General Operating Budget, Perkins Grant, 50/50 CTE Grant and Technology Enhancement Grant

Funding Source(s): District General Operating Budget, School Improvement Grants, Title I and Title IIA

MSIP Standard(s): MSIP Standards one through five

Measurable Adult Behaviors:

All Teachers will:

- Utilize the Essential Learning Targets (ELTs) to ensure alignment exist among curriculum, assessments and instruction
- Administer Pre- and Post-Quarterly Assessments aligned to the district's ELTs
- Actively participate as a member of Professional Learning Communities
- Effectively utilize the data team process to monitor student progress towards meeting learning goals
- Work collaboratively to improve Assessment FOR Learning practices to include the development of high DOK assessment items; scoring guides; collaborative scoring, and providing timely and specific feedback for students
- Develop effective units of learning and lesson plans to include research-based instructional strategies

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: 1. Participation in professional development focused on continuous improvement of identified essential learning targets aligned to the Missouri Learning Standards (G1.A) 2. Implement ELA and mathematics curriculum. (G1.A) 3. develop a Data Wall in each building to monitor students progress toward meeting learning goals (G1.A & E) 4. Review attendance reports to identify and assign students to tutoring who are identified as at risk of not meeting the 90/90 attendance and are in academic distress. (G3.C) 5. Implement hardwired parameters in SISK-12 that ensures students have the prerequisites skills needed for successful course completion. (G3.B)	**Sum, 2013** ELA and Math **Fall, 2014** Science **Spr, 2014** Social Studies Fall, 2014 (rev) Fall, 2014	Facilitators Sheila Green-Samuels and Sherri Sampson Participants: Teachers; instructional coaches; library media specialist; building administrators; curriculum committee. Administrators, teachers, LMS instructional coaches Teachers, counselors and Tina Adams-Turnipseed District and building level administrators, teachers and Tina Adams-Turnipseed	Missouri Learning Standards (MLS)/Common Core State Standards (CCSS) Framework Resources; BYOC electronic curriculum alignment tool and Smarter Balanced Assessment resources to include feedback relating to assessment expectations. SISK-12 Attendance Data SISK-12	☒ ongoing ☒ ☒ ongoing ☒ ongoing ☐
60 Days: **1.** Administer a pre- and post-quarterly assessment aligned to the district's Essential Learning Targets (ELT). (G1.D) **2.** Conduct weekly quizzes/quick checks to monitor students progress (G1.E) **3.** Examine student assessment results to analyze the correlation between assessment tools. (G1.E) 4. Monitor course completion of CTE students. (G2.B)	Fall, 2014 Nov, 2014 Nov & April	Teachers, administrators, and instructional coaches Teachers, administrators, instructional coaches	PLC Teams and data team process PLC Teams and data team process SISK-12	☒ ongoing ☐ ☐ ☐

5. Counselors at each middle school will administer Missouri Connect to all 6th graders to allow middle school students to start career portfolios and continue throughout their high school career (G2.E)	August and May of each school year	High School counselors, administrators and teachers Middle school and high school counselors, teachers and administrators	SISK-12 Missouri Connect career evaluation	☒ ongoing
6. Review and revise ELTs for 5th and 8th grade science. (G1.A) 7. Develop ACT Prep curriculum that includes both a Math and ELA (Reading/English) components. (G2.A) 8. Meet with counseling department to plan and implement a process to ensure students meet course prerequisites. (G4.B)	Quarterly meetings Sept, Dec, March, and May	Curriculum Development Committee, teachers, administrators, instructional coaches Tina Adams Turnipseed, high school counselors, teachers and administrators	PLC (data team process) BYOC curriculum development tool Unit Lesson Plan Template Discovery Education Assessment (DEA) Total Instructional Alignment	☒ ongoing (math and ELA complete)
9. Identify and communicate technology needs as it relates to curriculum development to the IT department. (G1.C) 10. Form a curriculum committee to evaluate the effectiveness of the district's curriculum (G1.G)	November 2014	Curriculum Development Committee, curriculum writers and editors, administrators, teachers, and Tina Adams Turnipseed	Curriculum content flowcharts SISK-12 SISK-12	☒ ongoing
		Internal and external school community to include teachers, administrators, ICs, parents, and business community	-BYOC -Curriculum Develop Evaluation Criteria Matrix -Commitment Forms	☐
90 Days: 1. **Monitor** through SIS/Pulse the assessment **system:** Discovery Benchmark Assessments, Scholastic Reading Inventory and Fountas Pinnell Reading Running Records assessments to identify students' growth. (G1.E)	July, 2014	Teachers, administrators, ICs, students and parents	SISK-12 DEA SRI F&P	☐
2. Review and revise high school advanced course offerings and increase student opportunity for advanced placement.	July, 2014	Curriculum Committee, teacher, administrators	BYOC Curriculum Development Committee BYOC	☒ ongoing

3. Consult with various entities within the district to develop a K – 12 comprehensive technology curriculum. (G1.B) 4. Assign students to ACT Prep course. (G3.A)	November, 2014 SY2015	Administrators, teachers, Curriculum Development Committee, ICs HS Counselors and administrators	SISK-12	☒ ongoing ☐
Long Range/Ongoing 1. Continuous review and revisions of the district's curriculum will be conducted using Build Your Own Curriculum (BYOC), an electronic curriculum alignment tool, to complete periodic audits. (G1.A)		Curriculum Development Committee, curriculum editors and writers	BYOC SISK-12 PLC Teams	☒ ongoing
2. All stakeholders will monitor district DEA Benchmark, ELT Quarterly and Fountas & Pinnell assessment data to monitor student growth. (G1.F)		Administrators, teachers, ICs, parents, and students	PLC Teams	☒ ongoing
3. Continuously analyze the correlation between and among programs. (G1.G)		District administrators, building administrators, teachers, ICs	PLC Teams	☒ ongoing
4. Monitor the effectiveness of the technology system to effectively support district and state assessments. (G1.C)		IT Department and district administrators	SISK-12	☒ ongoing
5. Utilize "I-incomplete" grades and allow students to complete work in an effort to a pass course. (G4.B)		Administrators, counselors, teachers, ICs, parents and students	SISK-12 PLC Teams and the data team process	☒ ongoing
6. Individual teacher, school and district ELT data will be analyzed and next steps will be outlined during the data team process. (G1.D-F)		Administrators, teachers, ICs, parents and students	SISK-12 DEA BYOC PLC Teams and the data team process	☒ ongoing

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

Goal 1: By spring 2015, the district will increase in MPI points in MSIP Standards 1 and 2 in all state tested content areas: ELA 272.3 Math 254.1 Science 239.2 and Social Studies 247.2

> **Strategy A:** Utilize building Instructional Coaches to provide embedded professional development to model and provide feedback to teachers with a focus on high level questioning and classroom discourse
> **Strategy B:** Provide district-wide professional development focusing on three Missouri Educators Evaluation System standards: (1.1) Improving Teacher Content Knowledge; (1.2) Increasing Student Engagement and (7.2) Analyzing and Responding to Student Data/Work
> **Strategy C**: Implement and evaluate an instructional management system that includes the Professional Learning Communities Model and effective implementation of the Data Team process

Goal 2: By Spring 2015, the district will increase the percentage of students in grades K-5 reading at or above grade level by 10% as measured by the Fountas and Pinnell Reading Assessment:

> **Strategy A:** All elementary K- 5 teachers will have on-going training and coaching from Missouri Reading Initiative specialist.
> **Strategy B:** Reading Specialist in each school will work with identified students in Leveled Guided Reading Groups supporting targeted reading skills
> **Strategy C:** Administrators and instructional coaches will monitor student progress and support effective implementation of the District's Balanced Literacy "Look Fors"

Goal 3: By Spring 2015, the district increase the percentage of students reading at or above grade level by 10% as compared to data from SY 2013-14 of 41% for grades 6-12 as measured by Scholastic Reading Inventory

> **Strategy A:**   Implement and evaluate an effective Response to Intervention and Instruction (RTI) program
> **Strategy B:**   Train teachers in providing students with individualized reading instruction utilizing the Adaptive Software of Read 180 and System 44
> **Strategy C:** Teachers will teach reading and writing strategies in all content areas to improve comprehension and vocabulary development

Goal 4:   By May 2015, the percentage of teachers applying research-based instructional strategies will increase to 50% as compared to baseline data of 25% from SY 2013-14 as measured by District Walkthrough Data

> **Strategy A:** Provide an Instructional Coach to support teachers in each building with embedded modeling and feedback toward continuous improvement
> **Strategy B:** Provide high-quality PD focused on district targeted Marzano's Instructional Strategies to increase student engagement
> **Strategy C:** Conduct monthly individual teacher-principal meetings to discuss Professional Growth Plans

Goal 5:   By May 2015, 50% of all teachers will be rated as Proficient or Distinguished as measured by the Missouri Educators Evaluators System using SY 2014-15 as the baseline year

> **Strategy A:**   Improve the District's Attracting and Recruiting Efforts to ensure 100% of RGSD staff will meet the definition of "highly qualified" for their position as defined by DESE's highly qualified teacher (HQT)
> **Strategy B:**   Administrators and staff will receive ongoing PD on the expectations and implementation of the MEES document
> **Strategy C:**   Teachers will receive immediate and descriptive feedback aligned to classroom observation utilizing the MOSIAC Software Tool
> **Strategy D:**   The district will provide support to teachers with PD aligned to the MEES Standards of focus:
> **1.1** Content Knowledge; **1.2** Student Engagement and **7.2** Student Assessment and Data Analysis
> **Strategy D:**   The district will monitor each building's implementation of the PLC model and the Data Team process to support improvement in instruction and assessment practices

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

The district has experienced a decrease in the teacher retention rate during the past several years. Since SY 2010-11, the district data has shown an increase in the percentage of hires new to the field of teaching. For SY 2013-14 forty percent of new hires were new to the field. During the same year, the retention for certified staff was sixty-six percent. Retaining staff and building teacher capacity are the key components to improving instructional practices and thus, student achievement.

The district is focused on connecting teacher learning to student learning by planning data-driven professional development. Continued support is planned to provide staff with quality professional development aligned to the following district foci: Literacy, Effective Instructional Practices and Data-Driven Interventions and Supports.   The primary instructional focus is to improve students' reading skills because, "Literacy is our Leverage." Ongoing training for a systematic approach for literacy instruction is being provided through the Missouri Reading Initiative (MRI).   Teachers in grades K-5 are receiving embedded modeling and coaching from MRI. The district is cultivating a literacy enriched environment where students have access to a variety of leveled text, fiction and non-fiction during small group instruction and independent reading. Reading data shows an increase in the percentage of students reading at or above grade level for grades 1 thru 5 of an 11.3% as measured by the Fountas and Pinnell Reading Assessment. Reading data for secondary schools shows an increase of 6% in the percentage of students reading at or above grade level as measured by Scholastic Reading Inventory (SRI). The district will continue to implement and evaluate the literacy plan to ensure a coherent and consistent system to guide teachers in providing direct and explicit literacy instruction in grades PreK to 12.

 A more effective approach for monitoring and supporting instructional practices will be implemented to include daily classroom walkthroughs by district administrators targeting specific instructional "Look Fors". The district's "Look-Fors" are utilized to develop a common language and for establishing a matching set of indicators around instruction and learning. The district is committed to providing teachers with immediate, descriptive and meaningful feedback. The MOSIAC Classroom Observation tool will be used for informal walkthroughs. Building administrators will utilize the MEES in the district's Student Information System for formal teacher observations. The district conducts Team Walkthroughs twice a year, in October and February. The Walkthrough data is distributed to building administrators to share with staff and provides opportunities for collaborative inquiry and helps develop a focus on what is working and what is not in terms of teaching and learning. The Staff Mapping process, that matches teacher performance with supports, will also be monitored and analyzed by building and district administrators to guide staff in developing and monitoring their Professional Growth Plans. District practices are aligned to John Hattie's Mind Frame #1 -- "Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement."

Research Based Strategy(ies) for Implementation:

1. Implement and evaluate the Balanced Literacy Model for grade K – 5 to improve students reading comprehension skills.
2. Implement the Missouri Reading Initiative Training and Coaching Model to support teachers toward improved Guided Reading Instruction for grades K – 5.
3. Implement and evaluate a researched-based instructional system that actively engages students in a literacy enriched environment where all teachers are teaching reading and writing across content areas with an emphasis on the seven research-based comprehension strategies to include vocabulary development.
4. Implement and evaluate a focus on three Marzano's Instructional Strategies: Cooperative Learning, Summarizing and Note Taking and Similarities and Differences to support the Literacy Components of Reading, Writing, Speaking and Listening skill development for all students.
5. Implement and monitor Assessment FOR Learning practices to ensure mastery learning.
6. Conduct daily Instructional Walkthroughs, provide immediate and meaning feedback to teachers and follow-up with support as needed.

Funding Source(s): District General Operating Budget, School Improvement Grants, Title I and Title IIA

MSIP Standard(s): MSIP Standards one through five

Measurable Adult Behaviors:

1. **District will provide professional development aligned to literacy, numeracy, and research-based instructional strategies during ten scheduled professional development days throughout the school year in the following areas to address district-wide initiatives:**

   • Research-based Assessment and Instructional Strategies emphasizing Engagement & Differentiation
   • Balanced Literacy Model and Literacy Across Content Areas
   • Standard Based Curriculum aligned to the Missouri Learning Standards/National Industry Standards
   • Professional Learning Communities (PLC)
   • Response to Intervention (RtI)
   • Positive Behavior Intervention Supports (PBIS)

2. **The district has adopted the Missouri Educators Evaluation System and timelines as a growth model for supporting continuous improvement in teacher practices. Building administrators will:**

- Measure teacher performance based on proven research practices
- Use differentiated levels of performance
- Highlight the probationary period as a significant time of intensive support
- Include measures of growth in student learning as evidence of performance
- Provide regular, timely, specific and meaningful feedback on performance
- Participate in standardized and ongoing training
- Use evaluation results to make informed employment decisions and policy

3. **Teachers will provide Differentiated Instruction to prepare students to meet the goals of Individual Learning Plans**

4. **Building administrators will monitor the performance of students receiving intervening services in Math, English, and Science on a quarterly basis and discuss student progress with teachers using the Data Team process.**
   - Data Team SMART Goals, classroom, and student achievement goals will be set and monitored on a quarterly basis.
   - Monitor the population of students (specifically IEP students) receiving interventions during the day, before/after school tutoring, and high school essential classes.

5. **Teachers will cause students to increase levels as noted** -   Kindergarten – at least four "Leveled Text" (letters); First Grade – at least six "Leveled Text"; and Second through Fifth Grade – at least three "Leveled Text"

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: **1. Goal 2.C** Create District "Look Fors" Binders to include Non-Negotiable for classroom instruction. **2. Goal 2.C** PLC teams will utilize Essential Learning Targets (ELTs) to align and monitor progress of student learning in high leverage skill areas. Teams will use the ELTs to plan	August, 2014	Teachers, Building Administrators _____ Instructional Coaches	District Essential Learning Targets (ELTs); District Curriculum; ELT Quarterly Assessments	☐Ongoing

instruction/assessment and impact student learning.
  3. Goal 5.D Conduct PLC leader training meetings to provide professional development to prepare team members to work collaboratively to unwrap ELTs, create common assessments analyze student data.
  4. Goal 3.C teachers will identify Academic Vocabulary for each grade level and content area to assess quarterly
  5. **Goal3.C** - Teachers will utilize reading (pre/during/post) and writing strategies
  6. Provide Professional development for all staff in District Curricular and Instructional programming, which includes MRI and Balanced Literacy				

60 Days: 1.**Goal 4.C** Teachers will participate in Supt. Data/Science Academy **2. Goal 4.C** – monitor the progress towards meeting instructional and assessment goals utilizing Staff Mapping with identified targets, indicators and rubrics **3. Goal 4.A** Conduct district walk-throughs utilizing MOSIAC and administrators/Classroom Observations through SIS (MEES) Tool	October, 2014	Classroom teachers _____ Building Administrator _____ District leaders, building administrators and instructional coaches	MOSIG Staff Mapping Tool; Teacher Professional Growth Plans MOSIAC Observation online tool	☐Ongoing _____ October, 2014
90 Days: **1.** Conduct survey to Evaluate progress of building Tech Liaison in supporting effective technology integration in classroom **2. Goal 3.A** Create Academic Tired RTI Instructional Strategy chart for Math and ELA	November, 2014	Director of Technology _____ District CIA Leaders and SSD Area Supervisor		☐January, 2014
Ongoing and *Long Range*: **1. Goal 1.A** Conduct weekly meeting providing PD for instructional coaches aligned to district initiatives **2. Goal 3.A** Conduct monthly SSD/District data meetings SSD reporting progress of students receiving interventions	August, 2014	District Leaders _____ SSD Area Supervisor Asst. Supt. Curriculum & Instr. Executive Director of Assessment		☐Ongoing