

# Renick R-V School District



## Comprehensive School Improvement Plan

2014-2019

# **Renick R-V School District**

## Mission & Vision Statements

The Renick R-V School District with the support of community, families, students and high caliber professionals will provide a safe learning environment to maximize each student's personal potential.

It is the vision of the Renick R-V School District to increase community, family and student involvement in the areas of curriculum, achievement and personal potential. As a result all students will be competent, critical thinkers, engaged and prepared to succeed.

## **Renick R-V Faculty and Staff Commitment Statements**

We are committed to developing and maintaining open, positive communication with parents, caregivers, students, staff and community members.

We are committed to being helpful and encouraging to all students, believing every child is teachable.

We are committed to high academic and behavioral expectations.

We are committed to utilizing student time efficiently and productively.

# Comprehensive School Improvement Plan (CSIP)

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| <b>Date: 2014-2019</b>   |   |
| <b>District Plan</b>   | <b>District Name: Renick R-V School District</b>  |
| <b>and</b>   | <b>County/District Code: 088-073</b>  |
| <b>School Plan</b>   | <b>Building Name: Renick R-V School</b>   |
|  | <b>Building Code: 4020</b>  |
|  | <b>Grades Served: K-8</b>   |
| <b>Short Range &amp; Long Range Planning</b>   |   |
| <b>Comprehensive School Improvement Plan Team</b>  |   |
| <b>Name</b>  | <b>Position</b>   |
| 1. Tara Lewis  | Superintendent  |
| 2. Beth Richardson   | 5 <sup>th</sup> -8 <sup>th</sup> English Language Arts Teacher & PLC Leadership Team  |
| 3. Nancy Duncan  | PK-8 <sup>th</sup> Speech/Language & PLC Leadership Team  |
| 4. Kelli & Jon Hammond   | Title I Mathematics Teacher & PLC Leadership Team & Parents   |
| 5. Jeff Smail  | Special Education Teacher   |
| 6. Glenn & Kristi Rush   | Board of Education Member & Parents   |
| 7. Gary & Rachel Seidel  | Parents   |
| 8. Melvin & Cassie Young   | Parents   |
| 9. Paige Douglas   | Parent & PTO Officer  |
| <b><i>Description of how staff and stakeholders will be informed and engaged in the accountability plan.</i></b> | <p>The Renick R-V Comprehensive School Improvement Plan will be developed through the collaboration of the School Improvement Team. Specifically a team will be created consisting of members of the school and community to collaborate to identify perceptions and beliefs from the educational community.</p> <p>Meeting sessions will be held to ensure all members of the Comprehensive School Improvement Team are continuously informed and engaged in the planning of the accountability plan. Implementation of the CSIP Plan will be communicated with stakeholders through various media.</p> <p>The implementation will take place over the next five school years, with monthly processes taking place in the beginning to ensure understanding of the instructional focus of the plan. The Board of Education will be appraised of the planning process and provided a copy and explanation of the CSIP at its completion. The Board of Education will receive monitoring updates at regular monthly meeting when new data is available.</p> <p>Monitoring of the plan will begin after the first 30 days of the CSIP's approval. Monitoring will occur monthly to keep all stakeholders apprised of the progress of the CSIP and its success in improving Renick R-V School's academic</p> |

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|   | <p>achievement for all students, but, specifically the super subgroup students.</p> <p>The Renick R-V School will use the Key Communicator to broadcast information about the CSIP. This format reaches parents through an e-mail list serve. In addition, our school mails out a monthly newsletter in which information about the plan will be disseminated to parents and patrons. A copy of the CSIP will be posted on our school district website at <a href="http://renick.k12.mo.us">renick.k12.mo.us</a> There will be a comment period available after the draft CSIP Plan is posted to the website. The comment period will be for 4 weeks and comments will be directed to the building administrator.</p> <p>Stakeholders will be invited to Reading and Math evening events which exhibit the major focus areas of instructional need for our students. The events will use a Demonstrate, Make and Take approach to allow for learning to connect between school and home. The content areas of Reading and Mathematics will be utilized as the main focus for extended learning beyond the school day while involving parents and other stakeholders in the learning process of our students.</p>  |
| <p><b><i>Key issues identified from annual performance data and local assessments.</i></b></p>      | <p>The Comprehensive School Improvement Plan Team utilized multiple data sources to develop a Needs Assessment for Renick R-V School. The Needs Assessment included MAP data for 5 years for grades 3-8, Attendance rates for 5 years, Disciplinary data for 5 years, Annual Progress Report data for 5 years, drilled down data for the MAP, Missouri Assessment Program, for 5 years to include the content standards and item benchmarks, STAR Reading, STAR Math, both by Renaissance Learning and the Renick R-V District Report Card. The following key issues were identified at the conclusion of the comprehensive study.</p> <ol style="list-style-type: none"> <li>1. Total student performance in both Communication Arts and Mathematics has remained stagnant the past three years, with a slight improvement in 2013 and 2014.</li> <li>2. Super subgroup, including students with Individualized Education Plans, Free and Reduced Lunch, and African American, performance is below the total student group on English Language Arts and Mathematics.</li> <li>3. Local assessments are not being used to modify instruction or improve the rigor of instruction.</li> <li>4. Teachers need continuous training to adequately use data to identify students for intervention.</li> </ol> |
| <p><b><i>Key issues identified from needs assessment and/or the Advanced Questionnaire.</i></b></p> | <p>The Comprehensive School Improvement Plan Team's Needs Assessment and Perceptual data from the Advanced Questionnaires indicate the following key issues for use in the CSIP Plan.</p> <ol style="list-style-type: none"> <li>1. Leadership training is needed for the identification, implementation and monitoring of goals.</li> <li>2. The faculty need time to collaborate about special education student instruction. In addition, faculty need training on collaboration techniques that will be effective.</li> <li>3. Faculty needs training on data use for improved student instruction and the identification of students needing intervention.</li> </ol>  |

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|   | <ol style="list-style-type: none"> <li>4. Faculty need research based instructional training to improve mathematics and reading/writing achievement.</li> <li>5. Students need an opportunity to assess themselves in relation to their personal goals.</li> <li>6. Students need to have more instruction in using analogies and metaphors.</li> <li>7. Students need to have the opportunity to use peer teaching to express their knowledge to others.</li> <li>8. Students need instruction in taking notes and summarizing material</li> <li>9. Career education needs to be incorporated into instruction.</li> </ol> |
| <p><b><i>Prioritized Needs for the Building/District.</i></b></p> | <ol style="list-style-type: none"> <li><b>1. Leadership needs to provide systematic processes for identifying, implementing and monitoring goals.</b></li> <li><b>2. Professional development for all staff needs to focus on systematic teaching and re-teaching of expected strategies. (short term goal)</b></li> <li><b>3. All staff needs to collaborate on identifying and using systematic, high-yield instructional processes. (long term goal)</b></li> </ol>  |

## *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):**

**Renick R-V School administrator will use Data as a focus for students, teachers and parents to improve academic achievement, attendance, and positive school behavior. A Data Zone will be developed in a common area of the school for all stakeholders to visualize building goals and achievement updates. The Data Zone will be updated weekly or quarterly to keep students, teachers and parents updated on the progress towards meeting the goals. The goals are listed in the following sections of this CSIP.**

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

**Data from the Advanced Questionnaire indicates a need for improved implementation, monitoring and interventions by the building leader in data use, student behavior, systematic processes and staff collaborative processes.**

**The MoLEAD, Missouri Leadership for Excellence, Achievement and Development, training provided on-going, systematic, research-based training to provide the necessary elements for the administrative leader to become proficient in data collection areas as evidenced by the Needs Assessment. MoLEAD certification was achieved by the building administrator in March of 2014.**

#### **Research Based Strategy(ies) for Implementation:**

DESE is partnering with the National Institute for School Leadership to provide the MoLEAD (Missouri Leadership for Excellence, Achievement, and Development) program to school leaders of Focus School Districts. The program will focus on enhancing the leadership skills of current administrators. The direct instruction will use interactive methods to develop thorough understanding of skills needed for leadership in today's schools. Through this highly interactive program, principals will align their school curriculum frameworks, instructional materials, and teaching strategies while fostering an ethical environment and culture in their school.

The course curriculum contains 14 units, two simulations, and at least one targeted institute. Training included 2 days per month beginning in January of 2013 and concluded in July of 2014.

The Renick R-V Accountability Plan ensures the following will occur through the MoLEAD program:

1. Enrollment in the MoLEAD program by the administrator.
2. The building administrator will attend 100% of the MoLEAD leadership development classes/workshops.
3. The building administrator will complete 100% of the MoLEAD assignments

Funding Source(s): DESE

**Measurable Adult Behaviors:**

1. 100% attendance at leadership development classes/workshops.
2. 100% of assignments are completed.
3. Implementation of leadership skills at the building level.

| Action Steps  | Start Date | Person Responsible                            | Resources  | Complete / Date |
|---|------------|---|--|-----------------|
| <b>1. Collective Commitment Statements will be developed by the faculty and staff of Renick R-V School.</b> | 08/18/14   | Superintendent, Faculty, Staff                | PLC Leadership Materials                             | 08/27/2014      |
| <b>2. Data will be collected including: achievement, attendance &amp; referral</b>                          | 08/20/14   | Superintendent, PLC Leadership Team, Teachers | Lumen- attendance, referrals<br>STAR- reading & math | 10/01/14        |
| <b>3. Data Zone will be created to give a visual to all students, teachers &amp;</b>                        | 10/03/14   | Superintendent                                | Data collected, display materials, time, creativity  | 10/07/14        |



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| parents.  |          |   |  |         |
| <b>4. Data Zone will be updated regularly as new data is collected to keep students, teachers &amp; parents apprised of the success toward meeting goals.</b> | 10/07/14 | Superintendent, PLC Leadership Team, Teachers | Lumen- attendance, referrals<br>STAR- Reading & Math | 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):

**Renick R-V teachers will commit to the Professional Learning Communities process with at least 95% commitment of building staff as exhibited through a survey each Spring. Renick R-V began the journey to become a PLC school during the 2013-2014 school year. It is a five year long venture with continuous support through the Regional Professional Development Center in Kirksville.**

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

**On the Advanced Questionnaire presented in September of 2012, Perceptual data indicated only 78% of classroom teachers adequately collaborate with special education teachers on developing a support system for classroom teachers to address special education students' IEP goals in classroom instruction. The collaboration will extend beyond general classroom and special education classroom to include collaboration across grade levels and curricular areas.**

#### Research Based Strategy(ies) for Implementation:

**A Professional Learning Community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. A PLC is often used in school as a way to organize teachers into working groups. The Advance Questionnaire showed a need for more collaboration amongst teachers. A PLC will continue to initiate change in this area. The following strategies would begin the process of evaluating if a PLC would be a right fit for Renick R-V School.**

- 1. Begin by gaining an understanding of a professional learning community and engagement in collaborative work.**
- 2. Establish a leadership team to investigate professional learning community requirements, commitments, costs, etc.**

**Funding Source(s): Focus School 1003(a)**

**Measurable Adult Behaviors:**

**The Renick R-V Comprehensive School Improvement Plan ensures the following will occur through the collaborative cultures objective:**

- 1. Leadership team commitment to building a collaborative culture of improvement as evidenced by meeting notes, surveys results and agendas which are submitted to the Team Leader by April of 2015.**
- 2. Exit slips after PLC staff meetings will show that collaborative efforts have increased through the Professional Learning Community process to 80% from the baseline of 45%.**
- 3. A collaboration schedule will be developed for the 2014-2015 school year with evaluation in the Spring of 2015.**
- 4. Collective commitments will be developed by faculty/staff to serve as the springboard for all work accomplished in PLC.**

| <b>Action Steps</b>  | <b>Start Date</b> | <b>Person Responsible</b>                        | <b>Resources</b>  | <b>Complete / Date</b> |
|--|-------------------|--|---|------------------------|
| <b>1. Establish the PLC Leadership Team and provide training through the Regional Professional Development Center.</b> | 08/18/14          | PLC Liaisons at the Kirksville Truman State RPDC | Focus School \$<br>Time for Leadership Meetings                       | 08/18/2014<br>ongoing  |
| <b>2. Attend PLC Leadership Training led by PLC Liaisons from Truman State RPDC.</b>                                   | 09/23/14          | PLC Leadership Team<br>PLC Liaisons              | Focus School \$<br>Time for Leadership Meetings<br>Travel to Training | ongoing                |
| <b>3. Develop and distribute agendas for all PLC, Vertical Team and Data</b>   | 08/27/14          | PLC Leadership Team                              | Focus School \$   | 08/27/14<br>ongoing    |

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| <b>Team Meetings. Keep agendas, notes, and attendance in binders.</b>  |          |                     |                     |         |
| <b>4. Review exit slips from each PLC meeting and adjust to the needs of the faculty to benefit the PLC process.</b> | 10/01/14 | PLC Leadership Team | No cost to district | ongoing |

### **Curriculum and Assessment & Effective Instruction- Reading**

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

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

**By May of 2015, student reading gains as demonstrated through the STAR reading assessment will show a growth from the baseline data of 49% reading at grade level to 80%+ reading at grade level. Each school year the data will be reviewed with a year end goal of 80%+ reading at grade level by the end of the year.**

**\*STAR reading assessment will be given to students grades 2-8 during 5 cycles of the year (August/September, October, December/January, March and May)**

**\*STAR reading is a computerized assessment from Renaissance Learning.**

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

**Achievement data collected by the PLC Committee (all faculty) for the needs assessment indicates a need for specific reading strategy practice and implementation. The data collected included STAR reading reports and baseline MAP communication arts grade level assessment results. Teachers will be dissecting the data and selecting 1-3 specific strands within the STAR results to develop a SMART Goal for themselves.**

**Research Based Strategy(ies) for Implementation:**

The Needs Assessment completed by PLC Committee developed a list of key issues. Among the key issues was a reoccurring need to focus on reading strategies addressed in the content standards. The strategies identified through review of the content standards revealed the following Top 10 list: sequencing, main idea and details, context clues, cause and effect, compare and contrast, drawing conclusions, fact and opinion, problem and solution, figurative language, and author's purpose. Marzano's Classroom Instruction that Works strategies will be used to incorporate daily reading practice across the curricular areas and throughout all grade levels.

1. Identifying reading skills and strategies based on student assessment data.
2. Train all staff Marzano strategies with emphasis on reading instruction.
3. Train all staff how to understand STAR reports.
4. Family content standard reading event.
5. Contract with RPDC for reading strategy trainings.

Funding Source(s): Focus School 1003(a) Funding, Local Funding, Professional Development Funds

**Measurable Adult Behaviors:**

The Renick R-V Comprehensive School Improvement Plan ensures the following will occur to implement Marzano's Classroom Instruction that Works into everyday teaching at Renick R-V.

1. Development of common formative and summative assessments for 100% of curricular units of study.
2. Walk-through observations show evidence of reading strategies being implemented.
3. 100% of lesson plans are prepared using reading strategies with re-teaching and revisions based on STAR student data.

| Action Steps   | Start Date | Person Responsible        | Resources  | Complete / Date |
|--|------------|---------------------------|--|-----------------|
| <b>30 Days:</b><br>1. Identify key reading skills<br>2. STAR data collected for the 1 <sup>st</sup> cycle<br>3. Distribute draft vocabulary list.<br>4. Data Team Meeting- Develop SMART Goals | 08/27/14   | Leadership Team, Teachers | Current Research, Smarter Balanced Assessment Consortium, STAR Assessment, New MAP<br>Northeast RPDC | 10/01/14        |
| <b>60 Days:</b><br>1. Data review from most current STAR.<br>2. Update Data tables "Where are  | 11/01/14   | Data Teams                | PLC Liaisons from Truman State   | 10/15/14        |

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| they now?"   |          |   |   |         |
| <b>90 Days:</b><br><b>1. STAR data collected for the 3<sup>rd</sup> Cycle.</b><br><b>2. Monitor instruction of reading strategies.</b><br><b>3. Family Reading Night</b> | 01/01/15 | Teachers, PLC Leadership Committee, Parents, Students | Focus \$<br>Time & Planning   |         |
| <b>Long Range:</b><br><b>1. Maintain student proficiency at 80%+.</b>  | 05/01/15 | Teachers, Students, Parents                           | Reading resources, assignments that will influence reading level in a positive manner | ongoing |

### **Curriculum & Assessment and Effective Instruction- Mathematics**

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.

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

**By May of 2015, student mathematic gains as demonstrated through the STAR mathematics assessment will show a growth from the baseline data of 36% of students performing at grade level to 80%+ mathematic achievement at grade level. Each school year data will be reviewed with a goal established to have 80%+ performing at or above grade level by the end of the school year.**

**\*STAR math assessment will be given to students grades 1-8 during 5 cycles of the year (August/September, October, December/January, March and May)**

**\*STAR math is a computerized assessment from Renaissance Learning.**

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

**Achievement data collected from the STAR mathematics assessment and the MAP grade level assessment indicates a need for students to describe and apply their knowledge about numbers in various formats and situations. Baseline data from August of 2014 showed 64% of students were below proficient on the STAR math assessment.**

**Research Based Strategy(ies) for Implementation:**

The Needs Assessment completed by the Comprehensive School Improvement Plan Team developed a list of key issues. Among the key issues were our students need to compute fluently and make reasonable estimates. John Hattie's book *Visible Learning for Teachers* will be used as a researched based book to guide the new instruction. The following strategies will be used to incorporate student math journals into every mathematic course across all grade levels. The math journals will instruct our students on the practice of writing in conjunction with mathematics.

1. Review state standard reports from the STAR assessment.
2. Incorporate DESE Missouri Learning Standards examples in to everyday teaching.
3. Train all teachers how to combine mathematics and writing.
4. Train all teachers about the impact of John Hattie's methodology.
5. Family content standard math event.

Funding Source(s): Focus Schools 1003(a) Funding, Local Dollars, Professional Development Funds

**Measurable Adult Behaviors:**

1. Development of common formative and summative assessments.
3. Walk-through observations show evidence of math journals and mathematics/writing being taught.
4. 100% of lesson plans are prepared using mathematics/writing strategies with re-teaching based on STAR student data.
5. 100% of the math classes will utilize math journals at minimum of three times per week.

| Action Steps  | Start Date | Person Responsible        | Resources  | Complete / Date |
|---|------------|---------------------------|--|-----------------|
| <b>30 Days:</b><br>1. Identify key math skills<br>2. STAR data collected for the 1 <sup>st</sup> cycle<br>3. Distribute draft vocabulary list.<br>4. Data Team Meeting- Develop SMART Goals | 08/27/14   | Leadership Team, Teachers | Current Research, Smarter Balanced Assessment Consortium, STAR Assessment, New MAP<br>Northeast RPDC | 10/01/2014      |
| <b>60 Days:</b><br>1. Data review from most current STAR.<br>2. Update Data tables "Where are   | 11/01/14   | Data Teams                | PLC Liaisons from Truman State   | 10/15/2014      |

|   |          |   |  |         |
|---|----------|---|--|---------|
| they now?"  |          |   |  |         |
| <b>90 Days:</b><br><b>1. STAR data collected for the 3<sup>rd</sup> Cycle.</b><br><b>2. Monitor instruction of mathematics strategies.</b><br><b>3. Family Math Night</b> | 01/01/15 | Teachers, PLC Leadership Committee, Parents, Students | Focus \$<br>Time & Planning  |         |
| <b>Long Range:</b><br><b>1. Maintain student proficiency at 80%+.</b>   | 05/01/15 | Teachers, Students, Parents                           | Reading resources, assignments that will influence math level in a positive manner | Ongoing |

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**Superintendent of Schools**

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**Date**

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**Board of Education President**

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**Date**

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