

COMMUNITY R-VI SCHOOL DISTRICT

Comprehensive School Improvement Plan (CSIP) 2007-2012

2006- 2007 Update

Community R-VI

School District

MISSION STATEMENT...

COMMUNITY R-VI, through the use of its resources, continually facilitates and fosters learning, nurtures and enhances individual potential and assists students to believe in themselves through providing opportunities for successful learning experiences and challenges them to become productive citizens of the future.

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SECTION I: THE PLANNING PROCESS

The Community R-VI's Comprehensive School Improvement Plan (CSIP) is five year Strategic Plan to focus resources and be the bridge from long-term vision to the actual daily operations. It is a framework within which ideas for improving the district in all areas are considered and if relevant and effective are acted upon. This framework allows the district to conduct fair and equitable evaluations on each program, resources, facilities, student achievement, and progress toward achieving the district vision.

The Community R-VI Board of Education reviews and approves the district CSIP Plan's Belief Statements, Vision, Mission, Objectives/Goals, Strategy and Action Plans each June. Funding to implement the CSIP Plan is reviewed and approved through the regular annual budget development process.

Community R-VI CSIP History:

Community R-VI School District began strategic planning in the late 1990's. Preparation for the process for the original Comprehensive School Improvement Plan began with the receipt of the final Missouri School Improvement Plan review report for the state Board of Education in May 1997. Since then, focused, data-based decision-making school improvement planning has been an ongoing activity and a part of the district culture.

Ms. Charlotte Baker, the Superintendent of Schools at that time, met with Roger Nelson, Northeast RPDC Director, to outline the process on November 12, 1997. Staff and parents were selected by each principal to be representatives, as were community members and student representatives.

The Comprehensive School Improvement Plan (CSIP) committee met formally for the first time on February 9, 1998. The district mission statements and beliefs were reviewed and revised. Community and district strengths and concerns were noted. This Comprehensive School Improvement Plan (CSIP) for the district will simultaneously meet all the requirements for the state's Missouri School Improvement Program (MSIP), Titles I, II, IV, and VI Improving American Schools Act, and the federal Title III Educate America Act (Goals 2000). The original Comprehensive School Improvement Plan was approved by the Community R-VI Board of Education on June 17, 1998. It was revised and approved: June 23, 1999, May 17, 2000 and June 20, 2001, June 2003 (Five Year Plan through 2008), revised June 15, 2005, and June 21, 2006.

2005-2006 UPDATED CSIP FOR THE 2003-2008 FIVE YEAR CSIP PLAN:

PLANNING:

Preparation for the review of the 2005-2006 and revision process for 2006-2007 Comprehensive School Improvement Plan update began with the receipt of the 2004-2005 MAP Scores in the fall of 2005, analysis of data from 2002-2005 Crystal Reports, and with the knowledge that curriculum for all subject areas need to be reviewed, revised, and aligned with the Show-Me Content Standards, Process Standards, and Grade Level Expectations. Staff and parents were selected by each principal to be representatives, as were community members and student representatives.

The 2005-2006 Comprehensive School Improvement Plan (CSIP) Steering Committee met formally for the first time on October 11, 2005. The district mission statements, beliefs, and goals were reviewed and revised based on data analysis from a variety of sources. Community and district strengths and areas for potential improvement were noted. This 2006-2007 Updated Comprehensive School Improvement Plan (CSIP) for Community R-VI School District simultaneously meets all the requirements for the state's Missouri School Improvement Program (MSIP), Titles I, II, IV, and V, Improving American Schools Act, ESEA Promoting Informed Parent Choice and Innovative Programs, No Child Left Behind Act, and the federal Title III Educate America Act (Goals 2000), and IDEA Federal and State Special Education Compliance.

Three sub-committees worked to establish strategies and action plans for each of the district goals. Sub-committee chair persons were Dr. Carrie Eidson, Mr. Arlen Provancha, and Mr. Jake Moss. Each sub-committee held numerous meetings, researching and revising their goals, objectives, and strategies based on data analysis of MAP Scores, student achievement data, resources, facilities, and other pertinent data. An Activity Plan was developed for each strategy by the subcommittees.

This plan represents the focus of Community R-VI School Improvement over the next five years. CSIP Planning Team meetings will be held twice a year to evaluate effectiveness of strategies, program effectiveness, review a variety of data on student achievement, and review progress toward the CSIP goals. Revisions will be made as needed to guarantee that goals and strategies continue to reflect the needs of this district and best practices in education.

CSIP COMMITTEE MEMBERS:

Original Committee members: 1997-1998, 1998-1999, 1999-2000

<u>Name</u>	<u>Representing</u>
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Mr. Roger Nelson	North East Missouri Regional Professional Development Center
Mr. Larry Giesecker	Community Member
Ms Charlotte Baker	Superintendent
Mr. Arlen Provancha	Elementary Principal
Mr. David Wilkinson	Junior High/High School Principal
Mrs. Vicki Briggs	Junior High Teacher
Mrs. Bonnie Wilson	Elementary Teacher
Mr. Jim Brink	High School Teacher
Miss Vanessa Wilburn	Student
Mr. Ryan Jennings	Student
Mrs. Peggy Wilburn	Parent of Alumni
Mrs. Lois Curtis	Parent
Mrs. Susan Kleinsorge	Board Member
Mrs. Doris Dubbert	Parent
Mrs. Faye Fairchild	Parent
Mrs. Kathy Kuda	Parent
Mrs. Becky Berry	Parent
Mrs. Rhonda Tiemann	Parent
Mr. Randy Johnson	Community Member/Business Owner
Mrs. Dorothy Wasson	Noncertified Staff Member
Mrs. Mary Lou Hoyt	Community Member
Mrs. Kay Robnett	Community Member/Catholic School Principal

2000-2001 Committee members:

<u>Name</u>	<u>Representing</u>
Mrs. Susan Kliensorge	Board Member
Mrs. Tresa Hodges	Board Member
Ms Charlotte Baker	Superintendent
Mr. Arlen Provancha	Elementary Principal
Mr. Charlie Stegall	Junior High/High School Principal
Mrs. Vicki Briggs	Junior High Teacher
Mrs. Bonnie Wilson	Elementary Teacher
Mr. Jim Brink	High School Teacher
Miss Molly Deimeke	Student
Mrs. Peggy Wilburn	Parent of Alumni
Mrs. Lois Curtis	Parent
Mrs. Doris Dubbert	Parent
Mrs. Faye Fairchild	Parent
Mrs. Kathy Kuda	Parent
Mrs. Becky Berry	Parent
Mrs. Rhonda Tiemann	Parent
Mr. Randy Johnson	Community Member/Business Owner
Mrs. Dorothy Wasson	Noncertified Staff Member
Mrs. Mary Lou Hoyt	Community Member

Mr. Teddie Hoyt
Mrs. Kay Robnett

Community Member
Community Member/Catholic School Principal

2001-2002 Committee Members:

<u>Name</u>	<u>Representing</u>
Mrs. Susan Kliensorge	Board Member
Mrs. Tresa Hodges	Board Member
Mr. Mike Lewton	Superintendent
Mr. Arlen Provancha	Elementary Principal
Mr. Greg Taylor	Junior High/High School Principal
Mrs. Vicki Briggs	Junior High Teacher
Mrs. Bonnie Wilson	Elementary Teacher
Mr. Jim Brink	High School Teacher
Miss Molly Deimeke	Student
Mrs. Peggy Wilburn	Parent of Alumni
Mrs. Lois Curtis	Parent
Mrs. Doris Dubbert	Parent
Mrs. Faye Fairchild	Parent
Mrs. Kathy Kuda	Parent
Mrs. Becky Berry	Parent
Mr. Randy Johnson	Community Member/Business Owner
Mrs. Dorothy Wasson	Noncertified Staff Member
Mrs. Mary Lou Hoyt	Community Member
Mr. Teddie Hoyt	Community Member
Mrs. Kay Robnett	Community Member/Catholic School Principal

2002-2003, 2003-2004, 2004-2005 Committee Members:

<u>Name</u>	<u>Representing</u>
Mrs. Susan Kliensorge	Board of Education
Mrs. Teresa Hodges	Board of Education
Mr. Mike Lewton	Superintendent
Mr. Arlen Provancha	Elem. Principal
Mr. Greg Taylor	Junior High/High School Principal
Mrs. Cathy Giesecker	Parent

Mrs. Becky Shafer	High School Teacher
Mr. James Keith	Parent/Business Owner
Julie Shater	Student
Mrs. Jane Duffner	Parent
Kim Dungan	Student
Marcia Becker	Community Member
Mr. David Rice	High School Teacher
Mr. Jim Brink	Elem. Teacher

2005-2006 Committee Members:

<u>Name</u>	<u>Representing</u>
Mrs. Teresa Hodges	Board Member
Dr. Carrie Eidson	Superintendent
Mr. Arlen Provancha	Elementary Principal
Mr. Jake Moss	Middle/High School Principal
Mrs. Kay Robnett	Community Member/Catholic School Principal
Mr. Mark Curtis	Business Owner/Parent
Mr. Dennis Brandwein	Parent/Business Owner
Mrs. Terry Davenport	Parent
Mrs. Becky Miles	Parent
Mrs. Denise Becker	Elem. Teacher
Mrs. Teresa Finder	Elem. Counselor
Mrs. Natalie Gibson	Elem. Teacher
Mrs. Barb Kibble	Sp/Lang. Teacher
Mrs. Glenda Norton	Spec. Ed. Teacher
Mrs. Mary Ann Burkhalter	High Sch. Teacher
Mrs. Jenny Web	Assist. Director, Northeast RPDC
Andrea Bailey	Student
Craig Becker	Student
Matt Deimeke	Student
Krista Raynor	Student
Mrs. Cheryl Snyder	Head Custodian

SECTION II: REVISION PROCESS

Description of the Revision Process

The Community R-VI CSIP planning is reviewed on an annual basis. There are two meetings held annually, one in the fall and one in the spring. The revised plan is presented to the Community R-VI Board of Education each year at either the June meeting. The elementary, middle and high school buildings develop and implement a building-level School Improvement Plan yearly. Each building committee provides the CSIP Committee with a report of progress and which goals they are targeting for the school year. The members of the CSIP Committee assist in the development of the

building plans to ensure they comply with the district plan. A progress report by the building teams and CSIP Committee is made to the Community R-VI Board of Education on an annual basis. Updates to the CSIP such as the addition of new goals or the deletion of achieved goals are presented to the Board of Education in conjunction with the yearly progress reports. The report on the CSIP progress and Board of Education actions appears in the minutes of the School Board each year. Public dissemination includes: Community Communicator, Vandalia Leader, Wellsville Optic, and Mexico Ledger.

At the October 2005 meeting the committee reviewed the following information which was presented by the administrators:

1. Fall 2004-2005 Annual Performance Report,
2. Spring 2005 MAP scores,
3. Fall 2004 Stanford 9 test results,
4. 2004-2005 ACT scores,
5. District program evaluation results,
6. Middle school and high school dropout rates,
7. Attendance rates for previous school year and current year,
8. Parent teacher conference attendance rates,
9. High school advanced courses,
10. High school vocational placement.
11. 2004-2005 and 2005-2006 Professional Development Surveys.

In the review of the Annual Performance Report (APR) it was noted that the district *had failed to meet* the standards in the following areas:

1. MAP Index Grade 6-8
2. 7th grade Reading Index
3. 7th grade Communication Arts

Also in the review of the Annual Performance Report (APR) the following areas were found to need improvement:

1. 8th grade have gone down in Math scores from the 2004 to the 2005 testing.
2. Middle School and High School Science scores were below the test floor of 152 and 156 respectively.
3. 10th grade Math scores were lower in 2005 than in 2004.

Based on the data, the Community R-VI CSIP Goals, Objectives, and strategies needed to be revised to focus on Communication Arts, Math, and Science achievement, especially in the middle school. All subject curriculum needed to be revised and aligned with Grade Level Expectations (GLE's).

From November, 2005 through April of 2006 subcommittees met to do revisions. Each sub group concentrated on a separate goal(s) on the current CSIP making revisions, corrections, deletions and additions. The District CSIP committee reconvened in May to

make final revisions and suggestions before the CSIP was presented to the board in June 2006. All revisions were reviewed by Ron McSorley, DESE Area Supervisor in May 2006. The CSIP plan was approved by the Community R-VI Board of Education on June 21, 2006.

SECTION III: MISSION STATEMENT, BELIEFS, AND VISION STATEMENT:

The Mission Statement combines dreams and reality into a statement of the purpose of the school district. It defines and clarifies the business of the school or “How we do business.” It is the one statement for which the school district should be remembered.

For the parents and community—large, the Mission Statement clarifies what they can expect the school to do educationally for their children. The Mission Statement helps all staff members see how their jobs are connected to and relate to the district’s daily business. It is a check point for staff to determine if the daily instructional decisions they make are in harmony with the district’s mission. Everything Community R-VI does must be in harmony with the district’s mission.

MISSION STATEMENT

COMMUNITY R-VI, through the use of its resources, continually facilitates and fosters learning, nurtures and enhances individual potential and assists students to believe in themselves through providing opportunities for successful learning experiences and challenges them to become productive citizens of the future.

BELIEFS:

The following Belief Statements define who we are at Community R-VI. They define our beliefs about children, education, and learning. The Belief Statements define our Values and Norms for our community. The following Belief Statements have been developed by staff, parents, students, and community members in our district:

We Believe That:

- ❖ All students can learn.
- ❖ All students will be given the opportunity to learn to their full potential.
- ❖ All students have inherent value.
- ❖ Every person is responsible for him/herself.
- ❖ Parents and teachers are responsible for guiding and motivating students.

- ❖ Parents, teachers and students are responsible for achievement.
- ❖ The public should be informed of decisions.
- ❖ The public should have the opportunity to participate in decisions.
- ❖ Schools should provide a safe environment.
- ❖ The district must utilize fact-based data to guide continuous improvement in instructional practices, resources, curriculum, facilities, and professional development.
- ❖ The district is a learning community in which students and staff must set high expectations the continuously challenge.
- ❖ A safe school environment that fosters positive relationships and is conducive to teaching an learning.
- ❖ All students will learn when adults invest in their success.
- ❖ Change is constant, therefore improvement and professional development must also be constant.
- ❖ Success should be recognized and celebrated.
- ❖ All decision-making and /or implementation should be based upon what is best for the students.
- ❖ Diverse learning styles and needs require differentiated instruction.
- ❖ Collaboration is vital to creating a culture of continuous improvement.
- ❖ Motivation is essential to learning.

VISION STATEMENT:

The Vision Statement guides our school district toward achieving our Mission. It is what we base our goals and direction we take to continuously improve and move our school forward to successfully and effectively educate our students in grades PK-12. We envision that through our learning community's educational programs and nurturing school environment, Community R-VI will be a place where:

- ❖ Staff, students, and parents value education and hold high personal and educational expectations for our students.
- ❖ Our students will learn to become responsible, productive citizens in their community.
- ❖ Our students will become life long learners.
- ❖ Our students will develop strong character traits such as integrity, empathy, honesty, trustworthiness, kindness, compassion, and strong work ethic.
- ❖ Where our students will excel in their post-secondary endeavors.
- ❖ We are constantly engaged in improving the quality and success of school programs and their impact on learning.
- ❖ There is a positive working and learning environment.
- ❖ Administrators are instructional leaders.

- ❖ Community Service will be a valued and integral component of the PK-12 instruction.
- ❖ Positive character traits will be taught, modeled, reinforced, and integrated throughout student and staff interactions, curriculum, and daily activities PK-12.
- ❖ The district focus is to teach all students to become active and proficient readers.
- ❖ All staff will participate in differentiated professional development.
- ❖ Home and school will be collaborative partners.
- ❖ The decision-making process will encompass multiple factors concerning children

SECTION IV. COMMUNITY STRENGTHS AND AREAS OF CONCERN: (EXTERNAL FACTORS)

Community:

The members of 2005-2006 CSIP committee identified the following **strengths** of the Community R-VI School District's communities:

1. Strong family values,
2. Hard work is expected and respected,
3. Strong parental involvement and support,
4. Strong school-community partnership,
5. Small close-knit communities,
6. Large rural area and conservative values.

The members of 2005-2006 CSIP committee identified the following **as potential areas**

For improvement:

1. Lack of job availability,
2. Lack of housing,
3. Limited recreational activities,

4. Lack of business/manufacturing,
5. Break down of family unit.
6. Large student population qualify for Free/Reduced Lunch Program (44%)
7. Semi transient population.
8. Many grandparents raising grandchildren.

SECTION V. DISTRICT STRENGTHS AND AREAS OF CONCERN: (INTERNAL FACTORS)

The members of 2005-2006 CSIP committee identified the following as the *strengths* of the Community R-VI School District:

1. Great amount of technology in the school and classrooms;
2. Strong Technological instruction used in curriculum Kdg-12;
3. Increased academic offerings including adult education;
4. ITV advanced course offerings;
5. Offerings of applied classes;
6. Opportunity for CR6 students to attend Mexico Vocational School;
7. Small student/teacher ratio;
8. Facilities are safe and clean – Air Conditioning put in Spring 2006
9. Teacher longevity;
10. Exceptional classified staff.
11. Cohesive school board;
11. Good Fund Balances.
12. Attendance totals stay around 94% - 95%.
13. Low discipline problems Kdg-12.
14. New breakfast and lunch meals program has more healthy choices and more students eating.
15. Only Professional Development Activities that were aligned with CSIP Goals were approved, attended, and/or conducted during the 2005-2006 school year.
16. Family-like atmosphere.
17. Competitive teacher and classified staff salaries.
18. Excellent special education, gifted, and Title I programs.
19. Wrote grant for Missouri Preschool Program to get a preschool program at Community R-VI.
20. Higher than average facilities and resources.
21. Cohesion among students.
22. Strong, supportive leadership in the administrators.
23. Emphasis upon active and proficient readers.

The members of 2005-2006 CSIP committee identified the following as **potential areas of improvement** for the Community R-VI School District:

1. Need more interventions for at-risk students;

2. Student assessment performance, especially in the middle school;
3. Need more writing instruction across the curriculum Kdg-12;
4. Need more reading instruction across the curriculum Kdg-12;
5. Lack of cultural diversity;
6. Lack of curriculum diversity;
7. Lack of problem-based and project-based experiences within curriculum Kdg-12;
8. Low MAP scores in Science for middle and high school;
9. Low MAP scores for middle school Communication Arts and Math.
10. Excessive absences in high school.
11. In reality, approved and attended Professional Development Activities from 2002 - 2004 had no correlation to the CSIP Goals.
12. Administrator salaries low compared to other regional districts.
13. Need Early Childhood Preschool Program.
14. Need more instruction in reading across content areas, especially in reading comprehension.
15. Facilities need updating for energy efficiency and academic functioning.

DATA ANALYSIS:

Data taken from the Crystal Reports from 2003 through 2005 in Communication Arts indicate the same pattern of low performance in 3rd grade, 7th grade, and 11th grade MAP standards in the following areas:

1. CS-1: Speaking, Writing Standard English below 60%.
2. CS-2: Reading Comprehension—Fiction/Poetry/Drama below 60%.
3. CS-3: Reading – Nonfiction below 62%.

Data taken from the Crystal Reports from 2003 through 2005 in Math indicate the same pattern of low performance in 4th grade, 8th grade, and 10th

1. CS-2: Geometric/Spatial Sense—below 58%.
2. CS-3: Data analysis, probability – below 56%.
3. CS-4: Patterns and Relationships—below 61%.
4. CS-5: Mathematical Systems—below 62%.
5. CS-6: Discrete Mathematics – below 62%.

Steps taken to remediate the problems during the 2005-2006 school year:

1. Subject Vertical Teams consisting of teachers Kdg-12 worked together on revising the Scope and Sequence for Communication Arts, Math, Science, and Social Studies.

2. Teachers now understand the patterns of standards not being mastered and are working together to make sure the standards are being taught and mastered at deeper/advanced levels from elementary through high school.
3. Tony English from Show-Me Curriculum Administrators Association was hired to train the Communication Arts, Math, and Science Vertical Teams in revising Scope and Sequence and aligning Grade Level Expectations and objectives to our curriculum.
4. Our Math Vertical Team has been participating in the Math GLE's instruction and assessment training through the Heart of Missouri RPDC throughout the fall and spring of this school year.
5. All Professional Development Activities have only been approved if the professional development was related to our CSIP Goals and to curriculum and assessment using the GLE's.
6. All teachers Kdg-12th grade have been developing and implementing classroom assessments that include multiple choice questions, constructed response questions, and performance questions in order to help our students become familiar and very comfortable with those three types of questions. Teachers have been teaching our students how to figure out what the questions are asking them to do or know, which should help raise our MAP scores.
7. The high school has started calling parents each day that their child is missing from school in order to stop excessive absences. It has been working and absences are down from the 2004-2005 school year.
8. We are applying for a MPP Grant to start a preschool program in partnership with Head Start and Parents As Teachers to better prepare young students for elementary school with the goal of raising student achievement and MAP scores.

DISTRICT STRATEGIC PLAN FOR FACILITIES: (2006-2011)

The Community R-VI Planning Committee has identified the following needed facility improvements. The committee has developed a plan to accomplish the renovations and/or repairs to upgrade our facilities in order to keep the learning environment safe, clean, and enhance academic learning.

1. Air Conditioning/Heat Pumps were put into 23 classrooms during the 2005-2006 school year.
2. Renovations for the 2006-2007 school year:
 - a. New roof over the middle school to the cafeteria.
 - b. Wiring and installation of window air conditioners in the classrooms in the old part of the high school.

- c. If we receive the MPP Grant, we will fence the playground and install a new fire alarm system in that section of the building.
- 3. Renovation/Repair Priorities for the next five years:
 - a. New energy efficient windows throughout building and put in more windows in some of the classrooms that only have one window. This will allow for more natural light into the classroom.
 - b. New energy efficient lighting throughout building.
 - c. Expand the front circle drive to accommodate buses and cars and make 10 parking spaces in the front.
 - d. Update all bathrooms in elementary, middle school, and old part of high school.
 - e. Take out the boiler heat system and install rooftop heat pump/air conditioners for each classroom and gym in the old part of the high school.
 - f. Update the front of the building and put new gutters on the building.
 - g. Pave back parking lot.
 - h. Smart Boards for each classroom. Update technology as need be.

**SECTION VI. GOALS/OBJECTIVE AND STRATEGIES:
(REVISED FOR 2006-2007 THROUGH 2011-2012)**

The CSIP Committee developed a revised improvement plan incorporating the major Concerns of the 2005-2006 data analysis findings and district programs review. The following Goals, Objectives, and Strategies have been revised for the 2006-2007 school year through the 2011-2012 school year. Each year the CSIP Committee will review, analysis, and revise the Goals, Objectives, and Strategies as necessary.

Goals/Objective 1: 75% of the Community R-VI students will score in the Basic and Advanced Levels on the MAP Test.

Strategies:

1. The district will provide opportunities for parents to gain knowledge through school sponsored activities in order to assist their child/children to be academically successful.
2. The district will identify students with reading deficiencies and develop plans to address the needs of all Community R-VI students.
3. The district will improve student MAP performance by systematically evaluating, revising, and aligning the district's curriculum to the Show-Me Standards and GLE's.
4. The district will provide strategies at all grade levels for assisting students in raising MAP test scores and student achievement levels in the classrooms.

5. The district will use a variety of assessment data (longitudinal, demographic, disaggregated, diagnostic, surveys) to support district wide decisions about curriculum and instruction.
6. The district will attract and retain high quality staff members.

Evaluation/Measurement:

The district will utilize quantitative measures as outlined in the Fourth Cycle Missouri School Improvement Program Manual to determine an improvement in scores. The Annual Performance Report and AYP from DESE will also be used to evaluate yearly progress.

Goals/Objective 2: Community R-VI will ensure that technology is fully integrated into the Core curriculum, implemented in instruction, academic activities, and Assessments, and ensure that mechanisms are in place so 100% of the students are technologically literate at the end of their eighth grade year.

Strategies:

1. Community R-VI will integrate technology into the curriculum.
2. Community R-VI teachers will use technology in their classroom instruction, for student activities and assessment of students and programs.
3. Community R-VI will evaluate students' technology abilities using locally developed skills survey, teacher observations, and technology skills testing.

Evaluation/Measurement:

The district will utilize student and staff technology survey's annually to assess student abilities and progress toward technology literacy and staff technology Instructional abilities and effectiveness. Teacher observation and student Technology skills testing will also be used as evaluation tools.

Goals/Objective 3: Educational programs will be provided to meet the educational needs of 100% of Community R-VI students.

Strategies:

1. The district will continue to provide a variety of programs and activities which will identify and address the educational and emotional needs of at-risk students preschool-grade 12.
2. The district will provide the programs which ensure all students proceed from high school graduation to post secondary education or a high wage job with work place skill development opportunities.
3. The district will provide programs and activities which identify and address the health and human services needs of the students.
4. The district will provide a variety of programs conducive to the educational, emotional, behavioral, social, and physical needs of all students.

Evaluation/Measurements:

The district will utilize quantitative measures as outlined in the Fourth Cycle Missouri School Improvement Program Manual to determine an improvement in scores. The Annual Performance Report and AYP from DESE will also be used to evaluate yearly progress. Teacher observation, student classroom test scores, student work samples, Parent Surveys, and other informal and formal assessments will also be used to determine progress of individual students.

Goals/Objective 4: In order to provide an environment conducive to learning, the district will adopt and implement a plan to develop and maintain appropriate and safe facilities, resources, grounds, and transportation.

Strategies:

1. The district will annually assess the needs of facilities, resources and programs.
2. The district will obtain, maintain and improve buildings, grounds and furnishings.
3. The district will provide library media center facilities and resources to support, enhance and enrich curriculum.
4. The district will provide appropriate personnel, facilities and resources to meet current and future technological needs.
5. The district will provide professional development opportunities for the support staff.

6. The district will provide staff and students access to resources of the type and quantity needed to implement curriculum effectively.

Evaluation/Measurements:

Parent , Student, Staff Climate and Satisfaction Surveys will be used annually to determine the success of this goal and/or progress towards the goal.

Goal/Objective 5: The district will continually have a Professional Development Plan with 100% of the activities being aligned and related to the CSIP Goals and the Professional Development Plan will be an integral part of the educational program and all school improvement initiatives.

Strategies:

1. The district has a written plan for Professional Development that includes the following components:
 - a. PDC Policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.)
 - b. Professional Development program objectives aligned with the Comprehensive School Improvement Plan (CSIP).
 - c. Evaluation criteria for the overall Professional Development program.
 - d. Descriptions of the planned Professional Development activities that are directly related to areas of needed student improvement and aligned with the district's CSIP.
 - e. Specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants, responsibilities, and evaluation processes and procedures).
 - f. Provisions for complying with specific Professional Development program requirements, and all rules, regulations, and legislation related to Professional Development funding.
2. The district will continue to provide intensive, on-going Professional Development Activities that address curriculum and the instructional practices related to student achievement issues identified in the CSIP.
3. The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its Professional Development activities on implementing and reinforcing these strategies.

4. The district collects and utilizes information regarding the effectiveness of its Professional Development program in improving instruction and student achievement.
5. The district provides substantial time and resources for the Professional Development of all staff members.

Evaluation/Measurements:

The district will utilize quantitative measures as outlined in the Fourth Cycle Missouri School Improvement Program Manual to determine an improvement in scores and the correlation between the student scores and professional development activities and training in curriculum, instruction, and assessment for the teaching and administrative staff. The Annual Performance Report and AYP from DESE will also be used to evaluate yearly progress. Teacher observation and evaluation by the administrators, student classroom test scores, student work samples, Parent Surveys, and other informal and formal assessments will also be used to determine progress of individual students and determine the effectiveness of professional development activities.

Goal/Objective # 6: The percentage of Community R-VI students who persist in their efforts to complete an educational program will increase or be maintained at a high level.

Strategies:

1. The district will develop and promote extra-curricula opportunities for all students.
2. The district will develop curricula and instructional strategies that allow students to perform better than the state and national average on the ACT and SAT.

IMPLEMENTATION AND MONITORING OF COMMUNITY R-VI CSIP

This CSIP Plan will be implemented in the fall of the 2006-2007 school year. This plan gives the district direction and goals to work toward for the next five (5) years. The CSIP Plan will be reviewed and revised if necessary each school year by the CSIP Committee. The revisions will then be put into this book.

Implementation will be done through ensuring staff accountability to adhering to each building BSIP Plan and strategies, Professional Development Plan and activities, and the Curriculum Vertical Teams work during the 2006-2007 school year.

Monitoring of the CSIP Plan will be conducted by the Superintendent, the Elementary Principal, the Middle/High School Principal, the Professional Development Committee, and the Board of Education. Student achievement data from a variety of sources will be used in the monitoring process of the implementation of the CSIP Plan. Other sources of data used in the monitoring process will be student, staff, and parent satisfaction surveys, attendance data, financial resources and budget analysis of expenditures, revenues, and district needs.