GASCONADE COUNTY R-II SCHOOL

Comprehensive School Improvement Plan

Board of Education Adopted
October 15, 2012
Revised: March 17, 2014

TABLE OF CONTENTS

INTRODUCTION

As a component of the implementation of the Fifth Cycle Missouri School Improvement Program (MSIP) review process, all districts are required by the Missouri Department of Elementary and Secondary Education (DESE) to develop a Comprehensive School Improvement Plan (CSIP) that would direct the overall improvement of its educational programs and services. The Gasconade County R-II School District began this process in September 2013. The purpose of the Comprehensive School Improvement Plan is to focus on the future goals of the District that need to be developed and implemented during the next five years. It is a plan that centers on the improvement of the District from all perspectives with the major thrust on enhancing student achievement and performance levels.

PLANNING PROCESS

The Comprehensive School Improvement Plan Committee meets annually. At this meeting, the objectives are reviewed and progress monitored. The committee also begins discussion regarding the revision of the plan for the next year, sub-committees are appointed as necessary to research issues.

CSIP COMMITTEE

Chuck Garner – Superintendent
Scott Hayes - Assistant Superintendent & CSIP Chairman
Anthony Alvarez– Board Member
Kurt Keller - HS Principal
Jennifer Hall – GES Principal
Jocelyn Schluss – OES Principal
Trica Ridder – OES Assistant Principal
Ken Hunott – MS Assistant Principal
Joe Stammers – HS Assistant Principal
Casey Fisher – Director of Technology
Jeannine Berti – Director of Special Services
Teresa Schulte – Director of STRIVE
Cathy Stewart - GES Teacher
Robin Schaefferkoetter - OES Teacher
Tracy Snodgrass - OES Teacher
Kari Evans - OMS Teacher
Barry Johnston – OHS Teacher

DIVERSITY OF PLANNING PANEL

The Comprehensive School Improvement Plan Committee is represented by one administrator, one teacher, and one parent/patron/business person from each building. In addition, the Director of Special Services, Superintendent and Assistant Superintendent serve on the committee. The teachers serving on the committee were selected by each building's faculty and the parents/patrons/business persons were selected by a committee of teachers from each building.

UTILIZATION OF THE PLAN

Our administrative staff agrees that the CSIP is a road map to our future. The "CSIP Plan" is used in the same context as a "strategic plan." The plan is designed to identify important, long range improvement issues and describes a specific set of actions to be undertaken, relative to these issues over a five year period.

It's intended to identify **"what"** the goals for improvement will be; it is not intended to identify **"how"** the District intends to make the desired improvements. The plan describes the actual commitment by the District to address issues.

The CSIP Plan details the Districts plan to reallocate resources, redefine and/or eliminate less effective programs and services, and incorporate any new programs and services that have been identified to produce higher student performance as measured by MSIP 5 performance indicators.

The CSIP Plan for the Gasconade County R-II School District incorporates improvement issues related to Student Performance , Technology, long term Facility and Maintenance needs, Support and Instructional Resources, State and Federal Programs, Parent and Community Engagement as well as Governance and Administration as identified by the District and in alignment to 5th Cycle MSIP areas of focus.

Each building administrator will monitor the objectives of the plan and will work collectively with their staff to incorporate these position objectives into their daily operations. Each principal will report CSIP progress at regularly scheduled administrative meetings to ensure constant progress.

To provide additional clarity as to how goals will be reached - schools, programs, and services of the district are asked to write action steps or activities that will add specificity to the plan. A VisionQuest – 21st Century School Growth Plan (SGP) form has been created. This form asks that each action step be presented in terms of a percentage that can be measured throughout the year (Smart Goals). The form also provides a space to note if the action step is connected to professional development. Funding sources, if necessary, can also be recorded. Information on the form will serve many purposes. It will be used to:

- meet requirements of MSIP
- meet requirements of Board of Education evaluation of programs and services
- provide yearly direction in the planning process of the district
- evaluate instructional programs
- identify professional development needs
- qualify for professional development funds
- qualify district expenditures
- direct building improvement
- assess programs and services

During each yearly review and revision of the CSIP plan, representatives from every building will work with students, patrons, administrators, board members and other community resources to evaluate the previous year's progress and how "each" building has improved because of CSIP implementation.

Following the annual review and revision, the Board of Education will officially adopt the "revised" CSIP plan and the cycle of activities will be reactivated.

PHILOSOPHY

A philosophy of education is the foundation on which a school district is built, and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the policies, rules and regulations of the school district.

Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual. Education provides the individual an opportunity to cultivate and develop their maximum potential.

We believe, that in a democratic society, education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive member of society. Strong emphasis must be placed upon democratic values which are important for an effective and satisfying personal and social life.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote through teaching and example the principles of the democratic way of life.

We believe that parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence to the students. The parents/guardians may do this by cooperating to the fullest with the schools, by encouraging the student to give his or her best effort to the daily school responsibilities, and by participating in school activities.

We believe that the student must have responsibilities in the educational program of the community. The most important of these is attitude. The student is obliged to come with an open mind, equipped with all the necessary materials, ready to fulfill the responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society and life-long learner.

We believe that the foundation of the district's educational programs is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics.

It is, therefore, the responsibility of the Gasconade County R-2 School District to provide an educational environment for children of the district which will foster and accelerate their intellectual, physical, social and career development.

GASCONADE COUNTY R-II SCHOOL DISTRICT MISSION STATEMENT

The Gasconade County R-2 School District and each of its employees will implement a curriculum and establish programs that prepare our students to become productive members of society.

BELIEFS AND VISION STATEMENT

As members of the Gasconade County R-2 School District, we believe . . .
- ➢ Each student is important and can learn
- ➢ Every person is responsible for himself/herself
- ➢ Parents and teachers are responsible for guiding and motivating students
- ➢ All students should have access to current instructional methodologies and technology
- ➢ All students should graduate from high school
- ➢ Teachers, students and parents are responsible for student achievement
- ➢ All students should be prepared for life-long learning and employment
- ➢ All students should be in class daily
- ➢ We should provide and maintain exemplary physical facilities
- ➢ The school should promote and encourage good character, responsible citizenship and community involvement
- ➢ The district should provide support services to accommodate all student needs
- ➢ The district must employ the best staff available

REQUIRED REVIEW & REVISIONS

The CSIP should be reviewed and amended annually with a report to the Board of Education with a Year at a Glance being provided to staff and community partners. The entire document will be revised every five years.

ANALYSIS OF ALL STUDENTS' PERFORMANCE AND OTHER RELEVANT DATA AND THE RESULTANT

The plan will focus on improvement issues that are a natural outgrowth of a study of where the District is today and what it wants to become in the future. The committee assessed the Districts current status in the educational community and then looked at the direction needed for future growth and development.

The Comprehensive School Improvement Planning Committee will annually review the data listed below. The analysis of this data will help the committee identify strengths and concerns of the Gasconade County R-II School District. Copies of the results and reports will be distributed to committee members prior to the annual planning meeting. Copies can also be obtained by accessing The Missouri Department of Elementary and Secondary Education Website.
http://www.dese.state.mo.us/

Data for Review
MAP Testing Results
SAT-10 Testing Results
ACT Testing Results
Missouri School Improvement Program Annual Progress Report

Internal Analysis – Sources of internal assessment data included:

- Missouri Assessment Program (MAP) Results
- Prior Missouri School Improvement Program (MSIP) Summary Reports
- Other District Data i.e. (Attendance, Suspension, Free & Reduced Lunch)
- The District's Annual Performance Report (APR)
- MSIP Advance Questionnaire
- District Scorecard (Attendance, Suspension, Promotion/Retention Rates, Fund Balance, Annual Performance Indicators)
- Building Level Performance Data

External Analysis – External factors focus on issues that are outside the District's direct control, but will be recognized in the District's planning and include some of the following:

- Changing Demographic Studies
- Advances in Technology
- Changes in Legal Requirements (i.e. No Child Left Behind - NCLB, Senate Bill 319)
- State & Federal Program Requirements (i.e. ESEA Title I, II, IID, etc.)
- MSIP 5 Standards and Indicators
- Annual Performance Report
- Common Core
- District Assessment Report
- MAP and End of Course Exam Data
- National Standards / Studies
- Missouri Learning Standards
- Grade Level

In 2013, the Gasconade County R-II CSIP Planning Team established three goals for the district to pursue. These goals were designed to help the district achieve the mission, vision, and values it had adopted. The three goals are: (A) Academic Focus – Increase Student Achievement & Performance; (B) Business Focus – Financial & Service Support; and (C) Community Focus – Students, Staff, Parents and Members.

CSIP Goal (A) Academic – *Increase Student Achievement and Performance:* The Gasconade County R-II School District will earn Accredited with Distinction status for the district and all buildings by reaching a minimum of 90% of available MSIP points on the APR.
1) The GCR2 School District will measure academic achievement and demonstrates improvement in the performance of its students over time.
2) The GCR2 School District will demonstrate required improvement in student performance for its subgroups.
3) The GCR2 School District will provide adequate post-secondary preparation for all students.
4) The GCR2 School District will ensure all students regularly attend school.
5) The GCR2 School district will ensure all students successfully complete high school**.**

CSIP Goal (B) Business - *Financial and Service Support*: The Gasconade County R-II School District will be recognized as a district that proactively and responsibly manages district growth, finances, and support services to maximize resources and facilitate learning. In addition, provide and maintain appropriate instructional resources, support services, and safe facilities.
1) The GCR2 School Board will govern the District in accordance to Board of Education policy outlines by Missouri School Board Association and measured by the Board Self-Evaluation tool.
2) The GCR2 School District will increase operational efficiency, support teaching and learning, and communicate with stakeholder groups.
3) The GCR2 School district will proved facilities that are adequate to house the programs of the district.
4) The GCR2 School District will provide an environment that is physically and emotionally safe and clean for students, staff, and patrons of the district.
5) The GCR2 School District will enhance their instructional program through upgrading their technological resources.

CSIP Goal (C) Community - *Students, Staff, Parents, & Patrons*: The Gasconade County R-II School District will provide the essential tools and support services to engage students, staff, and the community while promoting student achievement.
1) The GCR2 School District will provide each student with a relevant education in a safe and secure 21st century learning environment.
2) The GCR2 School District professional staff will meet Highly Qualified status, as defined by DESE.
3) The GCR2 School District will provide high-quality staff professional development focused on increased learning for all students through implementation of research-supported instructional practices.
4) The GCR2 School District will implement systemic efforts to retain highly qualified faculty and staff.
5) The GCR2 School District will increase communications with the community and patrons.

STRENGTHS & CONCERNS AS IDENTIFIED IN THE PLANNING PROCESS

Strengths of the District

- Distinction in Performance
- Access to the administration
- Safe educational environment
- Strong parental involvement
- High academic standards
- Availability of Dual Credit, Advanced Placement, and Career Educational Courses
- Community pride in the school system
- Dedicated and highly qualified faculty and staff
- Early Childhood and Parents As Teachers Programs
- Buildings, facilities, and instructional space
- At-risk student programs/alternative School
- A+ Program
- All day Summer School
- Elementary Character Education Programs

- Career Ladder
- High behavior expectations
- Use of technology for instruction
- Parent Link Program
- Smart Board Training
- Class sizes meet MSIP desirable standards
- Safety of the transportation fleet
- Gifted Program
- Breakfast program K-12
- Professional Development Program
  - SMART Board & E-Classroom Training
  - Professional Development Camp
  - Literacy Training
  - Literacy Coaches
  - Ruby Payne's "Frameworks for Poverty" Training
- Administrative Team

Concerns of the District

- MAP scores for all students, including disaggregated groups
- State financial support of education
- Energy costs and energy efficiency
- Continually increasing operation costs
- Resources for at-risk students
- Meeting the educational needs of all students

- Ability to attract experienced qualified teachers in specific subject areas
- Needed facility upgrades
- Declining enrollment
- On-going community concerns
  - Economic Situation
  - Substance Abuse
  - Stressed Families

Missouri School Improvement Program 5

The fifth version of the Missouri School Improvement Program (MSIP 5), the state's accountability system for reviewing and accrediting public school districts, outlines the expectations for student achievement with the ultimate goal of each student graduating ready for success in college and careers. The comprehensive MSIP accountability system was established in 1990 and has evolved with each version. MSIP 5 Resource and Process Standards are designed to promote continuous improvement and innovation within each district. The Process Standards are often qualitative in nature. The Performance Standards are designed to recognize the achievement and continuous growth of ALL students as they prepare for a global economy.

In September of 2012, the State Board of Education completed MSIP 4th Cycle accreditation classifications for all Missouri school districts based on MSIP 4 performance standards. The MSIP 5 performance standards were approved by the State Board of Education in December of 2011, and these standards go into effect December 2013. These performance standards are the standards and indicators that will affect the next round of accreditation classification decisions for school districts.

The resource and process standards have not affected accreditation since 2006; these serve only as a guide for districts when investing their resources. The Department doesn't review compliance with these standards in districts unless annual performance reports reflect concerns that warrant further review. The resource and process standards should also not be confused with state graduation requirements, which only serve to outline the minimum credits a student needs for a high school diploma and are not impacted by the proposal under consideration.

The goal of the changes to the resource and process standards is providing local control to districts allowing parents, community leaders, school boards, administrators and students to decide what courses are needed in their communities. Though the number of course offerings is no longer defined by a number of units, the importance of the content in each area of study is not diminished. Programs of high quality will always be needed to prepare students for life after high school graduation.

Performance Standards

Missouri's Top 10 by 20 plan holds as a primary goal that all students will graduate high school college and career ready. To measure progress toward this goal and to distinguish among school and district performance, the Department computes an Annual Performance Report (APR) score for each Local Education Agency (LEA) and school. This overall score is comprised of scores for each of the MSIP 5 Performance Standards (1) Academic Achievement (2) Subgroup Achievement (3) High School Readiness (K-8 districts) or College and Career Readiness (K-12 districts), (4) Attendance Rate and (5) Graduation Rate (K-12 districts). Status, progress, and growth (where applicable) are used to calculate a comprehensive score used to determine the accreditation level of a school district. Data for academic achievement (English language arts and mathematics), subgroup achievement (English language arts and mathematics) and graduation rate are also used for federal accountability determinations, including reward, focus and priority school identification, for LEAs and schools.

The MSIP 5 Performance Standards were approved by the State Board of Education in December of 2011 and go into effect two (2) years from the date of approval. Missouri's ESEA Flexibility

Request was approved by the United States Department of Education in July of 2012. The components used for federal accountability went into effect upon approval of the request.

1. **Academic Achievement**—The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
2. **Subgroup Achievement**—The district demonstrates required improvement in student performance for its subgroups.
3. **College and Career Readiness**—The district provides adequate postsecondary preparation for all students.
4. **Attendance Rate**—The district ensures all students regularly attend school.
5. **Graduation Rate**—The district ensures all students successfully complete high school.

Resource Standards (R)

R1—Elementary (typically self contained)—Each elementary student receives regular instruction in English language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education.
R2—Junior High/Middle School (typically departmentalized)—Each junior high/middle school student will receive regular instruction in English language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four (4) exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History and Institutions.
R3—High School—Each high school provides all students in grades 9-12 sufficient access to content required to meet the minimum graduation credit requirements and meets the specific needs of students and communities. Content areas must include: English language arts, mathematics, science, department approved career education (e.g., agriculture education), social studies, world languages, fine arts (art and music), physical education, health, practical arts, and personal finance, as appropriate for each high school.
R4—Class Size and Assigned Enrollments—Enrollments will be consistent with both class size and program standards and total enrollment requirements.
R5—Library Media Staff—Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.
R6—Guidance and Counseling Staff—Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building.
R7—Superintendent—A certificated superintendent is assigned to serve fulltime as the district's chief administrative officer.
R8—Associates/Assistants to the Superintendent—Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master's degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.
R9—Principals/Building Administrators—Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP5 staff ratios.
R10—Certification and Licensure—All personnel must hold a valid certificate or license appropriate for each assignment.
R11—Planning Time—Each fulltime classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

Process Standards

Teacher/Leader (TL)   **Instruction (I)**   **Governance (G)**

TL1—The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.
TL2—Professional learning drives and supports instructional practices in the district and leads to improved student learning.
I1—Instructional staff routinely provides effective instruction designed to meet the needs of all learners.
I2—Instructional staff uses effective assessment practices to monitor student learning and adjust instruction.
I3—The district identifies and provides effective differentiated learning and behavioral support systems for all students.
I4—The district administers state required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.
I5—The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs
I6—Guidance and counseling is an essential and fully integrated part of the instructional program.
I7—The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students.
I8—The district provides a safe and orderly environment for all students and staff.
I9—High quality, fully integrated career education is available to all secondary students.
I10—Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.
I11—The district advances excellence in teaching and learning through innovative and effective uses of technology.
G1—The local board of education, district leadership, and staff contribute to the success of every student by being ethical and acting with fairness and integrity.
G2—The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students.
G3—The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student.
G4— The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district.
G5—The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented.
G6—The local board of education and district leadership facilitate collaboration with state and local agencies, nonprofit organizations, and other community groups that promote the success, health, safety, and welfare of students.
G7—The local board of education understands the role and responsibilities of the local board and acts accordingly.
G8—The local board of education and district leadership manage organizational systems and resources for a safe, high performing learning environment.
G9—The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.
G10—The district's birth through prekindergarten population will have access to high quality early learning experiences that will prepare them to succeed in school.
G11—The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

Gasconade County R-II School District
STRATEGIC PLAN
2013-2018

VISION
Pride – Tradition - Excellence

MISSION
The Gasconade County R-2 School District and each of its employees will implement a curriculum and establish programs that prepare our students to become productive members of society.

VALUES
Visionary Leadership
High Expectations
Student-Focused
Results Oriented
Collaboration
Innovation
Integrity

STRATEGIC FOCUS AREAS
ACADEMICS (A) *Increase Student Achievement and Performance*
BUSINESS (B) *Financial and Service Support*
COMMUNITY (C) *Students, Staff, Parents, & Members*

	GOALS
A	**Goal** – The Gasconade County R-II School District will earn Accredited with Distinction status for the district and all buildings by reaching a minimum of 90% of available MSIP points on the APR.
B	**Goal** - The Gasconade County R-II School District will be recognized as a district that proactively and responsibly manages district growth, finances, and safe facilities to improve student achievement.
C	**Goal** - The Gasconade County R-II School District will provide the essential tools and support services to engage students, staff, and the community while promoting student achievement. C^1 - The Gasconade County R-II School District will provide each student with a relevant education in a safe and caring environment. C^2 – The Gasconade County R-II School District will attract, retain, and develop a high quality staff. C^3 – The Gasconade County R-II School District will improve parent and community member communication and involvement.

CSIP Strategic Focus Area (A) ACADEMICS

CSIP Goal (A) Academic*:* The Gasconade County R-II School District will earn Accredited with Distinction status for the district and all buildings by reaching a minimum of 90% of available MSIP points on the APR.

Objective 1: *Academic Achievement*—The GCR2 School District will measure academic achievement and demonstrates improvement in the performance of its students over time. **MSIP:** P1, P2, P3, R1, R2, R1, TL1, TL2, I 1, I2, I3, I4, I5, I7, I9 I11, G1, G4, G8

Person Responsible: Asst. Superintendent, Building Principals, Building Leadership Teams, Director of Technology, Director of Special Services, Professional Development Committee (PDC), and Teachers

> **Strategy 1:** Provide a guaranteed, viable and rigorous core curriculum.
> **Person Responsible:** District/Building Administration, Leadership Teams, Teachers
>> **Action Step:** Each building or program will develop an action step in their School Growth Plan (SGP) to show how they are aligning all content areas to the Missouri Learning Standards.
>> **Action Step:** Each building or program will develop an action step in their School Growth Plan (SGP) to show how they include Power Standards identified by student-friendly learning objectives (I Cans) in all curricular areas.
>> **Action Step:** Each building or program will develop an action step in their School Growth Plan (SGP) to show how they have developed and implemented a rigorous formative assessment system to measure progress toward subject area mastery/proficiency of the Missouri Learning Standards.
>
> **Strategy 2:** Provide opportunities for teachers to collaborate with colleagues to improve delivery of curriculum and instructional effectiveness.
> **Person Responsible:** District/Building Administration, Leadership Teams
>> **Action Step:** Each building or program will develop an action step in their School Growth Plan (SGP) to show how they increase the focus of collaboration to address content and skills all teachers should teach, and research-based instruction aligned to specific content, to increase academic performance for all students.
>
> **Strategy 3:** Use technology creatively across all grades and subjects to empower students to think critically and engage in their own learning.
> **Person Responsible:** District/Building Administration, Technology Director, Leadership Teams, and Teachers.
>> **Action Step:** Each building or program will develop an action step in their Building Growth Plan to ensure teachers and students are engaged in rigorous and high quality instruction which utilizes digital tools as essential elements of the lesson design.

Strategy 4: Utilize student performance data to inform instruction and to provide structured support to students identified as needing improvement.

Person Responsible: District/Building Administration, Leadership Teams, Teachers

Action Step: Each building or program will develop an action step in their School Growth Plan (SGP) to show how they use data to analyze curriculum and make revisions as needed for all areas.

Action Step: Each building or program will develop an action step in their School Growth Plan (SGP) to increase in MAP Performance Index (MPI) point for all students in each subject tested.

Strategy 5: Develop and implement plans to ensure all students are reading at grade level.

Person Responsible: District/Building Administration, Leadership Teams, Teachers

Action Step: Each elementary building will develop an action step in their School Growth Plan (SGP) to show how they support balanced literacy. .

Strategy 6: Assessment tools and practices will be used that best support student achievement.

Person Responsible: District/Building Administration, Leadership Teams, Teachers

Action Step: Each building or program will develop an action step in their School Growth Plan (SGP) to show how assessment tools and practices will be constructed and implemented in a way that prepares students for MAP, EOC, ACT, and other standardized tests.

The Goal will be considered met when:

✓ Annual increase in the second and third year MAP assessment MPIs average for the total student population by at least three percent more than the previous first year and second year average MPIs in English/Language Arts, Mathematics, Science, and all End of Course Exams as measured by MSIP5.

(Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time. The percent of students tested on each required MAP assessment meets or exceeds the state standard. Growth data indicate that students meet or exceed growth expectations.)

Objective 2: *Subgroup Achievement*—The GCR2 School District will demonstrate required improvement in student performance for its super subgroup. **MSIP:** TL2, I1, I2, I3, I4, G2, G3, G8, G10.

Strategy 1: Provide PreK-12th grade students with equal access to instruction.

Person Responsible: District/Building Administration, Director of Special Services and Teachers

Action Step: Each building or program will develop an action step in their School Growth Plan (SGP) to increase in the super subgroup MAP Performance Index (MPI) point for each subject tested.

Strategy 2: Early intervention programs will be used that best support student achievement.

Person Responsible: District/Building Administration, Leadership Teams, Teachers

Action Step: Each building or program will develop an action step in their School Growth Plan (SGP) to show how early intervention will be utilized as necessary to include: Early childhood, Special Education, Title I, and/or Parents as Teachers.

Strategy 3: Review the Title I Early Childhood Program and make recommendations for improvements annually.
Person Responsible: District/Elementary Building Administration
Action Step: Each elementary school or program will develop an action step in their School Growth Plan (SGP) to show how they meet the requirements of the Title IA federal grant by providing supplemental services to low performing students in the Title IA School.

The Goal will be considered met when:
- ✓ Annual increase in the second and third year MAP assessment MPIs average for the student subgroup populations by at least three percent more than the previous first year and second year average MPIs in English/Language Arts, Mathematics, Science, and all End of Course Exams as measured by MSIP5.

(Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time. The percent of students tested on each required MAP assessment meets or exceeds the state standard. Growth data indicate that students meet or exceed growth expectations. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement. The Title I Early Childhood Program at full capacity.)

Objective 3: *College and Career Readiness*—The GCR2 School District will improve student's outcomes on measures of college and career readiness by providing adequate post-secondary preparation for all students. **MSIP:** P1, P2, P3, P4, P5, I2, I4, I5, I6, I9

Strategy 1: Implement early identification of career interests and students' progress related to mastery of college and career readiness skills, to enable students and parents to make informed decisions which will promote a successful transition to post-secondary programs and careers.
Person Responsible: District/Building Administration, Leadership Teams, Teachers
Action Step: The high school will create an action step in its School Growth Plan (SGP) to evaluate student performance throughout high school using a range of assessments in order to present a more valid reflection of student achievement (EXPLORE, PLAN, ASVAB, ACT, SAT, COMPASS, EOC.)

Strategy 2: Provide a rigorous and relevant program of study, including access to career and technical programs, to promote success in post-secondary experiences.
Person Responsible: District/Building Administration, Leadership Teams, Teachers
Action Step: The high school will create an action step in its School Growth Plan to evaluate course curricula and programs of study for alignment to 21st Century Skills and the Common Core State Standards.

The Goal will be considered met when:
- ✓ The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
- ✓ The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS®, or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
- ✓ The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS®, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
- ✓ The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
- ✓ The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
- ✓ The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

Objective 4:   *Attendance Rate*—The GCR2 School District will ensure that 90% of individual students attending school 90% of the time. **MSIP:** P4

Strategy 1:   Each year beginning in August 2013, attendance will be monitored monthly.
Person Responsible: District/Building Administration, Leadership Teams, Teachers
  Action Step: Each building or program will develop an action step in their Building Growth Plan to monitor average daily attendance monthly.

Strategy 2:   Update district attendance procedures.
Person Responsible: District/Building Administration, Leadership Teams, Teachers
  Action Step: Each building or program will develop an action step in their Building Growth Plan to show how they have aligned attendance policy, administrative procedures and administrative forms.

Strategy 3:   Refine and implement programs at each grade level to support students with attendance concerns.
Person Responsible: District/Building Administration, Leadership Teams, Teachers
  Action Step: Each building or program will develop an action step in their Building Growth Plan to show how they identify students with excessive absences at regular intervals.
  Action Step: Each building or program will develop an action step in their Building Growth Plan to show what programs building level attendance incentive/recognition programs are used.

The Goal will be considered met when:
- ✓ District attendance reports and APR report.
- ✓ 90% of GCR2 students are in attendance 90% of the time as measured by the MSIP Annual Performance Report.

Objective 5: *Graduation Rate*—The GCR2 School district will ensure all students successfully complete high school**.**

    Strategy 1: Identify students at risk in terms of timely graduation at each grading period, and will provide targeted intervention for those students.

    Person Responsible: District/Building Administration, Leadership Teams, Teachers

        Action Step: The high school will create an action step in its School Growth Plan to show how they provide additional instructional support to improve academic achievement of at-risk students.

    Strategy 2: Provide differentiated instructional to meet the varying needs of all students to improve persistence to graduation.

    Person Responsible: District/Building Administration, Leadership Teams, Teachers

        Action Step: Each building or program will develop an action step in its School Growth Plan to develop and/or enhance intervention programs for at-risk students.

    The Goal will be considered met when:
- ✓ The five-year graduation rate for Gasconade County R-II School District will be at or above **90%** annually as measured by the MSIP Annual Performance Report.

Summary for how Goal 1 will be measured: To measure progress toward this goal and to distinguish among school and district performance, the Department computes an Annual Performance Report (APR) score for each Local Education Agency (LEA) and school. This overall score is comprised of scores for each of the MSIP 5 Performance Standards (1) **Academic Achievement** (2) **Subgroup Achievement** (3) **College and Career Readiness** (K-12 districts), (4) **Attendance Rate** and (5) **Graduation Rate** (K-12 districts). Status, progress, and growth (where applicable) are used to calculate a comprehensive score used to determine the accreditation level of a school district.

<p style="text-align:center">CSIP Strategic Focus Area (B) BUSINESS</p>

CSIP Goal (B) Business: The Gasconade County R-II School District will be recognized as a district that proactively and responsibly manages district growth, finances, and support services to maximize resources and facilitate learning. In addition, provide and maintain appropriate instructional resources, support services, and safe facilities.

Objective 1: *Ensure Effective Board Governance* - The GCR2 School Board will govern the district in accordance to Board of Education policy outlines by Missouri School Board Association and measured by the Board Self-Evaluation tool. **MSIP:** G-1, G-2, G-3, G-4, G-5, G-7, G-8

> **Strategy 1:** Create, maintain and implement policies, regulations and procedures that meet state and federal standards as well as address the specific needs of the district.
> **Person Responsible:** Board of Education

> **Strategy 2:** The Board will engage in the development, approval, implementation, monitoring and execution of a Comprehensive School Improvement Plan.
> **Person Responsible:** Board of Education

> **Strategy 3:** The Board will annually adopt, monitor and approve a district-wide program of Professional Development for its employees.
> **Person Responsible:** Board of Education

> **Strategy 4:** The Board will annually engage in a meaningful process of Performance-based Superintendent Evaluation.
> **Person Responsible:** Board of Education

> **Strategy 5:** The Board will annually complete a self-evaluation tool and will establish a baseline and target benchmarks.
> **Person Responsible:** Board of Education

The Goal will be considered met when:
- ✓ Approved policies
- ✓ Approved Comprehensive School Improvement Plan (CSIP)
- ✓ Approved Professional Development Plan
- ✓ Successful Superintendent Evaluation
- ✓ Completion of the Board of Education Self-Evaluation

Objective 2: *Ensure Effective District Governance* - The GCR2 School District will ensure effective governance.

> **Strategy 1:** District balances will be maintained at a minimum, of at least 18%, of the annual operating budget.
> **Person Responsible:** Superintendent

Strategy 2: The annual audit will reflect a positive report on accounting procedures.
Person Responsible: Superintendent

Strategy 3: Long term budget planning will examine all avenues of financial savings.
Person Responsible: Superintendent

Strategy 4: Monitor federal programs.
Person Responsible: Assistant Superintendent

The Goal will be considered met when:
- ✓ District balances are maintained at least 15% of the annual operating budget.
- ✓ The annual audit reflects a positive report on accounting procedures.
- ✓ Long term budget planning examines all avenues of financial savings.
- ✓ Annual federal program review

Objective 3: *Facilities* – The GCR2 School district will provide facilities that are adequate to house the programs of the district. **MSIP**: G-7, G-8, G-9

Strategy 1: The district will plan for future facilities needs.
Person Responsible: Superintendent, Building Administration

The Goal will be considered met when:
- ✓ Long range facility plans are evaluated and plan recommendations presented to the Board annually.

Objective 4: *Support* - The GCR2 School District will provide an environment that is physically and emotionally safe and clean for students, staff, and patrons of the district. **MSIP:** I-6, I-7, I-8, G-3, G-6

Strategy 1: The district will implement and maintain a comprehensive crisis plan.
Person Responsible: District/Building Administration, Guidance & Counseling

Strategy 2: Facilities will be cleaned and maintained.
Person Responsible: District/Building Administration, Director of Facilities

Strategy 3: The district will conduct safety reviews and inspections regularly.
Person Responsible: District/Building Administration, Director of Facilities
Strategy 4: The district will provide safe transportation for students.
Person Responsible: District/Building Administration, Director of Transportation

The Goal will be considered met when:
- ✓ Annually improve stakeholder perception of safe and caring environment as measured by an annual survey.
- ✓ Annually improve student perception of providing relevant educational and extra-curricular opportunities to meet their individual needs as measured by an annual student survey.
- ✓ All buses in the transportation fleet will be ten years or less in age and in good operating condition.

Objective 5: *Instructional Resources* - District technology and the utilization of technology will continually improve to meet the current and future needs of all students, as well as all district stakeholders. **MSIP:** G-11, I-5, I-11, TL-2

Strategy 1: The school wide program will upgrade computers for student and teacher use.
Person Responsible: Director of Technology, Technology Staff

Strategy 2: Maintain policies and procedures for technology use that support effective instruction and that are in compliance with federal, state and local requirements.
Person Responsible: Director of Technology, Technology Staff

Strategy 3: Maintain a dedicated technology budget for the hardware, software, infrastructure, connectivity, and maintenance necessary to support educational programs and administrative services.
Person Responsible: Director of Technology, Technology Staff

Strategy 4: Provide leadership in the implementation and use of district's technology resources.
Person Responsible: Director of Technology, Technology Staff

Strategy 5: Improve operational efficiency of instructional programs via an integrated data management.
Person Responsible: Director of Technology, Technology Staff

The Goal will be considered met when:
- ✓ Teacher technology training within the district involves 100% of the teachers.
- ✓ Technology will be integrated into classroom instruction when possible as evaluated by building principals.
- ✓ Technology hardware, operating systems and software are annually evaluated, upgraded, and updated.
- ✓ A multiple year technology repair and replacement schedule is developed for budget allocation purposes and to ensure district technology is maintained properly.

COMMUNITY

CSIP Goal (C) Community - *Students, Staff, Parents, & Members***:** The Gasconade County R-II School District will provide the essential tools and support services to engage students, staff, and the community while promoting student achievement.

C^{1}ommunity – Students

CSIP Goal (C^1) Community - The Gasconade County R-II School District will provide each student with a relevant education in a safe and caring environment.

Objective 1:   *Student Safety* - The GCR2 School District will provide each student with a relevant education in a safe and secure 21st century learning environment.

    Strategy 1:   Develop and deploy consistent practices and/or programs that build and maintain positive staff-student relationships and a safe, caring environment for all students.

    Strategy 2:   Develop and deploy consistent behavior expectations, guidelines, and reporting procedures including transportation and extra-curricular activities.

    Strategy 3:   Design a systematic process for monitoring and enhancing course offerings, technical and professional career study opportunities, instructional strategies, and extra-curricular activities to support a relevant 21st century education.

The Goal will be considered met when:
- ✓ Annually improve student perception of safe and caring environment as measured by an annual student survey.
- ✓ Annually improve student perception of providing relevant educational and extra-curricular opportunities to meet their individual needs as measured by an annual student survey.

C^{2}ommunity – Staff

CSIP Goal (C^2) Community – The Gasconade County R-II School District will attract, retain, and develop a high quality staff.

Objective 1:   *Highly Qualified Staff* - The GCR2 School District professional staff will meet Highly Qualified status, as defined by DESE. **MSIP:** G-2, G-3, G-6, I-1, R-7, R-8, R-9, R-10

    Strategy 1:   Develop and deploy consistent strategies that enhance staff satisfaction and recognition.
    Person Responsible: District/Building Administration

    Strategy 2:   Develop, deploy, and maintain consistent recruiting, selection, and placement processes that supports a high quality, diverse, and efficient workforce throughout the district.
    Person Responsible: District/Building Administration, Building Leadership, Staff

Strategy 3: Highly qualified teachers and paraprofessionals will be employed in Title I schools to ensure compliance with the Title I school wide plan.
Person Responsible: District/Building Administration

Strategy 4: Develop an educator evaluation system that is effective and supportive.
Person Responsible: District/Building Administration, Building Leadership, Staff

The Goal will be considered met when:
- ✓ Core Data Highly Qualified Report
- ✓ Employee salaries, benefits, and steps are evaluated annually.
- ✓ All staff salaries are in top quarter of the South Central Region.
- ✓ Employee salaries, benefits, and steps are evaluated annually.
- ✓ All staff salaries are in top quarter of the South Central Region.
- ✓ Staff will be encouraged to pursue professional growth and aspiration opportunities within the school district and system as certification and self-goals dictate.

Objective 2: *Professional Development* - The GCR2 School District will provide high-quality staff professional development focused on increased learning for all students through implementation of research-supported instructional practices.

Strategy 1: All professional staff will create and implement annual plans for professional growth that are at least in part based on and evaluated using student achievement data.
Person Responsible: District PDC, Building Administration, Building Leadership

Strategy 2: Faculty action plans for professional growth will target areas for improvement as identified by the district teacher evaluation system.
Person Responsible: Building Administration

Strategy 3: The district will continue to support the implementation of effective instructional practices targeted to the needs of the staff and faculty.
Person Responsible: District PDC, Building Administration, Building Leadership

Strategy 4: The effectiveness of the district professional development program will be evaluated using student achievement data and other measures.
Person Responsible: District PDC, Building Administration, Building Leadership

The Goal will be considered met when:
- ✓ Staff performance based on the Teacher Evaluation tool
- ✓ Annual State Assessment results as measured by MSIP 5
- ✓ The percentage of district staff stating they are satisfied with working in the Gasconade County R-II School District; cared for by their supervisors; supported through professional development opportunities; and recognized for their work will increase annually as measured by the district annual survey.
- ✓ The number of staff members stating they have received adequate training in using computers and other technology to support their role in the district will increase annually as measured by the district annual survey.

Objective 3: *Highly Qualified Staff* - The GCR2 School District will implement systemic efforts to retain highly qualified faculty and staff. **MSIP:** G-2, G-3, G-6, I-1, R-7, R-8, R-9, R-10

    Strategy 1: Collect and analyze data in order to better understand causes for teacher and staff attrition.
    Person Responsible: District/Building Administration, Board of Education

    Strategy 1: Develop and deploy consistent strategies that enhance staff satisfaction and recognition.
    Person Responsible: District/Building Administration, Building Leadership Teams

    Strategy 2: Develop, deploy, and maintain consistent recruiting, selection, and placement processes that supports a high quality, diverse, and efficient workforce throughout the district.
    Person Responsible: District/Building Administration, Building Leadership, Staff

    Strategy 3: Highly qualified teachers and paraprofessionals will be employed in Title I schools to ensure compliance with the Title I school wide plan.
    Person Responsible: District/Building Administration

    Strategy 4: Develop an educator evaluation system that is effective and supportive.
    Person Responsible: District/Building Administration, Building Leadership, Staff

The Goal will be considered met when:
- ✓ Core Data Highly Qualified Report
- ✓ Employee salaries, benefits, and steps are evaluated annually.
- ✓ All staff salaries are in top quarter of the South Central Region.
- ✓ Employee salaries, benefits, and steps are evaluated annually.
- ✓ All staff salaries are in top quarter of the South Central Region.
- ✓ Staff will be encouraged to pursue professional growth and aspiration opportunities within the school district and system as certification and self-goals dictate.

<div align="center">

C^{3}ommunity – Parents and Members

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CSIP Goal (C^2) Community – The Gasconade County R-II School District will improve parent and community member communication and involvement.

Objective 1: *Partnerships* - The GCR2 School District will increase communications with the community and patrons.G-6, G-8, G-9, G-11

    Strategy 1: Develop systematic processes to meet and address parent and community education of "21st century learning and teaching."
    Person Responsible: District/Building Administration, Staff

Strategy 2:   The Title I program will have a parental involvement policy and compact that will outline the shared responsibility of how the parent/school relationship will work.
Person Responsible: District/Building Administration, Staff

Strategy 3:   The LEA plan shall be developed in consultation with teachers, parents, and administrators.
Person Responsible: District/Building Administration, Staff

Objective 2:   *Communication* - The GCR2 School District will develop and implement plans to enhance the school district's external communication process. **MSIP** G-6, G-8, G-9, G-11

Strategy 1:   Develop and implement a district communications plan establishing written standards and procedures to ensure consistent and effective communication.
Person Responsible: District/Building Administration, Staff

Strategy 2:   Establish a Pre K-12 communications plan for consistent, grade appropriate, school-home communications.
Person Responsible: District/Building Administration, Staff

Strategy 3:   Improve written communication from school to home.
Person Responsible: District/Building Administration, Staff

Strategy 4:   Improve district communication with patrons.
Person Responsible: District/Building Administration, Staff

Strategy 5:   Expand use of district website to communicate with parents and patrons.
Person Responsible: District/Building Administration, Staff

The Goal will be considered met when:
- ✓ Annually increase parent perception in reference to district-wide communication as measured by a parent survey.
- ✓ Annually increase parent and community involvement as measured by parent and community involvement data and survey.
- ✓ Regular monthly articles are published in the newspaper.
- ✓ An average of one parent activity per school month is provided in each building in the district.
- ✓ The board seeks ways to recognize individuals and teams for honors, achievements, and accomplishments.
- ✓ Adult education programs are developed for implementation annually.
- ✓ Extensions classes from ECC are explored
- ✓ Extensions classes from area post high school institutions are explored.
- ✓ An after-school program will be researched, developed, and implemented which will recruit parent and community involvement for students.

CCR Data Appeals:
Once the Annual Performance Report is released, districts have approximately one month to correct/appeal the data received by the various testing companies (ACT®, SAT®, ASVAB, AP, IB, etc.). For additional information, or to obtain the form, go to http://www.dese.mo.gov/divimprove/sia/dar/appealsprocedures.html.

Academic Achievement Targets
Academic achievement targets are based on the goal of improving total student proficiency levels on state assessments by 25 percent by 2020. Student Gap Group targets are based on the goal of cutting the achievement gap in half for students in historically under-performing subgroups (black, Hispanic, FRL, students with disabilities and English language learners).

MAP Achievement Levels and MPI Point Values
Student performance on tests administered through the MAP is reported in terms of four (4) achievement levels; below basic, basic, proficient and advance. The levels of achievement describe a pathway to proficiency. Numeric values are assigned to each of the achievement level scores as follows when calculating the MPI: Below Basic 1 - Basic 3 - Proficient 4 - Advanced 5

The MAP Performance Index (MPI)
The *MPI* is used to develop scores within the Status and Progress metrics and to set academic achievement targets for LEA, school and student group achievement. Student performance on tests administered through the Missouri Assessment Program (MAP) is reported in terms of four (4) achievement levels (below basic, basic, proficient and advanced) that describe a pathway to proficiency. The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four (4) achievement levels. The points for all students in the LEA, school or student group in a subject area are summed together, divided by the number of students in the group being measured and then multiplied by 100. The result is the MPI for that group and subject.

MPI (Three-year)
The annual MPIs from the three (3) most recent years are averaged and the mean, the three-year MPI, is used to determine whether the LEA, school, or subgroup has reached the 2020 target, is on track to reaching the 2020 target, is approaching the annual benchmark or is substantially not meeting the achievement targets set for the MAP content area.

MPI (Cumulative)
LEAs, schools and subgroups must have an average of at least 30 Accountable students in the group being measured in a given content area over a three-year period in order to generate scores for accountability. If this is not possible, the status measure is calculated by "pooling" three (3) years of data and summing the number of Accountable students and the numbers of students in each achievement level across the three-year period; the "pooled" count is used in the calculation used for determining Status and is referred to as the Cumulative MPI.

Progress
Differentiated improvement targets are set for LEAs, schools and subgroups based on the individual group's two (2) prior years of data. This method measures improvement by comparing two-year averages of data and setting targets through an MPI Gap or percent of required improvement. Year 1 and 2 are averaged, and years 2 and 3 are averaged; the averages are then compared to determine the amount of improvement. When three (3) years of data are not available, (e.g. a new school is established) the available years will be used for reporting purposes. Differentiated improvement targets are set for LEAs, schools and subgroups based on the individual group's two (2) prior years achievement.

Status
Status is a measurement of the school's or LEA's level of achievement based upon the specific calculation of a standard. Status is divided into four (4) levels; the 2020 target, on track, approaching and floor.

Student subgroups
School and district accountability *determinations* are made for the "all students" group and for the "super subgroup". Determinations are made for Local Education Agency (LEAs) and schools that serve 30 or more students and for super subgroups of 30 or more students in a single accountability year. Multiple years of data are used for buildings or LEAs with fewer than 30 students. School and LEA *reports* are produced for the "all students" group and for up to nine (9) additional subgroups: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low income students.

Super subgroup
The new high needs group is an unduplicated count of all students in a school or LEA belonging to at least one (1) of the following individual subgroups: black, Hispanic, students with disabilities, English language learners, or low income students (eligible for free/reduced price school lunch (FRL)). The subgroups were selected based upon a review of the state's student achievement data.

APR BALANCED SCORECARD

GCR2 2013 APR RESULTS			
	Points Possible	**Points Earned**	**Percent Earned**
Standard 1: Academic Achievement	56.0	39.0	69.6%
Standard 2: Subgroup Achievement	14.0	12.0	85.7%
Standard 3: College and Career Readiness	30.0	27.0	90%
Standard 4: Attendance Rate	10.0	10.0	100%
Standard 5: Graduation Rate	30.0	30.0	100%
Total	**140.0**	**118.0**	**84.2%**

Standard 1: Academic Achievement				
	English Language Arts	**Mathematics**	**Science**	**Social Studies**	**K-12**
Status Score	0 – **9** – 12 – 16	0 – **9** – 12 – 16	0 – 9 – 12 – **16**	0 – **5** – 6 – 8	
Progress Score	**0** – 3 – 6 – 12	**0** – 3 – 6 – 12	**0** – 3 – 6 – 12	**0** – 1.5 – 3 – 6	
Growth Score	**0** – 6 – 12	**0** – 6 – 12			
Possible Points	Max Score: 16	Max Score: 16	Max Score: 16	Max Score: 8	Max: 56
Points Earned:	**9.0**	**9.0**	**16.0**	**5.0**	**39.0**

Standard 2: Subgroup Achievement				
	English Language Arts	**Mathematics**	**Science**	**Social Studies**	**K-12**
Status Score	0 – 2 – **3** – 4	0 – 2 – **3** – 4	0 – 2 – 3 – **4**	0 – **1** – 1.5 – 2	
Progress Score	**0** – 1 – 2 – 3	**0** – 1 – 2 – 3	**0** – 1 – 2 – 3	0 – .5 – **1** – 1.5	
Growth Score	**0** – 2 – 3	**0** – 2 – 3			
Possible Points	Max Score: 4	Max Score: 4	Max Score: 4	Max Score: 2	Max: 14
Points Earned:	**3.0**	**3.0**	**4.0**	**2.0**	**12.0**

Standard 3: College and Career Readiness			
	CCR*1-3	**CCR*4**	**CCR*5-6**	**K-12**
Status Score	0 – 6 – **7.5** – 10	0 – 6 – **7.5** – 10	0 – 6 – **7.5** – 10	
Progress Score	0 – **2** – 4 – 7.5	0 – 2 – 4 – **7.5**	**0** – 2 – 4 – 7.5	
Possible Points	Max Score: 10	Max Score: 10	Max Score: 10	Max: 30
Points Earned:	**9.5**	**10.0**	**7.5**	**27**

Standard 4: Attendance Rate & Standard 5: Graduation Rate		
	Attendance	**Graduation**	**K-12**
Status Score	0 – 6 – 7.5 – **10**	0 – 18 – **22.5** – 30	
Progress Score	**0** – 2 – 4 – 7.5	0 – 6 – 12 – **22.5**	
Possible Points	Max Score: 10	Max Score: 30	Max: 40
Points Earned:	**10.0**	**30.0**	**40.0**

(*Name of School or Department*) GROWTH PLAN FORM
2013-2014 School Year

To Support the Comprehensive School Improvement Plan (CSIP) 2013-2018

Building: _____   Date: _____

Section I: School Improvement Goals Linked to MSIP 5			
MSIP 5 Performance Standard:	() 1.1 ELA	() 1.2 MA	(x) 4 Attendance
	() 2.1 ELA- Subgroup	() 2.2 MA - Subgroup	
	() PBIS – Behavior*	*PBIS Schools Only*	
SIP Goal Statement (include specific number of MSIP points to be earned) :			
Statement of gap in student achievement (Need Statement):			
Contributing Cause for the gap in student achievement:			
List the multiple sources of data used to identify the gap in student achievement:			

Section II: Comprehensive Analysis Report on System Processes and Practices			
Listed below are the challenges identified from MAP student achievement data analysis. Challenges should be based on information from one or more of the following reports: MAP Scale Score Summary Report Achievement Level 4 Reports Content Standard IBD and Goal Process Standard Reports. These challenges should be addressed as action steps in your VisionQuest - 21ˢᵗ Century SGP in Section III.			
Total Population:	**(Grade/EOC):**	**(Grade/EOC):**	**(Grade/EOC):**
Class of 2020 Longitudinal Data:		**Class of 2021 Longitudinal Data:**	
Speaking and Writing Standard English Content Strand:	**Reading Fiction/Poetry/Drama Content Strand:**	**Reading Non-fiction Content Strand:**	**Writing Formally and Informally Content Strand:**
(Grade) Content Standard IBD			
(Grade) Content Standard IBD			
(Fifth) Grade Content Standard IBD			

Section III: Plan to Accomplish Student Achievement Goals							
Measurable Objective Statement to support Goal:							
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:							
Goal:							
Strategy Statement:							
Measurable Goal Written as %	Fall Baseline	Target	Mid-Year	Year-end Status	**Assessment Measure**	PD Funds	Other Funding Sources
Action Steps are written to explain how the strategy will be used to accomplish the district CSIP goal. All action steps must be measured by and written as a percentage. (Utilize the SMART goal process)	Starting Point	End Goal	Is progress being made	Final measure	Assessment(s) utilized to validate data.		

Other Required Information
What research did you review to support the use of this strategy and action plan?
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
How has the school integrated its available fiscal resources to support this strategy and action steps?
How has the school assessed the need for, and integrated the use of, technology to support this strategy and action steps?