



Logan-Rogersville R-VIII  
SCHOOL DISTRICT  
*Opportunity • Success • Excellence*

## *Comprehensive School Improvement Plan*

*2016-2017 through 2019-2020*

### **Mission**

The mission of the Logan-Rogersville R-VIII School District is to provide all students with the skills and knowledge necessary for successful participation in our changing society.

### **Philosophy**

Inherent within this organization is the belief that all people have worth and the right to be treated with dignity and respect, that all students will have the *opportunity* to learn to the extent of their abilities, that the family is critical to the *success* of the learning process, that the quality of learning directly affects the quality of life, and that any compromise in a commitment to *excellence* in education is unacceptable.

### **We believe...**

*All people have worth and the right to be treated with dignity and respect.*

*All students will have the opportunity to learn to the extent of their abilities.*

*The family is critical to the success of the learning process.*

*The quality of learning directly affects the quality of life.*

*Any compromise in a commitment to excellence in education is unacceptable.*

# The Focus

## 1. Instructional Programs

### **Curriculum – Instruction – Assessment**

Missouri Learning Standards drive curriculum development/revision, research-based instructional strategies and formative / summative assessment to ensure students graduate from high school ready for college, career and life.

## 2. High Quality Staff

### **Organizational Capital – Professional Learning**

Missouri Teacher & Leader Standards support the recruitment, selection and support of high quality certified and support staff through ongoing evaluation and focused professional development.

## 3. Student Success

### **Student Support Services**

Services targeting early learning and support services to ensure the needs of ALL students are met through early learning and ongoing intervention/support services.

## 4. School Operations

### **Safety – Facilities – Infrastructure**

Focus on the physical environment includes ensuring safe and secure facilities that provide the infrastructure for technology and opportunities for growth.

## 5. Community

### **Climate – Culture – Engagement**

Implementation of strategies aimed at improving school climate, culture, stakeholder relationships and family/community engagement.

## 6. Governance

### **Leadership – Accountability – Finances**

Leaders across the district including superintendent, central office, principals, board of education, and teacher leaders are focused on accountability efforts.

# **Board of Education Goals**

## **Student Performance**

Maintain an awareness of student academic performance areas of strength, weakness, and areas in need of continuous improvement. Support measures and objectives to ensure continued academic growth at all grade levels and in all content areas.

## **Highly Qualified Staff**

Promote highly qualified staff in certified positions through effective hiring, retention, mentoring, and professional staff development practices. Strive to equip support staff with continuing education opportunities related to their classification.

## **Monitoring & Accountability**

Monitor instructional services, support services, and district facilities through the Comprehensive School Improvement Plan and Building Improvement Plans on a regular basis. Ensure that student academic performance is the focus of instructional decisions being made at the board level.

## **Parent & Community Involvement**

Encourage parent and community involvement at each grade level and across the district through open two-way communication to support continuous student improvement.

## **School Governance**

Assess and develop board of education policy to direct the operations of the school in support of student academic performance. Review policy as necessary to ascertain effectiveness of district procedures and processes.

# 1. Instructional Programs

## Curriculum – Instruction – Assessment

Missouri Learning Standards drive curriculum development/revision, research-based instructional strategies and formative / summative assessment to ensure students graduate from high school ready for college, career and life.

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

### A. Curriculum

1. Standards are prioritized and essential learner outcomes are established for each grade/content area.
2. Clear learning expectations integrate both critical thinking and problem solving skills.
3. Curriculum is monitored and evaluated with necessary revisions made annually in accordance with the district's curriculum management plan.
4. Courses and programs focused on college and career readiness are a priority at the secondary level (e.g. dual credit, AP, career/technical courses).

### B. Instruction

1. Instruction is differentiated based on the individual needs of students and is monitored through ongoing data collection.
2. There is a tiered intervention system to respond when students need additional time and support for learning.
3. Technology is utilized as instructional resources to support learning at all levels.
4. Guidance and Counseling services are an integral part of the instructional process.
5. Library Media Centers support the implementation of curriculum and provide print/online materials, and technology resources for teaching and learning.

### C. Assessment

1. Teachers regularly utilized data (both informal and formal) to adjust instruction and revise curriculum.
2. Formative feedback is provided to students and is used by teachers in an effort to increase learning across all grades/subject areas.
3. Data teams evaluate common assessments together to determine effective instructional strategies that promote student learning.
4. Benchmark assessment tools are utilized to predict performance on standardized state assessments in accordance with the district's assessment plan.
5. State assessment results are analyzed annually and are used to set building and grade / department level goals in an effort to increase student achievement.

### **Board of Education Goals**

#### **STUDENT PERFORMANCE**

Maintain an awareness of student academic performance areas of strength, weakness, and areas in need of continuous improvement. Support measures and objectives to ensure continued academic growth at all grade levels and in all content areas.

#### **HIGHLY QUALIFIED STAFF**

Promote highly qualified staff in certified positions through effective hiring, retention, mentoring, and professional staff development practices. Strive to equip support staff with continuing education opportunities related to their classification.

#### **PROGRAM MONITORING & ACCOUNTABILITY**

Monitor instructional services, support services, and district facilities through the Comprehensive School Improvement Plan and Building Improvement Plans on a regular basis. Ensure that student academic performance is the focus of instructional decisions being made at the board level.

# 1. Instructional Programs Monitoring Plan 2017-2020

A. Curriculum	Monitoring Resources	Responsible
1. Standards are prioritized and essential learner outcomes are established for each grade/content area.	<ul style="list-style-type: none"> <li>- Curriculum Documents</li> <li>- Units of Instruction</li> <li>- Curriculum Program Evaluation</li> </ul>	Teachers Principals Administration
2. Clear learning expectations integrate both critical thinking and problem solving skills.	<ul style="list-style-type: none"> <li>- Curriculum Management Plan</li> <li>- Classroom Observations</li> <li>- Formative/Summative Assessment Data</li> </ul>	Teachers Principals Administration
3. Curriculum is monitored and evaluated with necessary revisions made annually in accordance with the district's curriculum management plan.	<ul style="list-style-type: none"> <li>- Curriculum Management Tool</li> <li>- Curriculum Management Plan</li> <li>- Curriculum Program Evaluation</li> </ul>	Teachers Principals Administration
4. Courses and programs focused on college and career readiness are a priority at the secondary level (e.g. dual credit, AP, career/technical courses).	<ul style="list-style-type: none"> <li>- Annual Performance Report (MSIP 5)</li> <li>- Technical Skills Attainment</li> <li>- Vocational Programs Evaluation</li> <li>- A+ Program Evaluation</li> </ul>	Administration Principals
B. Instruction	Monitoring Resources	Responsible
1. Instruction is differentiated based on the individual needs of students and is monitored through ongoing data collection.	<ul style="list-style-type: none"> <li>- Classroom Observations</li> <li>- Annual Performance Report (MSIP 5)</li> <li>- Response to Intervention (RtI) – tiered instructional support</li> </ul>	Principals Teachers Interventionists
2. Technology is utilized as instructional resources to support learning at all levels.	<ul style="list-style-type: none"> <li>- Technology Evaluation</li> <li>- Classroom Observations (Teacher Eval.)</li> </ul>	Principals Teachers Technology
3. Guidance and Counseling services are an integral part of the instructional process.	<ul style="list-style-type: none"> <li>- Guidance and Counseling Evaluation</li> </ul>	Counselors
4. Library Media Centers support the implementation of curriculum and provide print/online materials, and technology resources for teaching and learning.	<ul style="list-style-type: none"> <li>- Library/Media Evaluation</li> </ul>	Library/Media Specialists
C. Assessment	Monitoring Resources	Responsible
1. Teachers regularly utilized data (both informal and formal) to adjust instruction and revise curriculum.	<ul style="list-style-type: none"> <li>- Assessment Plan</li> <li>- Assessment Evaluation</li> <li>- Classroom Observations (NEE tool)</li> </ul>	Principals Teachers
2. Teachers use formative feedback to provide feedback and adjust instruction to increase student learning across all grades/subject areas.	<ul style="list-style-type: none"> <li>- Classroom Observations (NEE tool)</li> </ul>	Principals Teachers
3. Benchmark assessment tools are utilized to predict performance on standardized state assessments in accordance with the district's assessment plan.	<ul style="list-style-type: none"> <li>- Assessment Plan</li> <li>- Assessment Evaluation</li> </ul>	Principals Teachers Administration
4. State assessment results are analyzed annually and are used to set building and grade / department level goals in an effort to increase student achievement.	<ul style="list-style-type: none"> <li>- Assessment Plan</li> <li>- Assessment Evaluation</li> <li>- Annual Performance Report (MSIP 5)</li> </ul>	Principals Teachers Administration

## 2. High Quality Staff

### Organizational Capital – Professional Learning

Missouri Teacher & Leader Standards support the recruitment, selection and support of high quality staff through ongoing evaluation and focused professional development.

**Recruit, attract, develop, and retain highly qualified staff to carry out the Local Education Agency (LEA) / District mission, goals, and objectives.**

#### A. Organization Capital

1. The district is committed to recruiting, developing and retaining high quality staff
2. The evaluation of all certified staff is aligned to the Missouri Teacher & Leaders Standards
3. The evaluation of all support staff is aligned with the Missouri School Board Association (MSBA) recommended support staff evaluation model.
4. The district analyzes salaries annually in an effort to be competitive among area schools.

#### B. Professional Learning

1. Professional development opportunities in areas of instructional need are provided based on the examination of assessment data for both probationary and tenured teachers.
2. The district collects and utilizes information regarding the effectiveness of the professional development program in improving student achievement.
3. Substantial time and resources are devoted to professional development for certified and support staff.

### Board of Education Goals

#### **HIGHLY QUALIFIED STAFF**

Promote highly qualified staff in certified positions through effective hiring, retention, mentoring, and professional staff development practices. Strive to equip support staff with continuing education opportunities related to their classification.

#### **PROGRAM MONITORING & ACCOUNTABILITY**

Monitor instructional services, support services, and district facilities through the Comprehensive School Improvement Plan and Building Improvement Plans on a regular basis. Ensure that student academic performance is the focus of instructional decisions being made at the board level.

## 2. High Quality Staff Monitoring Plan 2017-2020

<b>A. Organizational Capital</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. The district is committed to recruiting, developing and retaining high quality staff	<ul style="list-style-type: none"> <li>- Federal Programs Eval – Title I.A.</li> <li>- MO DESE Core Data</li> </ul>	Administration Principals
2. The evaluation of all certified staff is aligned to the Missouri Teacher & Leaders Standards	<ul style="list-style-type: none"> <li>- Summative Evaluations</li> </ul>	Administration Principals
3. The evaluation of all support staff is aligned with the MSBA support staff evaluation model.	<ul style="list-style-type: none"> <li>- Yearly Evaluations</li> </ul>	Administration Directors
4. The district analyzes salaries annually in an effort to be competitive among area schools.	<ul style="list-style-type: none"> <li>- Budget</li> <li>- Salary Schedules</li> </ul>	Administration Board of Education
<b>B. Professional Learning</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. Professional development opportunities in areas of instructional need are provided based on the examination of assessment data for both probationary and tenured teachers.	<ul style="list-style-type: none"> <li>- Building Improvement Plans</li> <li>- Professional Development Evaluation</li> <li>- Mentoring Program</li> </ul>	Principals PDC Chair Mentoring Supervisors
2. The district collects and utilizes information regarding the effectiveness of the professional development program in improving student achievement.	<ul style="list-style-type: none"> <li>- Early Release Activities/Documents</li> <li>- Professional Development Evaluation</li> </ul>	Principals PDC Chair
3. Substantial time and resources are devoted to professional development for certified and support staff.	<ul style="list-style-type: none"> <li>- Professional Development Evaluation</li> <li>- Departmental Program Evaluations</li> </ul>	PDC Chair Administration Directors

# 3. Student Success

## Student Support Services – Attendance - Graduation

Services targeting early learning and support services to ensure the needs of ALL students are met through early learning and ongoing intervention/support services.

**Provide and maintain instructional resources and student support services to meet the needs of all in students in grades PreK-12.**

### A. Student Support Services

1. Comprehensive special education services are provided to all students, ages 3-12, in accordance with the Individuals with Disabilities Education Act (IDEA).
2. The Curriculum for Academically Talented Students (CATS) is provided for gifted/talented students in grades 1-8 to enhance intellectual and academic talents and to encourage the development of creative thinking and leadership skills.
3. The district complies with all provisions and regulations of the following federal programs: Title I.A: Improving the Academic Achievement of the Disadvantaged
4. The district provides early childhood education services for students identified as “at-risk” of academic failure with a focus on school readiness.
5. The district provides services to English Language Learners (ELL) to students for whom English is not their native language in an effort to assist these students in becoming academically and linguistically proficient in the English language.
6. The district offers high quality education programs to students during the summer months in an effort to meet diverse student needs.
7. The district provides opportunities for parents/guardians to learn about the developmental needs of their children and receive support/ encouragement so that children grow and develop to their full potential.

### B. Attendance

1. Attendance is monitored daily and reported to the board of education on a monthly basis.
  - a. Ninety percent of students are expected to attend 90% of the time

### C. Graduation

1. Students are expected to graduate from high school within a four to five year period with their cohort.
2. Alternative education settings/programs are available to students to increase the number of students graduating on time.

#### Board of Education Goals

##### **STUDENT PERFORMANCE**

Maintain an awareness of student academic performance areas of strength, weakness, and areas in need of continuous improvement. Support measures and objectives to ensure continued academic growth at all grade levels and in all content areas.

##### **PROGRAM MONITORING & ACCOUNTABILITY**

Monitor instructional services, support services, and district facilities through the Comprehensive School Improvement Plan and Building Improvement Plans on a regular basis. Ensure that student academic performance is the focus of instructional decisions being made at the board level.

##### **SCHOOL GOVERNANCE**

Assess and develop board of education policy to direct the operations of the school in support of student academic performance. Review policy as necessary to ascertain effectiveness of district procedures and processes.



### 3. Student Success Monitoring Plan 2017-2020

A. Student Support Services	Monitoring Resources	Responsible
1. Comprehensive special education services are provided to all students, ages 3-12, in accordance with the Individuals with Disabilities Education Act (IDEA).	<ul style="list-style-type: none"> <li>- IDEA compliance</li> <li>- Special Education Evaluation</li> </ul>	Special Services
2. The Curriculum for Academically Talented Students (CATS) is provided for gifted/talented students in grades 1-8 to enhance intellectual and academic talents and to encourage development of creative thinking and leadership skills.	<ul style="list-style-type: none"> <li>- CATS Evaluation</li> </ul>	Special Services CATS Teacher
3. The district complies with all provisions and regulations of the following federal programs: Title I.A: Improving the Academic Achievement of the Disadvantaged	<ul style="list-style-type: none"> <li>- Federal Programs Evaluation</li> </ul>	Special Services
4. The district provides early childhood education services for students identified as “at-risk” of academic failure with a focus on school readiness.	<ul style="list-style-type: none"> <li>- Early Childhood Evaluation</li> </ul>	Special Services EC/ECSE Teachers
5. The district provides services to English Language Learners (ELL) to students for whom English is not their native language in an effort to assist these students in becoming academically and linguistically proficient in the English language.	<ul style="list-style-type: none"> <li>- ELL Evaluation</li> </ul>	Special Services ELL teacher
6. The district offers high quality education programs to students during the summer months in an effort to meet diverse student needs.	<ul style="list-style-type: none"> <li>- Summer School Evaluation</li> </ul>	Special Services Curriculum
7. The district provides opportunities for parents/guardians to learn about the developmental needs of their children and receive support/ encouragement so that children grow and develop.	<ul style="list-style-type: none"> <li>- PAT Evaluation</li> </ul>	Special Services Parent Educator
B. Attendance	Monitoring Resources	Responsible
1. Attendance is monitored daily and reported to the board of education on a monthly basis. --- Ninety percent of students are expected to attend 90% of the time	<ul style="list-style-type: none"> <li>- Average Daily Attendance</li> <li>- Building Improvement Plans</li> <li>- Annual Performance Report</li> </ul>	Administration Principals Teachers
C. Graduation	Monitoring Resources	Responsible
1. Students are expected to graduate from high school within a four to five year period with their cohort.	<ul style="list-style-type: none"> <li>- Annual Performance Report</li> </ul>	Administration HS Principals
2. Alternative education settings/programs are available to students to increase the number of students graduating on time.	<ul style="list-style-type: none"> <li>- 8<sup>th</sup> hour / Credit Recovery</li> <li>- Alternative setting placements</li> </ul>	Administration HS Principals

# 4. School Operations

## Safety – Facilities – Infrastructure

Focus on the physical environment includes ensuring safe and secure facilities that provide the infrastructure for technology and opportunities for growth.

**Provide and maintain support services, and functional and safe facilities.**

### A. Safety

1. The district provides a safe and secure physical environment for all students and staff.
2. The district places an emphasis on safety for students, employees and patrons through all professional and support staff programs and services.

### B. Facilities

1. The district provides clean, safe, and well-maintained facilities appropriate to house education programs and activities.
2. The district conducts three strategic planning meetings per year in order to gather community input regarding a vision for the district especially as it pertains to growth and future facility needs.
3. The district continually develops short-range and long-range facility master plans pertaining to the maintenance of existing facilities and potential future need of additional new facilities.

### C. Infrastructure

1. Technology resources and services are provided as an integral part of the instructional program and district operations.
2. The technology department provides support, training and guidance necessary to increase performance levels of students, faculty and staff.

## Board of Education Goals

### **PROGRAM MONITORING & ACCOUNTABILITY**

Monitor instructional services, support services, and district facilities through the Comprehensive School Improvement Plan and Building Improvement Plans on a regular basis. Ensure that student academic performance is the focus of instructional decisions being made at the board level.

### **SCHOOL GOVERNANCE**

Assess and develop board of education policy to direct the operations of the school in support of student academic performance. Review policy as necessary to ascertain effectiveness of district procedures and processes.

## 4. School Operations Monitoring Plan 2017-2020

<b>A. Safety</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. The district provides a safe and secure physical environment for all students and staff.	<ul style="list-style-type: none"> <li>- Safety Inspections</li> <li>- Safety Training/Drills</li> <li>- Safety/Security Program Evaluation</li> <li>- FEMA Shelters</li> </ul>	Administration Principals School Resource Officer Maintenance/Grounds
2. The district places an emphasis on safety for students, employees and patrons through all professional and support staff programs and services.	<ul style="list-style-type: none"> <li>- Safety/Training Drills</li> <li>- Professional/Support Staff Handbooks</li> <li>- Emergency Action Plans and Drills</li> <li>- Departmental Program Evaluations</li> </ul>	Administration Principals School Resource Officer Program/Dept. Directors
<b>B. Facilities</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. The district provides clean, safe, and well-maintained facilities appropriate to house education programs and activities.	<ul style="list-style-type: none"> <li>- Facilities Walkthrough Evaluation</li> <li>- Custodial/Maintenance Program Evaluation</li> </ul>	Administration Maintenance/Grounds
2. The district conducts three strategic planning meetings per year in order to gather community and staff input regarding a vision for the district especially as it pertains to growth and future facility needs.	<ul style="list-style-type: none"> <li>- Stakeholder Input</li> <li>- Demographic Study</li> <li>- Facility Master Plan</li> </ul>	Administration
3. The district continually develops short-range and long-range facility master plans pertaining to the maintenance of existing facilities and potential future need of additional new facilities.	<ul style="list-style-type: none"> <li>- District Site Improvement Plan</li> <li>- Facility Master Plan</li> <li>- Departmental Program Evaluations</li> </ul>	Administration Maintenance/Grounds
<b>C. Infrastructure</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. Technology resources and services are provided as an integral part of the instructional program and district operations.	<ul style="list-style-type: none"> <li>- Technology Plan</li> <li>- Technology Program Evaluation</li> </ul>	Administration Technology Curriculum
2. The technology department provides support, training and guidance necessary to increase performance levels of students, faculty and staff.	<ul style="list-style-type: none"> <li>- Technology Plan</li> <li>- Technology Program Evaluation</li> </ul>	Administration Technology

# 5. Community

## Climate – Culture – Engagement

Implementation of strategies aimed at improving school climate, culture, stakeholder relationships and family/community engagement.

**Promote, facilitate, and enhance parent, student, and community involvement in Local Education Agency (LEA) / District educational programs.**

### A. Climate / Culture

1. Foster positive school climate in an effort to make every school in the district an inviting and safe place for every student, parent, staff, and the larger community.
2. Celebrate community history and culture by inviting local historians to visit classrooms.

### B. Engagement

1. Provide opportunities for families and community members to engage in two-way dialogue with the district
2. Use new media and technology to obtain evaluative input from constituents and promote engaged interaction.

### Board of Education Goals

#### **PARENT & COMMUNITY INVOLVEMENT**

Encourage parent and community involvement at each grade level and across the district through open two-way communication to support continuous student improvement.

## 5. Community Monitoring Plan 2017-2020

<b>A. Climate / Culture</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. Foster positive climate in an effort to make every school building in the district an inviting and safe place for every student, parent, staff, and the larger community.	- Building Improvement Plans - Climate Survey	Administration Principals Teachers
2. Celebrate community history and culture	- Building Improvement Plans	Administration Principals Teachers
<b>B. Engagement</b>	<b>Monitoring Resources</b>	<b>Responsible</b>
1. Provide opportunities for families and community members to engage in two-way dialogue with the district	- Parent Advisory Committees	Administration Principals
2. Use new media and technology to obtain evaluative input from constituents and promote engaged interaction.	- Media Resources (website, parent portal, Twitter, Facebook, etc.)	Administration Technology

## 6. Governance

### Leadership – Accountability – Finances

Leaders across the district including superintendent, central office, principals, board of education, and teacher leaders are focused on accountability efforts.

**Govern the Local Education Agency (LEA) / District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the school district.**

#### A. Leadership

1. Create an environment that actively promotes and supports innovation within and beyond the school walls to meet the needs of all students

#### B. Accountability

1. Develop an accountability and data system based on teaching and learning standards to measure student performance outcomes which inform instructional practice, administrative leadership and governance decisions.

#### C. Finances

1. Monitor budget to ensure a healthy fund balance.

#### Board of Education Goals

#### SCHOOL GOVERNANCE

Assess and develop board of education policy to direct the operations of the school in support of student academic performance. Review policy as necessary to ascertain effectiveness of district procedures and processes.

## 6. Governance Monitoring Plan 2017-2020

A. Leadership	Monitoring Resources	Responsible
1. Create an environment that actively promotes and supports innovation within and beyond the school walls to meet the needs of all students	- Evaluation of School Leaders	Administration Principals Directors
B. Accountability	Monitoring Resources	Responsible
1. Develop an accountability and data system based on teaching and learning standards to measure performance outcomes which inform instructional practice, administrative leadership and governance decisions.	- Missouri School Improvement Program Fifth Cycle (MSIP 5 performance and process standards)	Administration Principals Directors
C. Finances	Monitoring Resources	Responsible
1. Monitor budget to ensure a healthy fund balance.	- School Budget / Annual Audit - Annual Secretary of the Board Report - Demographic Study - Facilities Master Plan	Administration Board of Education