

Comprehensive School Improvement Plan (CSIP)

Date: March 24, 2015	
<input checked="" type="checkbox"/> District Plan	District Name: Lamar R-1 County/District Code: Barton 006-104 Grades Served: Prek-12
Accountability Plan Due To: <input type="checkbox"/> Priority School <input type="checkbox"/> Focus School <input type="checkbox"/> Risk Factors <input checked="" type="checkbox"/> Other - CSIP	
Regional School Improvement Team <i>See guidance for all individuals who need to be included in the RSIT team.</i>	
Name	Position
1. Dr. Ron Wilken	Area Supervisor
2. Dr. Zach Harris	Superintendent
3. Dale Norwood, Board President	District Board Member
4. Piper Stewart	Executive Director of Special Services
5. Jennifer Beem	High School Principal
6. Scott Nolting	LCTC Director
7. Dale Patton	Assistant High School Principal
8. Alan Ray	Middle School Principal
9. Mary Clark	West Elementary Principal
10. Zach Lemert	East Primary Principal
11. Julie Bennett	Building Personnel
12. Kari Worsley	Building Personnel
13. Shelly Stewart	Building Personnel
14. Kenda Haun	Building Personnel
15. Jill Hall	Building Personnel
16. Carlie Brown	Building Personnel
17. Mendy Kinney	Building Personnel
18. Holly Willhite	Building Personnel
19. Susan Ray	Building Personnel
20. Astra Ferris	Community Member
21. Carol Darrow	Community Member
22. Laurann Robertson	Community Member
23. Shelly Starmer	Community Member

<p><i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i></p>	<p>Through the collaboration of the Board of Education, community leaders, parents, and district personnel, the Comprehensive School Improvement Plan (CSIP) will be the road map for school improvement.</p> <p>On September 13, 2006, a group of individuals from a cross-section of the community met to organize and begin the process of developing the new Comprehensive School Improvement Plan. Subcommittees were formed and met in small groups to focus on specific goals. The entire CSIP committee assembled again on November 29, 2006 to review the work of each subcommittee and to develop the final version of the plan. On December 21, 2006, the plan was submitted to the Lamar Board of Education for final approval.</p> <p>During the fall of 2014, a group of individuals from a cross-section of the community met to reorganize and revise the district's current CSIP. The group consisted of past CSIP members, community and board members, administrators, parents and teachers. The following subcommittees were formed: Leadership, Collaborative Culture, Curriculum and Assessment and Effective Instruction. The Lamar R-1 School District is grateful to the individuals who have given their time to this endeavor and to the many parents, businesses, organizations, and community members who are so supportive of our school.</p> <p>From December 2014- February 2015, the committee's subgroups met in order to identify focus areas, goals, objectives and action steps. This plan serves as the districts' vision through collaboration with all constituents. The Lamar R-I School district will use this Comprehensive School Improvement Plan to guide the district in its evaluation of program success and effectiveness of achieving long-rang goals. The revised plan was submitted to the Lamar Board of Education for approval on 03/24/2015. This plan will be reviewed annually in March by the CSIP committee.</p>
<p><i>Beliefs/Vision/Mission Statement</i></p>	<p>The mission of the Lamar R-1 School District is to provide quality education for each student that will impact his or her life with meaningful purpose and successful direction.</p> <p>The mission is based on the following beliefs:</p> <ul style="list-style-type: none"> ◆ All students can learn. ◆ Students need to be willing learners. ◆ All students are responsible for personal decisions, actions and behaviors with appropriate consequences. ◆ All students are unique with varying learning styles, abilities, strengths, and interests and should be offered opportunities to maximize their capabilities. ◆ All students' learning is enhanced through social interaction. ◆ All students should be encouraged to develop their talents in school and other community activities. ◆ Positive self-esteem promotes student achievement. ◆ Students want to succeed.

	<ul style="list-style-type: none"> ◆ Student success at each level of learning leads to success at the next level. ◆ Teachers are key facilitators of learning and problem solving rather than just providers of information. ◆ All teachers have a desire to learn. ◆ All teachers should have a positive relationship with students and the community. ◆ Students, teachers, patrons, parents and staff are accountable for success. ◆ The school, parents and patrons are responsible for supporting and nurturing students for optimal development. ◆ Students and staff should be aware of and show consideration for individual and cultural differences. ◆ The curriculum will address requirements of the work place and institutions of higher learning. ◆ Change is essential for human growth. ◆ We are committed to the selection and retention of highly qualified teachers. ◆ We are responsible for recognizing and rewarding excellence in our staff. ◆ We shall foster open and honest communications among all parties in the educational setting for optimum development of human relationships. ◆ We shall provide a safe environment for learning. ◆ We shall provide the tools necessary for education at all levels.
<p><i>Key issues identified from annual performance data and local assessment.</i></p>	<p>District Strengths</p> <ul style="list-style-type: none"> ➤ Student Attendance has increased over the past 3 years. Current percentage of students above 90% attendance is 89.7% for 2014. ➤ The percent of graduates who earned a qualifying score on the AP, IB or TSA assessment or a qualifying grade in AP, IB, early college, dual enrollment or approve dual credit courses increased to 63% (from 33.8% in 2012 and 51% in 2013) ➤ The graduation rate continues to increase for 4-year grads (95.3% in 2014) <ul style="list-style-type: none"> ➤ The overall percentage of student scoring proficient or advanced on MAP/EOC MATH is 52.4%. ➤ The overall percentage of student scoring proficient or advanced on MAP/EOC SCIENCE is 51.5%. ➤ The percent of graduates scoring at or above the state standard on the ACT, SAT, COMPASS or ASVAB increased to 78.3%. ➤ HQT <p style="text-align: right;">(5th Cycle MSIP, 2014 LEA APR)</p> <p>District Concerns</p> <ul style="list-style-type: none"> ➤ MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years in ENGLISH LANGUAGE ARTS (36.9% in 2012, 39.7% in 2013, 34.6% in 2014)

	<ul style="list-style-type: none"> ➤ MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years SOCIAL STUDIES (38.1% in 2012, 28% in 2013, 24.4% in 2014) ➤ MAP/EOC Achievement results indicate that subgroup performance in grades 3-5 continues to be below the state average and has not achieved exit status of a FOCUS school. ➤ According to MSIP 5 Resource Standards, the district's guidance & counseling staff-to-student ratio at the elementary/Middle school level is not at a desirable standard. ➤ The percent of classes taught by Highly Qualified Teachers is 93.9%. <p style="text-align: right;">(5th Cycle MSIP, 2014 LEA APR)</p>
<i>Key issues identified from internal and external factors.</i>	<p>Free & Reduced Rate: (2013-2014) 51.7% (2012-2013) 54.4% (2011-2012) 56.5%</p> <p>Special Education Placement Rate (2013-2014) 14.13%-- state average 12.56% (2012-2013) 14.21%-- state average 12.58% (2011-2012) 16.55%-- state average 12.77%</p> <p>Lamar Unemployment Rate (Economic Research http://research.stlouisfed.org/fred2/series/MOBART1URN) (3/2014) 8.7% (12/2007) 13.4% (2/2000) 2.6%</p>
<i>Prioritized Needs for the District</i>	<p>Goals</p> <p>The previously implement CSIP outlined the following 6 Goals as a priority for continued improvement.</p> <ul style="list-style-type: none"> ○ Goal 1: The district will develop procedures to meet state Annual Performance Report (APR) requirements for graduation rate . ○ Goal 2: The district will meet Adequate Yearly Progress (AYP) as set by the state in all areas of the MAP/EOC test. ○ Goal 3: One hundred percent of the district's graduates will be placed in postsecondary training or productive occupation following graduation. ○ Goal 4: On hundred percent of the district's staff will meet students' needs by exhibiting best instructional practices and knowledge of their instructional content areas. ○ Goal 5: The district will improve, maintain and construct plant facilities to provide a positive environment that is conducive to learning.

	<ul style="list-style-type: none">○ Goal 6: The district will operate in an efficient and effective manner proving leadership and representation to benefit the student, staff, and patrons of the district. <p>During the 2014-2105 review of the district’s CSIP, the committee determined the following priority areas:</p> <ul style="list-style-type: none">● Leadership: Operating in an efficient and effective manner.● Collaborative Culture: Safe environment for student learning.● Curriculum & Assessment: Earn Accredited with Distinction status for district and all buildings.● Effective Instruction: District’s staff will meet students’ needs.
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Core Elements for Student Achievement

Leadership

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

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

The Lamar R-I School District will operate in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

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

The district has a building that is identified as a focus school due to low super subgroup performance in English Language Arts and Mathematics. High-quality principals provide the vital link between curriculum and learning. The administration sets the vision and enables teachers to equip students with 21st-century skills that prepare them for college and careers.

Research Based Strategy(ies) for Implementation:

1. The Board of Education will insure that the programs efficiently achieve their goals.
2. The Board will continue to adopt a current set of policies and procedures, meet regularly, and secure the required training for its members
3. The Board will establish and administrators will implement systematic procedures to ensure efficient fiscal management and accountability.
4. The district will employ appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.

Funding Source(s): Local, State and Federal Funds

MSIP Standard(s): MSIP 5 Process Teacher/Leader Standard

Measurable Adult Behaviors:

1. The district will provide 20 hours annually of Professional Development opportunities throughout the school year to be evaluated by building administrators.
2. Survey school board members to obtain past professional development feedback to determine future district needs.
3. PDC will work with administration and the calendar committee prior to making recommendations to the Board of Education.
4. Teachers will answer a professional development survey to determine specific needs.
5. The Board Secretary will maintain Board minutes at each monthly meeting.
6. Objectives will be measured by the CSIP team through annual evaluation and completion dates.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>30 Days:</i> <ul style="list-style-type: none">• CSIP plan will be communicated with staff and community.	4/25/2015	Administrators and Board of Education	CSIP Plan	On-going
<i>60 Days:</i> <ul style="list-style-type: none">• Survey school BOE members to obtain feedback to determine future district needs.• PDC and calendar committee will work together to determine PD needs for the 2015-16 School Year.	May 2015	Superintendent Executive Director of Special Service, PDC Chair and calendar committee	Past PD opportunities 2015-16 Calendar District estimated PD Needs	<input type="checkbox"/>
<i>90 Days:</i> <ul style="list-style-type: none">• Set-up PDC and new teacher orientation for 2015-16 School Year.	June 2015	Executive Director of Special Services, PDC Chair	2015-16 Calendar District estimated PD Needs	<input type="checkbox"/>
<i>Long Range:</i> <ul style="list-style-type: none">• Continue to communicate the District's CSIP plan to staff and	August 2015	Administration and Board of Education	CSIP Plan and any updates	<input type="checkbox"/>

community and progress toward plan. <ul style="list-style-type: none">• Continue to work with PD Committee to develop professional development opportunities for staff.	Ongoing	Administrators and PD Committee	PD Funds and state requirements	
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Collaborative Cultures

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

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

The Lamar R-I School District will provide a safe environment with appropriate academic standards for all students. Staff will work and learn collaboratively through professional development and implementation of accountable behavior expectations.

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

The current graduation rate is 95.3%. This rate will be maintained or improved through a collaborative culture where students feel safe and appropriate academic standards are taught.

Research Based Strategy(ies) for Implementation:

1. The district will improve and maintain facilities through safety inspections and annual evaluation.
2. The district will implement Positive Behavior Support in grades K-12 to promote a positive learning environment in every building.
3. Staff, administrators, and students all share in the accountability for academic achievement by being actively engaged in learning and demonstrating appropriate standards of behavior.
4. The district will provide staff, teachers, parents and students access to the district's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. The code of conduct is enforced during school, on school property, on district provided transportation and during school-sponsored events, regardless of whether the events occur on or off the school property.
5. The district will ensure all district facilities meet state and national standards for ADA, safety, and energy-efficiency standards.

Funding Source(s): Local, State and Federal Funds

MSIP Standard(s): MSIP 5 Process- Instruction Standard: Collaborative Culture

Measurable Adult Behaviors:

- Data will be gathered on student violence, substance abuse, and bullying and are used to modify programs and strategies to ensure safe and orderly schools.
- All faculty will be actively engaged in the process of establishing and maintaining a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe, professional environment for learning.

- Building Principal and Leadership Team will utilize feedback from building, district, and regional partners to improve school climate, collegiality and professionalism.
- Teachers will be actively engaged in the instructional leadership of this school through their PLC team process.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days: <ul style="list-style-type: none"> • Administrators will check their building for PBS matrix signage visible in all hallways and classrooms. 	4/25/2015	Building Administrators School Staff	PBS Matrix	<input type="checkbox"/>
60 Days: <ul style="list-style-type: none"> • Staff will collaboratively work and learn through professional development and implementation of accountable behavior expectations. 	May 2015	PDC and Buildings Administrators	PBS Matrix	<input type="checkbox"/>
90 Days: <ul style="list-style-type: none"> • Evaluation will be assessed yearly through PD surveys, student surveys, and achievement data. 	May/ August 2015	PDC, Counselors, and Building Administrators	Surveys and Achievement Tests	<input type="checkbox"/>
Long Range: <ul style="list-style-type: none"> • Continue to improve the collaborative culture in school and in the community. • Staff will be responsible for developing and maintaining systems of positive communication with parents to support the success of all students in the district. 	Ongoing	All Staff	Professional Development	<input type="checkbox"/>

<ul style="list-style-type: none">• The faculty will be trained and students will participate in regularly scheduled safety drills including fire, tornado, bus emergency, bomb threats and armed intruder/active shooter situations.				
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Curriculum and Assessment

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

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

By 2020, the Lamar R-I School district will earn Accredited with Distinction status for district and all buildings by reaching a minimum of 90% of available MSIP points on the APR.

- The district and each building will match or exceed the percentage of total students scoring proficient and advanced on the previous year's communication arts, mathematics, social studies and science state standardized assessment or end of course exam.
- The district and each building will increase student achievement each year as demonstrated by increasing the numbers of students in the top two levels of achievement on standardized testing in communication arts, mathematics, social studies and science for all students in targeted subgroups, specifically, special education and low socioeconomic subgroups.

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

Achievement data collected by the district for the needs assessment indicates a need for specific reading strategy practice across the curricular areas and implementation. The data collected included progress monitoring in reading and math, baseline MAP/EOC English language arts, Math, Science and Social Studies grade level assessment results.

- MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years in ENGLISH LANGUAGE ARTS (36.9% in 2012, 39.7% in 2013, 34.6% in 2014)
- MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years SOCIAL STUDIES (38.1% in 2012, 28% in 2013, 24.4% in 2014)
- MAP/EOC Achievement results indicate that subgroup performance in grades 3-5 continues to be below the state average and has not achieved exit status of a FOCUS school
- The percent of classes taught by Highly Qualified Teachers is 93.9%.
- APR status: 2014- 89.3%, 2013- 88.6%

Research Based Strategy(ies) for Implementation:

1. The district will have a rigorous curriculum that includes the required components and is aligned to the most recent version of Missouri learning standards.
 - Review and revise the Communication Arts, Math, Science and Social Studies curriculum annually based on MAP/EOC results, Missouri Learning Standards and input from professional staff.
2. Create incentive for students to make their best efforts on state assessments.
3. Strive to improve parent involvement and community support throughout the district.

Funding Source(s): Local, State and Federal Funds.

MSIP Standard(s): MSIP 5 Process- Instruction Standard: Assessments and Utilization of Standards Based Curriculum

Measurable Adult Behaviors:

The district will evaluate and analyze state testing results annually.

Administration and teachers will:

- Align the curriculum to each respective building level curriculum to ensure that students receive the same level of rigor and instruction provided at the building level.
- Have 100% attendance at reading skills and strategies training, training in differentiated instruction, viewing and discussing data reports.
- Develop common formative and summative assessments
- Walk-through observations will show evidence of curriculum alignment.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>30 Days:</i> <ul style="list-style-type: none">• Set calendar for English Language Arts and Mathematics Committees• Assign grade level teachers to curriculum groups• Set Assessment schedule	4/25/2015	Executive Director of Special Services ELA & Math Committees	State Assessments & Missouri Learning Standards	<input type="checkbox"/>
<i>60 Days:</i> <ul style="list-style-type: none">• Review calendar with SWRPDC for professional development	May/June 2015	Building Principal /SWRPDC PDC	School Calendar for 2014-2015 & 2015-2016	<input type="checkbox"/>

<p><i>90 Days:</i></p> <ul style="list-style-type: none"> State Assessment given to collect End of Year Data. 	May 2015	<p>ELA & Math Committees Building Staff /Principal</p> <p>Building Staff/Counselor Building Leadership/Superintendent</p>	<p>Evaluation Process/MAP/EOC Materials</p> <p>ELA Researched Based Resources</p>	<input type="checkbox"/>
<p><i>Long Range:</i></p> <ul style="list-style-type: none"> Compare end of year student achievement data showing a decrease in the number of non-proficient performing students in our super sub groups by 10%. Review the districts written Assessment Plan to ensure it meets all state requirements Provide on-going professional development. ELA & Math Committees makes recommendation for Curricular Needs: Professional Development & Resources. 		<p>Building Leadership</p> <p>Building Staff</p> <p>PDC</p> <p>Curriculum Committees</p>	<p>State Assessment Results</p>	<input type="checkbox"/>

Effective Instruction

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

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

One hundred percent of the district's staff will meet students' needs by exhibiting best instructional practices and knowledge of their instructional content.

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

Achievement data collected by the district for the needs assessment indicates a need for specific reading strategy practice across the curricular areas and implementation. The data collected included progress monitoring in reading and math, baseline MAP/EOC English Language Arts, Math, Science and Social Studies grade level assessment results.

- MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years in ENGLISH LANGUAGE ARTS (36.9% in 2012, 39.7% in 2013, 34.6% in 2014)
- MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have decreased over the past 3 years SOCIAL STUDIES (38.1% in 2012, 28% in 2013, 24.4% in 2014)
- MAP/EOC Achievement results indicate that subgroup performance in grades 3-5 continues to be below the state average and has not achieved exit status of a FOCUS school
- According to MSIP 5 Resource Standards, the district's guidance & counseling staff-to-student ratio at the elementary/Middle school level is not at a desirable standard.
- The percent of classes taught by Highly Qualified Teachers is 93.9%.

Research Based Strategy(ies) for Implementation:

1. Teachers will be evaluated on the Missouri Teacher Evaluation System and receive feedback on instructional practices. Administrators will also provide support in the development of individual professional growth plans.
2. The district will evaluate instructional programs annually to determine effectiveness and need.
3. Technology will become an integral part of instruction within the classrooms throughout the districts.
4. The district will continue to provide opportunities for professional development that will positively impact student performance.
5. The district will implement Positive Behavior Support strategies in grades K-12 to promote a positive learning environment in every building.
6. Increase staff effectiveness in using data to inform and improve instruction
 - a. Participate in data team training
 - b. Use data to document progress and inform instructional practices

<p>7. Provide increased time for professional collaboration</p> <p>Funding Source(s): Local, State & Federal Funding.</p> <p>MSIP Standard(s): MSIP 5 Process- Instruction Standard: Instructional Practices</p>
Measurable Adult Behaviors:
<p>Program Reviews, Teacher Assessment, Professional Development Surveys</p> <ul style="list-style-type: none"> • 100% attendance at in district professional development and professional training identified in the MO Accountability Improvement Plan. • Develop and implement common formative assessments; and summative assessments. • Lesson Plans are prepared to use specific differentiated instructional strategies. • Building administrators will complete teacher evaluations including walk-through observations that show evidence of comprehension/writing integration into the mathematical instruction and across the curriculum. • Develop and implement appropriate, evidence-based instructional strategies found to be effective for all students and subgroups.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><i>30 Days:</i></p> <p>Introduce staff to CSIP goals.</p>	4/01/2015	Board of Education Administration	Admin & CSIP Committee	<input type="checkbox"/>
<p><i>60Days:</i></p> <p>Provide EOC/MAP/EOC data</p>	June 2015	Administration	DESE	<input type="checkbox"/>
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> • Provide professional development to help teachers implement CSIP goals. 	August 2015	Administration	Professional development throughout the school year.	<input type="checkbox"/>
<p>Long Range:</p> <ul style="list-style-type: none"> • Effective Implementation of Marzano's research best practices, and research on Differentiated Instruction in all Classrooms. 	August 2015	Administration	Professional development throughout the school years.	<input type="checkbox"/>