

***Newburg R-2
School District
MSJP Comprehensive School
Improvement Plan***



July, 2014

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Preflight Checklists (Preventive Feedback)

Since 2010, Newburg Faculty and administrators have adopted new behaviors in regard to decision making and the promotion of learning. The following preventive feedback lists have been adopted for use by teachers, principals and the Superintendent before decisions are made and before professional practices have had adverse influences on students. It is presented below as “preflight checklists” that we consult before making educational decisions:

Preflight checklist for teachers:

- Does it promote student learning?
- Does it contribute to lifelong success for the student(s)?
- Where does it fall on the list of priorities?
- Is it in the curriculum?
- Is it scientifically proven to support learning?
- Do the students have the necessary prerequisite knowledge or skills?
- Considering class makeup, how can instruction be differentiated?
- How will I know if students have learned the targeted concepts?

Preflight checklist for building level administrators:

- Does it promote student learning?
- Does it contribute to lifelong success for the student(s)?
- Where does it fall on the list of priorities?
- Does it relate to the BSIP or any other district planning tool?
- Do teachers have the necessary knowledge and skills needed to promote learning?
- Do teachers have the tools and materials necessary?
- Is it scientifically proven to support learning? Are we meeting the needs of all students?
- How will the teacher know if students have learned the targeted concepts?

Preflight checklist for the Superintendent:

- Does it promote student learning?
- Does it contribute to lifelong success for the student(s)?
- Where does it fall on the list of priorities?
- Does it relate to the CSIP or any other district planning tool?
- Is it scientifically proven to promote learning?
- Do teachers and administrators have the necessary knowledge and skills needed to promote learning?
- Do teachers have the tools and materials necessary?
- Does this promote administrator/teacher effectiveness?
- Are we meeting the needs of all students?
- Are we adequately assessing in order to learn our level of effectiveness?

CSIP ACCOUNTABILITY PLAN

- Goal 1: SP-Student Performance...** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
- Objective SP1:** **Our students in both elementary and secondary schools will continue to improve in their level of learning both individually and corporately. Data collection and formative feedback shall be used to assess learning and student success. In grades K-6 Title I services will be expanded to Schoolwide status in order to use said resources in promoting instruction and monitoring assessment and feedback.**
- Strategy SP1.1** Levels of proficiency on formative assessments will be monitored throughout the year.
- Strategy SP1.2** Formative assessments will be assessed for alignment with state standards.
- Strategy SP1.3** Data regarding levels of proficiency on summative tests including the State MAP tests and EOC exams will be gathered.
- Strategy SP1.4** Feedback regarding how well formative assessments predict proficiency on summative assessments will be fathered through the data.
- Strategy SP1.5** The priority of educating all students will be assessed by looking at differentiated instruction engagement, IEP development, gifted education activities and student related formative and standardized assessment.
- Strategy SP1.6** PD will be assessed for its contribution to student learning through data available. The usefulness in improving learning will be applied to professional development activities via data collection and gathering feedback.
- Strategy SP1.7** Collaboration will be assessed by PLC meeting documentation, alignment documents and other data generated.
- How measured:** Levels of proficiency on formative assessments will be monitored throughout the year and by summative assessments at least annually. A minimum of 5% increase in annual proficiency is the goal.
- Objective SP2:** **Teachers will continue to build a viable curriculum that forms the foundation for learning.**
- Strategy SP2.1** An organized, sequential, lesson based curriculum based upon the Missouri Learning Standards (Common Core) will be completed in 2013-2014. This scientific, research-based instruction will contribute to continued improvement in Communication Arts, Math and Science performance.
- SP2.1a** The curriculum must be standards-based and this alignment between the standards and curriculum must be easily verified.
- SP2.1b** The curriculum must serve as the foundation for a collaborative culture.
- SP2.1c** Through collaborative development of the curriculum teachers can share their best ideas/activities with other teachers. SpEd, Title I and general classroom teachers will collaborate and assist one another in development and implementation for grades K-6.
- SP2.1d** Curriculum must be easily developed, easily accessible, and time friendly.

SP2.1e	Curriculum written must enhance classroom instruction, improve student learning, and serve as the catalyst for addressing the needs of all students. SpEd, Title I and general classroom teachers will collaborate and assist one another in development and implementation for grades K-6.
SP2.f	Teachers shall treat the curriculum as a living tool for learning. It will continually be revised as new insight is gathered through data and other feedback.
Strategy SP2:2	PLC Committees in each school will continue to meet vertically and horizontally, even among the schools in order to collaborate on alignment of curriculum. Classroom, SpEd and Title I teachers will serve together on committees.
SP2.2a	The teachers will implement the curriculum in the classroom using common assessments, Star, text lesson and unit tests, and Aimsweb, using the data generated as feedback. Title I Schoolwide resources will be utilized in grades K-6 to provide applicable analyses of assessment results.
SP2.2b	Using available common assessments, textbook lesson and unit assessments, Star Assessments, and Aimsweb generated assessments and MAP/EOC Data, teachers in PLC horizontal and vertical teams shall continuously revise the curriculum.
SP2.2c	Release time will be provided for teachers to correlate and align curriculums vertically using the curriculum system.
Objective SP3:	A Standards compliant gifted program shall be developed and implemented.
Strategy SP3.1	A teacher with gifted credentials shall be added to the faculty. A current teacher may be encouraged to achieve the credential.
Strategy SP3.2	Differentiated instruction opportunities for enhancement of gifted student learning shall be embedded into the curriculum of every grade and subject.
Timeline:	2013-2015
Objective SP4:	Pre-School Education has become a district priority and a quality pre-school program for ECSE eligible students and disadvantaged/developmentally challenged students is being expanded to provide a transition program to Kindergarten for all students.
Strategy SP4.1	For the 2012-2013 school-year the district totally restructured the Newburg Early Childhood Program.
Strategy SP4.1a	The program expanded to have two half day classes with 14 to 15 students in each class. Strategy
Strategy SP4.1b	One expanded class of three year olds and one class of four year olds was created.
Strategy SP41c	The program is a combined ECSE and Title I program.
Strategy SP4.2	The new and improved program has received much publicity the past year. In April of 2013 the Board of Education agreed to expand the program again.

Strategy SP4.2a In 2013-2014 there will be one half-day class of approximately 14 three year olds with developmental issues.

SP4.2b However, there will be two four year old half day classes. With 28 students in a four year old PK Kindergarten transition program. The four year olds with developmental issues, plus 14 more students who the program was unable to serve will be included.

Goal 2: HQS-Highly Qualified Staff...Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objective HQ1: **In order to promote student learning, optimal teacher development is the objective of Newburg Public Schools.**

Strategy HQ1.1 Data will be used to determine student and educator needs.

Strategy HQ1.2 In collaborative community (PLC) teachers shall identify shared goals for student and educator learning; all teachers, including classroom, SpEd and Title I educators will participate.

Strategy HQ1.3 Professional learning will be provided to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments;

Strategy HQ1.4 Collaborating educators will engage in the selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals.

Strategy HQ1.5 Faculty will enjoy local support of administration and Board of Education

Strategy HQ1.6 Evidence of effectiveness will be used to monitor and refine implementation of learning initiatives.

Strategy HQ1.7 Results of all activity engaged in to promote learning shall be evaluated.

Objective HQ2: **The Professional Learning Community Model shall continue to be used in the District in order to create a shared vision, a collaborative approach, and successful learning outcomes.**

Strategy HQ2.1 The school calendar and teacher contracts shall contain three days at the beginning of the year, six days throughout the year and optional days during the summer based upon area of learning in order to accommodate professional learning for teachers.

Strategy HQ2.2 Built into teacher contracts is one hour each Wednesday afternoon throughout the school year to engage in PLC collaboration in specific and various committees.

Strategy HQ2.3 Throughout the school year, scheduled during teacher prep hours, the School Improvement Coordinator will work with teachers on data analysis and instructional planning.

Strategy HQ2.4 Throughout the school year, scheduled during teacher prep hours, the Technology Instructional Coach will help teachers to utilize technology in the facilitation of learning.

Strategy HQ2.5 Throughout the school year, scheduled during teacher prep hours, the building principals will meet to discuss instruction and assessment.

- Objective HQ3:** **In order to promote a culture of learning, teachers shall be evaluated based on various data/evidence.**
- Strategy HQ3.1** In formative and summative assessments, principals will look at whether teachers are using scientifically based methods.
- Strategy HQ3.2** Principals will look at whether test scores are improving among students, currently on MAP/EOC.
- Strategy HQ3.3** Classroom formative assessment results shall be compared to standardized year end assessments for relationship value.
- Strategy HQ3.4** Curriculum will be reviewed and judged on whether it promotes learning what needs to be learned in a way that is effective.
- Objective HQ4:** **In order to promote a culture of learning, principals shall be evaluated based on various data/evidence.**
- Strategy HQ4.1** The Superintendent shall measure whether principals preside over a collaborative culture by assessing PLC activity in the buildings.
- Strategy HQ4.2** The Superintendent will evaluate whether teacher evaluations are being completed on time and if they substantially measure learning.
- Strategy HQ4.3** The Superintendent will evaluate whether the test data reflect improvement.
- Strategy HQ4.4** The Superintendent will evaluate whether the IEP's coming out of their schools are using benchmarks or some other method for measuring progress.
- Strategy HQ4.5** The Superintendent will evaluate whether their teachers are participating in the IEP process.

Goal 3: FSIR-Facilities, Support and Instructional Resources... Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective FSIR1: The Library Media Center (LMC) shall incorporate a multi-media approach to development of its services and collaborate with the instructional staff to integrate library media resources into the curriculum. Resources are selected by the library media specialist with input from students and faculty.

- Strategy FSIR1.1** The library media specialist and teachers jointly plan and deliver instruction to integrate information literacy skills into the curriculum, as outlined either in a library skills guide or in other appropriate curriculum guides.
- Strategy FSIR1.2** The library media specialist assists all student populations and staff with individual and class projects.
- Strategy FSIR1.3** Each LMC is readily available and accessible to all students and staff throughout the school day, before and after school, and throughout the school year. A flexible LMC schedule is in effect at all levels.
- Strategy FSIR1.4** Each LMC uses educational/informational technology to provide users access to internal and external resources (e.g., community resources, the Internet, on-line data bases, computer networks).

Objective FSIR2: Core data issues causing the generation of inaccurate career education data will be corrected.

Strategy FSIR2.1 Core data and guidance counseling personnel will be afforded opportunities for professional development in regard to career education data.

FSIR2.1a Waynesville Career Center will be contacted and asked to provide training in all aspects career education data related to core data.

FSIR2.1b Any DESE sponsored training which may be offered will be made available to the core data and guidance counselor personnel.

Objective FSIR3: With the appearance of a new Level 2 Behavioral Disorders group home in the district the district must prepare to meet the needs of these students with quality scientifically proven programing.

Strategy FSIR3.1 Classrooms will be moved about to create a secure and adequate setting for the program.

Strategy FSIR3.2 An "initial evaluation" and self-contained B.D. Education Center will be in operation by August, 2013.

Strategy FSIR3.3 A best practices and assessment protocol handbook will be developed and in place to guide the operations of the B.D.

Objective FSIR4: Current targeted Title I resources will be retooled in order to serve a school wide audience in the Newberg Elementary School for grades PK-6.

Strategy FSIR4.1 Components of this plan will be combined with strategies arrived at in PLC committees to generate a school wide plan to serve all students in PK-6, rather than the targeted population in K-4.

Goal 4: PCI-Parent and Community Involvement...Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective PCI1: The district hopes to enable and encourage parental involvement in the learning of their children.

Strategy PCI1.1 Parents will receive communication on seven important functional points of the RtI process.

How measured: A Seven Point Communication Process Checklist shall be implemented in all classrooms and administered by Title I, SpEd and classroom teachers.

PCI1.1a Written materials are provided for parents explaining the RTI process and how parents can be involved in the various phases of the RTI process.

PCI1.1b Explain what interventions are being used, and that they are scientifically based as supported by research.

PCI1.1c Parents will know the length of time recommended for an intervention before determining if the student is making adequate progress.

PCI1.1c Parents will be aware of how school personnel check to be sure that the interventions were carried out as planned.

PCI1.1d Techniques being used to monitor student progress and the effectiveness of the interventions will be listed. The school shall provide parents with regular progress monitoring reports.

PCI1.1e At the time students are moved to the either Tiers 2 or 3 in the RTI process parents are informed of their due process rights under IDEA 2004, including the right to request an evaluation for special education eligibility.

PCI1.1f Informed parental consent is obtained and timelines are provided for the special education evaluation process to begin under the district's RTI plan.

Objective PCI2: The district will provide information about the district that is current and relevant to parents and the community on a regular basis through a variety of media such as newsletters, web pages/parent portal, newspaper articles, an automated telephone message system and radio.

How Measured: This objective will be considered met with annual review of the variety of communications that are used each year. Communication vehicles include newsletters, a district web page, media coverage through newspapers and/or radio.

Strategy PCI2.1 A Parent Portal will be a part of the District website to aide parents in knowing specific grade and information about their children.

Strategy PCI2.2 Kindergarten Parents will have informational meeting with Teachers and Principal to introduce school, expectations, and services available to their students.

Strategy PCI2.3 Informational meetings will be held each year for parents of middle school students in order to learn of expectations, meet the teachers, etc.

Strategy PCI2.4 Informational meetings will be held each year for parents of 9th grade students as well as students new to the district in order to learn of expectations, meet the teachers, get familiar with the campus, etc.

Strategy PCI2.5 Parents will be notified in a variety of ways about informational meetings such as letters sent home, newsletters, and through the website.

Strategy PCI2.6 The district will encourage teachers to send regular newsletters to parents and/or maintain their web page with current information.

Strategy PCI2.7 A calendar of district activities will be published monthly and shared with the community through the web page as well as sent home with students.

Strategy PCI2.8 The district will publish the daily bulletin on the web page for parents & community to view.

Goal 5: G-Governance... Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective G1: The Board of Education, the District Superintendent, and Building Principals will all understand their roles and duties. They will work together to create a method of governance which maximizes the learning potential of District students.

Strategy G1.1 The Board of Education shall engage in Board Training through the Missouri School Boards Association and the Missouri Association of Rural Educators.

G1.1a A Board Self-Evaluation instrument will be filled out by BOE members and returned to MSBA for evaluation. A workshop will be held to go over that instrument.

Strategy G1.2 The DESE Superintendent Evaluation Model shall be adopted and initiated on a trial basis for 2012-2013 and initiated as Board practice for the 2013-2014 school-year. The Various trainings on roles and functions, evaluation of the Superintendent, developing policies and legal concerns will be held monthly.

G1.2a The superintendent will be evaluated on standards driven by student learning needs.

G1.2b Three to five indicators defined by the DESE model will be monitored each year.

G1.2c Data regarding student learning will be monitored throughout the year.

- G1.2d** Communication, with various stakeholders, of student learning vision and objectives will be monitored throughout the year.
- G1.2e** Adherence to the Accountability Plan 2.0 and the District CSIP will be assessed.
- Strategy G1.3** All administrators (both District and Building) shall attend conferences, workshops and cooperative meetings both to represent their Schools/District and in order to enhance knowledge around various school leadership and governance issues.