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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 Maries County R-I School District began this process in January 2014. 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 emphasis 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

Joe Dunlap – Superintendent
Victoria Bade – District Board Member
Joe Barnhart– District Board Member
Ian Murray – Vienna High School Principal
Sherree Burkholder – Vienna Elementary Principal
Channa Ransom – Special Services Director
Natalie Martin – Vienna High School Counselor
Lindsey Heimbaugh – Vienna Elementary School Counselor
Shanda Snodgrass – Elementary Teacher
Marquita Rowden – High School Teacher
Terry Helton – Parent & Community Member
Mark Pottorff – Parent & Community Member

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 Superintendent and the Director of Special Services serve on the committee. The teachers serving on the committee were selected by each building's faculty and the parents/patrons/business persons represent a consensus of the Community of Vienna. The board members serving on the committee were selected to represent the Maries R-I Board of Education.

UTILIZATION OF THE PLAN

Our administrative staff agrees that the CSIP is a road map to the 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 over a five year period.

The CSIP Plan outlines 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 Maries County R-I 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 continuous 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. The form asks that each action step be presented in terms of a percentage that can be measured throughout the year (S.M.A.R.T. 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 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, the administrative team will work with students, patrons, 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 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 environment in which individual motivation for learning is the stimulus for achievement, and, 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 education 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 communications and mathematics. It is, therefore, the responsibility of the Maries County R-I School District to provide an educational environment for children of the district which will foster and accelerate their intellectual, physical, social and career development.

MARIES COUNTY R-I SCHOOL DISTRICT MISSION STATEMENT

The Maries County R-I School District and each of its employees will implement a curriculum and establish programs that prepare our students to become productive members of society. This mission is effectively communicated throughout our District and Community by following slogan:

We Are the E.A.G.L.E.S.

Everyone Achieving Goals & Learning Expectations Successfully

MARIES COUNTY R-I SCHOOL DISTRICT
VISION STATEMENT

At Maries R-I, we **S.O.A.R.**

Success – All students can thrive.

Opportunity – Providing the advantage of social and learning experiences.

Achievement – Inspiring all students to become lifelong learners at home, at school, and for life.

Readiness – Real-world success.

MARIES COUNTY R-I SCHOOL DISTRICT
VALUES STATEMENT

As members of the Maries County R-I 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 student 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 should 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**

This 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 District’s current status in the educational community and then looked at the direction needed for future growth and development.

The Comprehensive School Improvement Planning Committee and/or their delegated representatives will annually review the data listed below. The analysis of data will help to identify strengths and concerns of the Maries County R-I 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.

Data for Review

MAP Testing Results
Stanford 10 Testing Results
ACT Testing Results
Work Keys 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, Gold Slips)
- The District’s Annual Performance Report (APR)
- District Scorecard (Attendance, Suspension, Promotion/Retention Rates, Fund Balance, Annual Performance Indicators)
- Building Level Performance Data (DRA, DAR, Math Inventory, Quarter Finals)
- Stanford 10 Testing Results

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, Mo House Bill 1490)
- State & Federal Program Requirements (i.e. ESEA, Title I & II, etc.)
- MSIP 5 Standards and Indicators
- Annual Performance Report
- MAP and End of Course (EOC) Exam Data
- Missouri Learning Standards
- Grade Level Assessments

BOARD GOALS FOR 2014 – 2018

Approved: February 29, 2016

In 2015, the Maries County R-I 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 Maries County R-I School District will achieve and maintain a minimum of 90% of available MSIP points on the APR.

1. The Maries County R-I School District will measure academic achievement and demonstrate improvement in student performance over time.
2. The Maries County R-I School District will demonstrate required improvement in student performance for its subgroups.
3. The Maries County R-I School District will provide adequate post-secondary preparation for all students.
4. The Maries County R-I School District will ensure all students regularly attend school.
5. The Maries County R-I School District will ensure all students successfully complete high school.

CSIP Goal (B) Business – *Financial and Service Support*: The Maries County R-I School District will proactively and responsibly manage 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 Maries County R-I School Board will govern the District in accordance to Board of Education policy outlines by Missouri School Boards Association and measured by the Board Self-Evaluation tool.
2. The Maries County R-I School District will increase operational efficiency, support teaching and learning, and communicate with stakeholder groups.
3. The Maries County R-I School District will provide facilities that are adequate to house the programs of the district.
4. The Maries County R-I School District will provide an environment that is physically and emotionally safe and clean for students, staff, and patrons of the district.
5. The Maries County R-I School District will enhance their instructional program through upgrading their technology resources.

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

1. The Maries County R-I School District will provide each student with a relevant education in a safe, secure, and up-to-date learning environment.

2. The Maries County R-I School District professional staff will meet Highly Qualified Teacher status, as defined by DESE.
3. The Maries County R-I School District will provide high-quality staff professional development focused on increasing learning for all students through implementation of research-supported instructional practices.
4. The Maries County R-I School District will implement systemic efforts to retain highly qualified faculty and staff.
5. The Maries County R-I 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 and career education classes
- 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
- Alternative Learning Center and Missouri Options Program
- A+ Program
- All day Summer Academy
- Elementary Character Education Program
- High behavior expectations
- Use of technology for instruction
- Class size meets MSIP desirable standards
- Safety of the transportation system
- Breakfast program K-12
- Professional Development Program
- Administrative Team
- Professional Learning Communities implemented in the Elementary and Middle Schools
- High Schools That Work Implemented in the High School

Concerns of the District

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

- Ability to attract and retain experienced qualified teachers in specific subject areas
- Needed facility upgrades
- Declining enrollment

MISSOURI SCHOOL IMPROVEMENT PROGRAM – CYCLE 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 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 went into effect in 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 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 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 Progress 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 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 for its subgroups.
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 Constitution and American History and
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 MSIP 5 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 implements, 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 staff and students.
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

CSIP Strategic Focus Area (A) ACADEMICS

CSIP Goal (A) Academic: The Maries County R-I School District will achieve and maintain a minimum score of 90% of available MSIP points on the APR.

Objective 1: *Academic Achievement* – The Maries County R-I School District will measure academic achievement and demonstrate improvement in the performance of its students over time. **MSIP:** P1,P2,P3,R1,R2,R3,TL1,TL2,I1,I2,I3,I4,I5,I7,I9,G1,G4,G8

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

Strategy 1: Provide a viable and rigorous core curriculum that is fully aligned with the current state and federal performance standards (Missouri Learning Standards).

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Teachers

Action Step: Each building or program will develop and implement an action step to align all content areas to the Missouri Learning Standards.

Action Step: Each building or program will develop and implement Power Standards identified by student-friendly learning objectives (I Cans) in all curricular areas

Action Step: Each building or program will develop and implement 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(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams (PLC), Teachers

Action Step: The Professional Learning Communities Program will be implemented district-wide, with PLC Leadership Teams established in each building/school.

Action Step: Each building or program will show how they incorporate the three big ideas and the six essential characteristics of a successful Professional Learning Community (PLC). The essence of PLCs is captured in the following statement:

“A professional Learning Community is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

Strategy 3: Use technology creatively across all grades and subjects to empower students to think critically and engage in their own learning.

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Technology Director, and Teachers

Action Step: Each building or program will develop and implement PLC-based strategies to ensure that teachers and students are engaged in rigorous and high quality instruction which utilizes essential technology as part of the lesson design.

Action Step: Develop and implement a plan for maintaining up-to-date technology tools and resources throughout the district and for expanding technology tools and resources to meet emerging needs (computers, laptops, Smart Classroom resources, etc...)

Action Step: Maintain a District Technology Director whose duties include leading technology planning and managing technology resources.

Action Step: Convert remaining conventional classrooms to Smart Classrooms (smart boards, computers, peripherals, etc...).

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

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Teachers

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

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

Person(s) Responsible: Superintendent, Building Principals, Counselors, PLC Leadership Team, Teachers

Action Step: Each elementary building will develop an action step to show how they support balanced literacy.

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

Person(s) Responsible: Superintendent, Building Principals, Counselor(s), PLC Leadership Teams, Teachers

Action Step: Each building or program will develop an action step 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.

Strategy 7: A rotation plan shall be created and implemented to upgrade and maintain instructional resources (textbooks, workbooks, supplementary resources, technology-based resources, etc...) for all instructional programs and services at levels that are current and fully compliant with state learning standards and MSIP resource standards.

Person(s) Responsible: Superintendent, Building Principals, Counselor(s), PLC Leadership Teams, Teachers

Action Step: Instructional Resource Review Teams will be created to maximize collaborative effort.

Action Step: The availability and cost effectiveness of electronic textbooks from our textbook vendors will be tracked.

Strategy 8: Foreign language studies currently available in the secondary grades will be expanded to include grades K-12.

Person(s) Responsible: Superintendent, Building Principals, Counselor(s)

Action Step: Add a foreign language exploratory class to the rotation for the elementary and middle school grades.

Strategy 9: The district will employ one (1) and if possible two (2) full-time counselors and will implement the Missouri Comprehensive Guidance Program for all grades.

Person(s) Responsible: Board of Education, Superintendent, Building Principals

Strategy 10: The district will maintain needed and effective dual-credit courses as part of the Vienna High School curriculum and will add new dual-credit courses whenever possible to meet emerging needs of students.

Person(s) Responsible: Superintendent, Building Principals, Counselor(s), PLC Leadership Teams, Teachers

Strategy 11: The District will transition from a targeted to a school-wide Title I Program in the Elementary School.

Person(s) Responsible: Superintendent, Elementary Principal, Elementary Counselor, Elementary PLC Leadership Team.

Action Step: Create and implement a School Wide Title Plan for Vienna Elementary.

The Objective 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 (3%) more than previous first year and second year average MPIs in English/Language Arts, Mathematics, Science, Social Studies, and all End of Course (EOC) exams as measured by MSIP 5.

(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 Maries County R-I School District will demonstrate required improvement in student performance in all its subgroups. **MSIP:** TL2,I1,I2,I3,I4,G2,G3,G8,G10

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

Person(s) Responsible: Superintendent, Building Principals, Director of Special Services and Teachers

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

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

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Team, Teachers

Action Step: Each building or program will develop and action step to show how early intervention will be utilized as necessary to include: Special Education, Title I, and/or Parents as Teachers.

Strategy 3: Review the Title I Reading, Title I Math, and Title I Early Childhood, and Parents as Teachers Programs annually and make recommendations for improvements.

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Counselor, Teachers

Action Step: The elementary school and/or each program will develop an action step to show how they meet the requirements of Title and ESEA funding in all areas of compliance.

The Objective will be considered met when:

Annual increase in the second and third year MAP assessment MPIs average for the student subgroup population by at least three percent (3%) more than the previous first year and second year average MPIs in English/Language Arts, Mathematics, Science, Social Studies, and all End of Course (EOC) exams as measured by MSIP 5.

(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 indicates that students meet or exceed growth expectations. The performance of students identified on each assessment in subgroups (free/reduced 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 Maries County R-I 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(s) Responsible: Superintendent, Building Principals, Counselor, PLC Leadership Team, Teachers

Action Step: The high school will create an action step to evaluate student performance throughout high school using a range of assessments in order to present a more valid reflection of student achievement. Examples of assessments include; ASVAB, ACT, Work Keys, and EOCs.

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(s) Responsible: Superintendent, High School Principal, Counselor, PLC Leadership Team, Teachers

Action Step: The high school will create and action step to evaluate course curricula and programs of study for alignment to 21st Century Skills and the Missouri Learning Standards.

The Objective will be considered met when:

- The percent of graduates who scored at or above the state standard on any DESE-approved measure(s) of college and career readiness (ACT, ASVAB, COMPASS, Work

Keys, etc...), meets or exceeds the state standard or demonstrates required improvement.

- The percent of graduates who 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 or exceeds the state standard or demonstrates required improvement.
- The percent of graduates who complete career education programs approved by DESE 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 Maries County R-I School District will ensure that 90% or more of individual students attend school 90% or more of the time. **MSIP:** P4

Strategy 1: Attendance in all buildings will be monitored monthly.

Person(s) Responsible: Superintendent, Building Principals, Counselor(s), PLC Leadership Teams, Teachers

Action Step: Each building or program will develop an action step to monitor average daily attendance monthly.

Strategy 2: Update attendance procedures

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Teachers

Action Step: Each building or program will develop an action step 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(s) Responsible: Superintendent, Building Principals, Counselor(s), PLC Leadership Teams, Teachers

Action Step: Each building or program will develop an action step to show how they identify students with excessive absences at regular intervals.

Action Step: Each building or program will develop an action step to show what programs building level attendance incentive/recognition programs are used.

The Objective will be considered met when:

- 90% of all Maries R-I School District students are in attendance 90% of the time or better as measured by the MSIP Annual Performance Report (APR) and by district attendance reporting.

Objective 5: *Graduation Rate* – The Maries County R-I 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(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams, Counselor, Teachers

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

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

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Team, Counselor, Teachers

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

The Objective will be considered met when:

- The five-year graduation rate for the Maries County R-I School District will be at or above 90% annually as measured by the MSIP Annual Performance Report (APR).

Summary for how Goal (A) will be measured: To measure progress toward this goal and to distinguish among school and district performance, DESE computes an 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 for a school district.

CSIP Strategic Focus Area (B) – BUSINESS

CSIP Goal (B) Business: The Maries County R-I School District will proactively and responsively manage 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 Maries County R-I Board of Education will govern the district in accordance to Board of Education policy outlined by Missouri School Board Association and measured by the Board Self-Evaluation tool. **MSIP:** G1, G2, G3, G4, G5, G7, G8

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(s) Responsible: Board of Education

Strategy 2: The Board will engage in the development, approval, implementation, monitoring and execution of a Comprehensive School Improvement Plan (CSIP).

Person(s) Responsible: Board of Education

Strategy 3: The Board will annually adopt and approve a district-wide program of Professional Development for its staff.

Person(s) Responsible: Board of Education, Superintendent, Building Principals, Professional Development Committee

Strategy 4: The Board will annually engage in a meaningful process of Performance-based Superintendent Evaluation.

Person(s) Responsible: Board of Education

Strategy 5: The Board will annually complete a self-evaluation tool and will establish a baseline and target benchmarks.

Person(s) Responsible: Board of Education

The Objective will be considered met when:

- Policies are maintained and updated in a timely manner
- The CSIP is created and maintained annually
- The district-wide professional development plan is created and approved annually
- The Superintendent evaluation is successfully completed annually
- The Board self-evaluation is successfully completed annually

Objective 2: *Ensure Effective District Governance* – The Maries County R-I School District will ensure effective governance of all programs, services, resources, and facilities.

Strategy 1: District fund balances will be maintained within a range of between 15% and 25% of the annual operating budget.

Person(s) Responsible: The Superintendent

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

Person(s) Responsible: Superintendent and Bookkeeper

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

Person(s) Responsible: The Superintendent

Strategy 4: Implement and monitor all Federal Programs.

Person(s) Responsible: Superintendent, Elementary Principal, Special Services Director, Parents as Teachers Director

Strategy 5: The Board will maximize all efforts to maintain certified and non-certified salaries and non-salary compensation at a level which promotes the attraction and retention of highly qualified staff continually improves our comparative compensation ranking among public schools in our region.

Person(s) Responsible: The Board of Education, Superintendent

Action Step: The Superintendent will prepare proposal(s) for salary increases for all staff annually and present them on or before the May Board meeting.

Action Step: The Board will review the proposal(s) and work with the Superintendent and administrative team to determine raises on or before the July Board meeting.

This Goal will be considered met when:

- District fund balances are within the designated range
- The annual audit reflects a positive report on accounting procedures
- Long term budget planning reflects all identifiable avenues of financial savings

- All federal programs are in full compliance, according to annual reviews

Objective 3: *Facilities* – The Maries County R-I School District will provide facilities that are adequate to house the programs of the district. **MSIP:** G7, G8, G9

Strategy 1: The District will develop and maintain a plan for replacing district-owned busses on a three to five year rotation basis to ensure safe and dependable resources for non-contracted transportation needs of the district.

Person(s) Responsible: Superintendent, Board of Education

Action Step: The Superintendent will create a rotation schedule based on age, mileage and general condition of each bus to determine when each bus should be replaced.

Action Step: The Superintendent will evaluate available revenues and funding sources to determine the most cost-effective and budget-friendly strategies for implementing the bus replacement rotation.

Action Step: The Board will review the bus rotation schedule and funding strategies and work with the Superintendent to achieve a Board Approved Plan.

Action Step: The Superintendent will make the necessary adjustments to the budget to incorporate the bus rotation plan into the District Budget.

Strategy 2: The District will plan for future facility needs.

Person(s) Responsible: Board of Education, Superintendent

Action Step: The Superintendent and Board will develop and implement a plan for identifying and scheduling needed facilities improvements (old library roof, renovation of old library space, upgrading of exterior entrances, parking lot renovation & lighting, track renovation, floor tiles, HVAC needs, etc...) and will develop funding strategies to implement the plan.

Action Step: The Superintendent will make the necessary budget adjustments to support the plan over the projected timeframe.

Action Step: The Superintendent and the Board will collaboratively create a plan for replacing the current Pre-School facility with a new facility. Components of this plan may contain selection and acquisition of a new site, matching the facility to current and emerging program needs, and a funding plan that is compatible with the financial resources of the District and the Community.

Action Step: The Board and Administrative Team will collaboratively create a plan for developing an instructional space that will house the entire Middle School. The plan may include use of the space created by renovation of the old library. The funding component of the plan must be compatible with the current and projected future financial resources of the District and Community.

The Objective will be considered met when:

- Short and Long Term facility plans are evaluated and plan recommendations presented to the Board annually.

Objective 4: *Support* – The Maries County R-I School District will provide an environment that is physically and emotionally safe and clean for students, staff, and patrons of the district. **MSIP:** I6, I7, I8, G3, G6

Strategy 1: The District will implement and maintain a comprehensive safety/crisis plan.

Person(s) Responsible: Superintendent, Building Principals, Counselor(s)

Strategy 2: Facilities will be clean and maintained.

Person(s) Responsible: Superintendent, Building Principals, Custodial Services Director, Maintenance Director

Strategy 3: The district will conduct safety reviews and inspections regularly.

Person(s) Responsible: Superintendent, Building Principals, Maintenance Director

Strategy 4: The District will provide safe transportation for students.

Person(s) Responsible: Superintendent, Transportation Director

The Objective will be considered met when:

- Annually improve stakeholder perception of safe and caring environment as measured by annual survey items.
- Annually improve student perception of providing relevant educational and extra-curricular opportunities to meet their individual needs as measured by surveys.
- All district busses will be ten years or less in age and in good operating condition.

CSIP Strategic Focus Area (C) – COMMUNITY

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

Students

CSIP Goal (C1) Community of Students: The Maries County R-I School District will provide each student with a relevant education in a safe and caring environment.

Objective 1: *Student Safety* – The Maries County R-I 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 systemic 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.

Person(s) Responsible (Strategies 1-3): Superintendent, Building Principals, Counselor(s), Teachers and Classroom Aides

The Objective will be considered met when:

- Feedback from annual student survey activities will indicate the existence of a safe, caring, and supportive student environment.

- Feedback from annual student survey activities will indicate the presence of positive behavior support and relevant educational and extra-curricular activities and programs.

Staff

CSIP Goal (C2) Community of Staff: The Maries County R-I School District will attract, retain, and develop a highly qualified staff.

Objective 1: *Highly Qualified Staff* – The Maries County R-I School District professional staff will meet the Highly Qualified Teacher standards as defined by Federal Programs and DESE. **MSIP:** G2, G3, G6, I1, R7, R8, R9, R10

Strategy 1: The District will adopt and implement the Professional Learning Communities (PLC) Program for all teachers in grades PreK through 12 in order to establish a collaborative teaching and learning culture throughout the district.

Person(s) Responsible: District/Building Administrative Team, Counselor(s), Teachers, Certificated Support Staff

Action Step: The first Professional Learning Communities (PLC) Cohort will be established in Vienna Elementary during the 2013-14 school year. The second PLC Cohort will be established in Vienna Middle School during the 2015-16 school year. The third PLC Cohort will be established in Vienna High School no later than the 2017-18 school year.

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(s) Responsible: Superintendent, Building Principals, Staff

Strategy 3: Highly qualified teachers and paraprofessionals will be employed in Title I schools to ensure full compliance with Federal Programs standards for Title I.

Person(s) Responsible: Superintendent, Elementary Principal

Strategy 4: Implement the Network for Educator Effectiveness (NEE) evaluation system for evaluation of all certificated staff.

Person(s) Responsible: Board of Education, Superintendent, Building Principals, Special Services Director

Strategy 5: The district will develop a performance-based incentive plan for certified and non-certified staff.

Person(s) Responsible: Board of Education, Superintendent, Building Principals, Support Staff, Teachers

The Objective will be considered met when:

- The Core Data Highly Qualified Report shows all certificated staff as Highly Qualified (HQ).
- Employee salaries, benefits, and steps are evaluated annually.
- All staff salaries show improvement in regional ranking during each fiscal year.
- Staff will be encouraged and supported in pursuing professional growth opportunities within the school district and system as certification and self0goals dictate.

Objective 2: *Professional Development* – The Maries County R-I School District will provide high-quality professional development for all certificated staff 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(s) Responsible: Superintendent, Building Principals, District Professional Development Committee (PDC).

Strategy 2: Faculty action plans for professional growth will target areas for improvement as identified by the NEE teacher evaluation system.

Person(s) Responsible: Superintendent, Building Administrators, Special Services Director

Strategy 3: The district will continue to support the implementation of effective instructional practices targeted to the needs of the staff and faculty.

Person(s) Responsible: District PDC, Superintendent, Building Principals, Counselor(s)

Strategy 4: the effectiveness of the district professional development program will be evaluated using student achievement data and other measures.

Person(s) Responsible: District PDC, Superintendent, Building Principals, Counselor(s)

The Objective will be considered met when:

- Teacher growth and performance targets are met as evidenced by the district's NEE evaluation tool.
- The district's student performance goals are met or exceeded as evidenced by MAP data and APR.
- The number of staff members stating that they have received adequate professional development in areas like technology tools and best practices to support their role in the district increases annually as measured by annual survey activities.

Objective 3: *Highly Qualified Staff* – The Maries County R-I School District will implement systemic efforts to retain highly qualified faculty and staff. **MSIP:** G2, G3, G6, I1, R7, R8, R9, R10

Strategy 1: Collect and analyze data in order to better understand causes for teacher and staff attrition.

Person(s) Responsible: Superintendent, Building Principals, Board of Education

Strategy 2: Develop and deploy consistent strategies that increase staff satisfaction and recognition.

Person(s) Responsible: Superintendent, Building Principals, PLC Leadership Teams

Strategy 3: Develop, deploy, and maintain consistent recruiting, selection, and placement processes that supports a high quality, diverse, and efficient workforce throughout the district.

Person(s) Responsible: Superintendent, Building Principals, Special Services Director

Strategy 4: Highly qualified teachers and paraprofessionals will be employed in Title I schools to ensure full compliance with Title I and MSIP 5 regulations.

Person(s) Responsible: Superintendent, Building Principals, Special Services Director

Strategy 5: Adopt and implement an educator evaluation system that meets DESE and MSIP 5 requirements, is effective and supportive.

Person(s) Responsible: Superintendent, Building Principals, Special Services Director, Board of Education

The Objective will be considered met when:

- Annual staff surveys indicate that faculty and staff feel that they are supported and incentivized adequately to encourage them to remain a part of the District.
- Efforts to increase staff salaries by the district are fair and effective.
- Faculty and staff feel that they are given adequate opportunities and encouragement to pursue professional development.
- The needs of all staff are given fair and frequent consideration.

Parents and Community

CSIP Goal (C3) Community – The Maries County R-I School District will improve parent and community member communication and involvement.

Objective 1: *Partnerships* – The Maries County R-I School District will increase communications with the community and patrons. **MSIP:** G6, G8, G9, G11

Strategy 1: Develop a process/plan to meet and address parent and community awareness and understanding of the mission, vision, and beliefs of our district. Include in the plan how we will share what is happening in our curriculum, our classrooms, our programs, our student activities and our extra-curricular activities in an effective way with our patrons and community.

Person(s) Responsible: District/Building Administration, Staff

Strategy 2: The Title I Program will have a parental involvement policy and compact that will outline the shared responsibilities of the school and parents and clear explanation of the parent/school relationship.

Person(s) Responsible: District/Building Administration, Staff

Strategy 3: The Title I LEA Plan will be collaboratively developed by administrators, teachers, and parents. The plan will be reviewed annually by all stakeholders.

Person(s) Responsible: District/Building Administration, Staff

Strategy 4: The District will solicit input from the Community concerning interest in continuing education courses offered by the District and will create and implement a plan to provide such offerings that are feasible and supportable.

Person(s) Responsible: Board of Education, Superintendent, Administrators, Counselor(s)

Objective 2: *Communication* – The Maries County R-I School District will create and implement a plan to enhance the school district's external communication procedures. **MSIP:** G6, G8, G9, G11

Strategy 1: Create and implement a District Communication Plan with standards and procedures that support District policy and ensure consistent and effective communication with all stakeholders, local service agency partners and provides both internal and external coverage.

Person(s) Responsible: Board of Education, District/Building Administration, Staff

Strategy 2: Expand the use of the District website to provide easy access to information needed by parents, students and the community and to celebrate the successes of our students, teachers and staff.

Person(s) Responsible: Board of Education, District/Building Administration, Staff

Strategy 3: Create and implement building communication plans that include the appropriate use of tools such as teacher webpages, newsletters, school activities and celebrations, parent notices, and news events.

Person(s) Responsible: Superintendent, Building Principals, Special Services Director, PLC Leadership Teams, Teachers

The Objective will be considered met when:

- Data from annual parent/patron survey activities indicates that parents feel well informed about district and building level events and information and that their perceptions are heard.
- The webpage is up-to-date and contains relevant information that is helpful to parents and the community.
- All communications from the district at all levels are in compliance with the standards and expectations of the appropriate section of the District/Building Communication Plan.
- School Parents Nights, celebrations, club and organization open activities, extra-curricular activities are held on a regular basis and are organized and scheduled to maximize availability to the community.

MSIP 5 TERMS

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/dat/appealsprocedures.htm>

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 advanced. 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 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 in 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 the 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.