

Comprehensive School Improvement Plan (CSIP)
PROGRESS UPDATE: 1/18/12

CSIP Goal #1: Maximize Academic achievement at all levels.

STRATEGIES

- 1.1 Increase the number of students demonstrating advanced and proficient levels of achievement on state mandated assessments.
- 1.2 Modify, develop and expand curriculum, assessment, and instructional programs to address the diverse educational needs of students.

The percent of students scoring proficient on the communication arts assessments increased by .7% from 2010 to 2011 and math increased by 2 .4%. In regard to EOC's, (End of Course Exams) Smithville High School students scored 10.6 points higher than the state average in Communication Arts I and 6.2 points higher in Communication Arts II. Smithville students scored 10.5 points higher than the state average in Algebra I, 1.4 points higher in Algebra II and 10.5 points higher in Geometry.

It is our goal to increase the number of students scoring proficient and advanced in communication arts and math by 3% each year. This rate of progress was established in the past as a reasonable but steady pace for continuous improvement. The following data illustrates that we fell short by .6% of our goal for progress in math and 2.3% in communication arts. Keep in mind that when compared to Kansas City area districts, our students are very competitive in communication arts. Targets are set for the remaining years by calculating a 3% growth each year.

	2010-11	Actual 10-11	2011-12	2012-13	2013-14	2014-15
Math	63.3	62.7 (-.6)	63.6	66.6	69.6	72.6
C.A.	69.5	67.2 (-2.3)	70.1	73.1	76.1	79.1

In previous year's CSIP updates it has been noted that we must make effective use of assessments and we must house the data in a manner easily accessible to staff. Last year's January update included information regarding the use of benchmark assessments to better track student progress. Multiple CSIP updates have discussed the use of INFORM, our data warehouse, to monitor progress and adjust instruction. These tools are better infused in our procedures than in years past. Our PLC's (Professional Learning Communities) are doing a better job of creating useful data, referencing this data, and using it to improve instruction.

Last year, the secondary instructional staff participated in professional development focused on academic writing in all content areas. This year, departments have developed plans for the infusion of formal and informal writing in instruction throughout the school year. In

particular, the secondary social studies department has participated in a year-long study of the analysis of primary sources as a foundation for historical writing. Using the Document-Based Question Project as a basis, social studies instructors are reinforcing critical thinking skills and simultaneously improving the analytical writing of our 6-12 students.

Ms. Kratofil has assembled the secondary math teachers multiple times this year in an effort to improve our secondary math program. A “retreat” took place at the beginning of the year where research was discussed and a foundation was laid for a new direction. On the January Professional Development Day, secondary math teachers began work on aligning their curriculum to the common core standards. In addition, they previewed textbooks that are consistent with our research-based philosophy for math instruction.

A great deal of professional development in the elementary grades has occurred this year regarding math instruction. Trainers will spend a total of five days this year in the district to provide support to our K-5 teachers as they implement our new math program.

Our staff is currently piloting a software product called PD 360. This software warehouses professional development materials on just about any topic imaginable. This provides an opportunity for professional development to take place in a variety of ways. Whole staff can view the same material as a group or individuals can be selected or be assigned specific programs by an administrator. This product allows administration to monitor who has participated in the professional development modules. Our utilization of this software is on a trial basis and its effectiveness will be evaluated at the end of the year.

CSIP Goal #2: Expand and enhance programs and practices that foster achievement, character, and high expectation for all students.

STRATEGIES

2.1 Implement district programs that expand learning opportunities for all students.

2.2 Ensure cultural diversity is respected and incorporated appropriately in the school curriculum and environment.

The second PLTW (Project Lead the Way) class was added this school year with additional courses to follow in the coming years. Enrollment in the first two courses remains encouraging, and the administration is currently evaluating whether to add Gateway to the Middle School. Gateway is the middle school counterpart to PLTW and not only lays groundwork for the high school courses but recruits students to the STEM (Science Technology Engineering Math) course work. Finally, our early childhood department screens children on a monthly basis to determine if ECSE or Title I preschool services would be appropriate. As more and more students are identified, we have added staff to accommodate this need.

This marks the inaugural year of our SILC (Smithville Individual Learning Center) program. As Mrs. Henshaw reported at a recent Board Meeting, this program appears to better meet the needs of students we otherwise struggled to serve. It is perceived that many more students walk the halls of Smithville High School that could benefit from such a program and we anticipate supporting this program by adding resources over time.

Dr. Schuetz assembled a team of parents and teachers in the spring of 2011 to address the CSIP action steps associated with diversity. The committee met a second time to start this school year and recommended several activities to occur this year: 1) A student council exchange with a school district whose diversity is greater than ours. 2) Develop a database of speakers and field trips that identifies appropriate resources to address curricular issues having to do with diversity. 3) Identify quotations or other visuals promoting cultural diversity to be displayed around the district. 4) Seek cultural assemblies and field trips. Several assemblies of this nature have already occurred this school year.

As curriculum is developed and revised, a final audit is conducted to ensure no opportunities for the inclusion of diversity are overlooked.

The High School staff is currently studying the addition of an advisory period for its students. This period could be used for multiple purposes. Some possibilities include diversity/tolerance education, character education, teambuilding, school and career planning, as well as school wide academic focuses such as note taking and outlining, etc. It is hopeful that this program could be up and running next school year. More information will be presented to the Board as it is developed.

This year marks the first year of implementing new procedures to welcome families new to the district. Previous CSIP updates have listed these initiatives. Implementation has been strong in many areas but lacked follow through in others. This area will require additional focus if it is to become "the way we do business." Our customer service initiative will help in this regard.

Additional dual credit and AP (Advanced Placement) classes were added this school year. In addition, a course on leadership was added to the elective list.

CSIP Goal #3: Optimize the use of established technology and integrate emerging technology to support learning and staff productivity.

STRATEGIES

3.1 Implement technologies to improve the efficiency of district operations.

3.2 Broaden the scope of technologies that build community and collaboration by enhancing the amount and scope of data available to students, parents, teachers, and community patrons.

3.3 Expand the integration of technology to meet the dynamic needs of the district.

School Fusion is better utilized by staff this school year. More and more teachers utilize this software to manage assignments and resources from their own web page. While we have made great strides in this regard, we must work diligently to continue to raise this bar.

As evidenced in the customer service survey, we can do a better job of keeping Powerschool up to date and accurate. Numerous comments reflect that grades on Powerschool are frequently not current. This will be addressed in the coming months.

A software product called Talent Ed Perform was added to our technical arsenal this school year. This software makes the entire evaluation process paperless. Notifications are automatic, staff and administrators have all evaluation materials digitally housed in the same location, district and building administration can view progress at a glance, and the process is very user friendly. Like all software products, as we learn more about Talent Ed Perform, we will be better able to harness its power.

Another product we are implementing is School Reach. This is referred to as call blast software that allows the district to create a single message and send it to thousands of contacts at the same time. Although text and email are also available, most districts use this type of software to notify parents and staff of school cancellations, emergencies, and general reminders.

In past CSIP updates it has been reported that Mr. Henshaw makes himself available to staff at each school throughout the year. During pre-designated and announced times, he answers questions regarding hardware and software or anything with which he can be of assistance. This year he has also provided sign-up sheets for one-on-one sessions in the teacher's classroom. This option is often utilized and gives him an opportunity for more hands-on assistance.

The CSIP calls for an identification, implementation, and training of technology competencies for each position (3.1.1 and 3.1.2). Mr. Henshaw has gathered a robust focus group for multiple purposes. One of which is to accomplish this task. The group has met once and will meet several more times this school year.

Thirty students participated in the online consortium this school year. Over seventy expressed interest, however, due to budget constraints, we limited participation. Marine Biology has been added to the list of courses for next year. Along these lines, the Board is aware that Mr. Lathrop has developed an online course and has had participation from students in the Platte County School District. He has done a fantastic job of developing a rigorous course and blazing this trail for the Smithville School District.

A minimum standard of a projector in every classroom has been established by the district. This technology is today's overhead projector and is an essential instrument in the modern classroom. The technology department has eight more projectors to install at the Primary Elementary before this standard can be met.

In December we doubled our bandwidth from 10 megs to 20. This became critical as we rely more and more on the internet to teach and to do business.

CSIP Goal #4: Provide efficient and responsible allocation of financial human resources to enhance student achievement.

STRATEGIES

4.1 Provide staff with a competitive compensation package to meet or exceed the average in the Metro-Wide Salary Comparison.

4.2 Address district growth by meeting established program, design and facility guidelines.

4.3 Initiate alternate funding resource opportunities to increase funds above the annual Board approved local, state and federal resources.

Class sizes continue to be addressed at the High School. Two staff members were added this year including a .5 FTE in math. Additional staff will be requested for this year, including a full time theater/speech teacher.

The phase V building plan is well underway and approaching its final months. In addition, Phase VI planning has already commenced. Work has begun with a demographer and a patron survey is foreseeable as a potential 2013 bond issue approaches. The Board is considering a third elementary school which would open in the fall of 2015 as well as additions to Smithville High School.

As a means of alternative funding, the Smithville Education Foundation remains very active. \$6,000 worth of teacher grants were awarded last year with \$30,000 being devoted to technology. This source of revenue is very much appreciated by our staff.

Our staff has taken full advantage of our newly bolstered health and wellness program. Kim Davis, our Health and Wellness Coordinator has developed and implemented numerous programs to support our staff. This year Kim's hours have increased to 3 days a week at no additional cost to the district. This is paid for by Blue Cross Blue Shield.