Comprehensive School Improvement Plan (CSIP)

Date:			
☐ **District Plan**	**District Name:**	**FERGUSON-FLORISSANT SCHOOL DISTRICT**	**County/District Code: 096-089**
or			
☐ **School Plan**	**Building Name:** Administration Bldg.	**Building Code:**	**Grades Served: PreK-12**

Regional School Improvement Team *See guidance for all individuals who need to be included in the regional school improvement team.*	
Name	**Position**
Maureen Clancy-May	Area Supervisor
Joseph Davis	Superintendent
Donna Paulette-Thurman	Board Member - President
Leslie Hogshead	Board Member – Vice President
Exley Warren	Deputy Superintendent for Instructional Services
Adrienne Bland	Assistant Superintendent of Instruction Area 3
Lisa Hazel	Assistant Superintendent of Instruction Area 2
Deanna Kitson	Assistant Superintendent of Instruction Area 1
Tonya Clinton	Director of Special Education

Description of the planning process and how staff and stakeholders will be informed and engaged in the Comprehensive School Improvement and School Accountability Plan.	The development of the CSIP process includes the engagement of stakeholders in the Ferguson-Florissant School District. Stakeholders will be given the opportunity to participate authentically in the planning and improvement of the district. Groups of district administrators, teachers, and parents at the elementary and secondary level will meet to review data, discuss root causes and action steps in order to meet accreditation standards. The board member on the Instructional Team will be updated on the goals and actions steps of the CSIP and will provide feedback. Each stakeholder has a stake in the success of the district and their recommendations will be considered throughout the development process. The stakeholder's role is included below. Each Instructional Leadership Team will also be given the opportunity to make recommendations to the CSIP. The primary work of the Instructional Leadership Team (ILT) is: - Focused on student achievement - Centered on teaching and learning - Knowledgeable about how students learn - A place where divergent ideas are heard and leadership is shared

	Board Members:
	1. Share with Board member (Instructional Representative) a draft of the CSIP.
	2. Present at the November 2016 Board Meeting for approval
	3. Provide ongoing status updates
	District Staff:
	1. Deputy Superintendent of Instruction discuss expectations and CSIP updates at All Administrators meeting and ILT meeting.
	2. Require building principals to share district CSIP, develop a building Accountability Plan with staff, and provide monthly updates on the Accountability Plan progress to staff.
	3. Require Assistant Superintendents to monitor building principals' implementation of their Accountability Plans on a monthly basis.
	Parents:
	1. Include parents from elementary and secondary levels on the CSIP team
	2. Share CSIP with Parent Advisory
	3. Principals present the Accountability Plan to parents at PTO/PTG meetings and community forums
	4. Post CSIP on the District website
	5. Update status of CSIP implementation
	Community:
	1. Share CSIP with community members through visits to civic and faith-based organizations
	2. Post district CSIP and building Accountability Plans on the district website
	3. Update status of CSIP implementation
Beliefs/Vision/ Mission Statement	**Our "Why"/Purpose:** We believe that all of our students deserve equal access to a quality education, which can unlock their potential and help them achieve lifelong success. We believe successful students have a positive impact that enriches families and communities. **Our Vision:** All our students will flourish to become lifelong contributors to the success of the societies in which they work and live. Flourish - Students will grow, always learning, while achieving personal goals. They will develop in a healthy way surrounded by a favorable environment. Societies - Students become productive members of any environment that they are a part of -- where they live, work, and play. **Success** - Students will accomplish personal goals, become self-sufficient and self-motivated.

	Our Mission: We will empower all students to achieve their potential by cultivating a love of learning in an environment of respect, accountability and responsibility. **Respect** - Stress self-worth, belief in oneself, and seeing the value in others students. **Accountability and Responsibility** - Promote understanding of consequences and that every action causes a reaction (good or bad).

| *Key issues identified from annual performance data and local assessments.* | **Missouri** DEPARTMENT OF ELEMENTARY & SECONDARY **EDUCATION**™

 2015 LEA Annual Performance Report (APR) - FINAL
 LEA Summary Report
 MSIP 5

 FERGUSON-FLORISSANT R-II (096089)
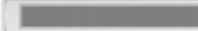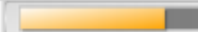
 Back to MSIP 5
 To Supporting Data

 (see table below) |

	2013	2014	2015
APR Total Points	97.0/140	92.0/140	97.5/140
Percent of Points	69.3%	65.7%	69.6%

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement	56.0	30.0		53.6%
2. Subgroup Achievement	14.0	5.5		39.3%
3. College and Career Ready (CCR)	30.0	26.0		86.7%
4. Attendance	10.0	6.0		60.0%
5. Graduation Rate	30.0	30.0		100.0%
Total	140.0	97.5		69.6%

11th Grade ACT Census REPORTABLE

	2015
Participation Rate	90.2%
Avg. Composite Score	16.4

Ferguson-Florissant School District, CSIP (2016-17, Update 11-2-16)

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement				
English Language Arts - 2015	**16.0**	**15.0**		93.8%
English Language Arts - 2014	16.0	15.0		
Mathematics - 2015	16.0	0.0		
Mathematics - 2014	**16.0**	**9.0**		56.3%
Science	16.0	0.0		0.0%
Social Studies	8.0	6.0		75.0%
Total Points Earned	**56.0**	**30.0**		53.6%
2. Subgroup Achievement				
English Language Arts - 2015	**4.0**	**2.0**		50.0%
English Language Arts - 2014	4.0	2.0		
Mathematics - 2015	4.0	0.0		
Mathematics - 2014	**4.0**	**2.0**		50.0%
Science	4.0	0.0		0.0%
Social Studies	2.0	1.5		75.0%
Total Points Earned	**14.0**	**5.5**		39.3%
3. College and Career Ready (CCR)				
*1-3 CCR Assessments	10.0	8.0		80.0%
*4 Advanced Placement	10.0	8.0		80.0%
*5-6 Postsecondary Placement	10.0	10.0		100.0%
Total Points Earned	**30.0**	**26.0**		86.7%
4. Attendance	**10.0**	**6.0**		60.0%
5. Graduation Rate	**30.0**	**30.0**		100.0%
Total	**140.0**	**97.5**		69.6%

Please note. Final 2016/17 APR data is embargoed at this time. This data will be added Nov. 2016.

Ferguson-Florissant School District, CSIP (2016-17, Update 11-2-16)

Key issues identified from internal and external factors.	1. Number of students performing in below basic and basic on the Missouri Assessment Program (MAP) 2. Number of students reading below grade level at elementary, middle, and high school 3. Graduation rate below 100% 4. Chronic absenteeism 5. Number of instructional days loss due to inappropriate student behavior
Prioritized Needs for the District:	1. Meet and exceed 70% on the State Assessment in the areas of ELA, Math, Science, and Social Studies 2. Increase reading proficiency of students 3. Increase graduation rate of Ferguson-Florissant students 4. Increase student attendance to 90% or above for all students 5. Increase positive student behavior through the use of Positive Behavior Intervention Support (PBIS)

Ferguson-Florissant School District, CSIP (2016-17, Update 11-2-16)

Core Elements for Student Achievement

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Leadership

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

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

Goal 1A: The building principal, and Instructional Leadership Team will guide and direct instructional improvement by implementing the Framework for Powerful Results in order to exceed an APR above 70% by August 2020.

Goal 1B: The building leader will participate in professional learning centered around the Framework for Powerful Results in collaboration with ILT. The building leader will effectively implement the Framework for Powerful Results Professional Development by facilitating at least (3) Professional Learning Cycles by May 2017.

Goal 2: The district's leadership team will be responsible for the development and support of principals with the use of the NEE evaluation tool. Assistant Superintendents of Area 1, 2 and 3 will spend 90% of their time in school buildings supporting principals with coaching and feedback in order to exceed an APR above 70% for all schools by August 2020.

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

1. District 2016 APR - (70.4%), 2015 APR - 69.6% and 2014 APR - 65.7% of points earned.
2. (7) elementary schools are focus schools, (1) elementary school is priority and (1) middle school is priority.

Research Based Strategy(ies) for Implementation:

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NEE - The Network for Educator Effectiveness (NEE) is a comprehensive system for enhancing the effectiveness of K-12 educators, based on the new Missouri standards for educators. NEE trains evaluators to make consistent and reliable assessments of educators' professional effectiveness, engagement with students, professional development activities, and achievement of goals. Based on the NEE, the district's policy for teacher evaluations has been revised. Principals will conduct a minimum of six observations per year for probationary teachers and a minimum of three observations for tenure teachers that are not receiving a summative evaluation during the year. A brief, focused private conversation must occur after each observation.

The **Framework for Powerful Results** provides ongoing professional development in leadership, coaching, instructional practices and development of learning communities. Implementation of the components of the Framework for Powerful Results and coaching have impacted the improvement of student achievement in school districts.
Funding Source(s): Title IIA
MSIP Standard(s): 1 and 2

Measurable Adult Behaviors:

In addition to what is included below for NEE and Framework for Powerful Results, principals need to effectively implement the action steps in the Collaborative Cultures strand, Curriculum & Assessment strand, and Effective Instruction strand.

NEE – Principals will view and score 6 NEE anchor videos (2 per indicator) and discuss the results (rationale and feedback) with their admin team and teachers to improve inter-rater-reliability by the end of 1st quarter. To continue to practice and increase inter-rater-reliability, principals will view and score 3 NEE anchor videos (one per indicator once per quarter for the remainder of the year) and discuss the results (rationale and feedback) with their admin team or elementary principal cohort. Administrative teams or elementary principal cohorts will increase inter-rater-reliability through score comparisons to the master score panel from NEE (See Appendix).
Principal leads will complete classroom visits with their principal cohorts in order to calibrate and deepen their understanding of instructional practices.

- NEE Indicator 1.2 – The teacher cognitively engages students in the subject
- NEE Indicator 7.4 – The teacher monitors effective instruction on individual and class learning
- NEE Indicator 5.2 - The teacher manages time, space, transitions and activities

Framework for Powerful Results – Principals and Instructional Leadership Teams will guide and make critical decisions regarding teaching and learning. Leaders' engagement in monthly professional development will allow teams to develop the necessary skills needed to move achievement in Ferguson-Florissant School District.   They will develop leadership skills by participating in the following areas: guided visits, site visits, professional walks, ILT networking sessions. During each of these monthly sessions leaders are developing, implementing, monitoring, and adjusting Cycles of Professional Learning, which requires teams to study and/ or revisit goals, research data and powerful practices related to teaching and learning.

Action Steps	Start Date	Person Responsible	Resources	Completion Date
30 days:	Start Date	Person Responsible	Resources	Completion Date
District leadership team collaborate with TLC to finalize the development of the 3year plan of instruction TLC 3 Year Plan	Aug. 2016	Instructional Leadership Team	TLC Consultants	May. 2016
Principals will view and score NEE anchor videos with staff members, 2 per indicator (1.2, 7.4, 5.2)	Aug. 2016	Building Principals	NEE Videos	May. 2017
Principals will calibrate the NEE master scores with their admin team/cohort	Aug. 2016	Building Principals and Asst. Principals	NEE Videos and TLC	May 2017
Principals will complete Principals' Schedule, which include classroom observations,community collaboration, meetings, management	Aug. 2016	Building Principal and Asst. Principals	Leverage Leadership, Bambrick, NEE observation tool	Aug. 2016
Summer Institute Leadership Series - External coaching and action research for leaders	July 2016	Leadership Team and Building Leadership Capacity Design Team		July 2017
60 days	Start Date	Person Responsible	Resources	Completion Date
Principals will view and score NEE anchor videos with staff members, 2 per indicator (1.2, 7.4, 5.2)	Sep. 2016	Principals	NEE Human Resources	Oct. 2016
Principals complete Professional Development Plan	Sep. 2016	Principal	NEE	Nov. 2016

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Complete classroom observations daily	Sep. 2016	Principals, Asst. Principals	NEE	ongoing
Principals and Instructional Leadership Teams participate in Framework for Powerful Practices' professional development, develop, and implement the Cycle of Professional Learning. The pre-cycle is focused on gradual release and balanced literacy.	Sep. 2016	Principals, Asst. Principals, ILT	TLC Consultants Asst. Superintendents	Oct. 2016
Design Team monthly collaboration	Sept. 2016	Instructional Leadership Team	Wash U and Sante Fe Transformation	ongoing
Building Leadership Capacity - Classes offered to leaders, external coaching and action research for leaders	Sept. 2016	Leadership Team and Building Leadership Capacity Design Team	Building Leadership Capacity funding, Nancy Love	onging
90 days	Start Date	Person Responsible	Resources	Completion Date
Principals conference with 2-3 staff members they will support with the use of the Personnel Development Plan in NEE	Oct. 2016	Principals	NEE Human Resources – Liz Raymer and Dr. Boyd	Nov.. 2016
Complete Professional Development Plan	Oct. 2016	Principal	NEE	Nov. 2016
Complete classroom observations	Oct. 2016	Principals, Asst. Principals	NEE	Nov. 2016
Principals and Instructional Leadership Teams participate in Framework for Powerful Practices' professional development, develop, and implement the Cycle of	Oct. 2016	Principals, Asst. Principals, ILT	TLC Consultants Asst. Superintendents	Nov. 2016

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Professional Learning. The cycle is focused on Close Reading.				
Design Team monthly collaboration	Oct. 2016	Instructional Leadership Team	Wash U and Sante Fe Transformation	ongoing
Building Leadership Capacity - Leadership classes offered to leaders, external coaching and action research for leaders	Oct. 2016	Leadership Team and Building Leadership Capacity Design Team	Building Leadership Capacity funding, Ethics of Excellence book	ongoing
Long Term	Start Date	Person Responsible	Resources	Completion Date
Complete 3-1 sessions with principals	Nov. 2016	Asst. Superintendents and Deputy Superintendent	Research and Evaluation	Nov. 23, 2016
Participate in Data Team Training	Nov. 2016	School Leadership Team	Data Strategists	ongoing
Principals monitor Personnel Development Plan in NEE	Nov. 2016	Principals	NEE Human Resources – Liz Raymer and Dr. Boyd	Apr. 2017
Monitor Professional Development Plan	Nov. 2016	Principal, Asst. Superintendents	NEE	Apr. 2017
Complete classroom observations	Nov. 2016	Principals, Asst. Principals	NEE	ogoing
Principals and Instructional Leadership Teams participate in Framework for Powerful Practices' professional development, develop and implement the Cycle of Professional Learning. The cycle is focused on Complex Text. (The following months will focus on annotating and chunking, quality assignments and	Dec. 2016	Principals, Asst. Principals, ILT	TLC Consultants Asst. Superintendents	May 2017

evaluating student work.)				
Design Team complete monthly collaboration focused on leadership development	Nov. 2016	Instructional Leadership Team	Wash U and Sante Fe Transformation	ongoing
Building Leadership Capacity - Leadership classes offered to leaders, external coaching and action research for leaders	Nov. 2016	Leadership Team and Building Leadership Capacity Design Team	Building Leadership Capacity funding, Nancy Love	ongoing

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

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

Goal 1: FFSD will improve the DECORUM in its schools by developing great relationships among stakeholders with an emphasis on teacher-student relationships as measured by the following indicators:
> A. Student Morale
> B. Staff Morale
> C. Teacher Morale
> D. Parent and Community Morale

Goal 2: Through the implementation of Positive Behavior Intervention Support (PBIS), FFSD will establish a climate in which a proactive positive approach is used to teach expected behaviors and social skills. Teachers will implement behavioral strategies that will increase well-managed classroom time, classroom space, and transitions as indicated by the criteria outlined in NEE indicator 5.2.

Goal 2A: FFSD will effectively implement systemic Tier II and Tier III interventions. School staff will utilize evidence-based behavioral interventions that enhance academic and social behaviors in order to decrease disruptive behaviors by 20% with use of internal and external supports by 2020.

Goal 3: Attract and hire highly qualified staff who demonstrate competency in effective systems of Tier II and III interventions.

Goal 3: All schools will have at least 90% of their students attending 90% of the time.

Goal 4: All certified staff will participate in a Data Team process that establishes a culture of using student achievement data to support instructional decision making through the implementation of building data teams.

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

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Instructional days loss due to inappropriate behavior.
10,583 days 2015-16 school year
15,174 days 2014-15 school year

2015-2016 school year Problem Behaviors Data:
- Classroom Disruption   4000
- Verbal Confrontations   380
- Fighting   624

2015-2016 Referrals Connected with Attendance:
- Unexcused Absences   1764
- Tardies   7088
- Skipping Class/Detention   4391

Attendance Data will be provided Nov. 2016

Research Based Strategy(ies) for Implementation:

1. Schools have demonstrated dramatic gains by using data to improve learning with an emphasis on promoting equity within a culturally proficient school environment. Use of data also builds collaborative cultures, nurturing ongoing inquiry, and using data systematically.
2. Implementation of PBIS tiered interventions have decreased problem behaviors. PBIS is a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all)
3. Attendanceworks.org

Funding Source: Local
MSIP Standard: 1, 2, 4, & 5

Measurable Adult Behaviors:

1. Specific strategies based on data will be implemented in order to support teachers in responding to student behaviors.
2. TILT members will provide an action plan that includes a structure for students to be supported regularly with teaching and reteaching of school behaviors.
3. PBIS Teams will analyze SRSSie data in order to plan universal PBIS focus, interventions and supports for students.

4. PBIS Universal Team will present and analyze monthly Big 5 Data. They will provide data and action steps in the District Shared Folder monthly.
5. Attendance Data Walls are updated regularly.
6. Targeted attendance interventions for students falling below the 90/90 will be implemented and monitored in each school.
7. Data Teams are the single best way to help educators move from "drowning in data" to using information to make better instructional decisions.

Data Teams process looks at student scores, student results, teaching strategies, and leadership support.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30 Days:				
Attend PELP in July and study the district's Problem of Practice	July. 2016	Cabinet members: Dr. Davis, Dr. Thurman, A. Cacciatore, L. Hazel, G.Beals, J. Pugh-Walker, A. Bland	Harvard PELP	ongoing
Develop SRSSie template	Aug. 2016	Asst. Superintendent of Research and Evaluation and Data Strategists	SRSSie form, R&E dept. and Special Education	Sep. 2016
Establish PBIS Tiered Teams	Aug. 2016	Principals and Assistant Superintendent of Alternative Education	PBIS Compendium, PBIS external coaches, Special School District	Sep. 2016
Complete the PBIS Universal checklist to utilize during walk-throughs	Aug. 2016	Assistant Superintendent of Alternative Education	PBIS external coaches	Sep. 2016
Conduct new teacher PBIS training	Aug. 2016	Professional Development Coordinator		Aug.2016
Complete Attendance Plans with specific expectations and champions in each school	Aug. 2016	Principal and Attendance Team	Attendance Works and Tyler	September 2016
Monitor classroom management with use of	Aug. 2016	Principal	NEE	Ongoing

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NEE 5.2				
Develop the data team protocol	Aug. 2016	Data Strategists	Nancy Love's *Using Data Teams to Improve Learning for All*	Nov. 2016
60 days	Start Date	Person Responsible	Resources	Completion / Date
Study Problem of Practice in depth with facilitation	Sep. 2016	Cabinet	Harvard PhD student/ facilitator	October 2016
Complete SRSSie	Sep. 2016	Principals and Asst. Superintendent –L. Hazel	PBIS external coaches and data strategists	October 2016
Use SRSSie data	Sep. 2016	Counselors if there are enough of them		
Attend Ci3T Training–cohort 1 Apply for Ci3T grant-cohort 2	Sep. 2016	Principal and PBIS Team Asst. Superintendents	Special Education – Kathleen Lane K. Lane	2 year commitment
Provide district trends of PBIS implementation based on PBIS walkthroughs	Sep. 2016	Asst. Superintendent of Alternative Education	PBIS Consultants	October 2016
Hire PBIS Specialists and provide ongoing training	Sep. 2016	Principals	Title Funds	Until all filled
Revisit District PBIS Action Plan	Sep. 2016	Asst. Superintendent of Alternative Education		October 2016
Develop mentoring program	Sep. 2016	Asst. Superintendent of Alternative Education		October 2016
Monitor attendance and provide interventions	Sep. 2016	Principal and Counselor	AttendanceWorks.org, Social Worker	On-going
Monitor classroom management with use of NEE 5.2	Sep. 2016	Principal	NEE	On-going
Develop professional development plan to support teachers and administrators with behavioral supports for	Sep. 2016	Asst. Superintendent of Alternative Education and Executive Director of Prof. Dev.		Dec. 2016

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students

Access district-wide external supports for Tier III students	Sep. 2016	Asst. Superintendent of Alternative Education and Director of Student Support		Dec. 2016
Develop the data team protocol	Sep. 2016	Data Strategists	Nancy Love's *Using Data Teams to Improve Learning for All*	Oct. 2016
90 Days	Start Date	Person Responsible	Resources	Completion/ Date
Develop plan to address PoP	Oct. 2016	PoP team	Universal Health	May 2017
Attend PBIS Conference	Oct. 2016	Asst. Superintendent of Alternative Education	Prof. Development Funds	October 2016
PBIS Walkthroughs	Oct. 2016	Asst. Superintendent of Alternative Education	PBIS external coach	November 2016
Implement Mentoring Program Secondary Level	Oct. 2016	Asst. Superintendent of Alternative Education	Elevate	May 2017
Monitor attendance rates of students and provide intervention	Oct. 2016	Principal and Counselor	AttendanceWorks.org, Social Worker	November 2016
Monitor classroom management with use of NEE 5.2	Oct. 2016	Principal	NEE	Ongoing
Access district-wide external supports for Tier II and III students	Sep. 2016	Asst. Superintendent of Alternative Education, Director of Special Education and Director of Student Support		Dec. 2016
Share the data team protocol with school leaders	Oct. 2016	Data Strategists	Nancy Love's *Using Data Teams to Improve Learning for All*	Nov. 2016
Long Term	Start Date	Person Responsible	Resources	Completion / Date

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Begin plan to provide professional development in the area of effective classroom practices to classroom teachers	Nov. 2016	Asst. Superintendent of Alternative Education	Elena Aguilar, PBIS Coaches and PBIS Toolkit	July 2017
Develop a structure within each school where teachers are able to access information regarding students and receive support regularly	Nov. 2016	Director of Student Services, Counselor and Asst. Superintendent of Alternative Education,	SRSSie (Tier II and Tier III)	
Develop our mission for serving our students and action steps	Nov. 2016	Dr. Davis	Ci3T, SSD, Restorative Justice	May 2017
Evaluate staffing to determine if adequate staffing of SSD teachers and Ferguson-Florissant staff is available to support the behaviors of our students	Dec. 2016	Human Resources	Evaluation tool and survey	Jan. 2017
Evaluate effectiveness of PBIS in secondary schools	Nov. 2016	Asst. Superintendent of Alternative Education	External Evaluator	Jan. 2017
Provide ongoing opportunities in a safe place for staff to talk with administration regarding concerns with student behaviors and safety in classrooms	Nov. 2016	Asst. Superintendent of Alternative Education		ongoing
PBIS Walkthroughs	Nov.. 2016	Asst. Superintendent of Alternative Education	PBIS Coaches	May 2017
Provide PBIS Training to PBIS	Nov. 2016	Asst. Superintendent of	PBIS Compendium	May 2017

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Specialists and Alternative Education strategies		Alternative Education		
After a student returns from a suspension of extreme disruptive behavior, a plan is reviewed and adjusted according to student's needs such as staffing and supports to address the needs of aggressive students	Nov. 2016	Asst. Superintendent of Alternative Education		Dec. 2016
Implement a mentoring program	Nov. 2016	Asst. Superintendent of Alternative Education	SRSSie, Tyler	May 2017
Monitor attendance rates of students and provide interventions	Nov. 2016	Principals and Counselors	AttendanceWorks.org	May 2016
Monitor Classroom management with use of NEE 5.2	Nov. 2016	Principals and Asst. Principals	NEE	May 2016
Access district-wide external supports for Tier III students	Nov. 2016	Asst. Superintendent of Alternative Education and Director of Student Support and Director of Special Education		Dec. 2016
Share the data team protocol with school leaders	Nov. 2016	Data Strategists	Nancy Love's *Using Data Teams to Improve Learning for All*	Nov. 2016
Provide ongoing Data Team training	Dec. 2016	Data Strategists		May 2017
Provide more training with understanding autism and mental health with kids. What are the look-fors?	Jan. 2017	Director of Special Education	Special Education Experts	Jan. 2017

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NCI Training Provided for Staff	Summer 2017	Director of Student Services	NCI--SSD teachers	Summer 2017

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

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following: ● Improving the 4-year graduation rate by 5 points each year to 100% by 2020 ● Students reading on grade level by end of 3rd grade with goal of 100% by 2020 ● Identifying all 3 and 4 year olds in district. Serve 50% by 2020 ● All students learn and use their lexile level to be college reading ready with minimum 1300 by graduation day ● High School students earning a minimum of 3 hours of college credit by graduation with goal of 100% by 2020 .
Rationale (name the existing conditions/data points to support the selection of the objective/goal):
Four year graduation rate is (78%) (55%) of students are performing Below Basic/Basic on the MAP ELA. (73%) of students performing Below Basic/Basic on the MAP Math.

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement				
English Language Arts	16.0	15.0		93.8%
Mathematics	16.0	9.0		56.3%
Science	16.0	3.0		18.8%
Social Studies	8.0	3.0		37.5%
Total Points Earned	56.0	30.0		53.6%
2. Subgroup Achievement				
English Language Arts	4.0	2.0		50.0%
Mathematics	4.0	2.0		50.0%
Science	4.0	1.0		25.0%
Social Studies	2.0	1.0		50.0%
Total Points Earned	14.0	6.0		42.9%
3. College and Career Ready (CCR)				
*1-3 CCR Assessments	10.0	8.0		80.0%
*4 Advanced Placement	10.0	6.0		60.0%
*5-6 Postsecondary Placement	10.0	6.0		60.0%
Total Points Earned	30.0	20.0		66.7%
4. Attendance	10.0	6.0		60.0%
5. Graduation Rate	30.0	30.0		100.0%
Total	140.0	92.0		65.7%

Research Based Strategy(ies) for Implementation:
Marzano's analysis of the research identifies a "guaranteed and viable curriculum" as ranking first among five elements. He also highlights the importance of opportunity to learn as integral to this. Specifically, for students to achieve the standards there must be a match between three types of curricula: the intended curriculum, implemented curriculum, and the attained curriculum.

Funding Source(s): Local
MSIP Standard(s): 1-5

Measurable Adult Behaviors:
1. Curriculum coordinators and content leaders will work with their curriculum teams to write curriculum and select district common assessments by the end of 2016-17 school year for grades 7-12, so that all prioritized standards have an identified pre & post assessment as well as at least two common formative assessments. 2. District and building administrators will monitor the data team process for fidelity of implementation. 3. Principal, Assistant Principals and Teachers will engage in data teams to track mastery and guide instructional decisions and interventions.

Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following: ● Improving the 4-year graduation rate by 5 points each year to 100% by 2020				
Strategies	**Start Date**	**Person Responsible**	**Resources**	**Completion / Date**
30 days				
Review Graduation rate data from DESE	Aug. 2016	Instructional Leadership Team and Data Strategists	Research and Evaluation	Aug. 2016
60 days				
Review summer graduates data	Sep. 2016	Instructional Leadership Team and Data Strategists	Research and Evaluation	Sep. 2016
Increase staffing for alternative Missouri diploma program: Missouri Options	Sep. 2016	Instructional Leadership Team, Principal, and Data Strategists	Research and Evaluation	Nov. 2016
Develop a document for submitting status report	Sep. 2016	Instructional Team	Research and Evaluation	Oct. 2016
Develop an early intervention plan	Sep. 2016	Instructional Team	Research and Evaluation	Oct. 2016
90 day				
Increase staffing for	Oct. 2016	Instructional Leadership	Research and Evaluation	Oct. 2016

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alternative Missouri diploma program: Missouri Options		Team, Principal and Data Strategists		
Parent engagement in graduation outlook of students	Oct. 2016	Principal, Counselor	Research and Evaluation; Parent Engagement; Student Services	Dec. 2016
Submitting monthly status reports of graduation rate of cohorts	Oct. 2016	Principal, Counselors, and Asst. Superintendent	Research and Evaluation	May 2017
Consider additional staffing to monitor graduation rate	Oct. 2016	Research and Evaluation; Human Resources		Ongoing -
Long term				
Use an advisement program where teachers are tracking students' progress	Nov. 2016	Principals, Deputy Superintendent	Education Opens Door Curriculum	May 2017
Submitting monthly status reports of graduation rate of cohorts	Nov. 2016	Principal, Counselors and Asst. Superintendent	Research and Evaluation	May 2017

Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following: ● Students reading on grade level by end of 3rd grade with goal of 100% by 2020				
Strategies	**Start Date**	**Person Responsible**	**Resources**	**Completion / Date**
30 day				
90 minute reading block	Aug. 2016	Deputy Superintendent		Aug. 2016
Implement Making Meaning with professional development	Aug. 2016	Deputy Superintendent	Making Meaning	Aug. 2016
60 day				
Implement an action plan to include FFSD Balanced Literacy Framework, Reader's/Writer's Workshop and Making Meaning	Sep. 2016	Deputy Superintendent	Making Meaning and Template	Oct. 2016
Professional Learning Cycle (pre-cycle)at Elementary - Balanced Literacy	Sep. 2016	Deputy Superintendent	TLC	Oct. 2016
Professional Learning Cycle (pre-cycle) at Secondary - Close Reading and Gradual Release	Sep. 2016	Deputy Superintendent	TLC	Oct. 2016
90 day				

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Renaissance Flow implementation	Oct. 2016	Deputy Superintendent	Renaissance Learning	Nov. 2016
Accelerated Reading K-12	Oct. 2016	Deputy Superintendent	Renaissance Learning	ongoing
Professional Learning Cycle K-12 - Close Reading	Oct. 2016	Deputy Superintendent	TLC	Nov. 2016
Develop Guided Reading expectations and professional development	Oct. 2016	Deputy Superintendent and Executive Director of Professional Development	Fountas and Pinnell	Nov. 2016
Implement reading interventionists at primary grades	Oct. 2016	Principals	Title Funding	until all positions filled
Hire an ELA curriculum coordinator	Oct. 2016	Deputy Superintendent		until position filled
Long term				
Balanced Literacy fully implemented	Nov. 2016	Deputy Superintendent		May 2017

Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following:
  ● Identifying all 3 and 4 year olds in district. Serve 50% by 2020

Strategies	Start Date	Person Responsible	Resources	Completion / Date
30 day				

Begin conversations regarding implementation of early education classrooms in elementary schools	Aug. 2016	Instructional Leadership Team and Director of Early Education		Oct. 2016
60 day				
Continue conversations regarding implementation of early education classrooms in elementary schools	Sep. 2016	Instructional Leadership Team and Director of Early Education	DESE	Oct. 2016
90 day				
Complete SIG grant for early education classrooms	Oct. 2016	Instructional Leadership Team, Executive Director of Federal Programs, and Director of Early Education and Special Education	Federal Funding	Oct. 2016
Long term				
Implement early education in Priority and Focus schools	Nov. 2016	Instructional Leadership Team and Director of Early Education and Special Education		Nov. 2016

Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following: ● All students learn and use their Fountas and Pinell reading level in grades K-2 and lexile levels in grades 3-12 to be college reading ready with minimum 1300 by graduation day				
Strategies	**Start Date**	**Person Responsible**	**Resources**	**Completion / Date**
30 day				
Professional development of lexiles	Jul. 2016	Professional Development Coordinator	Metametrics	July 2016
60 day				
Communicate Lexile information and expectations	Sep. 2016	Deputy Superintendent	Metametrics	Aug. 2016
90 day				
Implement AR K-12	Oct. 2016	Deputy Superintendent	Renaissance Learning	ongoing
Develop AR Kick off plan	Oct. 2016	Deputy Superintendent	Renaissance Learning	Nov. 2016
All schools will have intervention blocks for students reading below grade level	Oct. 2016	Instructional Leadership Team		Nov 2016
Goal setting sessions occurring for all students	Oct. 2016	Instructional Leadership Team		Nov. 2016
Books are leveled with lexiles	Nov. 2016	Librarian	Renaissance Flow	Ongoing

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Long term				
Develop intervention plans for students reading below grade level	Nov. 2016	Instructional Leadership Team		Dec. 2016
Goal setting sessions occurring for all students	Nov. 2016	Instructional Leadership Team		Nov. 2016

Ferguson-Florissant School District will improve student achievement and maintain accreditation status as measured by MSIP-5 and the following: ● High School students earning a minimum of 3 hours of college credit by graduation with goal of 100% by 2020				
Strategies	**Start Date**	**Person Responsible**	**Resources**	**Completion / Date**
30 day				
Evaluate the status of the district	Aug. 2016			
60 day				
Recruit staffing with appropriate certification for college level classes	Sep. 2016	Human Resources		ongoing
Revise curriculum	Sep. 2016	Curriculum Coordinators		May 2017
Plan college visits for students	Sep. 2016	Principals and Counselors		Nov. 2016
Study Early College	Sep. 2016	Deputy Superintendent of		May 2017

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opportunities		Instruction		
90 day				
Recruit staffing with appropriate certification for college level classes	Oct. 2016	Human Resources		ongoing
Revise curriculum	Oct. 2016	Deputy Superintendent and Curriculum Coordinators		Jan. 2017
Career Pathways Fair district-wide	Oct. 2016	Technology Coordinator	MCAC Missouri College and Careers	Jan. 2017
Evaluate the programs we currently have	Oct 2016	Deputy Superintendent and Assistant Superintendents		Oct. 2016
Plan college visits for students, example - Gateway College	Oct. 2016	Principals and Counselors		Nov. 2016
Long Term				
Study Learning Standards	Nov. 2016	Principals and ISLs	MLS, Professional Development	May 2017
Dual College Credit courses offered	Nov. 2016	Instructional Services		Aug. 2017

Analyze screener data to determine appropriate supports	Sep. 2016	Principals and Asst. Principals	Renaissance	3 times/year
Conduct events to convey	Sep. 2016	Principals and Asst.		On-going

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	Start Date	Person Responsible	Resources	Completion/ Date
curriculum and assessment expectations to parents.		Principals		
Follow pacing guides	Sep. 2016	Principals	Pacing guide	ongoing
Making Meaning Implementation	Sep. 2016	Principals and ISL	Making Meaning	ongoing
90 days				
Implement Units of study for math	Oct. 2016	Principals and Math Coordinator	Units	ongoing
Renaissance Flow PD	Oct. 2016	Principals	Ren Flow Representative	Oct. 2016
Making Meaning Implementation	Oct. 2016	Principals and ISLs	Making Meaning	ongoing
Hire Curriculum Coordinator for ELA	Oct. 2016	Deputy Superintendent		Until filled
	Start Date	Person Responsible	Resources	Completion/ Date

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Long Term				
Renaissance Flow Implementation	Nov. 2016	Deputy Superintendent	Ren Flow	Ongoing
Making Meaning Implementation	Nov. 2016	Principal	Making Meaning	Ongoing
Use of Lexile scores to goal set and select books	Nov. 2016	Principal	Lexile	ongoing

Effective Instruction

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

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

By the end of four years, 2019, all students will be able to construct arguments both orally and in writing using evidence from complex informational text to support their thinking.

Through the use of the data teams, process teachers will implement high yield instructional strategies that will increase cognitive engagement as indicated by the criteria outlined in NEE indicator 1.2.

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

Analyses of MAP Process Standards indicate the ability of students to reason logically and evaluate strategies/information is consistently low across all grade levels. Also, classroom walkthroughs by the Academic Leadership Team and building principals indicate the need for higher levels of rigor, relevance, and relationships to increase student engagement and academic achievement. Ten out of 23 elementary and secondary buildings (43.5) have an APR score below 70%.

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MSIP 5 Standards	Points Possible	Points Earned	Percent Earned	
1. Academic Achievement				
English Language Arts	16.0	15.0		93.8%
Mathematics	16.0	9.0		56.3%
Science	16.0	3.0		18.8%
Social Studies	8.0	3.0		37.5%
Total Points Earned	56.0	30.0		53.6%
2. Subgroup Achievement				
English Language Arts	4.0	2.0		50.0%
Mathematics	4.0	2.0		50.0%
Science	4.0	1.0		25.0%
Social Studies	2.0	1.0		50.0%
Total Points Earned	14.0	6.0		42.9%
3. College and Career Ready (CCR)				
*1-3 CCR Assessments	10.0	8.0		80.0%
*4 Advanced Placement	10.0	6.0		60.0%
*5-6 Postsecondary Placement	10.0	6.0		60.0%
Total Points Earned	30.0	20.0		66.7%
4. Attendance	10.0	6.0		60.0%
5. Graduation Rate	30.0	30.0		100.0%
Total	140.0	92.0		65.7%

Research Based Strategy(ies) for Implementation:
The research based strategies listed below will provide effective instruction to increase student achievement and move students from the below basic tier to basic and better on the State assessment for the 2016 -2017school year. 1. Readers/Writers Workshop (Elementary) 2. Close Reading 3. Balanced Literacy Framework 4. Gradual Release of Responsibility

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Funding Source(s): Local, Focus, Title I, II, III
MSIP Standard(s): 4

Measurable Adult Behaviors:

Teachers will:
1. Develop lessons that focus on problem-solving and require active student engagement.
2. Use data to organize instructional groups based on student needs.
3. Use cooperative learning structures to increase student engagement and classroom collaboration.
4. Focus on literacy and numeracy in all content areas/classes.
5. Include student literacy strategies in Library, Fine Arts, Physical Education and Career and Technical Education once a per week.

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2015-16 school year				
All schools will form an Instructional Leadership Team that will lead the school's instructional improvement efforts				

2016-17 school year				
All teachers will choose appropriate complex text and assign aligned, rigorous tasks; analyze student work; analyze student data; model close reading components; observe peers; and reflect and modify instructional practice				

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
Research effective strategies such as Guided Reading	Aug. 2016	Deputy Superintendent	Fountas and Pinnell	Sep. 2016
Research effective strategies such as Gradual Release	Aug. 2016	Deputy Superintendent	Fisher and Frey	Sep. 2016
Collaborate and plan with TLC	Aug. 2016	Deputy Superintendent	TLC	ongoing
Math best practices	Aug. 2016	Deputy Superintendent	MU	ongoing
Review Cycle of Professional Learning	June 2016	Instructional team	BLC Team and TLC	ongoing
60 days	Start Date	Person Responsible	Resources	Completion/ Date
Research Guided Reading Elementary	Sep. 2016	Deputy Superintendent	Fountas and Pinnell	ongoing
Gradual Release HS Level	Sep. 2016	Deputy Superintendent	Fisher and Frey	Ongoing
Close Reading at HS level	Sep. 2016	Deputy Superintendent	TLC Fisher and Frey	Ongoing
Analysis of Student Work	Sep. 2016	Deputy Superintendent	TLC	Ongoing
Precycle of Professional Learning – Balanced Literacy at elementary and Gradual Release at secondary	Sep. 2016	Principals	TLC	Ongoing
90 days	Start Date	Person Responsible	Resources	Completion/ Date
Professional development Guided Reading	Oct. 2016	Deputy Superintendent	Fountas and Pinnell	ongoing
Gradual Release	Oct.2016	Deputy Superintendent		Ongoing
Professional Development Close Reading	Oct 2016	Deputy Superintendent	TLC	Ongoing

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Analysis of Student Work	Jan. 2017	Deputy Superintendent		Ongoing
Cycle of Professional Learning-Close Reading	Oct. 2016	Principals	TLC	Ongoing
Long Term	Start Date	Person Responsible	Resources	Completion/ Date
Guided Reading implementation	Nov. 2016	Deputy Superintendent, Instructional Team and Principals	Guided Reading expectations	ongoing
Gradual Release implementation	Nov. 2016	Deputy Superintendent and Principal		ongoing
Close Reading	Nov. 2016	Deputy Superintendent and Principal		ongoing
Analysis of Student Work	Nov. 2016	Deputy Superintendent and Principal	TLC	ongoing
Cycle of Professional Learning – Text Complexity, Text Dependent Questioning	Nov. 2016	Deputy Superintendent, Asst. Superintendents and Principal	TLC	May 2017
2017-18				
All students will use complex informational text for rigorous discussions and use tools to organize their thinking to prepare for writing in response to the text	2017-18 school year	Deputy Superintendent, Instructional Team and Principals	TLC	May 2018
Students will develop "products" to defend and/or explain their thinking to show their understanding of complex text and to show a readiness for other academic writing	2017-18 school year	Deputy Superintendent, Instructional Team and Principals	TLC	May 2918

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2018-19 school year				
All students will be able to construct oral and written arguments using evidence in response to text-based dependent questions from complex informational text.	2018-19 school year	Deputy Superintendent, Instructional Team and Principals	TLC	May 2019

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APPENDICES (To Be Attached)

1. Balanced Literacy Framework Vision K-6 https://docs.google.com/document/d/1ZrilUGhO658LFSgMcCk8U1jl3bS8AxGIAck_HAjO7Y4/edit
2. District 4 Year Instructional Goals

(signature)

Board President

11-28-16

Date

(signature) Maureen Clancy-May

11-30-2016

State Supervisor, School Improvement

Date

(signature)

1/22/16

Superintendent

Date

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