

Phelps County R-III

Comprehensive School Improvement Plan

2014-2018

Board Approved Date:

December 11, 2014

## Introduction

The Phelps County R-III School District is located at 17790 State Route M in Edgar Springs, Missouri. It is the only building in the district and has a student enrollment of 209. The school houses all grade levels PreK to 8. A rigorous program of learning has been established in the Title I School to incorporate much technology and extra Title I services in Reading and Math for the At Risk population. Students have a Junior High experience in grades six through eight. They are enrolled in at least three electives each year. Upon completion of requirements, students must choose a high school in a neighboring district. Students have the choice of attending high school in three locations: Rolla, Licking, and Newburg.

The PCR3 building includes all administrative offices, classrooms, special classrooms, and soon a FEMA Safe Room that will net the district two additional classrooms. The school district currently meets all requirements with full accreditation according to the last MSIP review in the spring of 2010. The school has made significant progress toward MSIP5 requirements over the last four years. In 2010, the school began the Accountability Plan process with the Department of Elementary and Secondary Education. This process, a new superintendent, and many new programs have resulted in an increase in student academic performance, improved positive behavior, technology integration, and a more emphasized approach to Professional Development for the teachers. The current APR of 95.6% designates a performance level of distinction.

## Committee

The planning process begins when teachers meet annually in mid-September to determine the necessary changes to or completions of the Strategies and Action steps. This included the leadership committee members and the whole school faculty to review the mission statement, vision, and strategies/action steps. This was then shared with the Support Staff and faculty as a whole, as well. The committee then met collaboratively to review the Strategies and Action Steps. The PLC leadership committee and teachers will meet throughout the year to finalize data from the past, work on implementation of new initiatives, and project needs for coming years. The community also participated in creating the plan, revising the Vision and working on issues of concern for the school.

Although they were not present at the public meeting, several community members were invited to participate through a meeting with the Superintendent at school. Only two were in attendance at the general meeting. After gathering input from the Board of Education, Mrs. Heavin contacted three more of those initial members to have a one on one meeting at the school to discuss the CSIP processes. The Committee Members and their affiliation are listed below. Mrs. Sherry Heavin, Superintendent serves as chairperson of the leadership team.

**Board of Education**

Misty House, President  
Kimmie Henson, Vice President  
Caroline Bradford, Member  
Terry Henson, Member  
Justin Burrus, Member  
Donnie Killgore, Member  
Misti Wilson, Member  
Sherry Heavin, Administrator/Community Member

**Committee Members**

Lindsey Sampson, Teacher  
Jen Mathis, Teacher  
Judy Boswell, Para  
Kim Robison, Teacher  
Jessie Perrigo, Teacher  
Samantha Deremo, Teacher  
Lon Deckard, Teacher  
Melanie Wainwright, Teacher  
Joan Murray, Teacher

Lisa Stricklin, Teacher  
Kelley Henson, Library Aide  
Ginger Struempf, Counselor  
Rebecca Mitchell, Teacher  
Abbi Moreland, Teacher  
Judy Gale, Teacher  
Jenny Adams, Teacher  
Allison Brookshire, Teacher

**Community and PLC Leadership Members**

Misti Brookshire, Parent/Board Member  
Stephanie Davis, Support Staff/Parent  
Monica Hagen, PLC/Community Member/Teacher  
Christin Hicks, PLC/Teacher  
Tiffany Brunkhorst, PLC/Teacher  
Melanie Wainwright, PLC/Teacher  
Cathy Blake, PLC/Community Member/Teacher  
Lena Upgraff, Community Member/Parent  
Gayle Coverdell, Community Member  
Chiara Morris, Community Member/Parent  
Amy Saucedo, Community Member/Parent

## Comprehensive School Improvement Plan (CSIP)

2014-2018

The Fifth Cycle of the Missouri School Improvement Program (MSIP5) works to prepare every child for success in education so that Missouri Schools can be in the Top 10 by 20.

MSIP5 is the state's accountability system for reviewing and accrediting public school districts in Missouri. The MSIP5 Process Standards require every district to develop a plan (CSIP) to accomplish this goal. The guidelines for developing the plan is available on the Department of Elementary and Secondary Education website and offers guidance for having a clear mission and vision, high expectations, a process for identification of critical needs, and continuous improvement to insure students of the district are college and career ready.

Phelps County R-III, (PCR3) school District Board of Education approved the District's five year CSIP at the December 11, 2014 meeting. The plan was developed by a community team approach consisting of approximately 36 members and the Professional Learning Community (PLC) members. The members included: teachers, PLC Leadership Team, administrator, parents, community members, support staff, and Board of Education. Members of the CSIP community team collaborated at meetings to determine the development of the plan and the review of data during the Fall semester of 2014.

The CSIP committee was divided into separate groups for the dissemination of information and the review of data: teachers, PLC Leadership Team, support staff, community members, and Board of Education. The mission, vision, and school data review was shared with

each group. Their concerns and joint efforts are reflected in this final plan. All areas of the plan are written as SMART goals – specific, measurable, attainable, results-oriented and time-bound. Action steps are placed on an annual monitoring process timeline. Each September the school will evaluate the progress toward implementation of each of the Strategies and Action Steps and will make adjustments or mark as complete. Further input from the team(s) will be solicited as we move through the next five years.

### **Mission**

The committee worked together to develop the Mission. Each year that follows in the process, the committee will vote to keep the current mission statement or revise it. This year it was voted to continue with the mission statement from the past. We are committed to building a partnership with the parents and community to provide a quality learning environment for our students. Our mission statement is as follows:

**Hard Work + Positive Attitude = Achievement**

### **Vision Statement**

As citizens of Phelps County R-III we work with students on Positive Behavior Support (PBiS) structures. Students lead the pledge daily and have created a student pledge. This pledge has become our Vision for Phelps County R-III.

*We the students of Phelps County R-III are committed to becoming lifelong learners and productive citizens through a partnership with our teachers, parents, and community.*

## **Planning Process**

The PLC/CSIP committee analyzed data provided by the current Annual Performance Rating for MSIP5 to gain a better understanding of where the school needed to proceed in relationship to student learning, professional development for teachers, attendance, and technology. This examination of internal factors resulted in the committee identifying areas of strengths and concerns.

The PLC Leadership Team met to discuss the PowerPoint presented by the Superintendent. The data that was to be released to parents to help them determine the success of the school was discussed. The teachers felt like the old Vision was too long and recommended using the Student Pledge as our vision. Teachers gave input on several issues, but the issue that had the most concern was attendance.

A group of ten parents/community members were invited to attend a CSIP meeting in late September. Of the ten that were invited only two attended. Three more parents and/or community members attended individual meetings at the school. Much time was devoted to understanding the school district, operations, and programs in place, concerns, and successes. Also, the parent group thought the Student Pledge would be a great Vision for the school. But, again, the major concern was attendance. Parents bring students to school late, pick them up early, or don't send them at all. Last year was the first year that PCR3, did not make APR in attendance. The new way in which it is calculated is also a contributing factor.

Finally, the Board of Education met and discussed the position of the school, voted to utilize the Student Pledge as the new vision and again was very concerned about attendance.

The discussion also led to the lack of participation by the Parent/Community group and several suggestions were given to incorporate more community input.

### **Areas of Success**

The school's rural community is supportive of the educational process. During the length of the school's operation the community has continually supported education through bond issues, building playground equipment and involvement when the school had a need. Our faculty sincerely cares for the students and operates under the adage "it takes a whole village to raise a child." The faculty has watched each child grow from Preschool through 8<sup>th</sup> grade. This creates a nurturing environment where children are appreciated for not only how they achieve, but also for their accomplishments within the community. The faculty and the community are an active part of the child's education and life.

The Preschool program prepares our very young community members for school attendance. The school, without outside resources, enrolls and educates twenty; four year olds each Fall. The Preschool students attend classes five days per week. The PCR3 PK curriculum provides students with the correct mix of play and structure. Students learn to write their name, count, recognize letters and sounds, play with others, take excursions, and participate in school procedures (breakfast, lunch, recess, etc.). This has made a tremendous difference in our preparation for Kindergarten.

The school supports athletics and has teams in: basketball and volleyball. The school also has NASP archery after school group. Occasionally, students participate with other small schools in softball and/or track. Students perform well in sports and go on to high school ready to compete.



The school passed bonds for a safe room in 2013 and QZAB bonds in previous years that allowed the technology in the building to be updated. Since that time technology has been the focus of change. As online testing will begin in the Spring of 2015, students need to be prepared for those assessments. The school previously had one wired computer lab with three computers and an ELMO in each classroom. Presently, Smart boards have been added to every classroom and now there are two wired computer labs in the building. One lab is located in the junior high and the one in the Library has been updated with all new computers in 2014. During 2014, the school district also purchased a laptop cart to be shared with grades third, fourth, and fifth. IPADS are used for Grades K-2.

The school participates in the School wide (PBIS) program with regard to behavior and Professional Learning Committee which guides our school academically. These three tiered models are research based behavior/academic programs, which utilize data to improve learning for teachers and students. Implementing these two programs has been instrumental in the success of Phelps County R-III. Behavior has improved and the knowledge base of what is acceptable behavior is evident to every student. PLC has provided an in depth look into performance. Student performance is measured with formative and summative tests. Teachers use these results to determine the need for re-teaching, mastery of materials, and pacing of the curriculum.

Positive reinforcement is utilized at PCR3 at every opportunity. Teachers hand out positive office referrals where students are recognized for their good decisions and hard work. The notes are then sent home to parents so they can be recognized again at home.

## **Areas of Concern**

Areas of concern include preparation and attendance. In this rural area, where the poverty rate is so high, many times parents lack the resources to support active learning of vocabulary at home. Research states that vocabulary is of the utmost importance to school success. Talking to a child is the only way to improve that vocabulary. “Young children are amazing word learners. During the preschool years, they quickly acquire extensive vocabularies” (Carey 1978). Researchers have concluded that between the ages of 12 months and 18 years, children learn on average 10 words a day if they hear lots of new words used in their environment (Bloom 2002). “Although we do not know the exact nature of the word-learning process, research suggests that to develop vocabulary knowledge, a young child needs (1) exposure to new vocabulary; (2) self-motivation and engagement; (3) multiple exposures to new words that give contextual and definitional information; and (4) the use of independent word-learning strategies (Blachowicz, Beyersdorfer, & Fisher 2006).” as quoted from the article by Tanya Christ and X. Christine Wang entitled “What Research Tells Us About Vocabulary Instruction in Early Childhood.” Also, we find the following from Bjorn Carey’s article “Language Gap Between Rich and Poor Children Begins in Infancy”, Stanford psychologists find ... “Fifty years of research has revealed the sad truth that the children of lower-income, less-educated parents typically enter school with poorer language skills than their more privileged counterparts. By some measures, five-year-old children of lower socioeconomic status score more than two years behind on standardized language development tests by the time they enter school.” Vocabulary is so very vital to academic performance. Also, reading with the

children is very important. Participating in Parents as Teachers (PAT) activities prior to Pre-School makes a significant difference in the development process and in school preparation. PAT meets monthly and is led by a teacher on staff. PAT combined with vocabulary practice and read aloud at home will set the stage for a student's academic success.

Our record weakness area is attendance. In the past, DESE used a different formula to determine the school's attendance level. Now, each individual child's attendance is part of the formula. Students' coming to school late, being checked out early or staying home when unnecessary affects the schools as does excused absences. Attendance percentage points on APR are based on total attendance for each child. The committee discussed several options with regard to attendance: calls, letters, visits, etc. Hopefully, these changes will result in better attendance for the students of Phelps County R-III. Changing the perception that school is important and that you must be here to learn is so very essential to student performance and school attendance.

# School Improvement Plan

## 2014-2015

### Building: Phelps County R-III

**(1) Building Goal: Phelps County R-III will focus on improving student achievement in the areas of mathematics, science, social studies and communication arts.**

**Measured By: MAP, Dibels, TerraNova, and common assessment data will be evaluated to determine success.**

Strategy Number	Strategy/Action Steps	Person(s) Responsible	2014 2015	2015 2016	2016 2017	2017 2018
1	Staff will regularly analyze assessment data to determine areas of critical need in all curricular areas. PLC teams will address collaborative strategies at monthly meetings.	Staff, Administration				
2	Yearly teachers/staff will participate in Professional Development to improve instruction in all areas based on student need from #1 above.	Staff, Administration				
3	Students at all levels will utilize online programs weekly to enhance student learning.	Staff				
4	Staff will collaborate to revise, write, and incorporate Missouri Learning Standards into new curriculum annually.	Staff, Administration				
5	Teachers will utilize lesson plans that daily focus on student engagement, rigor and depth of knowledge.	Staff, Administration				
6	Teachers will daily use cross-curricular strategies to improve instruction in all classrooms.	Staff, Administration				
7	Students will update data folders weekly to create Assessment Capable Learners.	Staff, Administration				

**(2) Building Goal: Phelps County R-III will continue to promote positive behavior and good character traits.**

**Measured by:**

- 1. Reduction in number of office referrals from year to year.**
- 2. Continue to use PBiS tickets.**
- 3. Number of School wide PBiS grade level celebrations will continue.**

<b>Strategy Number</b>	<b>Strategy/Action</b>	<b>Person(s) Responsible</b>	<b>Funding Source(s)</b>	<b>2014 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>
1	Continue to involve parents through: PTO, field trips, Study Island, Parent Portal, Parent Nights, weekly newsletters, school and teacher websites, AR Home Connect.	Staff, Administration	Regular Budget, Title , PDC				
2	Recognize “Cardinal Character Counts” (tickets, All-Stars) and positive office referrals for praise through announcements (daily) and assemblies (monthly).	Staff, Administration	Regular Budget				
3	Enrichment Staff Team reward system will be continued for all grade level teachers and staff.	Staff, Administration	PDC/ Regular Budget				
4	Good character traits will be introduced at monthly assemblies and reinforced during counseling classes. Students will be recognized in weekly newsletters.	Staff, Administration	Positive Behavior Support				
5	Student Council will continue to provide recommendations for trips, activities, etc. for Junior High.	Staff, Administration	Regular Budget, Fundraisers				
6	Provide in-service training to all staff pertaining to PBiS on a yearly basis. Provide information to teaching staff monthly.	PBS Staff, Administration	Regular Budget, PDC				

**(3) Building Goal: Phelps County R-III will continue the use of technology to enhance instruction in the classroom.**

**Measured by:**

- 1. Participate in technology professional development.**
- 2. During the 2014-2015 school year data will be collected regarding use and time spent in computer/media labs.**

<b>Strategy Number</b>	<b>Strategy/Action Steps</b>	<b>Person(s) Responsible</b>	<b>Funding Source(s)</b>	<b>2014 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>
1	Continue use of computer lab(s), laptop cart and IPADS daily.	Staff, Administration	PDC Office Budget Title				
2	Continue to install and upgrade technology in classrooms and media labs, on a yearly basis.	Staff, Administration	PDC , Title, Office Budget				
3	Teachers will share technology information at monthly Faculty meetings after attending workshops.	Staff , Administration	Office Budget, Title				
4	Continue technology training on a yearly basis for all teaching staff.	Staff, Administration	Office, Budget, Title				
5	Computer teacher will instruct Keyboarding at all grade levels for students and classroom teachers will continue to reinforce in the classroom.	Staff, Administration	Office, Budget Title				

**(4) Building Goal: Phelps County R-III will continue to identify and remediate students that are academically At-Risk in all curricular areas.**

**Measured By: Assessment data and teacher observation will be utilized to determine At-Risk.**

<b>Strategy Number</b>	<b>Strategy/Action Steps</b>	<b>Person(s) Responsible</b>	<b>Funding Source(s)</b>	<b>2014 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>
1	Identify and assist At-Risk Students using DIBELS, STAR test, MAP, Terra Nova, and other teacher assessments.	Staff, Administration	PDC, Title				
2	On a daily basis, utilize Study Island, Para-Professionals, Accelerated Readers, after school tutoring, exploratory classes, multimedia tools, and extra small group work to help increase student achievement.	Staff, Administration	Title , PDC, Reg Bud				
3	Provide materials to parents to facilitate learning at home through the PCR3 School Bi-Monthly Newsletter, Study Island, Reading Eggs, Spelling City, Cardinal Nest, and website.	Staff, Administration	PDC, Title Reg Bud				
4	PLC teams and Title I will analyze data to inform instruction and improve Curriculum to meet needs of At Risk students.	Staff, Administration	PDC, Title Reg Bud				
5	Increase communication with parents regarding attendance and the importance of vocabulary practice. Continue the backpack program to help provide nutrition on the weekend.	Staff Administration	PDC Title Reg Budget				
6	PAT provides information to parents regarding vocabulary. Provide parents with vocabulary resources on website.	Staff Administration	PDC Title Reg Budget				