

North Harrison R-III School District
Comprehensive School Improvement Plan



Date Approved: June 2022

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Introduction

The Comprehensive School Improvement Plan (CSIP) is a long-range plan which focuses on the continual improvement of the district. Comprehensive planning involves creating a vision of what the North Harrison R-III School District hopes to achieve in the future and identifies a set of goals and strategies to bring about that vision.

The CSIP describes the commitment of the North Harrison R-III School District to achieve high levels of performance. The CSIP details the district's plan to reallocate resources, redefine, maintain, and/or eliminate less effective programs and services, and/or incorporate any new programs and services identified to produce higher student performance as measured by the MSIP pillars and performance indicators.

Goal and Action Steps Development

One of the first tasks for the planning team was to develop our "Beliefs". This was done by the School Improvement Participants and grew into larger collaborative dialogue within the whole of the participants. The list of "Beliefs", mutually agreed upon by the planning sub-group, then led into the development of the district's new vision.

- The initial study of data and pertinent information was conducted by committees based upon the six pillars in MSIP 6. An administrator chose the pillar in which they wished to work, and the other School Improvement sub-group participants also chose the committee on which they wanted to work. Each sub-group met, looked at data pertaining to the performance standards of their specific pillar and identified strengths and areas of

concern. Data-based needs assessment were conducted that analyzed the following:

- Dibels best results,
- MAP/EOC scores,
- staff climate surveys,
- parent surveys,
- student surveys,
- NEE evaluation scores,
- NEE student surveys,
- NEE staff surveys
- IXL test scores.

The identified areas of concern were then returned to the leadership group to begin identifying possible goals for improvement. The draft goals were shared with staff through discussion and district memos in order to gather input. Once the goals were finalized, the leadership group developed strategies to achieve those goals. Again, time was allowed for reflection and input from stakeholders. Educational equity was ensured by the engagement of dialogue within the planning team about all student groups that exist within our mission to “prepare, perform, prevail”. The participants worked from a set of core beliefs identified by the group after reviewing strengths and weaknesses of the district. The CSIP was completed in May 2022 to be presented to the board of education in June 2022.

Monitoring Processes

The CSIP will continuously be monitored by each building as well as by the district. This evaluation will be done in a variety of ways.

The district’s professional development plan, technology plan, early learning plan, building improvement plans, assessment plan, ESEA consolidated plan, counseling plan and annual budget will reflect the key priorities of the CSIP. These plan will be presented to the Board of Education for final approval with vetting from the Board on the alignment to the CSIP. The above listed plans will be reviewed, adjusted, and presented to the Board:

- Professional Development Plan – October 2022

- Technology Plan – February 2022
- Early Learning Plan – May 2023
- Building Improvement Plan – September 2022
- Assessment Plan – October 2023
- ESEA Consolidated Plan – July (annually per federal program requirements)
- Annual Budget – June (annually)

Fidelity will be monitored by ensuring the above listed plans are placed on the Board of Education meeting agenda at the respective times listed above. Information about the plans will be included on the district website.

Key stakeholders of this process will reconvene in May of each fiscal year to review and progress monitor the work of the district towards meeting the SMART goals within the CSIP. During the annual stakeholder progress monitoring session; the team will celebrate successes, discuss areas of concern, and consider the addition of SMART goals once another goal has been met. The information will then be presented to the Board of Education for their consideration in June of each fiscal year. The district budget can then be further developed to ensure support of needed resources reflected within addition of added SMART goals.

Data teams meet bi-weekly in each building to analyze student scores and recommend interventions to the RTI team. These teams include teachers (elementary by grade level, secondary by subject area), administrators, para educators, and early childhood center workers. Monthly collaboration time is set aside to discuss and analyze what each data point is discovering in their building meeting. The building improvement plan is then revised to reflect the updated findings of each data team. Teachers then write their professional development plans and units of instruction to meet these updated needs. Thus, instruction and PD activities are fluid, changing as needs identified by the data teams change.

Teachers professional development requests are made to the professional development committee and must be aligned to the building improvement plan as well as the district CSIP, assuring that needed training is taking place as identified by the data teams and the professional development committee.

The board will be updated at the quarterly on progress towards goals outlined in the CSIP and building improvement plans. Academic data will be presented

quarterly to the board by the district test coordinator, Title I staff and/or teachers regarding progress towards goals. Mental health and well-being data will be shared with the board semiannually. This data will include student and parent surveys, discipline statistics and counseling visits. The report will be compiled by the school counselor and building level administrators as well as contracted counselors. A written report will be presented to the board of education each June containing data as to goal achievement as well as correlation to the presented budget. Any revisions or additions to the plan will also be requested at this time.

School Improvement Participants

Name	Position
J.W. Brandt	Superintendent
Alan Koch	High School Principal
Susan Allen	Elementary Principal
Matt Graham	Board of Education
Kara Smith	NH counselor
Barb McKiernan	NH teacher
Bailey Stanley	NH teacher
Lisa Stobbe	PAT teacher
Abbey Hamaker	Parent
Korissa Robertson	Parent
Vickie Eastin	Local Business Professional
Chyanne Puliam	Parent
Patty Rinehardt	Retired NH Teacher
Justin Richardson	Parent
Austin Steele	Parent
Janie Gates	HS secretary
Lynn Percell	Dual Credit Teacher

Mission

Prepare. Perform. Prevail.

North Harrison's Core Beliefs

We believe in...

- High quality, engaging instruction which inspires life-long learning that meets the needs of all learners
- Shared responsibility between parents, school staff, students and community members
- A wide variety of academic and extracurricular learning experiences
- An open, welcoming safe space for all students, staff and community members for learning

North Harrison's Vision

North Harrison graduates will be productive, successful citizens who are able to thrive in an ever changing society.

North Harrison will provide all students with the highest quality education and opportunities, allowing them to be successful individuals.

North Harrison will be part of a greater team, including students, staff, administration, parents and community members, that not only fosters academic excellence but also support students' emotional needs and provides a culture of inclusion and positivity.

Goals and Strategies

Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%. (funding sources; Title I, Title II, PD, ESSR).

- Develop and implement multi-tiered systems of support districtwide.
- Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into the junior high as well.
- Develop a gifted program in the elementary. (Hattie)
- Update curriculum through partnership with Show Me Curriculum Administration Association.
- Utilize research based strategies (LETRS, Foundations) to focus on foundational skills grades PreK-8

Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff etc...) by 5% annually. (funding sources; local funds, PD, title II)

- Increase student support services personnel by 1 FTE.
- Provide training for staff to identify students who need additional social and emotional services.

Goal 3: Reduce certified and noncertified staff turnover to a max of 15% annually. (funding sources; local, state, PD, title I, title II)

- Increase the yearly base salary to \$38,000 while increasing the spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees.
- Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices (Marzano, Hattie, Rutherford) to increase student learning capacity.
- Explore options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance

- Develop and conduct an annual survey for all staff regarding pay, benefits and the culture/climate of each respective building and the district.

Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%. (funding sources; Title I, Title II, PD, ESSR).

Purpose: To utilize MAP/EOC achievement data to track student performance on state benchmark assessments.

Action Steps	Person(s) responsible	Funding Source(s)	Completion Date	Plan Alignment
Develop and implement multi-tiered systems of support districtwide.	Building Principal, Lead teacher, counselor	Local	Spring 2023	BIP
Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into the junior high as well.	Building Principal, data teams	Local	Spring 2023	BIP, assessment
Develop a gifted program in the elementary.	Superintendent, Building Principal	State, Local	Fall 2025	Assessment, RTI, BIP
Update curriculum through partnership with Show Me Curriculum Association	Superintendent, Building Principal, Teachers	Local	Fall 2023	Assessment, BIP, RTI
Utilize research based strategies (LETS, Foundations) to focus on foundational skills grades PreK-8	Building Principal, Title I teachers, Teachers	Local, State, Federal	Fall 2022	BIP, ESEA

Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff etc..) by 5% annually

Purpose: To ensure adequate support and resources are equitably disseminated to all students and staff to support social and emotional well-being across the district.

Action Steps	Person(s) Responsible	Funding Source	Completion Date	Plan Alignment
Increase student support systems personnel by 1 FTE	Superintendent, Board	Local, State, Federal	Fall 2024	Counseling, Wellness, BIP
Provide training for staff to identify students who need additional social and emotional services	Superintendent, Building Principal, PD committee	Local, State, Federal	Fall 2023	BIP, Counseling

Goal: Reduce certified and noncertified staff turnover to a maximum of 15% annually.

Purpose: To ensure the district is attracting and retaining high quality teachers to positively impact student learning and achievement levels. Monitoring will be conducted by quarterly updates to the Board of Education regarding progress towards the action steps listed below.

Action Steps	Person(s) Responsible	Funding Source	Completion Date	Plan Alignment
Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices (Marzano, Hattie, Rutherford) to increase student learning capacity.	Superintendent, Building Principals, Staff	Federal, State, Local	Continuous	PD plan, district budget, Tech plan
Increase the yearly base salary to \$38,00 while increasing the spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees.	Superintendent, Board of Education	State and Local	Fall 2025	District Budget
Explore options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance.	Superintendent, Building Principals, CTA	State and Local	Spring 2024	District Budget
Develop and conduct an annual survey for all staff regarding pay, benefits and the culture/climate of each respective building and the district.	Superintendent, Building Principal, CTA	NA	Spring 2024	PD plan, District budget

