

Raytown Quality Schools
Comprehensive School Improvement Plan (CSIP)
FINAL 2015-2016

Board Goal One: Meet or exceed student academic growth performance goals equivalent to full accreditation status using both state and district assessment measures.

- I. Maintain a student performance level in all areas of the Annual Performance Report (APR) that will achieve full accreditation.
 - A. Assessment Practices
 1. Create all assessment plans and documents to include STAR (reading and mathematics) with a standardized expectation of data review.
 2. Create proficiency scales as appropriate to address content standards across the curriculum.
 3. Create rubrics and content specific assessments as appropriate to address writing across the curriculum.
 4. Provide the necessary training for all staff in online assessment requirements, including access, tools and test question language.
 - B. Response to Intervention plan
 1. Implement a multi-tier system of support K-6 to ensure all students reach their academic potential.
 2. Implement a teaming model for 6th grade students that will help with transition to middle school. The model will include an RTI component called SOAR which will allow teachers to meet students at the point of their needs in different academic areas.
 3. Facilitate Tier II and Tier III interventions. This will be done primarily by the Title I Reading and Special Education teachers.
 4. Utilize research-based, district approved specific and targeted interventions to address deficiencies in student performance in reading K-12.
 - C. College and Career Readiness
 1. Assist students to set challenging goals that prepare them to enter college or career after graduation
 2. Embed ACT standards throughout all classes at the secondary level so that all classes help students specifically prepare for the critical reading and other skills necessary for success on the ACT.
 3. Continue to give the WorkKeys and ASVAB to students who may find more success on those tests.

4. Increase the number of students in AP, Dual Credit, Project Lead the Way and career courses at the high schools.

D. Attendance

1. Expand the use of incentives for parents and students to be encouraged to make sure students are at school as much as possible.
2. Continue to make home visits, call parents and work on alternative plans to help capture as many students as possible to persist to graduation.

E. Graduation Rate

1. Improve the number of students graduating within 4 years of entering high school.
2. Expand opportunities for students to return and graduate five and six years after entering high school through resources such as summer school, night school and online coursework.

II. Align district curriculum and lesson design to the state standards currently identified by DESE (currently called the Missouri Learning Standards).

- A. Prioritize standards in English Language Arts (ELA), Mathematics (Math), Science and Social Studies to reflect what Raytown students need to know and be able to do to be successful academically. Revise curricula as needed.
- B. Embed ELA and Math standards into the appropriate content areas.
- C. Emphasize writing across all curricula as a means to gauge literacy development throughout the grades and content areas.
- D. Continue to integrate 21st century learning standards into units and lessons.
- E. Use formative assessments, both teacher created and curricular based, that can be used to inform the instruction of individual students.

III. Realign all building Professional Learning Plans to support the instructional needs specific to the district's curriculum, instructional practice and student performance.

- A. Rewrite the District Professional Learning Plan for the 2016-2019 school years.
- B. Develop building professional learning plans focused on revised Board goals and district initiatives
- C. Use the district program evaluation system to establish accountability for content and implementation of district funded professional learning activities.

IV. Maintain the instructional leadership program to support teachers in effective instruction through research-based leadership practices.

- A. Create a second cohort of teacher leaders and mentors to collaborate directly with the teaching staff to maintain high expectations of teaching and learning.
- B. Revamp the walkthrough process to include a focus on effective feedback in a variety of different venues.

- C. Continue Leadership study sessions for building leaders and curriculum coordinators that enable them to recognize curriculum fidelity, quality instruction and viable assessment practices.
 - D. Model the proper use of data and research in decision making and instructional practice.
- V. Direct funds toward the maintenance of a strong curricular, instructional practice and accountability program.
- A. Appropriately fund and maintain district adopted curriculum to ensure that teachers and students have what they need to teach and learn.
 - B. Provide the professional learning and expectations necessary for teachers to properly implement curriculum with fidelity.
 - C. Implement the learning plan for staff competency in instructional technology.
 - D. Ensure that CPL building plans follow state guidelines for use and funding of professional learning for all certificated classroom staff.
 - E. Maintain a learning series for support staff that is specific to the needs of students in the classroom.
 - F. Professional Growth Plans
 - 1. Improve student academic achievement by developing Professional Growth Plans that reflect the goals outlined in the Building and District Professional Learning Plans.
 - 2. Provide training to administrators and teachers to insure that Professional Growth Plans are aligned to Building and District Professional Learning Plans and designed to increase student academic achievement.
- VI. Implement a Multi-Tier System of Support to support students who are unprepared for school, academically, emotionally and socially.
- A. Sustain SW-PBS/BIST systems through consistent Tier 1/Universal supports while beginning to design systems for and implementing Tier 2 interventions for students requiring additional supports using a train-the-trainer model.
 - B. Use behavior/discipline data to determine students requiring additional support through CARE Team and Grade Level Support Team planning.
 - C. Assess the number of students receiving additional support along with the discipline data to determine the need for systems changes over time. This will be reviewed through regular assistant principal and administrative intern meetings.
 - D. Assist teachers in their efforts to effectively differentiate instruction to meet the diverse needs of all students with a specific focus on Tier One instructional practices (whole group instruction).
 - 1. Focus will be given to all groups of students in order to measure growth in subgroup achievement as noted in the APR.

2. Focus professional learning on whole group instructional techniques and strategies that are researched and proven to show a positive impact on student learning.
- E. Streamline district homework practices in an effort to support parents working with their children at home
 1. Standardize elementary homework practices.
 2. Standardize secondary textbook and materials availability to students, including classroom sets and one to one text and materials access.

Board Goal Two: Ensure that the community is welcomed and valued as an integral part of our district by creating a culture that says, “You are welcome, you are important to us, and we want to work with you to educate your children”.

- I. Promote, facilitate and enhance parent, student and community involvement in district educational programs.
 - A. Create and adopt policies that balance this board goal with the board goal for safety (Policy KK).
 - B. Coordinate one yearly program with PTA to explain and highlight any new district initiatives.
 - C. Annually review the Title I Parent Involvement Policy with input from parents and conduct activities consistent with the policy such as literacy and math nights. Distribute policy to parents during Back to School Night.
 - D. Provide full opportunities within the Parent Involvement Policy for the participation of parents with Limited English proficiency and parents with disabilities.
 - E. Regularly review and evaluate data of special populations to ensure the needs of these students are met (Homeless, ELL).
 1. Provide information to district personnel such as counselors and administrators to help identify homeless students and provide assistance.
 2. Provide professional learning to educate staff about the ELL students and effective instructional strategies to use in the classroom.
- II. Increase parent involvement in decisions about district programs and their child/children’s education
 - A. Host elementary parent information nights to provide opportunities for parents to ask questions specific to the work of the schools.
 - B. Invite parents to serve on school committees and provide input and feedback on educational programs.

- III. Strengthen communication between the district and community stakeholders.
 - A. Expand weekly email list/blast to include patrons outside our family base by promoting the communication through Chamber of Commerce and local service organizations.
 - B. Use digital sign boards at schools as timely community reminders of events and happenings around the district.
 - C. Launch a mobile app to integrate with district web presence.
 - D. Include community members as part of advisory groups to various district programs with established advisory councils.
 - E. Provide a variety of opportunities to strengthen the reciprocal relationship between the school and community.

- IV. Provide professional learning for administrators and staff on how to effectively interact with parents and promote a welcoming environment.
 - A. Provide training for staff that promotes customer service and professionalism.
 - B. Hold community forums (could be through Chamber or City) about issues facing the district.
 - C. Create and maintain a partnership with Caring For Kids, Non Profit to assist in partnering churches, businesses, and individuals as volunteers or with volunteer services at schools at the elementary level.
 - D. Partner with the City, Parks Department, and local churches to expand a youth sports program for Raytown students in grades K-7.
 - E. Partner with the City and Chamber to host Legislative Forums.

- V. Create a culturally competent organization by developing an inclusive environment that respects and values all cultures.
 - A. Provide professional learning for staff members in the area of Cultural Competency.
 - B. Create opportunities for *Courageous Conversations* that promote deeper understanding and respect for different cultures.
 - C. Develop professional learning for *Differentiated Instruction* to meet individual learning needs of all students.
 - D. Analyze and disaggregate student data to reduce the achievement gap of underperforming students.
 - E. Provide professional learning to create culturally responsive classrooms.
 - F. Create a culture of achievement that helps all students to possess a mindset that demonstrates they believe they can achieve and be successful.

- VI. Ensure our buildings and grounds are welcoming and attractive.
 - A. Create and maintain a schedule for exterior and interior maintenance to include mowing, landscaping, painting and other work related to the buildings.
 - B. Provide customer service training for front line employees.

- VII. Expand opportunities for patrons of the district to utilize our facilities.
 - A. Raytown Schools Wellness Center
 - B. Expanded offerings in Youth Sports
 - C. Art Council
 - D. Civic Groups

Board Goal Three: Utilize established hiring guidelines and best practices to continue to attract and retain staff for an effective, high quality educational environment.

- I. Provide specific professional learning that will equip teachers to implement curriculum and instruction at a rigorous level.
 - A. Each staff member will create a Professional Growth Plan (PGP) that aligns with the district's goals as well as their professional goals.
 - B. Design an evaluation and walk-through process and protocol that provides ongoing and effective feedback to staff and train staff in that process and protocol.
 - C. Provide a tiered level of support to staff.
 - D. Recognize staff for exceeding district expectations.

- II. Maintain a collaborative leadership and work environment to retain high quality staff members.
 - A. Collaborate with staff to ensure they fully understand expectations and have identified the needed supports to meet those expectations.
 - B. Stay abreast of current research and statistics regarding all aspects of education and how that research pertains to the Raytown community.
 - C. Work with district and building leadership to provide the instructional and collaborative support that has been identified as well as supported by research.
 - D. Collaborate with RayTEAM to improve working conditions for all employees.

Board Goal Four: Achieve a minimum of 20 percent minority certificated new hires for the Raytown Quality Schools staff for the 2015-2016 school year.

- I. Continue to attend career fairs at universities that historically graduate a high percentage of minority candidates in recruitment such as: New Mexico Job Fair; Langston, OK; Pinebluff, AR; Harris-Stowe, St. Louis, MO; Lincoln University, Jefferson City, MO; Grambling University, Grambling, LA; Spellman University, Atlanta, GA; Clark-Atlanta University, Atlanta, GA; Wilberforce University, Wilburforce, OH; Prairie View A&M, Dallas, TX.
- II. Continue to implement a "Grow Your Own" program.
 - A. Fully implement and enhance a Future Teachers of America program at each high school.
 - B. Continue the Elementary Admin Interns program and enhance it with focused professional learning.
 - C. Continue to partner with the University of Central Missouri and their Collaborative Principal Preparation Program (CPPP).
- III. Continue to create a culturally competent organization by creating an inclusive environment that respects and values all cultures.
 - A. Celebrate the different cultures that represent staff, families and community
 - B. Intentionally include representation of all employees' ethnicities on district committees and initiatives.
 - C. Emphasize the benefits of working in a diverse environment and the strength graduates from such an environment have over students from less diverse schools.
- IV. Form partnership with an area college or university to recruit and retain quality minority teacher candidates.
 - A. Partner with the University of Central Missouri in assigning elementary education college juniors to Raytown elementary schools to provide K-5 students with additional academic support and to increase the likelihood that minority candidates will choose our District for student teaching and career teaching.
 - B. Investigate a partnership with the UMKC Institute for Urban Education, a program in which the students receive support and professional learning from an urban school district and, in return, commit to teach for four years in that school district.
 - C. Investigate a partnership with an area University in developing a fellowship program. The District will offer fellowships to qualifying minority candidates, and the University will recruit applicants and monitor completion of educational requirements. The District will commit to compensation and professional

learning to each fellow during his/her junior and senior years. In return, the fellows will commit to teaching four years in our school district.

- D. Investigate a partnership with an area University in developing a program for non-traditional students. The District will offer Instructional Assistant positions to qualifying teacher candidates with 60 hours of college credit, and the University will provide evening and weekend classes to assist the candidates in completing degrees in teaching.

- V. Review and analyze national, regional and local hiring trend data for employment of teachers and administrators.
 - A. Gather hiring and recruitment trend data for neighboring school districts in the Kansas City area, Missouri and nationally.
 - B. Compare regional and national hiring trends with the percentage of minority teachers and administrators hired in Raytown in the past three years.
 - C. Create a 5-year projection to recruit and hire minority teachers based on regional and national data indicating available minority teacher graduate rate.

- VI. Create marketing and public relations plans to promote RQS.
 - A. Advertise in newspapers, magazines and websites that promote diversity recruitment (i.e. Kansas City Call Newspaper, Kansas City Globe Newspaper, Dos Miguez Newspaper, Diversity Partners Inc. Magazine, Diversity Inc., etc).
 - B. Provide incentives to employees who recommend minority applicants who are hired.
 - C. Join or advertise with local organizations that promote minority recruitment (i.e. Black Chamber of Commerce, Asian Chamber of Commerce, Hispanic Chamber of Commerce, etc.).
 - D. Increase our presence on social media (i.e. Linked In, Facebook, AASA, Education Week, etc.).

- VII. Create a Minority Recruitment Committee.
 - A. Ask for volunteers from the District.
 - B. Meet quarter to discuss and implement strategies to improve minority recruitment.

Board Goal Five: Provide salary and compensation package for effective staff that is within the upper 50 percent of the districts in the metropolitan area.

- I. Salary
 - A. Work proactively with RayTEAM to prioritize the focus of the district's salary and compensation package.

- B. Identify any available funds/resources that may be allocated to the district's salary and compensation package.
 - C. Study the salary and length of contract of building and district administrators in the area to determine our competitive status.
 - D. Maintain a competitive benefits package.
 - E. Annually, compare our district salary/benefit package to those in the Greater Kansas City area.
 - F. Explore the feasibility of a compensation for staff members who achieve their doctoral degree.
 - G. Develop uniform salary schedules for all groups of employees where a step is a cost of living increase.
 - H. Explore an education credit for classified employees who earn a degree or additional hours related to their position.
 - I. Study the market place to ensure our process for placing staff on their respective salary schedules is competitive.
- II. Benefits
- A. Continue to explore and add voluntary benefit options.
 - B. Review the implementation and possible expansion of the On-Site Health Clinic for employees.
 - C. Implement an employee wellness center.
 - D. Research incentives for staff who move to the district.
 - E. Develop a Benefits Committee to discuss and recommend the benefits offerings of the district.
 - F. Partner with local dentists and optometrists to provide free services for our employees on our health insurance.
- III. Fiscal Stability
- A. Maintain financial stability in accordance with board policy and regulations set forth by the Department of Elementary and Secondary Education.
 - B. Develop a 3-5 year staffing plan that reflects and balances the district's goals and available resources.
 - C. Develop a 3 year financial plan that includes salary projections, facility improvements through debt service, and capital improvement projects.
 - D. Create and communicate legislation to members of the General Assembly that influences state funding.
 - E. Work with local agencies to ensure our locally assessed valuation is accurate.
 - F. Work with local and county government to assist with economic development as well as ensure all available tax dollars are allocated to our school district.
 - G. Pay non-12 month employees the remainder of their pay in June.

H. Explore moving all September pay periods to August.

Board Goal Six: Assure that all children and staff are in a safe environment through the continued maintenance and review of the district's crisis/disaster plans and the continued cooperation of various outside agencies.

- I. Provide and maintain appropriate, functional and safe facilities.
 - A. Complete projects listed on the ten year facilities plan with a focus on painting, restroom upgrades, plumbing, electrical, lighting, HVAC, guided entries, intercoms, and a stadium at Raytown South High School.
 - B. Investigate sources of funding such as future bond issues to pay for projects noted within the ten year facilities plan.
 - C. Develop the Missouri 1 Plan formerly known as the Emergency Response Information Portal (ERIP) to provide detailed information that can be used during an emergency event.
 - D. Through the Safety Task Force, assess and develop safety professional learning related to intruder response for all staff such as providing safety training to part time employees and training new employees during the onboarding process.
 - E. Maintain and expand the district security video and access controls to obtain more coverage area. Bond funds have been allocated for this action item.
 - F. Implement the Raptor visitor management system district wide that was recently piloted at Blue Ridge Elementary School.
 - G. Investigate the cost and possible uses of facial recognition software for public events such as ball games.
 - H. Maintain the Safety Committee to reduce workplace injuries by creating a culture of safety through clear expectations and training.

- II. Provide and maintain appropriate support resources.
 - A. Expand the breakfast vending machine program and develop an after school snack vending machine program.
 - B. Complete routine work orders within a 72 hour time frame.
 - C. Recruit and retain qualified transportation staff.

Board Goal Seven: Support the implementation of the approved four-year technology plan for effective classroom delivery including the use of virtual technology and social networking.

- I. Provide the technology resources necessary to support a technology-rich environment.
 - A. Continue progress towards 1:1 devices for grades 2-12.
 - B. Investigate replacing traditional learning resources with digital alternatives
 - C. Maintain adequate staffing to support web applications, infrastructure, and professional learning.
 - D. Ensure appropriate network infrastructure equipment to ensure reliable access on a safe, secure network.

- II. Develop and implement best practices for integration of digital resources while promoting flexible learning environments.
 - A. Further develop the integration of learning management systems as a tool for content delivery, collaboration, tiered instruction and online learning.
 - B. Implement K-5 technology standards, while continuing to develop standards for grades 6-12.
 - C. Promote the established model for blended coursework that allows students to experience a flexible environment.
 - D. Continue to implement established best practices to ensure student data privacy and promotion of digital citizenship

- III. Continue to develop and implement a comprehensive technology professional learning plan to ensure that teachers and staff are proficient in instructional and operational technology.
 - A. Incorporate these skills and practices into the staff Professional Growth Plan (PGP).
 - B. Offer a variety of professional learning sessions for varied skill sets, ensuring all staff have an opportunity to grow.
 - C. Include all cross-sections of employees in the professional learning process to grow the skills of all employees.
 - D. Continue to collect feedback from professional learning sessions to ensure content meets the technology needs of staff.
 - E. Provide in-building support for teachers to access real-time coaching in the areas of educational technology.

Board Goal Eight: Expand district preschool education to include the educational needs of student from birth to age four.

- I. Expand the Herndon Preschool child care program to allow more children strong opportunities prior to kindergarten.
 - A. Recruit and retain staff with this area of certification and expertise.
 - B. Study the status of current facilities to determine if expansion into a current elementary is feasible.

- II. Expand our Head Start Preschool program in partnership with our current Early Childhood initiatives to meet the needs of our community preschool students.
 - A. Seek out and request additional Head Start Raytown student slots from Mid-America Regional Council.
 - B. Continue recruitment of community children during district enrollment and at local businesses.

- III. Explore growth opportunities (monetary & facility use) within Early Childhood Programs to include additional Title I eligible children and fee-based community children at the New Trails building site.
 - A. Begin to research options for revenue/funding sources for early childhood initiatives.
 - B. Broaden early childhood activities & educational services for ages three to five.
 - C. Seek out peer model children to be enrolled into New Trails program. These children will be blended into classrooms to expand our outreach to community children.

- IV. Provide parent trainings & educational opportunities, for parents in the community, of children ages Birth to four years.
 - A. Create partnership among New Trails, Herndon Preschool and Parents As Teachers to offer monthly parent education opportunities.
 - B. Continue our partnership with the United Way by offering the Success By Six lending library for families in our community.

- V. Expand the Parents as Teachers Program in order to enroll additional families in the Raytown Schools community
 - A. Hire a full time Spanish speaking Parent Educator to expand services to this growing population within our community.
 - B. Offer community outings with Parent Educators which include transportation for our families from local housing sites.

- C. Provide screening opportunities at community daycares and preschool settings then provide follow-up to suggest developmental recommendations and resources to staff and families.
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- VI. Explore the possibility of a four year old classroom in every elementary building.
 - A. Use the information from the demographer study to find the necessary classroom space at each elementary site.
 - B. Study the availability of funding for such a project and necessary planning to continue the program long term.