# Grandview R-II District

## Comprehensive School Improvement Plan

### August 2014 – May 2018

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**Introduction**

All districts are required to have a Comprehensive School Improvement Plan (CSIP). The requirement is contained in Process Standard G-2 as follows:

G-2 - The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students.

1. The local board of education and district leadership, in collaboration with the community, use qualitative data, quantitative data, and evaluation results to create a written, board-approved CSIP which drives improvement in student learning and guides the overall improvement of its educational programs and services.

2. The school district maintains a current school improvement plan that includes all of the required components.

3. There is a written evaluation process for the CSIP and it is regularly evaluated and updated.

4. The local board of education utilizes the CSIP to monitor progress and continuous improvement of programs and services.

G-3 - The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student.

1. The local board of education and district leadership, with input from all stakeholders, guide the development of a district-wide, learning-focused mission and vision that are reviewed annually and revised as needed.

2. The local board of education and district leadership hold all staff accountable for continuous school improvement and increased student learning.

## Comprehensive School Improvement Plan Development

Following the Missouri School Improvement Program (MSIP) cycle five review, the Grandview R-II School District established a committee to develop a CSIP. This committee was created by posting a request on the district website to welcome all patrons to participate in the school improvement plan process. On Thursday, September 5, 2013 the CSIP Committee met to begin the process of developing a new CSIP for the district.

The district reviewed the 2008 CSIP in September 2013, and drastic changes were made to include MSIP 5 findings, 2013 Annual Performance Report, 2013 MAP/EOC results, and 2013 Adequate Yearly Progress data. Goals, objectives, and strategies were developed to address these areas.

Areas determined to be in need of inclusion in the CSIP were based off the most recent MSIP 5 data. The CSIP will be reviewed on an annual basis and was rewritten in December 2013. This plan was completely rewritten since many of the previous CSIP goals had been attained and there is a new focus from the state on individual student growth and academic achievement. Mr. Jack Mann, Superintendent of Schools, Mrs. Angie Rowden, Curriculum Coordinator, Mrs. Kim Bequette, Elementary Principal, and Mr. Matt Zoph, High School Principal facilitated the CSIP development process along with board member and other patrons of the district. The completed plan was submitted and approved by the Grandview R-II School Board at the regularly scheduled meeting in December 2013.

## Description of the Planning Process

The district posted a Public Notice requesting for any board members, district staff, administrators, and parents that would be willing to serve on the CSIP Committee. The purpose was to completely rewrite the belief, mission, and vision statements and use the MSIP 5 data and rewrite each CSIP goal. The next step was to identify the necessary strategies for each goal. Each building focused on what strategies they use to assist in achieving each improvement goal. Lastly, the committee identified further goals for the district.  An examination of both internal and external factors resulted in the committee identifying the CSIP Goals.

The following sources were used for internal analysis:

      MSIP 5

      Annual Program Evaluations

      School Report Card

      MAP Assessment Data

      Annual Performance Report

      Previous CSIP

The following sources of information were used for external analysis:

      Advances in Technology

      Changes in Demographics

      Legal Requirement Changes

      State and Federal Program Directives

      Changes in Academic Standards

### *Grandview R-II School District's Belief Statements:*

•Education is the bulwark of freedom and our free public school education system is the first line of defense and the greatest constructive force in the possession of the American people for the preservation of their freedom and the advancement of the democratic way of life.

•Equal educational opportunity is a right for all students without regard to race, religion, creed, color, national origin, sex, sexual orientation, or disability.

•All individuals can learn, be challenged, and achieve.

•Character Education is an essential component to student learning and social readiness.

•Learning is a life-long process leading to new knowledge and personal growth.

•Schools must adjust to the needs of a changing global society.

•School provides a safe environment that is conducive to learning.
•School supports the students and community.

## *Grandview R-II School District's Mission Statement:*

In partnership with the community, the district will provide appropriate facilities; research based educational programs, relevant educational technology, character enrichment programs, and a variety of extracurricular activities.

## *Grandview R-II School District's Vision Statement:*

Prepare students for the challenges of a changing global society by fostering literate, self-confident, socially-adaptable, responsible citizens.

## Analysis of Students' Performance and Other Relevant Data

The state of Missouri has a new Missouri School Improvement Plan, Cycle 5. The Missouri School Improvement Program (MSIP) 5 works to prepare every child for success in school and life. MSIP 5 is the state's school accountability system for reviewing and accrediting public school districts in Missouri. MSIP began in 1990 and is entering its 5th version this year. The Department of Elementary and Secondary Education for Missouri believes high expectations, a clear vision and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results.

An examination of the district's Annual Performance Report for 2012-2013 school year indicates that our district earned an overall score of 85.4%. Grandview R-II scored 87.5% within Academic Achievement, 78.6% within Subgroup Achievement, 73.3% within College and Career Readiness, 75% within Attendance, and 100% within Graduation Rate.  This data was further supported within each school building; Elementary School, Middle School, and High School.

An examination of The Elementary School's Annual Performance Report for 2012-2013 school year reports earning an overall score of 90%. Grandview Elementary School scored 91.7% within Academic Achievement; 100% English Language Arts, 75% Mathematics, and 100% Science. The elementary is also held accountable for Subgroup Achievement, the overall earned score was 75%; 75% English Language Arts, 75% Mathematics, and 75% Science. Lastly, the elementary is accountable for attendance rate in which they scored a 100%.

An examination of The Middle School's Annual Performance Report for 2012-2013 school year reports earning an overall score of 90.7%. Grandview Middle School scored 100% within Academic Achievement; 100% English Language Arts, 100% Mathematics, and 100% Science. The Middle School is also held accountable for Subgroup Achievement, the overall earned score was 66.7%; English Language Arts 100%, Mathematics 100%, and Science 0%. Lastly, the Middle School is accountable for attendance rate in which they scored a 90.7%.

An examination of The High School's Annual Performance Report for 2012-2013 school year reports earning an overall score of 71.4%. Grandview High School scored 69.6% within Academic Achievement; 56.3% English Language Arts, 56.3% Mathematics, 100% Science, and 62.5% Social

Studies. The High School is also held accountable for Subgroup Achievement, the overall earned score was 64.3%; 50% English Language Arts, 50% Mathematics, 100% Science, and 50% Social Studies. According to the College and Career Ready Standard, the High School is accountable under three categories; 3.1-3.3 60%, 3.4 100%, and 3.5-3.6 60%. In addition to the above the High School also attained 0% of Attendance and 100% of Graduation Rate.

## Previous 2008 CSIP Goals

**Goal 1:** The district will meet the annual proficiency targets set forth by DESE by making Adequate Yearly Progress.

**Goal 2:** The District will increase and maintain attendance rates at a high level.

**Goal 3:** The percent of students at or above the national mean on the American College Test (ACT) program is high or increasing.

**Goal 4:** The district's students will achieve at a high level of performance in reading or demonstrate improvement.

**Goal 5:** All identifiable sub-groups, as reported by the APR and AIP reports, will demonstrate commensurate achievement rates.

**Goal 6:** The district will develop and utilize high quality staff as an integral part of the educational program and all school improvement activities.

**Goal 7:** The district will build, maintain, and upgrade current facilities.

**Goal 8:** The district will utilize both current and cutting edge technology to promote student learning and staff productivity.

**Goal 9:** The district will be governed in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons.

As the Missouri School Improvement Process has evolved the Department of Elementary and Secondary Education has placed emphasis on varying areas; Academic Achievement, Subgroup Achievement, College and Career Ready, Attendance, and Graduation Rate.

## Goal Statements for 2014-2018

**Goal 1:** Grandview R-II School District will administer assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

**Goal 2:** Grandview R-II School District will demonstrate required improvement in student performance for its subgroups.

**Goal 3:** Grandview R-II School District will provide adequate post-secondary preparation for all students.

**Goal 4:** Grandview R-II School District will ensure all students regularly attend school.

**Goal 5:** Grandview R-II School District will ensure all students successfully complete high school.

**Goal 6:** Grandview R-II School District will ensure all students are part of a technology centered education.

# CSIP Goal 1:  Academic Achievement

Grandview R-II School District will administer assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

- Annually, the Elementary School will show improvement within the MPI band, for each core academic area, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 362.2 | 362.3-385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 365.4 | 365.5 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 367 | 367.1 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 368.6 | 368.7 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 370.1 | 370.2 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 371.7 | 371.8 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 373.3 | 373.4 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 352.7 | 352.8 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 355.5 | 355.6 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 358.3 | 358.4 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 361 | 361.1 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 366.6 | 366.7 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 369.4 | 369.5 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 372.1 | 372.2 - 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 392.7 | 392.8 - 500 |

Projected Status Targets in Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 343.9 | 344.0 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 344.6 | 344.7 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 345.4 | 345.5 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 346.1 | 346.2 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 346.9 | 347.0 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 347.6 | 347.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 348.4 | 348.5 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 349.1 | 349.2 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 349.9 | 350.0 - 352.7 | 352.8 - 500 |

Elementary School

|  | Year | Score | Level |
|---|---|---|---|
| English Language Arts | 2013 | 370.2 | On Track |
| English Language Arts | 2014 | 338.7 | Approaching |
| English Language Arts | 2015 | 393.9 | Target |
|  |  |  |  |
| Mathematics | 2013 | 382 | On Track |
| Mathematics | 2014 | 337.5 | Approaching |
| Mathematics | 2015 | 318.2 | Approaching |
|  |  |  |  |
| Science | 2013 | 341.7 | Approaching |
| Science | 2014 | 345.1 | Approaching |
| Science | 2015 | 370.4 | Target |

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • By June, 2014, all ELA and Math courses will be published in The Build Your Own Curriculum Tool. | All elementary ELA and Math courses have been entered into BYOC, and are continually updated to match the Missouri State Standards. | Building Principal Curriculum Coordinator Certified Staff | Local and State |
| • By June, 2016, the K-5 teachers will develop end of quarter common assessments for ELA. | Most common assessments have been created for each grade level. | Building Principal Curriculum Coordinator Certified Staff | Local and State |
| • By May, 2016, the curriculum team will develop common rubrics for writing K-12. | The Curriculum Team was reinstituted this year and will begin working on writing rubrics in the near future. | Building Principal Curriculum Coordinator Certified Staff | Local and State |
| • By September, 2016, the K-12 teachers and administrators will attend training on how to effectively implement the common writing rubric. | Teachers and administrators will attend training after the curriculum team develops rubrics. | Superintendent Building Principal Curriculum Coordinator Certified Staff | Local and State |

| | | | |
|---|---|---|---|
| • By May, 2017, the K-5 teachers will develop end of quarter common assessments for Science. | Most common assessments have been created for K- Science | Building Principal Curriculum Coordinator Certified Staff | Local and State |
| • Annually, a Response to Intervention/Challenge Period will be implemented to include all K-5 students. | A robust evidenced based RTI program has been implemented in the Elementary. | Building Principal Certified Staff | Local and State Federal Title II |
| • Annually, Title I/Early Intervention Services will be provided to all K-5 students that meet the specific criteria for each program. | Services are being performed daily. A Student Support Team meets bi-monthly to review student data to identify students that are at risk, strategies are put in place to ensure the student's needs are met. | Building Principal Federal Programs Coord. | Title I Title II Part B |
| • Annually, The District Professional Development Team and the Curriculum Team will collaborate to provide quality professional training to meet the changing needs for all K-12 staff. | A curriculum team comprised of teachers from each building meet to align the scope and sequence of the district curriculum. | PDC Instructional Staff | State |
| • Annually, Highly Qualified Staff will be hired at the Elementary School. | All teacher are certified and highly qualified. | Building Principal | Local and State |

- Annually, the Middle School will show improvement within the MPI band, for each core academic area, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 100.0 - 299.9 | 300.0 - 362.2 | 362.3-385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 365.4 | 365.5 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 367 | 367.1 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 368.6 | 368.7 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 370.1 | 370.2 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 371.7 | 371.8 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 373.3 | 373.4 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 352.7 | 352.8 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 355.5 | 355.6 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 358.3 | 358.4 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 361 | 361.1 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 366.6 | 366.7 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 369.4 | 369.5 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 372.1 | 372.2 - 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 392.7 | 392.8 - 500 |

Projected Status Targets in Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 343.9 | 344.0 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 344.6 | 344.7 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 345.4 | 345.5 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 346.1 | 346.2 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 346.9 | 347.0 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 347.6 | 347.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 348.4 | 348.5 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 349.1 | 349.2 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 349.9 | 350.0 - 352.7 | 352.8 - 500 |

Middle School

|  | Year | Score | Level |
|--|------|-------|-------|
| English Language Arts | 2013 | 362 | Approaching |
| English Language Arts | 2014 | 363.4 | Approaching |
| English Language Art | 2015 | 382.1 | Target |
|  |  |  |  |
| Mathematics | 2013 | 381.6 | On Track |
| Mathematics | 2014 | 381.1 | On Track |
| Mathematics | 2015 | 344.6 | Approaching |
|  |  |  |  |
| Science | 2013 | 316.4 | Approaching |
| Science | 2014 | 369.4 | Target |
| Science | 2015 | 328.6 | Approaching |

## Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • By June, 2014, all ELA and Math courses will be published in The Build Your Own Curriculum Tool. | Assessed and pre-requisite ELA and Math courses are published inside the Moodle Learning Management System. | Building Principal Curriculum Coordinator Certified Staff | Local and State |
| • Annually, decrease the percentage of students in "Basic" and "Below Basic". | Implemented a three (3) tiered Response to Intervention System addressing individual needs based on the level of intervention needed for improvement. | Building Principal Certified Staff | Local and State |
| • By May 2016, the curriculum team will develop common rubrics for writing K-12. | The Curriculum Team was reinstituted this year and will begin working on writing rubrics in the near future. | Building Principal Curriculum Team | Local and State |
| • By September 2016, the K-12 will attend training on how to effectively implement the common writing rubric. | Teachers and administrators will attend training after the curriculum team develops rubrics. | Building Principal Curriculum Team PDC | Local and State PDC Funds Federal Programs |
| • Annually, a Response to Intervention Period will be implemented using data to include all 6-8 students. | A 48 minute period per day is allocated into each student's daily schedule to provide time for intervention. | Building Principal Certified Staff | Local and State |
| • Annually, The District Professional Development Team and the Curriculum Team will collaborate to provide quality professional training to meet the changing needs for all K-12 staff. | The District Professional Development Team and Curriculum Team collaborated to provide quality professional training to meet the changing needs for Middle School Staff. | Superintendent PDC Curriculum Team | Local and State PDC Funds Federal Funds |
| • Annually, starting in January 2014, the Middle School will implement 1:1 / BYOD classrooms. | All middle school students are provide a laptop for daily use in each class. | Building Principal Technology Coordinator | Local and State MOREnet Grant |
| • Annually, Highly Qualified Staff will be hired at the Middle School. | All teachers are annually reviewed and are certified and highly qualified. | Building Principal | Local and State |

- Annually, the High School will show improvement within the MPI band, for each core academic area, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 362.2 | 362.3-385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 365.4 | 365.5 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 367 | 367.1 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 368.6 | 368.7 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 370.1 | 370.2 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 371.7 | 371.8 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 373.3 | 373.4 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 352.7 | 352.8 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 355.5 | 355.6 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 358.3 | 358.4 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 361 | 361.1 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 363.8 | 363.9 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 366.6 | 366.7 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 369.4 | 369.5 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 372.1 | 372.2 - 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 374.9 | 375.0 - 392.7 | 392.8 - 500 |

Projected Status Targets in Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 343.9 | 344.0 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 344.6 | 344.7 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 345.4 | 345.5 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 346.1 | 346.2 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 346.9 | 347.0 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 347.6 | 347.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 348.4 | 348.5 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 349.1 | 349.2 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 349.9 | 350.0 - 352.7 | 352.8 - 500 |

Projected Status Targets in Social Studies

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 346.1 | 346.2 - 374.9 | 375.0 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 346.5 | 346.6 - 374.9 | 375.0 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 347 | 347.1 - 374.9 | 375.0 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 347.5 | 347.6 - 374.9 | 375.0 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 348 | 348.1 - 374.9 | 375.0 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 348.5 | 348.6 - 374.9 | 375.0 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 348.9 | 349.0 - 374.9 | 375.0 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 349.4 | 349.5 - 374.9 | 375.0 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 349.9 | 350.0 - 347.9 | 375.0 - 500 |

High School

| | Year | Score | Level |
|---|------|-------|-------|
| English Language Arts | 2013 | 377.5 | On Track |
| English Language Arts | 2014 | 363.4 | Target |
| English Language Arts | 2015 | 359.5 | Approaching |
| | | | |
| Mathematics | 2013 | 313 | Approaching |
| Mathematics | 2014 | 362.5 | On Track |
| Mathematics | 2015 | 362.5 | On Track |
| | | | |
| Science | 2013 | 316.4 | Approaching |

| Science | 2014 | 369.4 | Target |
|---|---|---|---|
| Science | 2015 | 390 | Target |
|  |  |  |  |
| Social Studies | 2013 | 365.7 | On Track |
| Social Studies | 2014 | 349.7 | On Track |
| Social Studies | 2015 | 403.1 | Target |

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • By June, 2014, all ELA and Math courses will be published in The Build Your Own Curriculum Tool. | All assessed and pre-requisite ELA and Math courses have been published in the Build Your Own Curriculum tool. | Building Principals Certified Staff | Local and State |
| • Annually, decrease the percent of students in "Below Basic" and "Basic". | Continue average decrease in the percentage of students in "Below Basic" and "Basic". Focus in RTI and Study Halls with students in these categories. | Building Principals Curriculum Coordinator Certified Staff | Local and State Title I, II, VI Part B |
| • Annually, targeted students will set growth-related goals with the guidance of their assigned teacher. | RTI program targets students with goals with the help of their assigned teacher. Increased focus on ACT prep, literacy, and EOC prep. | Certified Staff Students | Local and State |
| • By May 2016, the curriculum team will develop common rubrics for writing K-12. | The Curriculum Team was reinstituted this year and will begin working on writing rubrics in the near future. | Curriculum Coordinator Curriculum Team | Local and State Federal |
| • By September 2016, the K-12 will attend training on how to effectively implement the common writing rubric. | Teachers and administrators will attend training after the curriculum team develops rubrics. | Building Principals PDC Certified Staff | Local and State Title II PDC Funds |
| • Annually, the Biology teachers will utilize common assessments for Science. | The Biology teachers use common assessments and USA test prep. | Building Principals Biology Teachers | Local and State |
| • Annually, a Response to Intervention Period will be implemented using data to include all 9-12 students. | A committee of regular and special ed teachers assigned each student's RTI based on needs of the individual student. Also, worked with students on the D/F list to bring up their grades by completing missing assignments. | Building Principals Certified Staff | Local and State |
| • Annually, The District Professional Development Team and the Curriculum Vertical | Avenues toward professional development are provided to the high school staff. Professional | Superintendent Building Principals Curriculum Team | Local and State Title I, II Part B |

| | | | |
|---|---|---|---|
| Team will collaborate to provide quality professional training to meet the changing needs for all K-12 staff. | Development Plans and Units of Study are a part of NEE teacher evaluation process. | PDC | |
| • Annually, the High School will implement 1:1 / BYOD classrooms. | The high school uses a 1:1 computer environment with the added component of a BYOD program for those who choose that option. | Building Principals Technology Coordinator Certified Staff | Local and State MOREnet Grant |
| • Annually, Highly Qualified Staff will be hired at the High School. | Only Highly Qualified teachers are on staff at the high school. | Building Principals | Local and State |
| • On an individual basis, a tutoring program will be offered to struggling students | Tutoring is available to qualifying students.  Also tutoring in RTI and study halls.  Students in online courses are in study halls with subject area teacher when possible. | Building Principals Certified Staff | Local and State |
| • Annually, modify curriculum with MLS and new state assessments. | Data is used to direct instruction pertaining to state education standards.  Also using state standards and USA test prep. | Curriculum Coordinator Certified Staff | |
| • Annually, offer ACT Prep courses. | Standalone ACT prep courses are offered to high school students as well as an ACT prep component to all juniors through the RTI program. | Building Principals Counselor | Local and State |
| • Annually, provide common plan time within each department, as feasible. | When feasible a common plan time is provided within each department. | Building Principal | Local and State |
| • Quarterly, incorporate timed assessments into each core subject area. | Timed assessments are incorporated into each core subject area.  Also, USA test prep in most of the subject areas. | Building Principals Certified Staff | Local and State |
| • Annually, provide an EOC incentive program by checking student progress through EOC practice assessment. | An EOC incentive program is in place. | Building Principals Counselor | Local and State |

# CSIP Goal 2:  Subgroup Achievement

Grandview R-II School District will demonstrate required improvement in student performance for its subgroups.

## Objectives

- Annually, the Elementary School will show improvement within the MPI band, for subgroup achievement, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 335.6 | 335.7 - 385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 338.8 | 338.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 341.9 | 342.0 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 345.1 | 345.2 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 348.2 | 348.3 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 351.4 | 351.5 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 354.5 | 354.6 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 357.7 | 357.8 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 360.8 | 360.9 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 326.8 | 326.9 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 335.4 | 335.5 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 339.7 | 339.8 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 344 | 344.1 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 348.3 | 348.4 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 352.6 | 352.7 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 356.9 | 357.0 - 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 361.2 | 361.3 – 392.7 | 392.8 - 500 |

Projected Status Targets Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 308.4 | 308.5 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 311.3 | 311.4 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 314.1 | 314.2 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 316.9 | 317.0 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 319.8 | 319.9 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 322.6 | 322.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 325.5 | 325.6 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 328.3 | 328.4 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 352.7 | 352.8 - 500 |

Elementary School Sub Group

|  | Year | Score | Level |
|---|---|---|---|
| English Language Arts | 2013 | 344.6 | On Track |
| English Language Arts | 2014 | 308.9 | Approaching |
| English Language Arts | 2015 | 286.7 | Floor |
|  |  |  |  |
| Mathematics | 2013 | 357.8 | On Track |
| Mathematics | 2014 | 310 | Approaching |
| Mathematics | 2015 | 262.2 | Floor |
|  |  |  |  |
| Science | 2013 | 296.7 | Floor |
| Science | 2014 | 300 | Approaching |
| Science | 2015 | 326.1 | On Track |

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, a Response to Intervention/Challenge Period will be implemented to challenge every child to advance to the next achievement level in ELA. | A evidenced based RTI program has been established in the elementary | Building Principal Certified Staff | Local and State |
| • Monthly, the Special Education staff will meet to collaborate on ways to improve the educational experience for the students in the Special education programs. | Sped staff meets bi-monthly for professional development in best practices and compliance updates. | Building Principal Certified Staff | Local and State |

| | | |
|---|---|---|
| • Annually, in August, the elementary staff will review historical achievement data to identify students that qualify for special programs, example: Title I, Early Intervention, Response to Intervention, etc. | The elementary staff will meet bi-monthly to review student data, explore interventions and identify students who need special services. | Building Principal Support Team Certified Staff | Local and State |
| • Annually, the elementary staff and volunteers will provide access to resources that will benefit families and children. The benefits will help insure that children have their basic needs met.<br>Examples: The Friday Backpack Program<br>Free and Reduced Meals<br>Comtrea Support<br>Smiles To Go (Dental)<br>GAB Get A Book Program<br>Clothing Give – A-ways<br>Free Fun Activity Nights<br>Nurse Screenings | All programs listed have been implemented or will be implemented. | Building Principal Support Team Certified Staff Volunteers | Local and State |
| • Annually, the elementary school special education department analyzes the Special Education District Profile, provided by DESE, in order to adjust instruction accordingly. | The special education staff will assess students using CBM at least bi-monthly and use the DESE data to inform instruction. | Sped Director Certified Staff | Local and State<br>Title I<br>Fed Programs |
| • Annually, in August, a Title I meeting will be held to inform parents of the buildings participation in Title, the expectations of the program, and the right of parents to be involved. | Title I parent meetings are held annually in August, November, and March to increase parent awareness, participation and program expectations. | Sped Director Certified Staff | Title I |

| | | |
|---|---|---|
| • Daily, Title I Programs focus on addressing the academic progress of eligible students in achieving movement form the bottom two categories of state assessments to a level of proficiency. | Title I teachers see students daily and provide direct instruction in the student's area of need.  Professional development is provided to the Title I teacher and the students that work with the red and yellow tier students.  Direct Instruction Curriculum was purchased to ensure student growth. | Sped Director Certified Staff | Title I |
| • Annually, the elementary will use Title I data to assess the academic progress of students in ELA, Math, and Science. | Title I teachers assess student data to determine students' needs and progress in program.  Students in Title I classes and students in the red and yellow tier will be progress monitored weekly. | Sped Director Certified Staff Support Team | Local and State Title I Federal Programs |
| • Annually, the elementary will implement BYOD classrooms. | The elementary has established BYOD and 1:1 | Building Principal Tech Director Certified Staff | Local and State Morenet Grant |
| • Quarterly, the special education department reviews, assesses, and adjusts student IEP goals, and then instructional methods are adjusted. | The sped department will utilize progress monitoring tools to measure student progress and adjust instructional methods, strategies and IEP goals as necessary. | Sped Director Certified Staff Support Team | Local and State Title I Federal Programs |
| • Daily, assessment accommodations are made according to the requirements of the state assessments. | Assessment accommodations are made daily in the general educaton setting and sped setting. | Certified Staff | Local and State Title I Federal Programs |
| • Annually, prepare students for state assessments by teaching study skills and test taking strategies. | Evidenced based curriculum in Study Skills and test taking was purchased in Jan 2015. | Administration Certified Staff | Local and State Title I Federal Programs |
| • In August, review previous years state assessment scores to help guide instruction and creation of IEP goals. | Review of assessment data will take place as soon as the data is released by the state. | Administration Certified Staff | Local and State |

| | | | |
|---|---|---|---|
| • Annually, IEP's are reviewed and reflected upon to improve grades, behavior, tests, and teaching methods. | At least annually IEP meetings are held with parents, gen ed teachers, special education and related service providers to review students' progress. | Sped Director Certified Staff Support Team | Local and State Title I Federal Programs |

- Annually, the Middle School will show improvement within the MPI band, for subgroup achievement, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 100.0 - 299.9 | 300.0 - 335.6 | 335.7 - 385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 338.8 | 338.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 341.9 | 342.0 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 345.1 | 345.2 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 348.2 | 348.3 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 351.4 | 351.5 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 354.5 | 354.6 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 357.7 | 357.8 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 360.8 | 360.9 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 100.0 - 299.9 | 300.0 - 326.8 | 326.9 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 335.4 | 335.5 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 339.7 | 339.8 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 344 | 344.1 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 348.3 | 348.4 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 352.6 | 352.7 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 356.9 | 357.0 - 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 361.2 | 361.3 – 392.7 | 392.8 - 500 |

Projected Status Targets Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 308.4 | 308.5 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 311.3 | 311.4 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 314.1 | 314.2 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 316.9 | 317.0 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 319.8 | 319.9 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 322.6 | 322.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 325.5 | 325.6 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 328.3 | 328.4 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 352.7 | 352.8 - 500 |

Middle School Sub Group

| | Year | Score | Level |
|---|------|-------|-------|
| English Language Arts | 2013 | 351.3 | On Track |
| English Language Arts | 2014 | 352.5 | On Track |
| English Language Arts | 2015 | 325.6 | Approaching |
| | | | |
| Mathematics | 2013 | 360.3 | On Track |
| Mathematics | 2014 | 373.8 | On Track |
| Mathematics | 2015 | 280.2 | Floor |
| | | | |
| Science | 2013 | 291.7 | Floor |
| Science | 2014 | 333.3 | Approaching |
| Science | 2015 | 280 | Floor |

### Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, a Response to Intervention Period will be implemented to challenge every child to advance to the next achievement level. | Sped staff meets bi-monthly for professional development in best practices and compliance updates. | Building Principal Certified Staff | Local and State |
| • Monthly, the Special Education staff will meet to collaborate on ways to improve the educational experience for the students in the Special education programs. | The special education staff will meet bi-monthly to participate in professional development in the areas of progress montering, evidence based instructional strategies, IEP writing, etc. | Building Principal Certified Staff | Local and State |
| • Annually, in August, the Middle School staff will review historical achievement data to identify students that qualify for the special education program. | Sped staff and Middle School general education staff will meet bi-monthly to review student data, explore interventions and identify students who need special services. | Building Principal Support Staff Certified Staff | Local and State |
| • Annually, the middle school staff and volunteers will provide access to resources that will benefit families and children.  The benefits will help insure that children have their basic needs met. <br> Examples:  The Friday Backpack Program <br> Free and Reduced Meals <br> Comtrea Support <br> Smiles To Go (Dental) <br> Nurse Screenings | These programs and more are in place to benefits families. | Building Principal Support Staff Certified Staff Volunteers | Local and State |
| • Annually, the middle school will implement 1:1 / BYOD classrooms. | 1:1 and BYOD have been implemented in the Middle School. | Building Principal Tech Director Certified Staff | Local and State Morenet Grant |

| | | | |
|---|---|---|---|
| • Annually, the middle school special education department analyzes the Special Education District Profile, provided by DESE, in order to adjust instruction accordingly. | The special education staff will assess students using CBM at least bi-monthly and use the DESE data to inform instruction. | Sped Director Certified Staff | Local and State Title I Fed Programs |
| • Quarterly, the special education department reviews, assesses, and adjusts student IEP goals, and then instructional methods are adjusted. | The sped department will utilize progress monitoring tools to measure student progress and adjust instructional methods, strategies and IEP goals as necessary. | Sped Director Certified Staff Support Team | Local and State Title I Fed Programs |
| • Daily, assessment accommodations are made according to the requirements of the state assessments. | Assessment accommodations are made daily in the general educaton setting and sped setting. | Certified Staff | Local and State Title I Fed Programs |
| • Annually, prepare students for state assessments by teaching study skills and test taking strategies. | Evidenced based curriculum in Study Skills and test taking was purchased in Jan 2015. | Administrative Staff Certified Staff | Local and State Title I Fed Programs |
| • In August, review previous years state assessment scores to help guide instruction and creation of IEP goals. | Review of assessment data will take place as soon as the data is released by the state. | Administration Certified Staff | Local and State Title I Fed Programs |
| • Annually, IEP's are reviewed and reflected upon to improve grades, behavior, tests, and teaching methods. | At least annually IEP meetings are held with parents, gen ed teachers, special education and related service providers to review students' progress. | Sped Director Certified Staff Support Team | Local and State Title I Fed Programs |

- Annually, the High School will show improvement within the MPI band, for subgroup achievement, according to the Annual Performance Report.

Projected Status Targets in English Language Arts

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 335.6 | 335.7 - 385.6 | 385.7 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 338.8 | 338.9 - 385.6 | 385.7 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 341.9 | 342.0 - 385.6 | 385.7 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 345.1 | 345.2 - 385.6 | 385.7 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 348.2 | 348.3 - 385.6 | 385.7 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 351.4 | 351.5 - 385.6 | 385.7 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 354.5 | 354.6 - 385.6 | 385.7 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 357.7 | 357.8 - 385.6 | 385.7 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 360.8 | 360.9 - 385.6 | 385.7 - 500 |

Projected Status Targets in Mathematics

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 326.8 | 326.9 - 392.7 | 392.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 392.7 | 392.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 335.4 | 335.5 - 392.7 | 392.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 339.7 | 339.8 - 392.7 | 392.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 344 | 344.1 - 392.7 | 392.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 348.3 | 348.4 - 392.7 | 392.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 352.6 | 352.7 - 392.7 | 392.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 356.9 | 357.0 – 392.7 | 392.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 361.2 | 361.3 – 392.7 | 392.8 - 500 |

Projected Status Targets Science

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 308.4 | 308.5 - 352.7 | 352.8 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 311.3 | 311.4 - 352.7 | 352.8 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 314.1 | 314.2 - 352.7 | 352.8 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 316.9 | 317.0 - 352.7 | 352.8 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 319.8 | 319.9 - 352.7 | 352.8 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 322.6 | 322.7 - 352.7 | 352.8 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 325.5 | 325.6 - 352.7 | 352.8 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 328.3 | 328.4 - 352.7 | 352.8 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 331.1 | 331.2 - 352.7 | 352.8 - 500 |

Projected Status Targets for Social Studies

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 100.0 - 299.9 | 300.0 - 308.3 | 308.4 - 374.9 | 375.0 - 500 |
| 2013 | 100.0 - 299.9 | 300.0 - 311.0 | 311.1 - 374.9 | 375.0 - 500 |
| 2014 | 100.0 - 299.9 | 300.0 - 313.7 | 313.8 - 374.9 | 375.0 - 500 |
| 2015 | 100.0 - 299.9 | 300.0 - 316.4 | 316.5 - 374.9 | 375.0 - 500 |
| 2016 | 100.0 - 299.9 | 300.0 - 319.2 | 319.2 - 374.9 | 375.0 - 500 |
| 2017 | 100.0 - 299.9 | 300.0 - 321.8 | 321.9 - 374.9 | 375.0 - 500 |
| 2018 | 100.0 - 299.9 | 300.0 - 324.5 | 324.6 - 374.9 | 375.0 - 500 |
| 2019 | 100.0 - 299.9 | 300.0 - 327.2 | 327.3 - 374.9 | 375.0 - 500 |
| 2020 | 100.0 - 299.9 | 300.0 - 329.9 | 330.0 - 374.9 | 375.0 - 500 |

High School Sub Group

| | Year | Score | Level |
|------|------|-------|-------|
| English Language Arts | 2013 | 288.2 | Floor |
| English Language Arts | 2014 | 347.5 | On Track |
| English Language Arts | 2015 | 323.4 | Approaching |
| | | | |
| Mathematics | 2013 | 314.7 | Approaching |
| Mathematics | 2014 | 300 | Approaching |
| Mathematics | 2015 | 274.4 | Floor |
| | | | |
| Science | 2013 | 388.6 | Target |
| Science | 2014 | 365.9 | Target |
| Science | 2015 | 341 | On Track |
| | | | |
| Social Studies | 2013 | 250 | Floor |
| Social Studies | 2014 | 335.8 | On Track |
| Social Studies | 2015 | 323.1 | On Track |

## Strategies:

| | | 2015 Update | Person Responsible | Funding |
|---|---|---|---|---|
| • | Monthly, the Special Education staff will meet to collaborate on ways to improve the educational experience for the students in the Special Education program. | The special education staff will meet bi-monthly to participate in professional development in the areas of progress monitoring, evidence based instructional strategies, IEP writing, etc. | Building Principal<br>Certified Staff<br>Support Team<br>Sped Director | Local and State<br>Fed Programs |
| • | Annually, in August, the High School staff will review historical achievement data to identify students that qualify for the special education program. | Special Education staff and General Education staff will meet in care team meetings to discuss "at risk" students and identify interventions and referrals as necessary. | Building Principal<br>Certified Staff<br>Support Team | Local and State |
| • | Annually, the High School will implement 1:1 / BYOD classrooms. | The High School is in year 5 of 1:1 and BYOD. | Building Principal<br>Tech Director<br>Certified Staff | State and Local<br>Morenet Grant |
| • | Daily, provide accommodations with technology. | Daily technology accommodations are made per student's IEP. | Certified Staff | State and Local<br>Morenet Grant |
| • | Quarterly, provide incentives for progress reports. | Students receive concrete reinforcements for positive progress reports. | Building Principal<br>Certified Staff | State and Local |
| • | Annually, offer programs to prepare for EOC's. | Special Education department offers programs to enhance preparation for students to take EOC. | Building Principal<br>Certified Staff<br>Support Team | State and Local<br>Federal Programs |
| • | Annually, identify relevant students. | Sped staff and gen ed staff will meet in care team meetings to discuss "at risk" students and identify interventions and referrals as necessary. | Building Principal<br>Certified Staff<br>Support Team<br>Sped Director | State and Local<br>Federal Programs<br>Title I |
| • | Daily, coordinate and collaborate with Special | Daily communication and collaboration on student | Certified Staff<br>Support Team<br>Sped Director | State and Local<br>Federal Programs |

| | | | |
|---|---|---|---|
| Services to ensure needs are being met for individuals. | needs is done via email, phone calls and meetings. | | Title I |
| • Daily, special education teachers access Moodle and SIS to ensure collaboration with students and teachers. | Special Education teachers access Moodle and SIS multiple times a day to collaborate with General Education teachers on student progress. | Certified Staff | State and Local |
| • Appropriate feedback is provided to IEP students on all in class assessments. | IEP students meet with Special Education teachers daily to discuss progress in class assessments and work. | Certified Staff | State and Local Federal Programs Title I |
| • Annually, work on modifications specifications to ensure subgroup improvement. | Review of appropriate modifications for each individual students is done annually at the students IEP meeting. | All Staff | State and Local Federal Programs Title I |
| • Annually, the high school special education department analyzes the Special Education District Profile, provided by DESE, in order to adjust instruction accordingly. | The special education staff will assess students using CBM at least bi-monthly and use the DESE data to inform instruction. | Sped Director Certified Staff Support Team | State and Local Federal Programs Title I |
| • Quarterly, the special education department reviews, assesses, and adjusts student IEP goals, and then instructional methods are adjusted. | The Special Education department will utilize progress monitoring tools to measure student progress and adjust instructional methods, strategies and IEP goals as necessary. | Sped Director Certified Staff | Federal Programs Title I |
| • Daily, assessment accommodations are made according to the requirements of the EOC state assessments. | Assessment accommodations are made daily in the general education setting and special education setting. | Certified Staff | State and Local Federal Programs Title I |
| • Annually, prepare students for ACT/EOC's by teaching study skills and test taking strategies. | Evidenced based curriculum in Study Skills and test taking was purchased in Jan 2015. Also utilize USA test prep. | Certified Staff | State and Local Federal Programs Title I |
| • In August, review previous years EOC and ASVAB test | Review of assessment data will take place in August | Building Principal Sped Director | State and Local |

| scores to help guide instruction and creation of IEP goals. | before students start the school year. | Certified Staff | Federal Programs Title I |
|---|---|---|---|
| • Annually, IEP's are reviewed and reflected upon to improve grades, behavior, tests, and teaching methods. | At least annually IEP meetings are held with parents, general education teachers, special education teachers, and related service providers to review students' progress. | Sped Director Certified Staff | Federal Programs Title I |

# CSIP Goal 3:  College & Career Readiness

Grandview R-II School District will provide adequate post-secondary preparation for all students.

## Objective

▪ Annually, the High School will show improvement within the percentage band, for each College and Career Readiness subgroup of indicators, according to the Annual Performance Report.

1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS®, or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, COMPASS®, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.

Projected Status Targets for College and Career Readiness*1-3

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 0.0 - 39.9% | 40.0 - 59.8% | 59.9 - 71.4% | 71.5 - 100% |
| 2013 | 0.0 - 39.9% | 40.0 - 61.3% | 61.4 - 71.4% | 71.5 - 100% |
| 2014 | 0.0 - 39.9% | 40.0 - 62.7% | 62.8 - 71.4% | 71.5 - 100% |
| 2015 | 0.0 - 39.9% | 40.0 - 64.2% | 64.3 - 71.4% | 71.5 - 100% |
| 2016 | 0.0 - 39.9% | 40.0 - 65.6% | 65.7 - 71.4% | 71.5 - 100% |
| 2017 | 0.0 - 39.9% | 40.0 - 67.1% | 67.2 - 71.4% | 71.5 - 100% |
| 2018 | 0.0 - 39.9% | 40.0 - 68.5% | 68.6 - 71.4% | 71.5 - 100% |
| 2019 | 0.0 - 39.9% | 40.0 - 70.0% | 70.1 - 71.4% | 71.5 - 100% |
| 2020 | 0.0 - 39.9% | 40.0 - 71.4% | 71.5 - 71.4% | 71.5 - 100% |

Goal 3, #1-3 percentage of graduates that scored above the state standard on ACT or equivalent.

| | Year | Percentage | Level |
|---|---|---|---|
| ACT or Equivalent | 2013 | 41.3% | Approaching |
| ACT or Equivalent | 2014 | 73.6% | Target |
| ACT or Equivalent | 2015 | 63.1 | Approaching |

4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.

Projected Status Targets for College and Career Readiness*4

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 0.0 - 4.9% | 5.0 - 37.2% | 37.3 - 47.7% | 47.8 - 100% |
| 2013 | 0.0 - 4.9% | 5.0 - 38.5% | 38.6 - 47.7% | 47.8 - 100% |
| 2014 | 0.0 - 4.9% | 5.0 - 39.8% | 39.9 - 47.7% | 47.8 - 100% |
| 2015 | 0.0 - 4.9% | 5.0 - 41.1% | 41.2 - 47.7% | 47.8 - 100% |
| 2016 | 0.0 - 4.9% | 5.0 - 42.5% | 42.6 - 47.7% | 47.8 - 100% |
| 2017 | 0.0 - 4.9% | 5.0 - 43.8% | 43.9 - 47.7% | 47.8 - 100% |
| 2018 | 0.0 - 4.9% | 5.0 - 45.1% | 45.2 - 47.7% | 47.8 - 100% |
| 2019 | 0.0 - 4.9% | 5.0 - 46.4% | 46.5 - 47.7% | 47.8 - 100% |
| 2020 | 0.0 - 4.9% | 5.0 - 47.7% | 47.8 - 47.7% | 47.8 - 100% |

Goal 3, #4 percentage of graduates that earned a qualifying score on advanced placement or college level courses.

| | Year | Percentage | Level |
|---|---|---|---|
| AP and College Level | 2013 | 32.5% | Approaching |
| AP and College Level | 2014 | 46.6% | On Track |
| AP and College Level | 2015 | 53.8 | Target |

5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

Projected Status Targets for College and Career Readiness*5-6

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2013 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2014 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2015 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2016 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2017 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2018 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2019 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |
| 2020 | 0.0 - 69.9% | 70.0 - 79.9% | 80.0 - 89.9% | 90.0 - 100% |

Goal 3, #5-6 percentage of graduates attend post-secondary education/training or join the military within 6 months after graduation.

| | Year | Percentage | Level |
|---|------|------------|-------|
| Post-Secondary Education or Military | 2013 | 70.9% | Approaching |
| Post-Secondary Education or Military | 2014 | 80.2% | On Track |
| Post-Secondary Education or Military | 2015 | 79.5 | Approaching |

## Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|-------------|--------------------|---------|
| • Annually, align ACT Readiness standards from CCSS with core subjects. | ACT Readiness program is aligned with current state standards. | Curriculum Team Building Principal Certified Staff | Local and State |
| • Quarterly, initiate ACT practice events in class. | Practice ACT tests are given at least quarterly. Also utilize USA test prep in the ACT testing areas. | Building Principal Certified Staff | Local and State |

| | | | |
|---|---|---|---|
| • Annually, students take COMPASS at junior level as preparation. | All students interested in attending Jefferson College take the Compass Test if necessary for college readiness. | Counselor Building Principal Certified Staff | Local and State US Army |
| • Annually, offer ACT prep courses to students during RTI. | In RTI juniors take part in an ACT Prep course. Also utilize USA test prep. | Building Principal Certified Staff | Local and State |
| • Annually, offer dual enrollment courses. | Dual Enrollment courses are offered each year. | Counselor Building Principal Certified Staff | Local and State Jefferson College Student |
| • Annually, offer on-line and dual credit courses through the collaboration with Jefferson College. | Online and dual credit courses are offered through collaboration with Jefferson College. | Counselor Building Principal Certified Staff | Local and State Jefferson College Student |
| • Annually, provide Career Education and Guidance Courses to develop writing, speaking, and listening skills, including those appropriate for the workplace. | Career Education and Guidance Courses are offered to develop writing, speaking, and listening skills, including those appropriate for the workplace. | Counselor Building Principal Certified Staff | Local and State Jefferson College Student |
| • Daily, implement 1:1, BYOD, and Moodle into daily classroom instruction. | 1:1, BYOD, and Moodle are implemented to varying degrees in daily classroom instruction. | Building Principal Tech Director Certified Staff | Local and State Morenet Grant |
| • Annually, offer AP courses. | Advance Placement courses are offered. | Building Principal Certified Staff | Local and State |
| • Annually, offer Area Technical School courses through Jefferson College. | Area Technical School courses are offered through Jefferson College. | Counselor Building Principal Certified Staff | Local and State Jefferson College Student Federal Programs |
| • Annually, offer and educate students on the A+ Program. | A+ is offered to students along with information given to instruction students and parents on its components. | Counselor Building Principal Certified Staff | Local and State |
| • Annually, offer Career Day. | The National Honor Society sponsors Career Day to educated students on various career choices. | Building Principal Certified Staff Volunteers | Local and State |

| | | | |
|---|---|---|---|
| • Annually, continue partnership with Jefferson College to offer a wide variety of STEM courses. | Online and dual credit courses are offered through collaboration with Jefferson College to bolster the availability of STEM courses. | Building Principal Certified Staff Counselor | Local and State Jefferson College Federal Programs |

# CSIP Goal 4:  Attendance Rate

Grandview R-II School District will ensure all students regularly attend school.

## Objectives

▪ Annually, the Elementary School will maintain a 90% attendance level, according to the Annual Performance Report.

### Standard 4:  Attendance Status Targets to 2020

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2013 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2014 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2015 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2016 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2017 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2018 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2019 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2020 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |

Elementary School

| | Year | Percentage | Level |
|---|---|---|---|
| Attendance | 2013 | 94.8% | Target |
| Attendance | 2014 | 95% | Target |
| Attendance | 2015 | 87.8 | On Track |

### Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, the elementary guidance counselor, teachers, and principal will develop an attendance program to meet the elementary families and students. | A plan is in place to encourage families to make attending school regularly a priority.  If assistance is needed the staff researches ways to make sure the family's needs are addressed.  The Jefferson County Juvenile Officer works well with the school staff and families. | Counselor Building Principal Certified Staff | Local and State Federal Programs |
| • Annually, the elementary attendance policy will be reviewed and changed to ensure the students meet all district, state, and federal goals. | The number of days needs to be adjusted each year to make sure the number of days allowed to be missed and the number of school days in the calendar meet the 90/90 attendance rule requirements. | Building Principal | Local and State |
| • Quarterly, the elementary students that have perfect attendance each quarter will participate in a special reward activity. | The students with perfect attendance each quarter are rewarded with a special activity the next quarter. | Building Principal Certified Staff Counselor | Local and State |
| • Annually, the CHARACTERPlus program will provide a positive educational environment that will impact student attendance in a positive way. | The Positive Behavior Support Program activities planned by the staff are designed to make school a positive learning environment.  The many activities planned encourage the students to want to attend school each day. | Sped Director Building Principal Support Team Counselor Certified Staff | Local and State |

| | | | |
|---|---|---|---|
| • On an as needed basis, the Jefferson County Truancy Court Judge along with the Elementary School Counselor and administrator will hold Prevention Truancy Court with students and parents that qualify. | The elementary staff works with the Jefferson County Juvenile Officer. | Counselor Building Principal Judge | Local and State |
| • On a daily basis, parents will get a phone call notifying and requesting a response for why their student is not at school that day. | Parents/guardians receive a call daily if their child/children are not at school.  (If parents call the office, they will not receive a call) | Building Secretary | Local and State |
| • Every Friday, individual student attendance reports are ran to monitor each student's attendance. | Letters are sent to students after the 4th and 6th absences to inform parents of their child's attendance. | Building Secretary Counselor | Local and State |
| • Attendance totals (ADA) report is ran each week to determine students that are near the 90/90 rule. | Meeting letters are sent to the parents to schedule a conference with the school counselor to address any concerns and a plan to improve attendance. | Counselor | Local and State |
| • Quarterly, students that earn perfect attendance receive special acknowledgement at the end of the quarter. | The students with perfect attendance will earn an Attendance Certificate, Fazoli's free kid's meal certificate, and a special treat. | Building Principal Counselor Certified Staff | Local and State |

▪ Annually, the Middle School will maintain a 90% attendance level, according to the Annual Performance Report.

**Standard 4: Attendance Status Targets to 2020**

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2013 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2014 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2015 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2016 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2017 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2018 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2019 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2020 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |

Middle School

| | Year | Percentage | Level |
|------------|------|------------|--------|
| Attendance | 2013 | 94.9% | Target |
| Attendance | 2014 | 95.6% | Target |
| Attendance | 2015 | 93.1 | Traget |

## Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|-------------|--------------------|---------|
| • Annually, the Middle School administrator and counselor will develop and enforce an attendance program to meet the needs of the Middle School students and families. | Middle school principal and counselor identify students that are not in compliance with the schools attendance policy address. | Building Principal Counselor | Local and State |
| • Annually, the Middle School attendance policy will be reviewed and changed to ensure the students meet all district, state, and federal goals. | Annual middle school attendance policy is reviewed and changed to ensure the students meet all district, state, and federal goals. | Building Principal | Local and State |
| • At the end of each school year, students that received perfect attendance during two of the four quarters will earn a Perfect Attendance Field Trip. | At the end of each school year, students that receive perfect attendance during two of the four quarters will earn a Perfect Attendance incentive. | Building Principal Counselor Certified Staff | Local and State |

| | | | |
|---|---|---|---|
| • Annually, the CHARACTERPlus program will provide a positive educational environment that will impact student attendance in a positive way. | The CHARACTER Education program along with Positive Behavior Supports was implemented to provide a positive educational environment that impact student attendance. | Sped Director Building Principal Support Team Counselor Certified Staff | Local and State |
| • Starting in August 2014, the Middle School Counselor will implement the "School is Cool" Program. | Starting in August 2014, the Middle School Counselor implemented a "School is Cool" Program. | Counselor | Local and State |
| • On an as needed basis, the Jefferson County Truancy Court Judge along with the Middle School Counselor and administrator will hold Truancy Court with students and parents that qualify. | Truancy Court is held on an ad needed basis in the Middle School | Counselor | Local and State |
| • On a daily basis, parents will get a phone call notifying and requesting a response for why their student is not at school that day. | On a daily basis, parents receive a phone call notifying and requesting a response for why their student is not at school that day. | Building Secretary Counselor | Local and State |

- Annually, the High School will maintain a 90% attendance level, according to the Annual Performance Report.

**Standard 4:  Attendance Status Targets to 2020**

| Year | Floor | Approaching | On Track | 2020 Target |
|---|---|---|---|---|
| 2012 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2013 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2014 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2015 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2016 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2017 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2018 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2019 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |
| 2020 | 0 – 79.9% | 80.0 – 84.9% | 85.0 – 89.9% | 90.0 – 100% |

High School

|  | Year | Percentage | Level |
|---|---|---|---|
| Attendance | 2013 | 92.5% | Target |
| Attendance | 2014 | 93.7% | Target |
| Attendance | 2015 | 87.2 | On Track |

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, the High School Administration and Counselor will develop and implement an attendance policy that meets the needs of the High School students. | The high school principal and counselor developed and enforces an attendance policy to meet the needs of the high school students. | Building Principal Counselor | Local and State |
| • On a daily basis, parents will get a phone call notifying and requesting a response for why their student is not at school that day. | A daily phone call system is used to notify parents of and inquire about their students' absenteeism. | Building Secretary | Local and State |
| • Daily, communicate instructional content through Moodle, allowing students to continue progress outside of school. | Moodle is used to allow absent students to continue educational progress. | Certified Staff Counselor | Local and State Morenet |
| • Daily, enforce and communicate district attendance requirements with students and parents. | Students and parents are notified daily of absences. | Building Secretary | Local and State |
| • Annually, Assign "at-risk" students to teachers with whom they relate so those teachers can encourage them to attend school, offer assistance with problems, etc. | "At-risk" students are assigned to teachers with whom they relate so those teachers can encourage them to attend school, offer assistance with problems, etc. | Building Principal Certified Staff Counselor | Local and State |
| • Annually, offer credit recovery to students that qualify. | A credit recovery program is offered to qualifying students. | Building Principal Counselor | Local and State |
| • Monthly, offer incentives for perfect attendance. | Perfect attendance incentives are used. | Building Secretary Building Principal | Local and State |

# CSIP Goal 5:  Graduation Rate

Grandview R-II School District will ensure all students successfully complete high school.

## Objectives

- Annually, the High School will maintain a 2020 Target graduation percentage, for Graduation Rate, according to the Annual Performance Report.

**Standard 5:  Graduation Status Targets to 2020**

| Year | Floor | Approaching | On Track | 2020 Target |
|------|-------|-------------|----------|-------------|
| 2012 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2013 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2014 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2015 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2016 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2017 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2018 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2019 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |
| 2020 | 0 – 71.9% | 72.0 – 81.9% | 82.0 – 91.9% | 92.0 – 100% |

High School

|  | Year | Percentage | Level |
|--|------|------------|-------|
| Graduation Rate | 2013 | 92.% | Target |
| Graduation Rate | 2014 | 88.6% | On Track |
| Graduation Rate | 2015 | 91.8 | On Track |

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|--|-------------|--------------------|---------|
| • Daily, communicate content through Moodle, allowing students to continue progress outside of school. | Moodle is used to allow absent students to continue educational progress. | Certified Staff Counselor | Local and State Morenet |

| | | | |
|---|---|---|---|
| • Quarterly, monitor student progress through SIS and progress reports, have conversations with students, and intervene as needed. | SIS and data reports are used to identify student progress problems and to intervene when necessary. | Building Principal Certified Staff Counselor | Local and State |
| • Annually, assign "at-risk" students to teachers with whom they relate so those teachers can encourage them to attend school, offer assistance with problems, etc. | "At-risk" students are assigned to teachers with whom they relate so those teachers can encourage them to attend school, offer assistance with problems, etc. | Support Team Certified Staff | Local and State Federal Programs |
| • Annually, implement character education programs to make school an enriching, rewarding, friendly, and inviting environment for academic and social success. | Character education programs are implemented and a Character Plus group has been identified. | Counselor Building Principal | Local and State |
| • Annually, offer graduation by IEP goals. | Students participating in an alternative curriculum with graduate by meeting IEP goals | Sped Director Counselor | Local and State |
| • Annually, communicate graduation requirements and options. | At the beginning of every year graduation requirements are covered with the students | Building Principal | Local and State |
| • Annually, offer career education courses. | Through collaboration with the ATS program at Jefferson College we offer Career Education Courses. | Building Principal Counselor | Local and State Federal Programs Jefferson College |
| • Annually, offer credit recovery to qualifying to students. | A credit recovery program is offered to qualifying students. | Counselor Building Principal | Local and State |

# CSIP Goal 6:  Technology

Grandview R-II School District will utilize both current and cutting edge technology to promote student learning and staff productivity.

## Objectives

- Annually, the Elementary School will improve technology to promote student learning and staff productivity.

## Strategies:

|  | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, the students, parents, and teachers will have the opportunity to complete surveys to provide input that will be considered in future technology and resource purchases, program  selection other resources, etc. | Surveys will be completed by May 2016. | Tech Director Media Specialist Building Principal | Local and State Morenet |
| • By August 2016, the district will provide a data management tool to track student performance. | The District is continually searching for a data tool and will move forward when one is found. | Superintendent | Local and State |
| • Annually, training will be provided to teachers and administration on the new/current technology that will be implemented within the building. | Training is ongoing as needed. | Building Principal Tech Director | Local and State Title I Morenet |
| • Annually, offer a tech buffet to staff for professional development. | Professional Development often has a technology component. Example Flip classroom training. | Superintendent Building Principal Tech Director | Local and State Title I Morenet |
| • Annually, the budget will be reviewed and provide the elementary with as many devices as allowed. | If funding is available, devices will be purchased as needed. | Superintendent Building Principal | Local and State Morenet |

| | | | |
|---|---|---|---|
| • In August 2016, the three year technology plan will be revised, adjusted, and continued. | We are currently working with Fantastech's on a new technology plan. | Superintendent Building Principal Tech Director | Local and State Fantastech's |
| • Annually, technical support will be made available to account for inventory, repairs, ordering and initial set up of devices. | A plan is in place with the Fantas-Tech staff. Every teacher has a Chrome book. Please see the the number of Chrome books in grade level below:<br><br>Kindergarten: 10 total; rooms 201 and 203: 4 students each, plus 1 per teacher.<br><br>1st Grade: 22 total; rooms 205 and 207: 10 students each, plus 1 per teacher.<br><br>2nd Grade: 20 total; rooms 216 and 216: 9 students each, plus 1 per teacher.<br><br>3rd Grade: 35 total; room 219: 10 students; rooms 220 and 221: 11 students each, plus 1 per teacher.<br><br>4th Grade: 62 total; room 113, 19 students; rooms 111 and 115: 20 students each, plus 1 per teacher.<br><br>5th Grade: 66 total; rooms 119, 120, and 121: 21 students each, plus 1 per teacher. | Tech Director Media Specialist | Local and State |

| | | | |
|---|---|---|---|
| • Annually, second grade through fifth grade will be provided with Computer Literacy skills. | The kindergarten through fifth grade students are provided Computer Literacy Skill classes. | Building Principal Certified Staff | Local and State |
| • By May 2015, the district will provide the technology and training to implement the "Flipped Classroom" approach to instruction. | The elementary staff implement the "Flipped Classroom Approach" in centers and group work. | Building Principal Certified Staff Superintendent | Local and State |

• Annually, the Middle School will improve technology to promote student learning and staff productivity.

## Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, the students, parents, and teachers will have the opportunity to complete surveys to provide input that will be considered in future technology and resource purchases, program selection other resources, etc. | Annually, the students, parents, and teachers complete surveys to provide input that will be considered in future technology and resource purchases, program selection other resources, etc. | Tech Director Media Specialist Building Principal | Local and State Morenet |
| • By August 2016, the district will provide a data management tool to track student performance. | The District is continually searching for a data tool And will move forward when one is found. | Superintendent | Local and State |
| • Annually, training will be provided to teachers and administration on the new/current technology that will be implemented within the building. | Annually, training is provided to teachers and administration on the new/current technology that will be implemented within the building. | Building Principal Tech Director | Local and State Title I Morenet |
| • Annually, offer a tech buffet to staff for professional development. | Professional Development often has a technology component. Example Moodle training. | Superintendent Building Principal Tech Director | Local and State Title I Morenet |

| | | | |
|---|---|---|---|
| • Annually, the budget will be reviewed and provide the middle school with as many devices as allowed. | The budget is reviewed and provides the middle school with as many devices as allowed. | Superintendent Building Principal | Local and State Morenet |
| • In August 2016, the three year technology plan will be revised, adjusted, and continued. | We are currently working with Fantastechs on a new technology plan | Superintendent Building Principal Tech Director | Local and State Fantastechs |
| • Annually, technical support will be made available to account for inventory, repairs, ordering and initial set up of devices. | Technical support is available to account for inventory, repairs, ordering and initial set up of devices. | Tech Director Media Specialist | Local and State |
| • By May 2015, the district will provide the technology and training to implement the "Flipped Classroom" approach to instruction. | Crazy for Education provided district wide training for flipped classroom | Building Principal Certified Staff | Local and State |
| • Annually, offer virtual courses. | Virtual course are currently offered on a limited basis in the Middle School | Building Principal Counselor Sped Director | Local and State |

- Annually, the High School will improve technology to promote student learning and staff productivity.

## Strategies:

| | 2015 Update | Person Responsible | Funding |
|---|---|---|---|
| • Annually, the students, parents, and teachers will have the opportunity to complete surveys to provide input that will be considered in future technology and resource purchases, program selection other resources, etc. | Surveys are used to provide input by teachers, parents and students pertaining to issues with technology and the implementation thereof. | Tech Director Media Specialist Building Principal | Local and State Morenet |
| • By August 2016, the district will provide a data management tool to track student performance. | The District is continually searching for a data tool and will move forward when one is found | Superintendent | Local and State |

| | | | |
|---|---|---|---|
| • Annually, training will be provided to teachers and administration on the new/current technology that will be implemented within the building. | Avenues for training in the use of technology are offered to teachers. | Building Principal Tech Director | Local and State Title I Morenet |
| • Annually, provide time for teacher collaboration with Moodle. | Moodle collaboration is available to teachers. | Building Principal Superintendent | Local and State Morenet |
| • Annually, offer a tech buffet to staff for professional development. | When staff members are involved in professional development technology issues are addressed. | Superintendent Building Principal Tech Director | Local and State Title I Morenet |
| • Annually, the budget will be reviewed and provide the high school with as many devices as allowed. | The high school has as many devices as the current budget allows. | Superintendent Building Principal | Local and State Morenet |
| • In August 2016, the three year technology plan will be revised, adjusted, and continued. | We are currently working with Fantastech's on a new technology plan. | Superintendent Building Principal Tech Director | Local and State Fantastech's |
| • Annually, technical support will be made available to account for inventory, repairs, ordering and initial set up of devices. | Device set-up, repair, technical support, and inventory is provided by staff as well as the Fantastechs Group. | Tech Director Media Specialist | Local and State |
| • By May 2015, the district will provide the technology and training to implement the "Flipped Classroom" approach to instruction. | Crazy for Education provided district wide training for flipped classroom | Building Principal Certified Staff Superintendent | Local and State |
| • Annually, offer virtual courses. | Virtual courses are provided in the high school. | Building Principal Counselor Sped Director | Local and State |
| • Annually, the high school will utilize the opportunity to offer STEM courses. | Online and dual credit courses are offered through collaboration with Jefferson College to bolster the availability of STEM courses. | Building Principal Counselor | Local and State Federal Programs Jefferson College |