



Perry County School District 32

Comprehensive School Improvement Plan 2015-2020

Approval Date: May 11, 2015

**Perry County District 32
Comprehensive School Improvement Plan
2015-2020**

Table of Contents

District Improvement Team.....Page 2

PCSD 32 Statements of Commitment..... Page 2

Description of the Planning Process..... Page 3

Belief Statement
Mission Statement
Vision Statement
Aspirations for Graduates.....Page 4

Core Elements for Student Achievement

Leadership.....Page 5

Collaborative Cultures.....Page 7

Curriculum and Assessment.....Page 9

Effective Instruction.....Page 12

Facilities, Support and Instructional Resources.....Page 15

iSTEPS3: 21st Century Classroom Technology Initiative.....Page 18

Wellness Plan.....Page 25

District School Improvement Team

District Administration

Mr. Scott Ireland, Superintendent
Mrs. Jeanie White, Asst. Supt.
Dr. Linda Buerck, Dir. of Instruction
Mr. Rich Thomas, HS Principal
Mr. Jeff Steffens, HS Asst. Principal
Mrs. Emily Koenig, HS Asst. Principal
Mrs. Velda Haertling, MS Principal
Mr. Mark Phillips, MS Asst. Principal
Mrs. Jennifer L. Streiler, ES Principal
Mr. Michael J. Wortmann, ES Asst. Prin.
Mr. Craig Hayden, Dir. Career Center
Mrs. Shelly Schnurbusch, Dir. of Spec. Ed.
Mr. Wayne Neathery, Dir. of Technology
Mrs. Lisa Bailey, Asst. Dir. of Technology

Board of Education

Mr. Kevin Bachmann
Mrs. Kathy Carron
Dr. Rick Francis
Mr. Mark Gremaud
Mr. Scott Hotop
Mrs. Nancy Voelker
Mr. Jeff Weibrecht

Faculty/Staff

Ms. Linda Cook
Ms. Jennifer Dee
Mr. Bill Ernst
Mrs. Amy Figge
Mrs. Katie Gieselman

Mrs. Angie Gotto
Mrs. Amanda Grein
Mrs. Cathy Gremaud
Mr. Thomas Johnson
Mrs. Cheryl Layton
Mrs. Tammie Lukefahr
Mrs. Kate Martin
Mrs. Lisa T. Martin
Mr. Don O'Keefe
Mrs. Sarah Orf
Mrs. Michele Pellikan
Mr. Robbie Riehn
Ms. Olivia Riley
Mrs. Melisa Rittenberg
Deputy Matt Schamburg

Mrs. Viola Schilli
Mrs. Brittany Schremp
Mrs. Yvonne Spears

Parents/Patrons/Students

Mrs. Brein Bishop
Mr. Landon Buerck
Mrs. Janette Call
Mrs. Becky Chapman
Mr. Bradley Grantham
Mrs. Lara Green
Ms. Kim Schnurbusch
Mrs. Jill Thieret
Ms. Ashley White
Ms. Shelley Ziegler

PCSD32 Statements of Commitment

-Leadership: We will offer a comprehensive range of instructional programs and extra-curricular activities that prepare students for college and career success.

-Collaborative Cultures: We are committed to developing highly effective schools characterized by cultures of collaboration, proficiency, and continuous improvement.

-Curriculum and Assessment: We will maintain an effective educational program that includes aligning instruction with the Missouri Learning Standards, differentiating instruction to address student needs, using common assessments to monitor student progress, and providing appropriate academic support.

-Effective Instruction: We will utilize the educator evaluation system as a tool for continuous teacher growth and development. Leaders will conduct frequent classroom visits to observe targeted teaching practices, and provide reliable (evidence-based) and timely feedback that reinforces and promotes teacher growth.

-Facilities, Support and Instructional Resources: We are committed to providing our staff with the resources required for effective job performance in a fiscally responsible manner. These resources include: physical space, work materials and equipment, and support services such as information systems, transportation services, and food services.

Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.

The formal planning process for CSIP 2015-2020 began in the spring of 2014. The primary goal at that time was to train the administrators with respect to the newly adopted educator evaluation process. The administrative team studied instructional practices, effective teaching strategies, building level goals for teaching and learning, and developed the “look fors” for the district. Additionally, the administrative team concluded that district goals should include the collection and use of student assessment data, effective instruction, and creating and maintaining a positive educational culture in each building. The administration chose the DESE evaluation tool and began the process of providing professional development for all educators to prepare for the new protocol.

The administrative team worked together to determine the core elements necessary to address an appropriate improvement plan for our district. The areas to be specifically addressed are; Wellness, Leadership, Collaborative Cultures, Curriculum and Assessment, Effective Instruction, and Facilities, Support and Instructional Resources. Administrators were assigned to specific areas as per their level of expertise.

Beginning in September, 2014, notification of the CSIP planning process was posted on the district website and on social media (Facebook) to provide information to the community. Personal contacts were made to all staff and key parents and patrons interested in contributing to the CSIP committees. The initial CSIP meeting was held in December, 2014. The meeting was well attended and extremely productive. This first meeting was dedicated to developing our belief statements, mission, vision and expectations of our graduates. The second meeting held in January, 2015, was focused on finalizing the work from December. Committee members were allowed input from the draft documents via written comment and/or a blog posted on the district website. All comments and suggestions were presented to the group at the January meeting and we worked together to achieve consensus. The results appear in this final document.

In March, 2015, the committee met again to discuss internal and external data sources. The participants were given quantitative assessment and accreditation data and were asked to either address or provide qualitative data for analysis. Discussion groups were created in the areas of Wellness, Curriculum and Assessment, Professional Development, Hiring/Retention Process, Collaborative Culture, Safety, Facilities and Technology. These findings and conclusions are evident throughout this document.

In April, 2015, the committee was given the opportunity to view and provide input into the proposed written plan. The plan will be presented to the Board of Education and approved May 11, 2015.

Beliefs/Vision/ Mission/Aspirations for Graduates

Perry County School District #32 Belief Statement

We Believe That:

1. We have the responsibility to be good stewards of all resources.
2. Quality education is of significant value.
3. Effective educational practices meet the needs of individual learners.
4. Quality education requires family and community commitment.
5. A productive partnership between family and educators is vital.
6. School pride, community tradition and support are vital.
7. The development of positive character traits is the foundation of growth for the whole child.

Perry County School District #32 Mission Statement

We will empower students to learn and develop responsibility, attain college and career readiness, and live respectfully throughout their lives.

Perry County School District #32 Vision Statement

Preparing Children to be Successful citizens in a Diverse World

Perry County School District #32 Aspirations for Graduates:

- Be successful in college and career;
 - Be lifelong learners;
 - Demonstrate positive character;
- Be productive and responsible citizens.

Core Elements for Student Achievement

LEADERSHIP

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

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

Perry County School District #32 will increase on the Missouri Department of Elementary and Secondary Education's (DESE's) Annual Performance Report (APR) from 78.6% to 90% by or before 2020 and become Accredited with Distinction as measured by the Missouri School Improvement Plan (MSIP5).

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

DESE defines academic excellence as achieving 90% or better on the APR. The district 2014 APR indicates areas of concern with regard to academic achievement. Overall, the district met 67.9% of the criteria for academic achievement with the elementary and middle schools scoring 56.3% respectfully. The ACT Profile Report for the class of 2014 indicates that our graduates earned an average composite score of 20.1, well below the state average of 21.8. Additionally, APR College and Career Readiness (CCR) data were rated below 90% at 86.7% and attendance was a concern meeting only 75% of the criteria.

Research Based Strategy (ies) for Implementation:

- Teachers develop, implement, and evaluate curriculum based upon student, district and state standards data (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 3, Quality Indicator 1).
- Deep implementation of Professional Learning Communities (K-12) increases student learning. (DuFour & Marzano, 2011, *Leaders of Learning*).
- Formalized Response to Intervention (Rtl) in all schools. (Buffum, Mattos & Weber, *Pyramid Response to Intervention*).
- Teachers participate collaboratively to analyze student data (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 7, Quality Indicator 6).
- Using effective teaching practices across all grade levels-Feedback, Assessment Capable Learners, Reciprocal Teaching, etc. (Hattie, 2012, *Visible Learning for Teachers*).

Leadership

Funding Source(s): District Operating Budget
MSIP Standard(s): MSIP 5 Performance Standards 1, 2, 3, 4, 5 Resource Standards TL-1, TL-2, I-1, I-2, I-3, I-4, I-9, G-2, G-3, G-8

Measurable Adult Behaviors:

- Educational leaders promote continuous improvement of instruction and assessment practices based on the most current research on the impact of student learning.
- Administrators and directors will use intuitive practices and professional development to recruit, hire, develop, and retain top talent dramatically affecting student achievement.
- All teachers and administrators are actively involved in Professional Learning Communities and K-12 vertical teams.
- Building level administrators put into place practices to monitor and improve student attendance.
- Building level administrators and teachers will educate parents and students with respect to the ACT College Readiness Standards.
- All teachers will participate in the iSTEPS3 professional development series (see page 18 of this document.)

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Administrative review of student performance data.	June 1	District and building level administrators	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data	Annually by June 30
Review of student achievement data by content, grade level and individual student.	August 1	Building level principals and teachers	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data ACT preparation opportunities for all students	Review annual data by September 1. Review formative and benchmark data at least monthly.
Review of student attendance data and CCR indicators	August 1	Building level administrators Parents and Guardians	Student attendance, enrollment and assessment data, attendance appeals procedure	Ongoing
Actively participate in PLC's, vertical teams, data teams and iSTEPS3.	September 1	Teachers and building administrators	Summative, formative, and benchmark student achievement data	PLC and Rtl teams meet at least every two weeks. Vertical teams quarterly. iSTEPS3 professional development series schedule posted.

Collaborative Cultures

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

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

All (100%) of the administrators and teachers at PCSD 32 will continually contribute to professional dialog and reflective practice on the needs of the school community by actively participating in building and district collaborative teams.

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

The district 2014 APR indicates that academic achievement for all students is 67.9% but is significantly lower at 60.7% for students who qualify for free/reduced lunches and for those students with IEP's. This achievement gap spans all grade levels and content areas. Additionally, the MAP achievement level report shows that specific content strands are consistently problematic (for example, scientific inquiry). Efforts at the Career Center to increase reading and mathematics achievement are not producing increased scores at the high school.

All buildings in the district use collaborative teams for professional dialog. The elementary, middle and high schools have been involved in the Missouri PLC Project for at least three years. The Project conducts an external evaluation of the PLC process in each building and reports the results using the Benchmark Assessment Tool (BAT) Summary Report. The results of the 2014 BAT indicated that the elementary had 55% of the practices in place for effective collaboration, the middle school 42% and the high school 48%. Strengthening these collaborative efforts will remain a priority in our district.

Research Based Strategy (ies) for Implementation:

- Deep implementation of Professional Learning Communities (K-12). (DuFour & Marzano, 2011, *Leaders of Learning*).
- All teachers are thoroughly familiar with the curriculum-in terms of content, efficacy, levels of difficulty, expected progressions-and share common interpretations about these with each other (Hattie, 2012, *Visible Learning for Teachers*).
- Teachers participate collaboratively to analyze student data (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 7, Quality Indicator 6).
- Teachers and administrators work as professional teams to develop strategic, school-based systems to address student needs. (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 9, Quality Indicator 2).

Collaborative Cultures

Funding Source(s): District Operating Budget
MSIP Standard(s): MSIP 5 Performance Standards 1, 2, 3 Resource Standards R-1, R-2, R-3, TL-2, I-1, I-2, I-3, I-6, I-7, I-9, G-2, G-3, G-4

Measurable Adult Behaviors:

- Early Childhood Special Education (ECSE) will implement Creative Curriculum.
- IEP teams will frequently review IEP goals and monitor the progress of special services students.
- All teachers and administrators are actively involved in Professional Learning Communities and K-12 vertical teams.
- Teacher leaders and administrators will seek professional development opportunities to enhance the work of data teams, vertical teams and Professional Learning Communities.
- Administrators will monitor the effectiveness of teacher teams and make adjustments where necessary to maximize collaborative efforts at the building level.
- Central office administrators will direct the function and implementation of district collaborative teams.

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Administrative review of student performance data.	June 1	District and building level administrators	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Phelps, Pre-School Screening Results	Annually by June 30
Review of student achievement data by content, grade level and individual student.	August 1	Building level principals, teachers, PAT	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Phelps, Pre-School Screening Results	Review annual data by September 1. Review formative and benchmark data at least monthly.
Review and Direct development of collaborative teams	August 1	District administrators	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Phelps, Pre-School Screening Data, B.A.T Survey	Ongoing
Review IEP documentation for all SPED/504 students.	August 1	Special Education staff and parents	Individualized Educational Plans/504 Plans	Meet as an educational team annually for each student.
Actively participate in PLC's, vertical teams and data teams.	September 1	Teachers and building administrators	Summative, formative, and benchmark student achievement data ACT College Readiness Benchmark Reports for PCSD.	PLC and RtI teams meet at least every other week. Vertical teams meet quarterly.

Curriculum and Assessment

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

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

PCSD 32 will develop and implement a curriculum fully aligned to the Missouri Learning Standards (MLS) to increase the district's Annual Performance Report (APR) from 78.6% to 90% by 2020.

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

The district APR includes achievement scores significantly below 90 %(56.3%) at the elementary and middle schools. Achievement levels for subgroups (IEP, free/reduced) are also well below 90 %(60.7% district-wide). The Missouri Department of Elementary and Secondary Education expects all districts to fully implement the Missouri Learning Standards (MLS) which include the Common Core State Standards for ELA and mathematics. Numerous teachers are using the previously defined Grade-Level Expectations (GLE's) and Course-Level Expectations (CLE's) as primary sources and are using instructional materials not aligned to the updated MLS.

Research Based Strategy (ies) for Implementation:

- A guaranteed and viable curriculum is strongly related to student achievement at the school level (Marzano, 2003, *What Works in Schools*).
- All teachers should be familiar with the curriculum-in terms of content, levels of difficulty, expected progressions-and share common interpretations about these with each other (Hattie, 2012, *Visible Learning for Teachers*).
- Teachers recognize the importance of long-range planning and curriculum development. (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 3, Quality Indicator 1).
- Tighe and Wiggins, 2004, *Understanding by Design*, support developing curricula and assessments with a focus on deepening students' understanding of important ideas.
- Students who have spent two years in the classroom of eMINTS teachers outperform their peers enrolled in classes taught by non-eMINTS trained teachers. Educational Development Center Report, eMINTS Executive Summary.

Curriculum and Assessment

Funding Source (es): District Operating Budget

MSIP Standard(s): MSIP 5 Performance Standards 1,2,3, Resource Standards R-1,R-2,R-3,TL-1,TL-2,I-1,I-2,I-3,I-4,I-5,I-7,I-9,I-11.G-4.G-11

Measurable Adult Behaviors:

- Teachers will actively participate in vertical teams to create, review and revise the district's written curriculum at least quarterly each school year.
- Teachers will use pacing guides to maintain student engagement and ensure appropriate levels of instructional complexity to advance to the next grade/course.
- Teachers will frequently review the scope and sequence for each content area to ensure common understanding of the standards and vocabulary expected to be taught in the classroom.
- Teachers will frequently review assessment and grading procedures to align curriculum, instruction and assessments with the report card system.
- Teachers will identify specific learning targets in daily lesson plans. Specific learning targets will be derived from the use of formative assessments e.g. teacher observation, CFA's, and feedback from daily student self-reflections.
- All teachers and administrators will seek research-based professional development opportunities to enhance the work of data teams, vertical teams and Professional Learning Communities.
- Administrators, including central office administrators, will monitor the effectiveness of teacher teams and make adjustments where necessary to maximize collaborative efforts at the building level.
- All teachers will participate in the iSTEPS3 professional development series (see page 18 of this document.)
- The Board of Education will annually review the curriculum and assessment programs.

Curriculum and Assessment

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Administrative review of student performance data.	June 1	District and building level administrators.	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Kindergarten Readiness data	Annually by June 30
Administrative review of instructional resources.	July 1	Building level principals.	Lead teachers, inventory documents, purchase requisitions, etc.	Annually by July 31
Review of student achievement data by content, grade level and individual student.	August 1	Building level principals and teachers.	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Kindergarten Readiness data	Review annual data by September 1. Review formative and benchmark data at least monthly.
Curriculum review- ELO's, Big Ideas, Essential Questions, Pacing Guides.	August 1	Building level principals and teachers.	Appropriate documents.	Quarterly each school year.
Review and revise eMINTS technology initiative. Lead teachers instruct using tools to support inquiry-based lessons.	July 1	Central office and building level administrators, Lead teachers	eMINTS training materials, technology tools	Ongoing
Curriculum and Instruction BOE Review	July 1	District Administrators	Program review sheet for BOE meeting.	Annually beginning July, 2016

Effective Instruction

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

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

The percentage of PCSD 32 educators scoring proficient or higher on the PCSD 32 educator evaluation tool will reach and surpass 80% by March, 2020.

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

PCSD 32 teachers were evaluated for the first time using the current Missouri Educator Evaluation System (approved May, 2014) in the 2014-15 school year. The evaluation criteria include the use of student achievement data, as well as the traditionally evaluated attributes regarding content knowledge and the effective use of instructional strategies. The baseline for all PCSD 32 teachers for the 2014-15 school year was established at the “emerging” level. The revised evaluation process will be used as a tool to encourage professional growth and development for all teachers and administrators.

Research Based Strategy (ies) for Implementation:

- Teachers will use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data. (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 2, Quality Indicator 2).
- Teachers will use the most effective instructional strategies often in their classrooms (Hattie, 2012, *Visible Learning For Teachers*).
- Teachers provide differentiated learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 2, Quality Indicator 1).
- Teachers understand and use formative and summative assessment strategies to assess the learner’s progress and use assessment data to plan ongoing instruction. (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 7, Quality Indicator 1).
- Meyers, et al, March 2015, American Institutes for Research, *The Impact of eMINTS Professional Development on Teacher Instruction and Student Achievement*. eMINTS professional development survey data yields positive effects in terms of teacher’s inquiry-based learning and high-quality lesson design.

Effective Instruction

Funding Source (es): District Operating Budget, Title 1, Title 2

MSIP Standard(s): MSIP 5 Performance Standards 1, 2, 3, Resource Standards TL-1, TL-2, I-1, I-2, I-3, I-4, I-9, G-2, G-3, G-8

Measurable Adult Behaviors:

- Teachers will use student achievement data to provide differentiated and effective instruction. Teachers will provide evidence of this practice in the classroom and documentation will occur at least monthly as a result of the district performance evaluation process.
- Teachers will meet at least every other week in a Professional Learning Community to self-reflect and collaborate on instructional practices and student progress.
- Teachers will provide students with opportunities to learn at their instructional level as reflected through tiered intervention teaching methods in the classroom at least three times each week.
- Teachers will work with building administrators to establish an on-going professional development plan that will enable them to meet personal, professional and student achievement goals.
- Teachers will work with building administrators to develop and monitor Student Learning Objectives (SLO's).
- Lead teachers will participate in the iSTEPS3 professional development series (see page 18 of this document.)
- The administrators and Professional Development Committee will work together to ensure that teachers have sufficient training in setting and monitoring SLO's.

Effective Instruction

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Administrative review of student performance data.	June 1	District and building level administrators	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Kindergarten Readiness data	Annually by June 30
Determine annual district and building goals.	June 1	District and building level administrators	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Kindergarten Readiness data	Annually by June 30
Review of student achievement data by content, grade level and individual student.	August 1	Building level principals and teachers	MAP/EOC/DLM/ACT/ASVAB/WorkKeys/Compass CFA Data, universal screening results, benchmark data, Kindergarten Readiness data	Review annual data by September 1. Review formative and benchmark data at least monthly.
Review professional development opportunities for the year.	August 1	District and building level administrators and the Professional Development Committee (PDC)	Teacher PD Needs Assessment District Calendar SE-RPDC Calendar PD Budget	Annually by August 30
Teachers will develop an individualized professional development plan.	August 1	Building level principals and teachers	Student achievement data MO Educator Evaluation Protocol	Annually by August 31
Teachers and administrators will identify and define Student Learning Objectives (SLO's) for the school year.	August 1	Building level principals and teachers	Student achievement data MO Educator Evaluation Protocol	Annually by August 31
Review of partnerships with institutions of Higher Education	January 1	Central Office, High School and Career Center administrators, MAC and SEMO representatives	Student achievement data, enrollment projections, university partnership guidelines	Annually by March 1
Teachers will formally and informally collaborate regarding learning targets, teaching strategies and content.	August 1	Teachers	Student achievement data-formative, summative and benchmark	Ongoing
Review and revise the district technology plan and review iSTEPS3.	January 1	District and building level administrators, Lead teachers	Technology budget, technology inventory, teacher surveys	Ongoing

Facilities, Support and Instructional Resources

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

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

PCSD 32 will annually evaluate and update instructional resources, support resources and maintain appropriate, functional and safe facilities via internal and external inspections, surveys and advisory groups.

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

The 2014 textbook inventory at PCSD 32 revealed the need to update instructional materials. Many textbooks are more than ten years old and some content areas have not been evaluated for the need of instructional resources for more than 6 years. Research efforts into a possible one-to-one technology initiative have been delayed due to necessary infrastructure and hardware updates. Current and recent enrollment information indicates a steady increase in student population for the foreseeable future. To accommodate an increasing student population, the support services need to expand as well as food service, grounds and facilities, transportation, library media, technology, etc.

Research Based Strategy (ies) for Implementation:

- The use of technology in teaching and learning is not optional but is necessary to create the learner-centered environments in which students and teachers can maximize student achievement. (2009, *International Society for Technology in Education*)
- Strategic budgeting and planning is essential for maintaining school resources. (Hack et al, 1998, *School Business Administration*)
- MSIP5 Resource standards R-4, R-5, R-6 address student staff ratios. Resource standard I-8 specifically states that the district will provide "...a safe and orderly environment for all students and staff."
- Teachers select and use appropriate instructional resources to enhance academic performance and technological literacy (Marzano, 2007, *Teacher Growth Guide*, Quality Standard 4, Quality Indicator 2).
- DESE requires that public schools maintain minimum standards with respect to class size, student to staff ratios, and safe and orderly environment. *Missouri School Improvement Program: Support and Intervention*, 2014.

Facilities, Support and Instructional Resources

Funding Source (es): District Operating Budget

MSIP Standard(s): MSIP 5 Resource Standards R-4, R-5, R-6, I-8, G-2, G-4, G-5

Measurable Adult Behaviors:

- In cooperation with the Board of Education, the superintendent will appoint a steering committee to develop a financial plan for new building construction and existing facility upgrades.
- The district will provide appropriate trainings and screenings for all faculty and staff (e.g. ALICE training, asbestos trainings for all custodians and maintenance personnel, physicals and random drug testing for bus drivers, and First Aid/CPR/AED training for coaches, Career Center personnel and all other interested staff.)
- School buses will be continuously maintained and inspected at least annually by MoDOT. They are inspected daily by the drivers and subject to surprise inspections by the Director of Transportation using the PCSD 32 Pre-Trip Inspection Sheet.
- The District provides Asbestos and job specific training for all custodial and maintenance employees. Any new hires in these departments have to pass the requirements of the Work Step Program through Mid-America Rehab.
- The food services program will be audited every three years and will update the wellness policy every two years.
- Emergency communication devices (bells and alarms) on campus are tested quarterly.
- All fire extinguishers are inspected and re-charged annually.
- Building principals monitor work orders and prepare a request for major summer projects to the superintendent by January 31 each year.
- The Director of Buildings and Grounds and the School Resource Officer annually accompany representatives from the Missouri United School Insurance Council (MUSIC) as they inspect the campus facilities for compliance.
- The building level, central office administrators and lead teachers will inventory, update and supplement instructional materials, including technological needs, on an ongoing basis.
- The Board of Education and administration will ensure the progress of iSTEPS3. (See pages 18-28)
- The administration will provide a summary of anticipated building staffing needs to Central Office by January 31 of each year.

Facilities, Support and Instructional Resources

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Appoint a Steering Committee to propose and implement a financial plan for a building construction project.	July 1, 2015	Superintendent, Board of Education	Budget Analyses including projected figures Survey of facility needs Architectural and geological specifications	October 1, 2015 Election April 2016
Annual inspection of buildings and grounds	June 1	Dir. of Bldings and Grounds, School Resource Officer	MUSIC representative(s)	Annually by October 1
Review, inventory, purchase instructional resources.	June 1	District and building level administrators, Teachers	Inventory documents, purchase requisitions, etc.	Ongoing
Review and Revise iSTEPS3-See Tech Plan pages 18-28.	January 1	District and building level administrators, Teachers	Technology budget, technology inventory, teacher surveys	Ongoing
Schedule personnel trainings as necessary (asbestos, ALICE, First Aid/CPR/AED, etc.)	June 1	Dir. of Buildings and Grounds, School Resource Officer, School nurses, Career Center Director, Athletic Director	Training materials, local/state agencies	Ongoing
Testing of emergency communications devices (bells and pull stations)	June 1	Dir. of Buildings and Grounds	N/A	Quarterly
Inspect and re-charge all fire extinguishers.	June 1	Dir. of Buildings and Grounds	N/A	Annually
Compile list of major facilities projects for summer completion.	January 1	District and building level administrators, Dir. of Buildings and Grounds,	District budget	Annually by April 1
Annual inspection of school buses	March 1	Dir. of Transportation, Assistant Dir. of Transportation	N/A	Annually by April 1
Monitor Food Services budget and compliance.	June 1	Assistant Superintendent, Food Services Director	N/A	

iSTEPS 3: 21st Century Classroom Technology Initiative

Technology Mission: The technology mission of Perry County District No. 32 is to provide a technology rich environment that empowers students and educators to become responsible lifelong learners in a rapidly changing society. Student and educators will integrate technology in all aspects of the educational process to communicate, learn, and achieve success.

Technology Vision: Technology for Lifelong Learning

Goals:

- Increase student achievement, technology awareness, technology skill level
- Integrate technology tools into current curriculum
- Prepare students to succeed globally
- Improve and enhance instruction by using updated technology tools and resources

Funding Source (es): District Operating Budget, eMINTS SEED Grant

MSIP Standard(s): MSIP 5 Performance Standards 1, 2, 3, 4, 5, Resource Standards R-1, R-2, R-3, TL-1, TL-2, I-1, I-2, I-3, I-4, I-5, I-7, I-11, G-2, G-8

Technology Initiative Timeline 2015-2020

School Year: 2015-16

Date	Task/Activity	Responsibility	Resources	Due Date
March 2015	Discussion of timeline with Administration	Asst. Dir. of Tech, Dir. of Technology	Copies of timeline	3-30-15
April 2015	Brief introduction of iSTEPS 3 at MS/HS faculty meeting	Asst. Dir. of Tech, Dir. of Technology, MS/HS Principals		4-30-15

Date	Task/Activity	Responsibility	Resources	Due Date
April 2015	Detailed meeting of interested teachers to pilot initiative for 2015-16	Asst. Dir. of Tech, Dir. of Technology, MS/HS Principals	Lead teacher Info, Timeline, eMINTS4all 2 year, PD schedule	4-30-15
Spring 2015	Introduce plan at school board meeting	Asst. Dir. of Tech, Dir. of Technology, HS Admin, Lead teachers	Timeline	6-30-15
Spring 2015	MS/HS parent communication	MS/HS Admin	Letters, SIS, Social Media	7-31-15
Spring 2015	Designate eMINTS trainer, PD4ETS	Board, Admin, eMINTS National Center		7-31-15
Summer 2015	Update infrastructure in teacher leader classrooms	Technology Department	Additional access points	7-31-15
Summer 2015	Distribute classroom laptop sets to teacher leader classrooms	Technology Department	Laptop carts	7-31-15
Summer 2015	eMINTS4All PD begins	Asst. Dir. of Tech	eMINTS4All materials	8-30-15
Summer/ Fall 2015	Schedule meetings as needed: school board work session, Present at community meetings: Rotary, Chamber, etc.	Asst. Dir. of Tech, Dir. of Technology, Admin, Lead teachers, Public Relations	Timeline, Presentation materials	12-30-15
Fall 2015	eMINTS4All PD continues	Asst. Dir. of Tech	eMINTS4All materials	Ongoing
Fall 2015	Lead teachers begin instructing using tools to support lessons	Asst. Dir. of Tech, Lead teachers	eMINTS4All PD support, Classroom visit support	Ongoing
Fall 2015	PD4ETS begin planning with eMINTS National Center	Asst. Dir. of Tech, PD4ETS		12-30-15
Fall 2015	Lead teachers provide PD opportunities for staff	Lead teachers	Faculty meetings, PLCs, PD days	Scheduled PD days Ongoing

Date	Task/Activity	Responsibility	Resources	Due Date
Spring 2016	Complete Year 1 of eMINTS4ALL PD	Lead teachers		Ongoing
Spring 2016	Purchase additional devices for additional classrooms to be part of the iSTEPS 3 for the 2016-17 school year	Administration, School Board, Technology Department		7-31-16
Spring 2016	PD4ETS begins training with eMINTS National Center	PD4ETS		Ongoing

School Years 2016-20

Date	Task/Activity	Responsibility	Resources	Due Date
March	Adjustment of timeline as necessary based on assessments, evaluations, needs	Asst. Dir. of Tech, Dir. of Technology, Admin	Copies of timeline	Annually by March 30
April	Review of program at MS/HS faculty meeting	Asst. Dir. of Tech, Dir. of Technology, MS/HS Admin	Updated Timeline	Annually by April 30
April	Detailed meeting of interested teachers 2016-17	Asst. Dir. of Tech, Dir. of Technology, Admin	Timeline, eMINTS4all 2 year PD schedule	Annually by April 30
Spring	Review/update plan at School Board Meeting	Asst. Dir. of Tech, Dir. of Technology, Admin, Lead teachers	Timeline	Annually by May 31
Spring	Continue with MS/HS Parent Communication-update and review plan	MS/HS Admin	Letters, SIS, Social Media	Annually by July 31
Summer	Update infrastructure in teacher leader classrooms	Technology Department	Access Points	Annually by July 31

Date	Task/Activity	Responsibility	Resources	Due Date
Summer	Distribute classroom laptop sets to lead teacher classrooms	Technology Department	Laptop carts	Annually by July 30
Summer	eMINTS4All PD begins	Asst. Dir. of Tech, PD4ETS	eMINTS4All materials	Annually by August 30
Summer/ Fall	Schedule Meetings: school board work session, Present at community meetings: Rotary, Chamber, etc.	Asst. Dir. of Tech, Dir. of Technology, Bd Office Admin, HS Admin, Lead teachers, Public Relations	Timeline, Presentation materials	Annually by December 30
Summer/ Fall	PD4ETS continues eMINTS training	PD4ETS		Ongoing
Fall	eMINTS4All PD continues	Asst. Dir. of Tech, PD4ETS	eMINTS4All materials	Ongoing
Fall	Lead teachers begin instructing using tools to support lessons	Lead teachers	eMINTS4All PD support, Classroom visit support	Ongoing
Fall	Lead teachers provide PD opportunities for staff	Lead teachers		Scheduled PD days Ongoing
Spring	Complete Year 1 and Year 2 of eMINTS4ALL PD	Lead teachers		Ongoing

iSteps3 Lead Teacher Selection Criteria

Technology Initiative 2015: Lead teachers

The following factors will determine the selection of Lead teachers:

- Lead teachers should be volunteers and show a commitment to the program in a written letter of intent to pilot the initiative.
- Lead teachers must demonstrate professionalism, the ability to use effective instructional strategies in the classroom and an overall positive attitude.

Goals:

- Increase student achievement, technology awareness, technology skill level
- Integrate technology tools into current curriculum
- Prepare students to succeed globally
- Improve and enhance Instruction by using updated technology tools and resources
- Become a leader in instruction, technology, and professionalism

Lead Teachers will:

- Write and submit a letter of intent to their building administration that outlines their commitment to the 2 year *iSTEPS 3* Technology Initiative and explains what they strive to achieve through the program. It should be evident that the teacher completely understands the program goals, expectations, and benefits. The administrative team will decide the eMINTS4All FY16 Cohort Group.
- Commit to and complete a 2 year Professional Development requirement beginning fall 2015: eMINTS4All FY16 Cohort.
 - eMINTS PD is centered around four major components, wrapped in continuous evaluation, designed to work together to create better learning outcomes for teachers and students. All core components of the eMINTS instructional model are based on strong historical research and conceptual theory. The four components are: Authentic Learning, High-Quality Lesson Design, Community of Learners, and Powered by Technology. More information can be found at www.emints.org
 - Attendance at eMINTS PD. This PD consists of 90 contact hours over a 2 year period. These hours will be outside of regular school hours and teachers will receive compensation stipend of \$1000 for each year completed in June 2016 and June 2017.

- Monthly classroom visits (8-9 annually) will be completed by the certified eMINTS trainer (PD4ETS) to support the teachers and students. Class visits extend the learning and implementation of activities/concepts/philosophies from PD.
- Complete the requirements for eMINTS4All certification which includes:
 - 100% attendance to eMINTS meetings.
 - Submission of a unit plan to the eMINTS National Center in 2017.
- Research updated and innovative uses of technology to successfully integrate into daily lessons.
- Display technology leadership by providing support to colleagues through daily assistance, PD opportunities, attending conferences, subscribing to discussion lists/google communities, implementing Best Practices, positive attitude, etc.
- Frequently evaluate the program to determine needs, targets, progress, and changes to the program necessary ensure success.
- Participate (remotely if necessary) in Technology Vertical Team meetings.
- Follow all district policies relative to the care of the laptops. Laptops are the responsibility of the classroom teacher and should be checked before and after every class for damage, etc. and reported as soon as possible.
- Implement effective classroom management strategies to ensure proper function and longevity of the laptops.

Benefits:

- After successful conclusion of the 2 year PD, Lead teachers will be certified eMINTS4All Teachers.
- Compensation for PD completed outside of school hours.
- Conference possibilities: eMINTS Conference, MoreNet Technology Conference
- Optional Graduate Credit available upon completion of the program. Graduate credit cost is the responsibility of the teacher.
- Monthly Classroom visits by PD4ETS for teacher support to enhance instruction.
- Peer Collaboration topics include:
 - Students becoming-
 - Independent
 - Problem-solvers

- Successful
- Creative and critical thinkers
- Global competitors
- Up-to-date resources, websites, apps, etc.
- Current technology support, enhancements
- Best teaching practices
- Technology Integration
- Each Lead Teacher will house a laptop cart in their classroom.

Quantitative Data:

- State Tests for student achievement
- ACT for student achievement
- Surveys

Qualitative Measures:

- ISTE Standards
- Board Approved Technology Scope and Sequence
- Teacher Evaluations/Walk-Throughs as per building administration
- Monthly Classroom Visits with PD4ETS
- eMINTS Competencies for 21st Century Classrooms

Perry County School District 32 Wellness Plan

District Wellness Committee:

Mrs. Angie Gotto, Food Services Director
Mrs. Jeanie White, Assistant Superintendent
Ms. Linda Cook, Teacher

Mr. Jeff Steffens, HS Athletic Director
Mrs. Yvonne Spears, School Nurse
Mrs. Viola Schilli, Teacher

Key Issue: There is a high level of poverty within the community. Approximately 60% of the students enrolled in the district qualify for free/reduced lunches. The district provides reimbursable meals for students from low socio-economic homes. We work through the United Way Perry County Children's fund to provide Back Packs for Fridays and work with the local food pantries to help families in need of nutritive assistance.

Mission Statement: The mission of our District Wellness Plan is to provide the highest standard of food service and health management to our valued staff, students, and community.

Belief Statement:

We believe that:

- Children who are well-nourished make better learners.
- When adults model healthy eating habits, children will make better nutritional choices.
- Active children are healthy children.

Goals of the Plan:

The goals of the District Wellness Plan are:

- to meet FDA guidelines;
- to instill in our students the importance of making healthy choices for life; and
- to ensure that students make the connections between diet, an active lifestyle, and overall health.

Funding Source(s): DESE Reimbursement, Department of Health and Senior Services (Summer meals), Full/Reduced Lunch Receipts

MSIP Standard(s): MSIP 5 Performance Standards 1, 2, 4 Resource Standards I-3, I-6, I-7, I-8, G-2, G-4, G-5, G-6, G-9

District Wellness Plan

Action Steps	Start Date	Person(s) Responsible	Resources	Complete/Date
Ensure that the district offers curricular and extracurricular activities for all students.	August 1	Building principals, coaches, sponsors	District calendars, extracurricular schedules, Physical Education and Health curricula	Ongoing
Distribute Free/Reduced Price Applications to households.	August 1	Building principals, Central Office, teachers, building secretaries	Free/Reduced Price Applications	Ongoing
Provide information for monthly claims via Web Application System	September 1	Dir. of Food Services, Assistant Superintendent	Monthly meal count data	Monthly
Meet Commodity order deadlines	August 1	Dir. of Food Services	Commodity order information	Monthly
Provide required training for food services staff	August 1	Dir. of Food Services	Director-12 hours Full-Time staff-6 hours, Part-Time Staff-4 hours	Annually