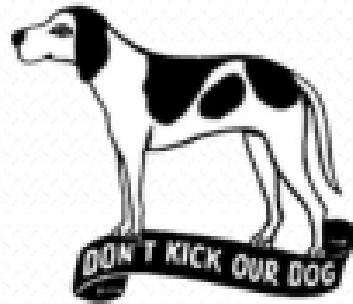


Aurora R-VIII School District



Comprehensive School Improvement Plan

2019-2024

Adopted: June 3, 2019

Reviewed: November 2, 2020

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AURORA R-VIII MISSION STATEMENT

The Aurora R-VIII School District's mission is to "ensure that all students are successful learners."

Description of the Planning Process

This Comprehensive School Improvement Plan (CSIP) utilizes feedback and addresses concerns from parents, staff, and patrons as well as data gathered from many sources by noting strategies that will help the District meet the needs of all students. The Comprehensive School Improvement Plan is reviewed annually to document the District's strengths and areas of concern. Progress regarding the CSIP is monitored for each of the goals, data is analyzed and recommendations are made for improvement. The Board of Education will be updated annually regarding progress on the CSIP.

Revision Process: In order to include the most current information and strategies, the CSIP will be updated annually. The revisions will include instructional improvement procedures to be implemented. The purpose of the instructional improvement strategies is to increase student performance and the level of achievement on the Annual Performance Report.

Analysis of Internal/External Factors

Internal Analysis - Sources of internal assessment data

District evaluation of programs
Staff surveys
Achievement assessment results
Disaggregated MAP and EOC scores
Dropout data/Persistence to graduation data
Attendance data
Professional Development Plan
NEE Reports
Title Program Annual Evaluations

External Analysis - Sources of external assessment data

MSIP Review report/MSIP Items to be Waived
Demographic data
Technology surveys
State and Federal requirements
District Annual Performance Report
District Special Education Annual Performance Report
Title I School Wide Plan/Consolidated Federal Grants Application
Community Surveys

Comprehensive School Improvement Plan Committee

Member

Eric Perkins
David Mais
Keri Strahan
Mykie Nash
Scott Spooner
Angela Bishop
Brad Boettler
Danielle Jones
Ben Brundage
Sandra Crockett
Tori Friggle
Samantha Buckridge
Molly Ernest
Billy Redus
Rob Brown
Brenda Lakin
Nathan Burch
John Paul Lee
Shannon Walker
Jack Muench
Bob Sharpe
Amy Seitz
Jason Ernest

Representing

Junior High
Central Office
Robinson
Robinson
High School
Parent
Junior High
Pate Early Childhood Center
Central Office
High School
Parent
Robinson
Parent
Central Office
High School
Central Office
Parent
Parent
Patron
Patron
Parent
Parent
Parent

Aurora R-VIII Strengths and Challenges

Strengths:

1. Qualified and dedicated staff
2. Commitment to providing quality education
3. Strong benefit package for employees
4. Wide variety of extra-curricular and co-curricular activities
5. Comprehensive special education program that is highly integrated with regular education
6. Commitment to providing a safe environment
7. Efficient transportation system
8. Effective Parents as Teachers program
9. Wide variety of vocational offerings
10. Opportunity to access a variety of programs: dual credit, Launch courses, Scott Regional Tech Center, GOCAPS, Flex Work and A+ Tutoring
11. Participation in A+ Program
12. Alternative School
13. 1:1 Technology Implementation for all levels
14. Continued utilization of a School Resource Officer
15. Implementation of new science series
16. In-School Suspension positions to keep students in the school setting
17. Drug testing program for Junior High and High School students
18. District attendance regarding the DESE 90/90 rule has increased the last 3 years
19. Strong community partners and support
20. Increase of intervention positions and materials for various buildings
21. Continued use of the Network for Educator Effectiveness (NEE) evaluation system
22. Opportunities for students regarding community involvement
23. Use of Canvas
24. Use of Apptegy
25. Personal communication with parents and patrons
26. School facilities perceived to be safe
27. Utilization of Alternative School
28. Ability to access student progress through parent portals
29. Low staff-to-student ratios

Challenges:

1. Virtual instruction during COVID
2. At-risk students
3. Maintaining graduation rate
4. Academic achievement through MAP and EOC
5. Curriculum alignment to Missouri Learning Standards
6. Annual Performance Report Scores
7. Ability to maintain low staff-to-student ratios
8. Keeping staff turn-over low
9. Increase in the number of homeless students and students with unstable living conditions
10. Increase in the number of students with behavioral/mental health needs
11. Maintaining increased number of preschool students in the Title I program.
12. Continued facility upgrades
13. Consistency with Standards Based Grading at the secondary level
14. Student engagement
15. Need for more foreign language classes

Program Improvements-Great strides have been made over the past few years in the following areas:

1. The District's continued utilization of the Scott Regional Technical Center to meet the needs of all students.
2. At each attendance center, transitional activities have been planned for new students and between grade levels/buildings.
3. The publication and communication of information regarding the importance of good attendance, procedures to improve attendance, and an improving graduation rate.
4. Expansion regarding implementation of technology.

Performance Standards

GOAL #1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Aurora Goal 1: Annual Performance Report Scores, regarding the areas listed below, will increase or maintain at least 90% of the points on an annual basis. (APR not provided for 2019-2020 school year due to COVID).

1. Academic Achievement - The District administers assessments required by the Missouri Assessment Program (including Grade Level and End-of-Course) to measure academic achievement and related factors to demonstrate improvement in the performance of students over time.

Strategy 1.1.1: The District will utilize results of standardized tests and common assessments to improve instruction and provide additional support for all learners (including information from programs such as NWEA, Edgenuity, Canvas, and Teacher Ease).

Strategy 1.1.2: The District will implement interventions to ensure success of all students.

Strategy 1.1.3: District personnel will include instructional improvement practices in their classroom procedures.

These strategies include or will be obtained from:

Coherent Curriculum

Effective Lessons

Abundant Amounts of Purposeful Reading, Writing, and Talking

Effective Questioning

My Math Instructional Program (including supplementary books, materials, and texts)

Glencoe Math Instructional Program

Expanded Reading Recovery Instruction

Words Their Way (Kindergarten - Sixth Grade)

Science Texts and Resources

Strategy 1.1.4: The District will provide at-risk programs to improve achievement within groups identified in all areas.

Continue the instructional practice of using an ELL paraprofessional to assist with secondary students

Strategy 1.1.5: The District will incorporate differentiated instruction for all students and purchase supplementary books, materials, and texts for ELA, math, science and social studies.

2. College and Career Readiness - The District provides adequate post-secondary preparation for all students.

a. Students in the District will participate in DESE approved measures of career readiness (e.g. ACT, SAT, Work Keys or ASVAB) and meet or exceed the state standard for scoring or demonstrate required improvement.

b. The percentage of students participating in Advanced Placement (AP), Technical Skills Attainment (TSA), early college, dual enrollment, or dual credit courses will meet or exceed the state standard or demonstrate required improvement.

- c. The percent of graduates who attend post-secondary education/training, are in the military; or have completed career education programs approved by DESE and are placed in occupations directly related to their training will meet the state standard or demonstrate the required improvement.

3. Attendance Rate - The District ensures all students regularly attend school.

- a. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement. (While attendance is being encouraged, the need to keep students at home in the event of COVID symptoms takes precedence.)

Strategy 1.3.1: The District will encourage students and parents to ensure that all students' attendance is consistent and above 90%.

Strategy 1.3.2: The District will continue in-school suspension procedures to keep students in the school environment when appropriate.

Strategy 1.3.3: The District will continue to use homebound procedures to assist students with making up missed instruction and assignments.

Strategy 1.3.4: The District will utilize the Alternative Methods of Instruction and Alternative Methods of Instruction-X Plans to account for missed days due to weather or COVID.

4. Graduation Rate - The District ensures all students successfully complete academic programming and graduate high school.

- a. The percent of students who complete an educational program that fulfills the graduation requirements, as established by the Board, meets or exceed the state standard or demonstrate required improvement.

Strategy 1.4.1: The District will develop and revise programs to increase the graduation rate and decrease the drop-out rate (AMP-Aurora Mentoring Program).

Strategy 1.4.2: The District will provide space and agreement with outside agencies to provide mental health services.

Process Standards

Goal #2: Develop and implement procedures and programs to ensure the District meets all requirements and criteria set by the State and Federal Government.

Aurora Goal 2: All District teachers will be highly qualified, participate in an evaluation system that is aligned to identified indicators (Network for Educator Effectiveness-NEE), and be active participants in professional learning that supports instructional practices and leads to improved student learning.

- a. The District ensures all teachers have appropriate certification for assignments.

Strategy 2.1.1: The District will hire personnel who are qualified for open positions and continually monitor teacher certification while evaluating instructional performance in the classroom (TalentEd, Core Data, NEE).

Strategy 2.1.2: The District will provide high quality professional development for all staff members (In-District; Consortiums such as Southwest Center for Educational Excellence-SCEE, Regional Professional Development Center-RPDC, Greater Ozarks Cooperating School Districts - GOCSO).

Aurora Goal 3: All District teachers will provide effective, rigorous instruction, and assessment based on a viable curriculum designed to meet the needs of all learners.

- a. The Guidance Program will be an essential and fully integrated part of the instructional program.
- b. A safe and orderly environment will be provided for all students.
- c. High quality, fully integrated career education will be available for all students.
- d. Library Media Centers will be an essential and fully integrated part of the instructional program.
- e. Innovative and effective uses of technology will be implemented in the school learning system.

Strategy 3.1.1: The District will utilize data teams to track student progress and adjust instructional practices.

Strategy 3.1.2: The District will implement effective guidance programs for all students.

Strategy 3.1.3: Security procedures and the use of two School Resource Officers (SRO) will be continued to assist all buildings to ensure the safety of students.

Strategy 3.1.4: The District will encourage the utilization of Library Media Centers to support instruction.

Strategy 3.1.5: The District will continue the implementation of 1:1 technology for students in grades Kindergarten through 12th.

Aurora Goal 4: The local Board of Education, District leadership, and staff will implement policies, procedures, and programs that encourage student achievement, staff collaboration, data utilization, fiscal responsibility, parent involvement, and preschool opportunities to promote the success, health, safety, and welfare of students.

- a. A Comprehensive School Improvement Plan will be adopted and used to ensure the success and achievement of all students.
- b. All provisions, regulations, and administrative rules of state and federal programs will be implemented.
- c. Students from birth through pre-kindergarten will have access to high-quality early learning experiences.
- d. Information will be provided to parents regarding their students' intellectual and academic development and progress in school.
- e. The District will continue to maintain and renovate existing facilities to ensure long-term sustainability based on enrollment numbers.

Strategy 4.1.1: District personnel will maintain a sound fiscal plan for the long-term financial stability of the District budget.

Strategy 4.1.2: District personnel will ensure all state and federal regulations and rules will be met.

Strategy 4.1.3: The District will continue to provide opportunities to enhance school readiness for preschool children through staff training in an approved curriculum.

Strategy 4.1.4: The District will involve parents in the development and education of their students (including the addition of student monitoring systems such as TeacherEase, Canvas, Apptegy, and Student Information Systems-Also the continuation of the La Posada Festival to promote cultural understanding).

Strategy 4.1.5: District personnel will use survey information to continually renovate facilities regarding need and community support. Identified areas include: Coverage for students regarding inclement weather, Access controls for security and Additional safety equipment/procedures for all buildings.

Performance Standards-Academic Achievement

GOAL #1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Aurora Goal 1: Annual Performance Report Scores, regarding the areas listed below, will increase or maintain at a level of 90% of points available. (APR not provided for 2019-2020 school year due to COVID).

Measurable Objective: District students' performance will exceed state averages on standardized assessments including the Missouri Assessment Program and End-of-Course exams or show growth/progress regarding scores from the previous year.

How Objective will be measured: Assessment results and the Annual Performance Report will be analyzed.

Strategy 1.1.1: The District will utilize results of standardized tests and common assessments to improve instruction and provide additional support for all learners (including information from programs such as NWEA, Edgenuity, Canvas, and Teacher Ease).

Strategy 1.1.2: The District will continue interventions to ensure success of all students Including expanding Reading Recovery Instruction at Pate Early Childhood Center, Supplemental Language Arts teachers at Robinson Elementary and Intermediate and an Instructional Reading Coach for grades kindergarten through 6th.

Strategy 1.1.3: District personnel will include instructional improvement practices in their classroom procedures.

Strategy 1.1.4: The District will provide at-risk programs to improve achievement within groups identified in all areas.

Strategy 1.1.5: The District will incorporate differentiated instruction for all students.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
1.1.1	1	All teachers will provide students with common assessments and work together to score and analyze data.	Principal/ Teachers	08/2019	06/2024	Local/State/Title I Funds
1.1.2	2	Continue interventions for students who are below grade level in reading or math based on building level assessments and assessment data such as that provided through NWEA, Canvas, TeacherEase.	Principal/ Teachers	08/2019	06/2024	Local Funds/State Funds Title I Funds
1.1.2	3	Continue after-school program for students who are reading below grade level and have teacher and parent recommended. (On hold due to COVID)	Principal/ Teachers	08/2019	06/2024	Local Funds/ Title I Funds
1.1.3	4	Training will continue to be provided and observations will be completed to assist with the writing/reading/talking activities, developing a coherent curriculum, and other effective instructional strategies.	Principal/ Teacher/ Assistant Supt	08/2019	06/2024	Local Funds/State Funds/Federal Funds-Title I.A and Title II.A

1.1.3	5	Math resources from the My Math and Glencoe series will be continued to assist teachers with the selection of materials and consistency across grade levels (including supplementary books, materials, and texts).	Principal/ Teachers	08/2019	06/2024	Local Funds/State Funds/Federal Funds-Title I.A
1.1.4	6	Continue Alternative School setting within the District for students unable to achieve success in a more traditional setting.	Principal/ Teachers	08/2019	06/2024	Local Funds/State Funds/Federal Funds-Title I.A
1.1.4	7	Continue to develop and implement program changes for English Language Learners as deemed appropriate and add a paraprofessional for secondary students.	Teachers/ Principals/ Assistant Supt	08/2019	06/2024	Local Funds/ Title I.A and Title III Funds
1.1.4	8	Research, recommend, and implement program changes targeting potential drop-outs with an emphasis on appropriate and timely intervention.	Teachers/ Principals	08/2019	06/2024	Local Funds/ Grant Funds-State
1.1.4	9	Continue the Identification of homeless students (completing forms/submitting to DESE/appointing a homeless coordinator) and the development of programs to assist with improving their academic skills and meeting their daily needs.	Principal/ Board of Education/ Assistant Supt	08/2019	06/2024	Local Funds/Title I and Title VI B Funds/State Funds
1.1.5	10	Continue the development of appropriate differentiation strategies and approaches to assist all struggling learners.	Teachers/ Principals	08/2019	06/2024	Local Funds/ Title I.A and Title III Funds
1.1.5	11	Utilize technology for differentiation strategies and approaches to assist all struggling learners.	Teachers/ Principals	08/2019	06/2024	Local Funds/ Title I.A and Title III Funds

Performance Standards-College and Career Readiness

GOAL #1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Aurora Goal 1: Annual Performance Report Scores, regarding the areas listed below, will increase or maintain at a level of 90% of points available. (APR not provided for 2019-2020 school year due to COVID).

Measurable Objectives:

1. Career Readiness-Students in the District will participate in DESE approved measures of career readiness (e.g. ACT, SAT, Compass. Work Keys or ASVAB), as well as, participate in Advanced Placement (AP), Technical Skills Attainment (TSA), early college, dual enrollment, or dual credit courses to a degree that will meet or exceed the state standard or demonstrate required improvement.
2. Post-Secondary-The percent of graduates who attend post-secondary education/training, are in the military; or have completed career education programs approved by DESE and are placed in occupations directly related to their training will meet the state

standard or demonstrate the required improvement.

How Objective will be measured: Core Data/Annual Performance Report results from the Department of Elementary and Secondary Education will be analyzed.

Strategy 1.2.1: The District will ensure that all students participate in one of the approved measures of career readiness.

Strategy 1.2.2: The District will counsel students in benefits of participating in AP, TSA, early enrollment, dual enrollment, and dual credit courses.

Strategy 1.2.3: The District will track students' placement post-high school.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
1.2.1	1	Increase the performance of students taking ACT, Compass, Work Keys and/or ASVAB assessments by offering practice/study sessions/intervention time.	Counselor/ Principal	08/2019	06/2024	Local/State Funds
1.2.2	2	Increase interaction with counselors and students related to career path.	Counselor/ Principal	08/2019	06/2024	Local/State Funds
1.2.3	3	Revise the process for obtaining graduate data regarding career/college/training placement.	Counselor/ Principal/ Central Office Personnel	08/2019	06/2024	Local/State Funds

Performance Standards-Attendance and Graduation Rate

GOAL #1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Aurora Goal 1: Annual Performance Report Scores, regarding the areas listed below, will increase or maintain at a level of 90% of points available. (APR not provided for 2019-2020 school year due to COVID).

Measurable Objectives:

1. Attendance-All students in the District will attend school at least 90% of the time.
2. Graduation-The District graduation rate will continue at a level of 90% or greater.
3. Mental Health-District personnel will work with outside agencies to provide 100% coverage of all buildings.

How Objective will be measured: Core Data results from the Department of Elementary and Secondary Education will be analyzed.

Strategy 1.3.1: The District will encourage students and parents to ensure that all students' attendance is consistent and above 90%.

Strategy 1.3.2: The District will implement in-school suspension procedures to keep students in the school environment when appropriate.

Strategy 1.4.1: The District will develop and revise programs to increase the graduation rate and decrease the drop-out rate (continuation of the Alternative School Setting).

Strategy 1.4.2: The District will have Memorandums of Understanding with outside agencies to provide mental health services.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
1.4.1	1	Implement strategies to improve school attendance for the students with chronic absenteeism that is affecting their learning in keeping with the new MSIP 5 goal of 90/90 (increased incentives for both students and teachers, use of social agencies and law enforcement, collaboration with SRO). (On hold due to COVID)	Principal/ Teachers/School Staff	08/2019	06/2024	Local/State/ Federal Funds
1.3.1 1.4.1	2	Continue working to build school atmosphere focusing on high academic achievement while developing school-wide community camaraderie.	Principal/ Teachers	08/2019	06/2024	Local/State/ Federal Funds- Title I.A and Title VI.B
1.3.1	3	Include reward and/or recognition for students with attendance over 90%. (On hold due to COVID)	Principal/ Teachers	08/2019	06/2024	Local/State/ Federal Funds
1.4.1	4	Maintain graduation rate above 90%.	Principal/ Teachers	08/2019	06/2024	Local/State/ Federal Funds
1.3.2	5	Continue implementation of in-school suspension teachers for grade spans K-6 th and 7 th -12 th .	Principals/ISS Teachers	08/2019	06/2024	Local/State Funds
1.4.2	6	Provide space and services for students needed mental health services.	Principals/ Central Office	08/2019	06/2024	Local/State/ Federal Funds

Process Standards

Goal #2: Develop and implement procedures and programs to ensure the District meets all requirements and criteria set by the State and Federal Government.

Aurora Goal 2: All District teachers will be highly qualified, participate in an evaluation system that is aligned to identified indicators (Network for Educator Effectiveness-NEE), and be active participants in professional learning that supports instructional practices and leads to improved student learning.

Measurable Objective:

1. The District will maintain 100% highly qualified, appropriately certified staff.
2. The District will ensure 100% of staff participates in an evaluation system (NEE) aligned to the essential principles and meeting the requirements regarding the Student Learning Objectives (SLO) process.

How Objective will be measured: 1. Core Data results from the Department of Elementary and Secondary Education will be analyzed.
2. Data from the Network for Educator Effectiveness evaluation system.

Strategy 2.1.1: The District will hire personnel who are qualified for open positions and continually monitor teacher certification while evaluating instructional performance in the classroom.

Strategy 2.1.2: The District will provide high quality professional development for all staff members.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
2.1.1	1	Teachers will continue to use the NEE model evaluation tool and will be trained in order to take advantage of its PD tools.	Principal/ Assistant Superintendent	08/2019	06/2024	Local/State/ Federal Funds
2.1.1	2	Administrators will use the NEE to assist teachers with growth regarding instructional skills and meeting the Student Learning Objectives (SLO) process.	Principal/ Assistant Superintendent	08/2019	06/2024	Local/State/ Federal Funds- Title I.A and Title II.A
2.1.1	3	Central Office personnel will work with building administrators to hire the most qualified teachers/staff and monitor teacher certification information and provide materials/training to assist teachers.	Principal/ Assistant Superintendent	08/2019	06/2024	Local/State/ Federal Funds
2.1.2	4	Teachers will engage in professional development regarding the implementation of best research based strategies in the classroom including Effective Questioning, inclusion of writing activities, implementing reading/writing/ discussing, and MRI strategies.	Principal/ Teachers	08/2019	06/2024	Local/State/ Federal Funds- Title I.A and Title II.A
2.1.2	5	School personnel will participate in training regarding scientifically based strategies for effectively working with English Language Learners.	Principal/ Teachers	08/2019	06/2024	Local/State/ Title I and Title III Funds

Process Standards

Goal #2: Develop and implement procedures and programs to ensure the District meets all requirements and criteria set by the State and Federal Government.

Aurora Goal 3: All District teachers will provide effective, rigorous instruction and assessment based on a viable curriculum designed to meet the needs of all learners.

Measurable Objectives:

1. A minimum of two vertical teaming opportunities will be scheduled to allow teachers and administrators time to review and revise assessment and curriculum documents.
2. Students in grades kindergarten through 12th will have 100% participation in the guidance program.
3. The District will continue implementation of 1:1 technology for students in grades kindergarten through 12th.

How Objective will be measured: The District Annual Performance Report, building surveys, and technology surveys will be analyzed.

Strategy 3.1.1: The District will utilize data teams to track student progress and adjust instructional practices.

Strategy 3.1.2: The District will implement effective guidance programs for all students.

Strategy 3.1.3: Security procedures and the continuation of School Resource Officers (SRO) will be implemented to assist all buildings to ensure the safety of all students.

Strategy 3.1.4: The District will encourage the utilization of Library Media Centers to support instruction.

Strategy 3.1.5: The District will continue the implementation of 1:1 technology for students in grades kindergarten through 12th.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
3.1.1	1	Teachers will utilize NWEA data, along with classroom assessment results, to collaborate during early-release periods and after-school opportunities to improve instructional practices.	Principals/Teachers	08/2019	06/2024	Local/State/Federal Funds-Title I
3.1.2	2	Continue assessment and revision of curricula to better meet the needs of students, in relation to the approved Missouri Learning Standards, with identified power standards, pacing guides, common formative and summative assessments, and differentiated instruction strategies.	Principal/Teachers/Central Office	08/2019	06/2024	Local/State/Federal Funds-Title I
3.1.3	3	Implement transition strategies and student follow-ups for 2 nd into 3 rd , 4 th into 5 th , 6 th into 7 th and 8 th into 9 th grades.	Counselors/Principal/Teachers	08/2019	06/2024	Local/State/Federal Funds
3.1.3	4	Increase social media education to reduce disruptive events and include awareness of digital footprint in life after high school.	Counselors/Principal/Teachers	08/2019	06/2024	Local/State/Federal Funds

3.1.3	5	Students in each building will have an opportunity to participate in a service-learning projects. (Guidance)	Counselors/Principal/Teachers	08/2019	06/2024	Local/State/Federal Funds
3.1.3	6	All students will receive Internet safety information (lifelong impact) problem-solving training and social skills. (Guidance)	Counselors/Teachers	08/2019	06/2024	Local/State/Federal Funds
3.1.3	7	Continue with School Resource Officers to increase District/building safety.	Superintendent	08/2019	06/2024	Local/State
3.1.4	7	Increase Library/Media Center usage by both students and teachers	Teachers/LMC Specialists/Principals	08/2019	06/2024	Local/State/Federal Funds
3.1.5	8	Mac Book Air Laptops, iPads, and SMART Board usage will be integrated into lesson plans, classroom activities, and curriculum revision.	Teachers/Principals	08/2019	06/2024	Local/State/Federal Funds-Title I
3.1.5	9	Continuation of two technology instructional coaches to support teachers in embedding technology into instruction.	Superintendent/Principals	08/2019	06/2024	Federal Funds-Title I

Process Standards

Goal #2: Develop and implement procedures and programs to ensure the District meets all requirements and criteria set by the State and Federal Government.

Aurora Goal 4: The local board of education, District leadership, and staff will implement policies, procedures, and programs that encourage student achievement, staff collaboration, data utilization, fiscal responsibility, parent involvement, and preschool opportunities to promote the success, health, safety, and welfare of students.

Measurable Objectives:

1. District administration will develop a budget that does not include deficit spending and will maintain fund balances of 20% or greater.
2. The District will continue to implement preschool classroom(s).
3. Surveys will be provided to 100% of parents regarding the effectiveness of District programs.
4. Surveys will be provided to determine perceptions of need regarding current facilities.
5. District personnel will focus on the following building renovations: Coverage for students regarding inclement weather, Access controls for security and Additional safety equipment/procedures for all buildings.

How Objectives will be measured: The Annual Secretary of the Board Report, District Budget, building surveys, and parent/patron surveys will be reviewed.

Strategy 4.1.1: District personnel will maintain a sound fiscal plan for the long-term financial stability of the District budget.

Strategy 4.1.2: District personnel will ensure all state and federal regulations and rules will be met.

Strategy 4.1.3: The District will continue to provide opportunities to enhance school readiness for preschool children through staff trained in the Creative Curriculum program.

Strategy 4.1.4: The District will involve parents in the development and education of their students (including the addition of student monitoring systems such as TeacherEase, Canvas, School Messenger, Student Information Systems).

Strategy 4.1.5: District personnel will use survey information to continually renovate facilities regarding need and community support.

Strategy	Action Number	Action to be Taken	Person Responsible	Start Date	Anticipated Completion Date	Funding Sources
4.1.1	1	The Superintendent and Board of Education will work cooperatively to develop strategies to reduce expenditures and grow revenues.	Superintendent/ Board Members	08/2019	06/2024	Local/State/ Federal Funds
4.1.2	2	Personnel supervising Federal Programs (including both Title and Special Education) will ensure that compliance guidelines are met regarding student services and financial solvency.	Assistant Superintendent/ Special Education Director	08/2019	06/2024	Local/State/ Federal Funds- Title I, Title IC, Title IIA, Title III, Title VIB/Part B Funds
4.1.3	3	The District will continue to offer preschool education opportunities for 4-year-old students with inclusion of 3-year olds (if spots are available) by teachers who are trained in effective curriculum programs in order to ensure a smooth transition into kindergarten.	Principal/ Teachers/Assistant Superintendent	08/2019	06/2024	Local/State/ Title I Funds
4.1.3	4	Meetings and screenings will be held to ensure students eligible to participate in the preschool program are identified and strategies are given to parents to use with their children.	Principals/ Teachers/Assistant Superintendent	08/2019	06/2024	Title I Funds/Local Funds/State Funds
4.1.4	5	District personnel will plan/conduct meetings (including transportation/childcare/food) to promote parental and community involvement in the operations of the district (including La Posada Festival).	Superintendent/ Board of Education/ Principals	08/2019	06/2024	Local Funds/State Funds/Title I Funds

4.1.4	6	Community education will be presented to parents and students regarding the importance of attendance and persistence to graduation.	Principals/Assistant Superintendent	08/2019	06/2024	Local Funds/State Funds/Title I/ Title VIB Funds
4.1.4	7	District personnel will utilize SIS Parent Portal, TeacherEase, Canvas, Network for Educator Effectiveness Evaluation System, Apptegy, District website, TalentEd and other information systems to collect/communicate information to students/parents/staff/ community members/Board members.	Teachers/ Principals/Assistant Superintendent	08/2019	06/2024	Local Funds/State Funds/Title I Funds
4.1.5	8	District personnel will utilize surveys provided to students/parents/staff/community members/Board members for the purposes of gauging input regarding facility needs/renovations.	Teachers/ Principals/Assistant Superintendent	08/2019	06/2024	Local Funds/State Funds/Title I Funds

Implementing, Monitoring and Evaluation

The Aurora R-VIII Board of Education implemented the original Comprehensive School Improvement Plan following approval on May 18, 1998. An annual review and revision of the CSIP is the responsibility of the CSIP committee as listed in this document. The review will occur each year. During the review, the committee will examine information related to accomplishment of the goals and strategies outlined in the CSIP. In addition to reports from District administrators, questionnaires and surveys will be utilized to obtain input. Groups surveyed may include parents, students, teachers, community members and business leaders. A revised CSIP will be presented to the Board of Education for their approval each year.

APPENDIX A
Missouri School Improvement Program (MSIP 5)
Performance Standards and Indicators

- 1. Academic Achievement - The District administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.**
 - a. Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
 - b. The percent of students tested on each required MAP assessment meets or exceeds the state standard.
 - c. Growth data indicate that students meet or exceed growth expectations.
- 2. Subgroup Achievement - The District demonstrates required improvement in student performance for its subgroups.**
 - a. The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.
- 3. College and Career Readiness - The District provides adequate post-secondary preparation for all students.**
 - a. 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® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
 - b. The District's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT® or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
 - c. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT® or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
 - d. 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.
 - e. 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.
 - f. 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.
- 4. Attendance Rate - The District ensures all students regularly attend school.**
 - a. The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.
- 5. Graduation Rate - The District ensures all students successfully complete high school.**
 - a. The percent of students who complete an educational program that meet the graduation requirements as established by the board meets or exceed the state standard or demonstrate required improvement.