

**Pattonville School District  
Comprehensive School Improvement Plan  
with Appendices  
(2009-2013)**

**CSIP Steering Committee**

Pam Cornwell, Middle School Teacher/PNEA  
Mike Fulton, Superintendent  
Patty Gould, Director  
Rich Klosterman, High School Teacher  
Paul Ludwig, High School Parent  
Tracy Model, Middle School Parent  
Tim Pecoraro, Assistant Superintendent  
Patty Polster, Board of Education  
Brooke Uchtman, Elementary Teacher  
Jason Van Beers, Principal  
Michele Wedig, Elementary Parent

**Board of Education**

Ruth Petrov, President  
Cindy Candler, Vice President  
Bob Dillon, Secretary  
Ralph Stahlhut, Treasurer  
Ron Kushel, Director  
Patty Polster, Director  
Jeanne Schottmueller, Director

**Superintendent**

Dr. Mike Fulton

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**Introduction**

Pattonville's Comprehensive School Improvement Plan (CSIP) directs the overall improvement of its educational programs and services. It is written in accordance with guidelines from Missouri's Department of Elementary and Secondary Education. The guidelines require stating goals in sufficient detail so as to direct district improvement efforts for at least a five-year period. The goals must define specific, measurable results the district expects to achieve in order to improve programs, services or student achievement.

### **Pattonville's Mission**

#### **That All Will Learn...**

...to become **responsible citizens** in a nurturing environment where

- **diversity** means strength
- **knowledge** means freedom and
- **commitment** means success

**Readopted December, 1997**

### **Pattonville's Vision**

#### **We Envision Pattonville as a(n)**

**Caring** community where all learners are valued, loved, respected, and regarded as our hope for today and the future.

**Safe** community where respect for self and others is demonstrated; where integrity and dignity guide behavior.

**Learning** community where all are challenged to excel. We see students as life long learners and problem solvers who are academically prepared for success and committed to excellence.

**Interdependent** community where unity among students, families, patrons and staff fosters learning, responsibility and an appreciation of the diverse individual.

#### **We Envision All Pattonville Students as**

**Contributing** citizens of their school, community, country and world. We see students living their hopes and dreams through self-reliance, commitment, compassion, and cooperation.

**Adopted December 13, 1994**

## **The Planning Process**

### **Overview**

Pattonville School District developed an initial Comprehensive School Improvement Plan (CSIP) during the 1988-89 school year. That year, two hundred stakeholders, including board members, community members, administrators, teachers, support staff and students invested over three hundred hours developing the plan. This work resulted in a mission statement and the establishments of five district priorities: curriculum and instruction, facilities and funding, growth and development, staffing, and technology. The district then developed and implemented action plans for each area.

In 1995 Pattonville adopted a new strategic plan that emphasized student achievement and personal responsibility. Over 150 individuals participated in developing a vision statement and establishing 15 district initiatives designed to improve student achievement and personal responsibility.

In the summer of 1997, the Board of Education reinitiated the district's strategic planning process in order to comply with CSIP specifications and meet requirements set forth in the Missouri School Improvement Program (MSIP). Based on past strategic plan work, which included analysis of external and internal factors influencing the school district, Pattonville's Board of Education identified the following Areas of Emphasis for 1997-1998.

- Continue the focus on enhancing student achievement and establish district student performance benchmarks/goals.
- Begin the development of a plan that will address student, personnel, fiscal, and facility issues related to possible changes with the St. Louis desegregation program and the expansion of Lambert Airport.
- Provide staff development opportunities, addressing site-based management, for staff and the Board of Education.
- Update the district's technology plan.
- Prepare for the March 1998 Missouri School Improvement Program evaluation.

From these Areas of Emphasis, an updated Comprehensive School Improvement Plan was formed. The plan resulted in the development of three goals with related targets and indicators. The CSIP goals were:

- |        |  |
|--------|--|
| Goal 1 | Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.                                  |
| Goal 2 | Develop and implement building-level School Improvement Plans consistent with CSIP.  |
| Goal 3 | Develop a plan that addresses critical issues (i.e. enrollment growth, possible expansion of Lambert Airport, and Voluntary Transfer Program). |

From 1998 to 2003, Pattonville maintained a clear organizational focus on these goals, including incorporating them in the Board of Education's Areas of Emphasis. In July 2003, the Missouri State Board of Education recognized the results of the work by awarding Pattonville School District a perfect score (149 out of 149 points) on its MSIP Accreditation Review.

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In June 2003, Pattonville established a structure to update its CSIP plan. The work focused on identifying research-based indicators for each CSIP Goal that meet Missouri School Improvement Program requirements, including those required by No Child Left Behind, and promote best practices. The goals were:

- Goal 1:** Subcommittees identify research-based indicators for each CSIP Goal that meet Missouri School Improvement Program requirements, including No Child Left Behind, and best practices.
- Goal 2:** Conduct research on “What our Community Wants” in schools with students, parents, teachers and legislators and provide data to subcommittees.

The Goals, Targets, and Indicators of the updated Comprehensive School Improvement Plan were limited in number and easily communicated to parents, students, and staff. The CSIP plan was made into a poster and placed in all district buildings.

**Organization**

In July 2008, a structure to update the CSIP plan was established. A meeting structure was developed that included committee structures along with dates, times, and locations for meetings. The CSIP Steering Committee was charged with overseeing a process that included work from building level school improvement teams, the critical issues subcommittee, and the newly formed activities and athletics subcommittee. These groups were focused on identifying a few key levers that could be put in place that have dramatic implications.

The CSIP Steering Committee and subcommittees met on the following dates:

Sept. 15	School Improvement Teams	6:00 p.m.
	Steering Committee	6:30 p.m.
	Subcommittees	6:30 p.m.
Oct. 21	Activities and Athletics	5:30 p.m.
	Critical Issues	7:00 p.m.
Nov. 3	Steering Committee	6:30 p.m.
Nov. 6	School Improvement Teams (BC, DR, RA)	6:00 p.m.
Nov. 17	School Improvement Teams (Secondary Schools)	6:00 p.m.
Nov. 18	Activities and Athletics	5:30 p.m.
	Critical Issues	7:00 p.m.
Nov. 19	School Improvement Teams (BW, PW, RT, WB)	6:00 p.m.
Jan. 7	Activities and Athletics	5:30 p.m.
	Critical Issues	7:00 p.m.
Jan. 12	Steering Committee	6:30 p.m.
Feb. 2	Steering Committee	6:30 p.m.
Feb. 5	School Improvement Teams (Elementary Schools)	6:00 p.m.
Feb. 23	School Improvement Teams (Secondary Schools)	6:00 p.m.

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March 2	Steering Committee	6:30 p.m.
April 6	Steering Committee	6:30 p.m.

**Subcommittee Work** Pattonville designed its CSIP work to meet requirements set forth in the Missouri School Improvement Program. To meet these requirements, the CSIP Steering Committee oversaw the work of three subcommittees, Activities and Athletics, Critical Issues, and Student Performance (school improvement teams). The subcommittees were charged with addressing MSIP requirements by identifying specific goals, targets, indicators, and strategies the district should address. Definitions for key terms related to the goal-setting process follow:

<b>Term</b>	<b>Definition/Purpose</b>
Goal	Focuses the work
Target	What we specifically aim to achieve
Indicator(s)	Evidence that we hit the target
Strategy	Action step necessary to hit the target

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1-A

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target	Indicator
<p>A. All students are proficient in communication arts, mathematics and science.</p> <p><i>Goal 1, Target A Administrator: Assistant Superintendent for Curriculum and Instruction</i></p>	<ul style="list-style-type: none"> <li>All students score proficient or higher on the End of Course Assessments (High School) and MAP communication arts, mathematics and science assessments at the appropriate grade levels. Schools should incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> </ul>

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
6.3	1	Identify and implement structural and instructional improvements at the secondary level (e.g. Middle School/High School) that promote a relational learning environment and continuous improvement in student achievement. Elements of this work include: <ul style="list-style-type: none"> <li>Develop and implement a standards-based grading and reporting system at the high school level that support meeting Course Level Expectations (CLEs) for proficiency on End of Course Assessments and other high stakes tests (ACT, A.P., SAT, and Career Certification Tests).</li> <li>Develop and implement a standards-based grading and reporting system at the middle school level that support meeting Grade Level Expectations (GLEs) for proficiency on the MAP.</li> <li>Identify teaching strategies that support students' individual learning needs and are proven, based on research, to be effective for improving student achievement.</li> </ul>	District and State Standardized Assessments  Survey Data	Teachers, Principals, Asst. Supt. Curriculum and Instruction	Spring 2009	Spring 2013
6.1						
6.1						
6.3						
6.7	2	Professional development will be research-based and directly support improving classroom instruction and promote increased student achievement.	District and State Standardized Assessments  Survey Data	Asst. Supt. Curriculum and Instruction, Principals & Staff	Spring 2009	Ongoing

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<b>MSIP Standard</b>	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected Completion Date</b>
6.5	3	Develop transition plans at all sending and receiving schools that promote the successful transition of all students.	Transition Plans (annually)  Survey of Students, Staff and Parents	Principals, Teachers, Counselors, School Improvement Teams	Spring 2009	Spring 2010 (ongoing)
6.2	4	Use building level data teams to review student level assessment data, monitor progress, incorporate the principles of Response to Intervention (RtI), and make adjustments to instruction based on results.	Monthly District Level Data Teams	Principals, School Improvement Teams, Asst. Supt. Curriculum and Instruction	Spring 2009	Ongoing
7.5	5	Increase the connections between home and school by identifying and implementing proven strategies, including targeted professional development on how to effectively work with diverse families and their needs.	Advanced Questionnaire Data  Other Survey Data	Principals, Teachers, School Improvement Teams, Parents	Spring 2009	Spring 2011
6.5	6	Encourage and help foster positive relationships through open, honest communication that promotes understanding of our diverse abilities, cultures, races, and socioeconomic backgrounds, while providing meaningful and relevant instruction for ALL Pattonville students.	AYP Status Formative/Summative Assessments ACT, Advanced Courses, Attendance, Career Education Placement, Graduation Rate	Principals, Asst. Supt. Curriculum and Instruction, School Improvement Teams, Staff	Spring 2009	Ongoing
6.4	7	Use technology to support student learning of the essential curriculum and increase staff productivity.	Number of Staff Completing Integrator  Survey of Students, Staff, and Parents	Principals, Asst. Supt. Curriculum and Instruction, School Improvement Teams, Staff	Spring 2009	Ongoing
6.8	8	Library services and resources support student inquiry and understanding of the Show-Me Standards.	Collection and Circulation Data  Appropriate Standardized Test Data	Principals, Coordinators, Librarians	Spring 2009	Ongoing

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1-B

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target	Indicators
<p>B. Students are responsible citizens.</p> <p><i>Goal 1, Target B Administrator: Assistant Superintendent for Special Services</i></p>	<ul style="list-style-type: none"> <li>• Attendance rate (annually) is 94.5 percent or higher.</li> <li>• Dropout rate (annually) is 3 percent or lower.</li> <li>• Graduation rate (annually) is 89.6% or higher.</li> <li>• Environment is safe and orderly.</li> <li>• Community service involves 100 percent of students (K-12).</li> </ul>

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
6.6	1	Identify and use research-based, school-wide strategies that improve relationship building between adults and students. Strategies will engage students, parents, and staff members in providing students with meaningful connections at all grade levels.	Survey of Students, Staff, and Parents  Discipline Data	Principals, School Improvement Teams, Asst. Supt. Special Services	Spring 2009	Spring 2013
6.5	2	Analyze school climate to determine positive/negative contributions to indicators. (School climate is the quality of the school environment based on student, staff, and parent perceptions of various aspects such as relationships, service, instruction, and safety).	Advanced Questionnaire Survey Data	Principals, School Improvement Teams	Spring 2009	Ongoing
6.6	3	Provide a safe and orderly environment through the use of emergency procedures, decrease in office referrals, decrease in suspensions and no concerns on security audits.	Discipline Data  Drill Reports	Principals, Staff, Asst. Supt. Special Services	Spring 2009	Ongoing
8.2	4	School improvement teams will continually evaluate school-wide programs that teach students responsibility and positive behaviors and make adjustments based on data, research, and best practices.	Gantt Charts	Principals, School Improvement Teams	Spring 2009	Annually

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1-C

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target	Indicators
C. Career Education is an integral component of the education program.  <i>Goal 1, Target C Administrator: Assistant Superintendent for Curriculum and Instruction</i>	<ul style="list-style-type: none"> <li>• Increased number of career education approved programs.</li> <li>• Increased or maintained student enrollment in career education courses.</li> <li>• Increased participation in career and technical student organizations.</li> <li>• Increased or maintained a high level of post-secondary placement rates.</li> </ul>

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
7.3	1	Develop four-year plans for all Career Clusters.	Missouri Connections Data	A+ Coordinator, High School Guidance Counselors, Director of Instructional Support Services	Spring 2009	Fall 2009
7.3	2	Expand offerings in existing Career Education Programs.	Course Description Book	Career Education Coordinators, Family and Consumer Sciences Department Leader, High School Administrative Staff	Spring 2009	Ongoing
7.3	3	Increase female and minority enrollment in career education programs.	Enrollment Data	Director of Instructional Support Services, Career Education Coordinators, High School Administrative Staff, Middle School and High School Counselors	Spring 2009	Ongoing

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	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected Completion Date</b>
7.3	4	Identify and implement technical skill attainment assessments for all career education concentrators.	Perkins Data	Director of Instructional Support Services, Career Education Coordinators, High School Administrative Staff	Spring 2009	Spring 2013
7.3	5	Provide lessons based on Career Clusters using the Missouri Center for Career Education (MCCE) program.	Missouri Connections Data  Counselor Classroom Visits Log	A+ Coordinator, High School Guidance Counselors	Spring 2009	Spring 2013
7.3	6	Monitor district-wide, measurable performance standards for the three goals of the A+ program.	DESE A+ Self-Monitoring Checklist  A+ Program Evaluation	A+ Coordinator, Director of Instructional Support Services	Spring 2009	Spring 2013  (ongoing)

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**Goal 2: Develop and implement building-level School Improvement Plans consistent with CSIP.**

Target	Indicators
<p>A. Building School Improvement Plans improve structure, instruction and climate that supports improved student achievement and responsibility.</p> <p><i>Goal 2, Target A Administrator: Assistant Superintendent for Curriculum and Instruction</i></p>	<ul style="list-style-type: none"> <li>• School meets AYP and APR criteria as defined in CSIP Goal 1 Targets and Indicators.</li> <li>• Climate improves annually or maintains a 90% satisfaction level.</li> <li>• All teachers participate in professional development that directly supports the plan.</li> <li>• Teams composed of at least 50% or more community/parent/student representatives who are not employees of the district.</li> </ul>

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
8.2	1	School Improvement Teams will identify and use scientifically based research and evidence-based practices to guide their building level work.	Gantt Charts  School Improvement Team Meeting Minutes	Principals, Asst. Supt. Curriculum and Instruction, School Improvement Teams	Spring 2009	Spring 2010 (ongoing)
8.2	2	School Improvement Teams administer Professional Development Needs Assessment Survey to evaluate progress on their school improvement plan.	Needs Assessment Survey Data	Building PDC Representative and Principal	January 2010	Annually in January
8.2	3	School Improvement Teams administer climate surveys to staff, parents, and students and evaluate progress on plan.	Climate Survey Data	Principal	Spring 2009	Annually in March
8.2	4	<p>School Improvement Teams meet at the least 5 times annually and report progress on their plan (based on evaluation) to the Superintendent and their school communities.</p> <p>School Improvement Teams update Gantt charts, which outline action steps in their school plans, annually and report progress to Superintendent, then to the Board of Education every two years.</p>	Meeting Minutes  Gantt Charts	Principal  Principal	Spring 2009	Annually in April  Every 2 years per district schedule

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<b>MSIP Standard</b>	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected Completion Date</b>
8.2	5	Training is provided for building level school improvement teams, which are composed of at least 50% or more community/parent/student representatives who are not employees of the district. New team members are trained in the spring before they begin service on the team.	Minutes from Training Session	Asst. Supt Curriculum and Instruction and Principals	Spring 2009	New Members Annually in April Whole Team Annually by October

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3-A

**Goal 3: Develop a plan that addresses critical issues (i.e. impact of the current economy, changes in state and local funding, changes in enrollment, district staffing, and district safety).**

Target	Indicators
<p>A. Funding, Staffing, Safety, and Facilities Plan</p> <p><i>Administrator: Chief Financial Officer (CFO) and Assistant Superintendent for Human Resources</i></p>	<ul style="list-style-type: none"> <li>• Facilities plan supports student application of the Show-Me Standards.</li> <li>• Maintain at least MSIP “desirable” student-teacher ratios and facilities within a balanced budget (with 22% balances).</li> <li>• Provide a safe learning environment for the Pattonville community of students and staff.</li> </ul>

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
8.1	1	Conduct a facilities study to update the plan conducted in 2006. This study will include additional needs that were identified during the course of recent construction, Athletics and Activities sub-committee recommendations, input from school/community groups, and address potential sources of funding. This plan will take into account changes in enrollment, space utilization, and other critical issues.	Facilities Study Document	CFO and Asst. Supt. Human Resources	July 2009	Dec. 2009 Report to CSIP Steering Committee
8.6	2	Develop and implement a proactive approach in planning, monitoring and addressing all financial needs related to the welfare of the Pattonville community.	Annual Budget  Finance Program Evaluation	CFO	July 2009	Ongoing
8.6	3	Monitor and influence changes to local and state funding, and develop an action plan to address those changes. The goal of this plan will be to continue all of the districts educational programs, and provide students with skills they will need to succeed in life.	Annual Budget	CFO and Asst. Supt. Human Resources	July 2009	Ongoing

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	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected End Date</b>
8.6	4	Develop a two-year staffing plan each February with details for the upcoming school year and overall district, elementary, middle, and high school staffing projections for the following year. The staffing plan will address recruiting, developing, and retaining highly qualified staff.	Annual Staffing Plan	Asst. Supt. Human Resources and CFO	Dec 2009	Ongoing
8.1	5	Develop site project plans and coordinate construction efforts to address safety and security needs at each Pattonville facility. The district will continually monitor safety/security issues and initiate corrective action when needed.	Drill Reports  Advanced Questionnaire Data	CFO	Jan 2009	Ongoing
8.6	6	Create and implement a fiscally responsible plan for the continued replacement of district technology, and ensure all staff is adequately trained in its use and application.	Staff Survey Data	Asst. Supt. Human Resources and CFO	Jan 2009	Ongoing
8.6	7	Continue to inform the Pattonville community and stakeholders about Pattonville's goals and progress, including improving student achievement and addressing critical issues such as changes in funding and progress on the facilities plan.	Advanced Questionnaire Data  Community Relations Survey	Director of School-Community Relations	July 2009	Ongoing

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3-B

**Goal 3: Develop a plan that addresses critical issues (i.e. impact of the current economy, changes in state and local funding, changes in enrollment, district staffing, and district safety).**

<b>Target</b>	<b>Indicators</b>
<p>B. The district will create opportunities that will enhance achievement and involvement for all students while creating competitive athletic and activity programs.</p> <p><i>Administrator: Chief Financial Officer and Assistant Superintendent for Curriculum and Instruction</i></p>	<ul style="list-style-type: none"> <li>• Number of students who participate in MSHSAA sponsored activities will increase annually.</li> <li>• Number of students who participate in non-sponsored MSHSAA activities will increase annually.</li> <li>• Favorable student, parent, and staff satisfaction survey results will increase annually.</li> <li>• The number of students participating in activities and athletics at the middle school level will increase annually.</li> </ul>

<b>MSIP Standard</b>	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected Completion Date</b>
6.5	1	Evaluate current middle school intramural program and develop a plan to enhance the program and increase student participation.	Survey of Students, Staff, and Parents  Student Participation	Middle School Principals, Activities Director, Chief Financial Officer, Asst. Supt. Curriculum and Instruction	Spring 2009	Spring 2010
6.5	2	Develop a plan to promote activities and athletics to elementary, middle school, and high school students.	Student Participation	Activities Director, Asst. Supt. Curriculum and Instruction	Spring 2009	Spring 2010
8.10	3	Evaluate the district's athletic and activities facilities and develop a master plan based on need and cost.	Annual Progress on Master Plan	Chief Financial Officer, Director of Facilities, Activities and Athletic Sub-Committee	Spring 2009	Spring 2010 (ongoing)

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<b>MSIP Standard</b>	<b>Strategy Number</b>	<b>Strategy</b>	<b>Evaluation Strategy</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Projected Completion Date</b>
7.6	4	Identify, develop, and implement strategies that increase the partnership between Pattonville schools and the communities they serve.	Survey Data  Increase Number of School/Community Partnerships	Director of School/Business Partnership, Principals, School Improvement Teams	Spring 2009	Spring 2013 (ongoing)
8.6	5	Evaluate needs and provide recommendations for organizational supervision of middle school and high school academic and athletic activities.	Survey Data	Activities Director, Secondary Principals	Spring 2009	Summer 2009 (ongoing)

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**STUDENT PERFORMANCE**

**SUBCOMMITTEE**

**REPORT**

**FOR**

**CSIP**

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

**Goal 2: Develop and implement building-level School Improvement Plans consistent with CSIP.**

## **I. Defining the Issue**

Pattonville continues to focus on improving student achievement so that all students score proficient or higher on the Communication Arts, Mathematics, and Science End of Course Assessments (EOC) and MAP tests.

State statute required the State Board of Education to engage in a process which resulted in the adoption of the Show-Me Standards. These standards are an expression of what students in Missouri public schools should know and be able to do relative to academic and critical thinking skills.

The State Board of Education uses the results of the EOC and MAP assessments, and other qualitative measurements, to reach a determination regarding the accreditation of the district and to determine the district's relative performance related to outcome measures of student success. In addition to this state accreditation process, the State Department of Education uses student scores on the EOC and MAP assessments to meet requirements of Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind (NCLB) statute. NCLB includes accountability provisions that require the State of Missouri and local school districts in the state to meet the Adequate Yearly Progress (AYP) standard that all children will be proficient in communication arts, mathematics and science by 2014.

School districts have engaged in curriculum review, development and alignment and have provided staff development for faculty and administrators to better ensure student success in the mastery of the Show-Me Standards. District personnel have allocated fiscal and human resources to assist the students in the attainment of the Show-Me Standards. The Pattonville School District has developed the Comprehensive School Improvement Plan to provide an organizational framework to address the critical issues of the district, including the academic progress of its students.

The district formed a steering committee and subcommittees to develop the Comprehensive School Improvement Plan. Building level school improvement teams are responsible for implementing district and building level strategies aimed at improving student performance. These strategies are developed based on analysis of assessment results, advanced questionnaire data, and research-based best practices.

School improvement teams serve as the steering committee for improvement efforts at their schools. Working from data and research, the school improvement team identifies specific action steps that improve instruction, structure and climate. This process includes evaluating each action step to determine its contribution to achieving Goal 1 and its related targets.

School improvement plans are developed by every school building community for the purpose of achieving CSIP Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.

Over the past two years, school improvement teams have participated in professional development related to revising the continuous school improvement process in Pattonville. School improvement teams were guided by four essential questions during their work:

1. What must learning look like for all students to be proficient in communication arts, mathematics, and science?
2. What structures must be in place to ensure all Pattonville students are responsible students?
3. How can technology use improve student achievement and productivity?
4. How can career education become an integral part of the Pattonville educational program?

## **II. What the Research Says**

### **Effective Schools Research**

Larry Lezotte

1. Safe and Orderly Environment
2. Clear and Focused Mission
3. Climate of High Expectations for Success
4. Instructional Leadership
5. Opportunity to Learn and Time on Task
6. Frequent Monitoring of Student Progress
7. Positive Home/School Relations
8. Effective Instruction
9. Successfully Planned Organizational Change

### **Factors Influencing Achievement**

Robert Marzano

#### **School Level Factors**

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism

#### **Teacher Level Factors**

6. Instructional Strategies
7. Classroom Management
8. Classroom Curriculum Design

#### **Student Level Factors**

9. Home Environment
10. Learning Intelligence/Background Knowledge
11. Motivation

## **Classroom Instruction That Works**

Robert Marzano

Category	Percentile Gain	Number of Studies
Identifying similarities and differences	45	31
Summarizing and note taking	34	179
Reinforcing effort and providing recognition	29	21
Homework and Practice	28	134
Nonlinguistic representations	27	246
Cooperative Learning	27	122
Setting objectives and providing feedback	23	408
Generating and testing hypotheses	23	63
Questions, cues, and advance organizers	22	1,251

## **Scientifically Based Research**

“Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.”

## **No Child Left Behind 2002**

What does this mean?

- Use systemic, empirical methods that are based on an experimental design
- Involve rigorous data analyses to test the hypothesis and justify conclusions
- Rely on measurements that produce valid data across evaluators and observers
- Be accepted by a peer-reviewed journal or a panel of experts

## **The Fifth Discipline**

Peter M. Senge

- Reinventing relationships
- Being loyal to the truth
- Strategies for developing personal mastery
- Building a shared vision
- Systems thinking in an organization
- Designing a dialogue session
- Strategies for team learning
- Organizations as communities

- Designing an organization's governing ideas

### **Results Now**

Mike Schmoker

- Reality and Illusion in Public Schools
- Literacy Education: The Greatest Opportunity of All
- Learning and Leading in the Professional Learning Community

### **Assembly Required**

Larry Lezotte and Kathleen McKee

- Continuous School Improvement and the Effective School
- Assuring Instructional Focus
- Putting it All Together
- Integrating Theories

### **Stepping Up – Leading The Charge To Improve Our Schools**

Larry Lezotte and Kathleen McKee

- Sustainable School Reform
- The Essence of Leadership
- Leading by Design
- Leading the Search for Solutions
- Building the Bridge from Goals to Action
- Making it Happen
- Leadership and the Endless Journey

### **A Repair Kit for Grading: 15 Fixes for Broken Grades**

Ken O'Connor

- The primary purpose of grades is to communicate student achievement to students, parents, school administrators, post-secondary institutions and employers.
- Grades are broken when they:
  1. Include ingredients that distort student achievement
  2. Arise from low quality of poorly organized evidence
  3. Are derived from inappropriate number crunching
  4. Do not support the learning process

### **III. Conclusion**

**Students demonstrate significant improvement in their understanding and application of the State Show-Me Standards. All schools achieve high levels on the Annual Performance Report and achieve adequate yearly progress according to the standards of the federal No Child Left Behind Act.** The Show-Me Standards are a set of 73 standards adopted by the state of Missouri that define what students should know and be able to do by the time they graduate from high school. These standards are designed to establish higher expectations for all Missouri students. Below are what we specifically aim to accomplish as part of this goal.

#### **Recommendations**

##### Target A

**All students are proficient in communication arts, mathematics, and science.** We'll continue to monitor our progress on reaching our goal of all students scoring proficient or higher on the End of Course Assessments (high school) and MAP communication arts, mathematics, and science assessments at the appropriate grade levels. Schools will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.

##### Target B

**Students are responsible citizens.** Pattonville's expectations in this area are that students' attendance rate is 94.5% or better, the dropout rate is 3% or lower, the graduation rate is annually 89.6% or higher, our school environment is safe and orderly, and 100% of K-12 students participate in community service.

##### Target C

**Career Education is an integral component of the educational program.** We aim to increase the number of career education programs that are approved, increase or maintain student enrollment in career education courses, increase participation in career and technical student organizations, and increase or maintain a high level of post-secondary placement rates.

#### **Conclusion**

**Develop and implement building-level School Improvement Plans consistent with CSIP.**

#### **Recommendations**

##### Target A

**Building School Improvement Plans will improve structure, instruction and climate that support improved student achievement and responsibility.** Schools will meet AYP and APR criteria as defined in CSIP Goal 1 Targets and Indicators, school climate will annually improve or maintain a 90% satisfaction level, all teachers will participate in professional development that directly supports each school's plan, and teams will be composed of at least 50% or more community/parent/student representatives who are not employees of the district.

**Pattonville School District  
Comprehensive School Improvement Plan  
2009-2013**

**CRITICAL ISSUES**

**SUBCOMMITTEE**

**REPORT**

**FOR**

**CSIP**

**Goal 3: Develop a plan that addresses critical issues (i.e. impact of the current economy, changes in state and local funding, changes in enrollment, district staffing, and district safety).**

**Critical Issues Subcommittee Members**

Pat Bryant, Board of Education  
Jeri Clarence, High School Teacher  
Sue Crivello, Parent  
Gini Folk, Principal  
Ron Kuschel, Board of Education  
Tom Morgan, Human Resources  
Ron Orr, CFO  
Karrie Peters, Remington Teacher  
Travis Pittman, High School Teacher  
Montie Richter, Middle School Teacher  
Stephanie Schable, Parent  
Jeanne Schottmueller, Parent (Board of Education member effective April 14, 2009)

## I. Defining the Issue

Pattonville School District is continuing its focus on increasing student achievement and improving the effectiveness of our schools. There are several critical issues that must be addressed to ensure continued success of the district. Those issues relate to facilities, school funding, staffing, and safety.

In order to create Pattonville School District's Comprehensive School Improvement Plan (CSIP) a steering committee was established to oversee this process. The committee developed specific action steps that results should be based on. The action steps should be:

1. Research Based
2. High Leverage
3. Measurable
4. Completed by 2013

The Critical Issues Committee developed six essential questions to achieve its task:

1. How do current economic conditions impact Pattonville, and how do we plan for the future?
2. What is the future of state funding and how will it impact Pattonville?
3. How do we make our schools safer?
4. What is the impact of No Child Left Behind (NCLB) on facilities, funding, and staffing?
5. What future property developments are anticipated and how will it impact finances?
6. What are the critical facility needs of the district and how will those be funded?

### What the Research says

#### Current Economy

The current economic environment is unlike any other in recent history. According to the National Bureau of Economic Research (NBER), we are in the midst of a recession, which actually began in December 2007. There is really no way to determine how long recovery will take, but most experts believe we will be in a recession for at least another year. NBER defines a recession as a significant decline in activity spread across the economy, lasting more than a few months.

The majority of Pattonville's funding comes from local sources, which amount to 88% of the annual revenue budget. Early estimates for 2009 show that assessed valuation for the district is likely to decline for residential property, and there will be minimal increases in new revenue from commercial property. In Missouri property values are assessed every two years, and since values will remain relatively flat in 2009, the district will be going through a four-year period with no new increase in property taxes.

#### School Funding

Missouri continues to face many budget challenges and has been impacted sharply by the current economy. The 2009 general revenue budget for the state was based on 3.4% growth, but is estimated to decline by 4.0%. 2010

revenue is projected to increase by just 1% from the already declining 2009 estimates. This will result in a \$465 million revenue shortfall for 2010. Over the next several years the state will be able to utilize one-time funds from The American Recovery and Reinvestment Act to fund education, but a long-term economic decline will impact the state's ability to fund education at current levels.

Based on the fiscal year 2009 budget, Pattonville receives only 8% or \$7.4 million dollars from the state, but with limited resources available, any decrease in state revenue may have adverse effects on the district.

### **Safety**

The subcommittee feels strongly that safety and security of all who are learning and working in Pattonville is critical to the current and future success of the district. Also, it is preferred that the district continues to take a proactive approach in improving safety and security. The committee had the opportunity to review concerns from several district buildings and other items that were noted as part of recent bond issue construction. The majority of the concerns from the committee and the schools were to make continued improvements that will restrict access into the buildings. In addition, the district should continue training and instruction that will educate staff/students on all issues that may impact safety.

### **Effect of No Child Left Behind (NCLB) on Funding**

In addition to potential losses from the state, Pattonville has five Title I federal assistance schools that have a specific risk for potential losses or increased cost due to No Child Left Behind (NCLB). The total assistance allocated to these schools is approximately \$600,000 annually. If any of these schools do not meet adequate yearly progress (AYP) for two or more consecutive years, there are corrective measures identified in NCLB, that must be put in place or federal Title I funding will be lost. The corrective measures are dependent upon consecutive years a Title I school has not met AYP. Financial impacts could include parents opting to send their children to a higher performing school in the district, which would dramatically increase transportation and staffing costs, and parents may elect to send their children to private programs outside the district.

### **Staffing**

The subcommittee had the opportunity to review the district's current staffing, enrollment projections completed by RSP and Associates, and the board's desired student-teacher ratios. A key focus was the enrollment trends; total enrollment in the Pattonville School District decreased from 6,415 in 2001 to 5,553 in 2009. This trend was partly due to the reduction of 540 voluntary transfer students (VTS) during this time frame, and a loss of students from the Lambert International Airport property buyout.

### **Residential/Commercial development**

The majority of new and anticipated developments within the district are being accomplished under some form of tax incentive. In recent years, tax abatements have significantly grown in their use by local government. The most common forms being used are Tax Increment Financing (TIF) and Chapter 100s.

Under a TIF a local government issues bonds to pay for improvements on property that is blighted, and the incremental increase in property taxes is used to pay the outstanding bonds. Pattonville typically receives the same amount of property tax as before the improvement was made. This also requires a "but for" test, which means analysis must be completed to show that the project would not be done without the tax incentive.

Under a Chapter 100, a local government issues bonds and uses those funds to directly pay for improvements and equipment at a specific company. The ownership remains with the tax-exempt local government and is leased or

sold back to the company through an arrangement called a Payment In Lieu of Tax (PILOT). The PILOT is generally based on the property taxes that would have been paid on the improvements if no tax incentive existed. Historically Chapter 100s in Pattonville have been done for a period of ten years, and the district receives tax revenue on 50% of the improvement. Under a Chapter 100 there is no requirement for blight, and no “but for” test.

Currently the district is losing \$2 million per year due to tax incentives.

### **Facilities**

In the spring of 2005 Pattonville School District completed an extensive facilities master plan. This plan identified close to \$50 million of district needs. In that same year district residents approved \$19 million bond issue for facilities that is now nearly complete, and an additional \$1 million was utilized from operating funds. Currently much of the remaining \$30 million in facility needs have not been addressed, and during the course of recent construction, additional needs have been identified. In addition recommendations from the activities and athletics subcommittee will include facility recommendations to support our student programs.

### **III. Conclusions**

After discussions of the research and careful review of the essential questions, the subcommittee decided on the following goals to be included as strategies for CSIP Goal 3:

- The district must have school facilities that are well maintained, that offer a safe environment, and provide for the needs of students and staff.
- Limited financial resources must be evaluated and utilized in a manner that maximizes the district’s benefit.
- The district will monitor and influence the future of school funding in Missouri.
- Pattonville must maintain at least MSIP “desirable” student-teacher ratios so that students will have their greatest opportunity to succeed.

**Pattonville School District  
Comprehensive School Improvement Plan  
2009-2013**

**ACTIVITIES AND ATHLETICS**

**SUBCOMMITTEE**

**REPORT**

**FOR**

**CSIP**

**Goal 3: Develop a plan that addresses critical issues (i.e. impact of the current economy, changes in state and local funding, changes in enrollment, district staffing, and district safety).**

**Activities and Athletics Subcommittee Members**

Kristen Brooks, High School Student  
Mike Burgio, Pattonville Heights Teacher  
Brandon Cambron, High School Student  
Cindy Candler, Board of Education  
Kirk Clauss, City of St. Ann  
Kelsey Coffman, High School Student  
Patty Gould, Director of School/Business Partnerships  
Jeff Grass, Holman Teacher  
Bob Hebrank, Activities Director  
Ada Ibe, High School Teacher  
Janet Johnson, Parent  
Connor Klenke, Holman Student  
Rob Lamb, High School Teacher  
Anna LeBlanc, Remington Teacher  
Beth Moritz, High School Teacher  
Jessica Muckerman, High School Teacher  
Ron Orr, CFO  
Ruth Petrov, Board of Education  
Mary Reed, Community Education  
Mickey Schoonover, Director of School - Community Relations  
Walt Sienglusz, City of Bridgeton  
Cheryl Spengel, High School Parent  
Kim Van Buren, Remington Parent  
Mary Vaughan, City of Maryland Heights  
David Winslow, Director of Facilities

## **I. Defining the Issue**

Each fall, Pattonville conducts a program evaluation on the 48 (44 sport groups, 3 musicals, and 1 speech and debate group) Missouri State High School Activities Association (MSHSAA) sponsored activities/athletics in Pattonville and their impact on high school students. This analysis looks at academic performance, student responsibility indicators, and survey data (student, parent, and staff). The data continually demonstrates a correlation between student participation in a MSHSAA sponsored activity and greater academic success (GPA and standardized achievement results), fewer discipline infractions, and higher attendance rates while enrolled at Pattonville High School.

During the 2007-2008 school year, 46% of Pattonville High School students participated in at least one MSHSAA activity. Based on data collection and analysis, we know, on average, students who are involved in at least one MSHSAA sponsored activity tend to have more success on measurable standards (attendance, discipline referrals, grades, suspensions, etc.) at Pattonville High School. Partly based on this data, the district assembled an activities and athletics subcommittee, comprised of community members, parents, students, board of education representatives, coaches, sponsors, administrators, teachers, and representatives of Bridgeton, Maryland Heights, and St. Ann, charged with developing a vision and master plan related to increasing student involvement in district-sponsored activities and athletics.

Seven questions guided the work of the subcommittee as it began to develop a master plan for activities and athletics.

1. What athletic/activity facility improvements and/or upgrades need to be completed at the high school?
2. What are the usage and availability issues that occur with the district facilities?
3. Are facilities used properly and evenly among the district schools?
4. What programs do our communities offer for students?
5. What can Pattonville students do to help our communities run their programs? Are there opportunities for Pattonville students to become involved in community programs?
6. What are strategies to get more students involved in activities/athletics at the high school?
7. Why are students not involved in activities/athletics at the high school?

The subcommittee formed the following vision to guide its future work.

***The district will create opportunities that will enhance achievement and involvement for all students while creating competitive athletic and activity programs.***

The subcommittee formed three smaller groups (community relations, facilities, and student involvement) and began to narrow its focus. Below represents the areas of focus in each of the three areas. The subcommittee will continue its work next school year and beyond as it implements strategies and makes revisions based on results and new information.

Community Relations

- Adopt a park – municipality beautification through students
- Adopt a grandparent – students attend senior activities
- Cultural arts community involvement

Facilities

- Begin the process to evaluate the conditions and cost analysis of updating the high school athletic complex (stadium, football field, track, etc.)
- Begin process to evaluate the cost analysis of a district natatorium

Student Involvement

- Evaluate the current middle school intramural program and develop a plan to increase student participation
- Develop a plan to promote activities/athletics to elementary, middle school, and high school students
- Increase exposure – high school clubs, activities, and athletics will go to elementary and middle schools to promote involvement. Elementary and middle school students will attend events at the high school

**II. What Research Says**

**“Extracurricular Activities and Student Motivation”**

Educational Leadership/September 2002

What motivates students to voluntarily participate in extracurricular activities?

- Extracurricular activities appeal to student interests
- They encourage peer interaction
- They promote cooperation
- They build student-adult relationships
- They provide structure and challenge
- They connect students to school
- They draw students-especially minorities and women-to science

**“The Well-Rounded Student”**

American School Board Journal/June 2002

- The achievement advantage
- The small-school advantage
- The participation gap

**“The Effects of Extracurricular Activities on the Academic Performance of Junior High Students”**

Undergraduate Research Journal for the Human Sciences/February 2005

- Total extracurricular activity participation (TEAP) is associated with an improved grade point average, high educational aspirations, increased college attendance, and reduced absenteeism
- Social influences of extracurricular activities and academic performance
- Formal versus informal extracurricular activities
- The relationship between athletics and academic performance

**III. Conclusion**

**Develop a plan that addresses critical issues (i.e. impact of the current economy, changes in state and local funding, changes in enrollment, district staffing, and district safety).**

**Recommendation**

Target B

**The district will create opportunities that will enhance achievement and involvement for all students while creating competitive athletic and activity programs.** The success of this target will be monitored by the number of students who participate in MSHSAA sponsored activities, along with enrollment in activities not sponsored by MSHSAA, favorable student, parent, and staff survey results, and demonstrating an increase in the number of students participating in activities and athletics at the middle school level.

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