

**Pattonville School District
Comprehensive School Improvement Plan
with Appendices
(2013-2018)**

CSIP Steering Committee

Katie Brettschneider, Asst. Principal
Dana Burns, High School Teacher
Cindy Candler, Board of Education
Jody Flores, Support Staff
Gini Folk, Principal
Mike Fulton, Superintendent
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Kim Heumann, Elementary Teacher, PNEA
Rodney Kiethly, Support Staff, PESP
Kelly Morris, Parent
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Jeanne Schottmueller, President
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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.

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.

Organization

In March 2012, the process for updating our current strategic plan began with a district-wide comprehensive school improvement meeting. At this meeting, our new CSIP structure was unveiled with the formation of our four subcommittees (School Improvement Teams, Resources, Community Connections, and Before and After School Activities). Over the next year, over 200 individuals participated in the process to update our current plan.

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

Date	Event	Time
March 27, 2012	School Improvement Teams and Subcommittees	6:00 p.m.
April 16, 2012	CSIP Steering Committee	6:00 p.m.
May 14, 2012	CSIP Steering Committee	6:00 p.m.
October 1, 2012	School Improvement Teams and Subcommittees	6:00 p.m.
November 12, 2012	CSIP Steering Committee	6:00 p.m.
December 3, 2012	School Improvement Teams and Subcommittees	6:00 p.m.
January 7, 2013	CSIP Steering Committee	6:00 p.m.
February 11, 2013	CSIP Steering Committee	6:00 p.m.
February 19, 2013	School Improvement Teams and Subcommittees	6:00 p.m.
March 4, 2013	CSIP Steering Committee	6:00 p.m.
March 18, 2013	School Improvement Teams	6:00 p.m.
April 22, 2013	CSIP Steering Committee	6:00 p.m.
May 13, 2013	CSIP Steering Committee	6:00 p.m.

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1-A

Goal 1: Students demonstrate significant improvement in their understanding and application of state academic standards.

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

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
6.3	1	Implement a Guaranteed and Viable Curriculum (GAV) including implementation of Tier 1/Core curriculum and instructional strategies. <ul style="list-style-type: none"> Ongoing implementation of Tier 2 interventions which are research-based and fully implemented with fidelity. 	District and State Standardized Assessments	Curriculum and Instruction Department Principals	Fall 2013	Spring 2014 (Ongoing)

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6.3	2	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:	District and State Standardized Assessments Survey Data	Teachers, Principals, Asst. Supt. Curriculum and Instruction Director of Secondary Education	Fall 2013	Spring 2015
6.1		<ul style="list-style-type: none"> • Develop and implement learning structures that best meet the academic needs of our students. • Develop and implement a standards-based grading and reporting system at the secondary level that support meeting state academic standards and reaching proficiency on End of Course Assessments, MAP and other high stakes tests (ACT, A.P., SAT, and Career Certification Tests). • Identify teaching strategies that support students' individual learning needs and are proven, based on research, to be effective for improving student achievement. 				
6.1						
6.3						
6.7	3	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, Director of Secondary Education, Principals & Staff	Fall 2013	Ongoing
6.5	4	Full implementation of transition meetings at all sending and receiving schools that promote the successful transition of all students.	Transition Plans and meetings (annually) Survey of Students, Staff and Parents	Principals, Teachers, Counselors, School Improvement Teams	Fall 2013	Spring 2014 (Ongoing)

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6.2	5	Use building and grade level/department data teams to review assessment data at the building, classroom and student level, 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, Teachers	Fall 2013	January 2014 (Ongoing)
7.5	6	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	Fall 2013	Ongoing
6.5	7	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	Fall 2013	Ongoing
6.4	8	Use technology and informational resources to support student learning of the essential curriculum and increase staff effectiveness..	District and State Standardized Assessment Data Survey of Students, Staff, and Parents	Principals, Asst. Supt. Curriculum and Instruction, School Improvement Teams, Staff	Fall 2013	Ongoing

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1-B

Goal 1: Students demonstrate significant improvement in their understanding and application of state academic 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"> • Attendance rate (annually) 90% of students attend school 90% of the time. • Graduation rate (annually) is 92% or higher. • Environment is safe and orderly. • Community service involves 100 percent of students (K-12).

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	Fall 2013	Spring 2015
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	Fall 2013	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	Fall 2013	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	Fall 2013	Annually

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1-C

Goal 1: Students demonstrate significant improvement in their understanding and application of state academic standards.

Target	Indicators
<p>C. Career Education is an integral component of the education program.</p> <p><i>Goal 1, Target C Administrator: Assistant Superintendent for Curriculum and Instruction</i></p>	<ul style="list-style-type: none"> • Increased number of career education approved programs. • Increased participation in career and technical student organizations. • 90% of graduates will meet the MSIP 5 standard for post-secondary placement.

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
7.3	1	Lead 6-12 guidance vertical training to introduce Missouri Connections at the middle school level.	Missouri Connections Data	High School Guidance Counselors, Director of Secondary Education	Fall 2013	Spring 2014 (ongoing)
7.3	2	Increase DESE approved programs of study in alignment with CTE.	Course Description Book	High School Administrative Staff, Director of Secondary Education, CTE Department Leader	Fall 2013	Ongoing
7.3	3	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	Fall 2013	Spring 2015
7.3	4	Improve equity enrollment in career education programs.	Enrollment Data	Director of Secondary Education, Counselors, CTE Department Leader	Fall 2013	Ongoing

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7.3	5	Develop industry specific focus groups to inform CTE curriculum.	Enrollment in CTE pathways. TSA Assessment Data	Director of Secondary Education, Principal, CTE Department Leader	Fall 2013	Fall 2014
7.3	6	Identify and implement technical skill attainment assessments for all career education concentrators.	Perkins Data	Director of Secondary Education, Career Education Coordinators, High School Administrative Staff	Fall 2013	Spring 2014
7.3	7	Develop a work-based learning model for (9-12) for all students.	Missouri Connections Data Counselor Classroom Visits Log	A+ Coordinator, High School Guidance Counselors	Fall 2013	Spring 2014
7.3	8	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 Secondary Education	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"> • Schools accumulate 90% or more of the possible points on the MSIP 5 standards. • Climate improves annually or maintains a 90% satisfaction level. • All teachers participate in professional development that directly supports the plan. • Teams composed of at least 50% or more community/parent/student representatives who are not employees of the district.

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	Fall 2013	Spring 2014 (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 2014	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 2014	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	Fall 2013	Annually in April Every 2 years per district schedule

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MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
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 2014	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"> • Facilities plan supports student application of state academic standards. • Maintain at least MSIP “desirable” student-teacher ratios and facilities within a balanced budget (with 22% balances). • Provide a safe learning environment for the Pattonville community of students and staff.

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 2010. This study will include additional needs that were identified during the course of recent construction, other CSIP 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 2014	Dec. 2014 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 2013	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 2013	Ongoing

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	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected End Date
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 2013	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 2014	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 2014	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 2014	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).

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

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
6.5	1	Increase elementary school academic, athletic, and activity before/after school program offerings and opportunities	<p>Number and variety of programs offered</p> <p>Student Participation</p>	Elementary School Principals, Director of School/Business Partnership, Asst. Supt. Human Resources	Spring 2013	Spring 2015 (ongoing)
6.5	2	Increase middle school academic, athletic, and activity before/after school program offerings and opportunities.	<p>Number and variety of programs offered</p> <p>Student Participation</p>	Middle School Principals, Director of School/Business Partnership, Asst. Supt. Human Resources	Spring 2013	Spring 2015 (ongoing)

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6.5	3	Connect elementary and middle school academic, athletic, and activity structures to MSHSAA athletics and activities.	Number and variety of programs offered Student Participation	Middle School Principals, High School Principals, Activities Coordinator, Director of School/Business Partnership, Asst. Supt. Human Resources	Fall 2014	Spring 2015 (ongoing)
8.10	4	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	Fall 2014	Ongoing
7.6	5	Identify, develop, and implement strategies that increase the partnerships and collaboration between Pattonville School District, community organizations, and community programs.	Collaborations and partnerships with community organizations and programs	Director of School/Business Partnership, Principals, School Improvement Teams, Asst. Supt. Human Resources	Fall 2013	Spring 2014 (ongoing)

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3-C

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>C. Share information, develop and implement strategies regarding community needs related to housing, mobility, resources and opportunities for students and families.</p> <p><i>Administrator: Assistant Superintendent for Special Services</i></p>	<ul style="list-style-type: none"> • Number of students/families living in transitional housing. • Length of stay in hotels • Mobility rate • Attendance rate • GPA for students of families in P5 program. • Poverty rate (based on free/reduced lunch data).

MSIP Standard	Strategy Number	Strategy	Evaluation Strategy	Person Responsible	Start Date	Projected Completion Date
6.5	1	Target, assess and provide services promoting stability for families living in hotels, transitional housing, and/or homeless situations	Outcomes based on number of families moving from hotel to stable living environment (Source: social worker database, monthly hotel data, P5 data, homeless data).	Asst. Supt Special Services, Social Workers	Fall 2013	Ongoing
6.5	2	Connect families to community resources to help achieve/maintain stability.	Mobility rate, webpage hits, data from social worker database, P5 data.	Asst. Supt Special Services, Social Workers	Fall 2013	Ongoing
6.3	3	Provide a forum for Pattonville and community partners to collaborate and problem solve community issues involving our students and families.	Evaluation of PCAT strategic plan.	Asst. Supt Special Services, Social Workers	Fall 2013	Spring 2014 (ongoing)

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6.5	4	Create a “Welcome Pattonville” plan introducing families to the district and the surrounding communities.	Climate survey 3-month follow-up survey	Asst. Supt Special Services, Asst. Supt Curriculum and Instruction	Fall 2013	Spring 2014 (ongoing)
6.5	5	Meet regularly with city officials to discuss, problem solve, and plan for improving housing options in the Pattonville community.	Mobility rate, number of families living in transitional housing, community data on police calls/code violations.	Asst. Supt Special Services	Fall 2013	Ongoing

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**STUDENT PERFORMANCE
SUBCOMMITTEE
REPORT**

Goal 1: Students demonstrate significant improvement in their understanding and application of state academic 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, Science, and Social Studies End of Course Assessments (EOC) and MAP tests.

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. The Department of Elementary and Secondary Education is in a transition period pertaining to how school districts are measured in the state of Missouri. The fifth version of the Missouri School Improvement Program (MSIP 5), the state's accountability system for reviewing and accrediting public school districts, outlines the expectations for student achievement with the ultimate goal of each student graduating ready for success in college and careers. The comprehensive MSIP accountability system was established in 1990 and has evolved with each version. MSIP 5 Resource and Process Standards are designed to promote continuous improvement and innovation within each district. The Process Standards are often qualitative in nature. The Performance Standards are designed to recognize the achievement and continuous growth of ALL students as they prepare for a global economy.

MSIP 5 is also used to distinguish the performance of schools and districts in valid, accurate and meaningful ways so that districts in need of improvement can receive appropriate support and interventions, and high-performing districts can be recognized as models of excellence. Annual Performance Reports (APRs) are based on the performance standards and are reviewed for accreditation purposes at the district level. MSIP 5 is comprised of 5 standards. Each standard has a point value which is used when determining a district's accreditation status.

1. Academic Achievement (56 Points)
2. Subgroup Achievement (14 Points)
3. College and Career Readiness (30 Points)
4. Attendance Rate (10 Points)
5. Graduation Rate (30 Points)

The state of Missouri recently adopted new academic standards, called the Missouri Learning Standards. These standards define what students should know and be able to do for success in college, other post secondary training and a career. The Missouri Learning Standards include the Common Core State Standards for English language arts and math. The standards help ensure students learn basic and higher-order thinking skills, including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to know to achieve their goals. Pattonville has 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 Missouri Learning 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 state academic standards.

Over the past three 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, science, and social studies?
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

Visible Learning

John Hattie

Factors Influencing Achievement

1. Self-Reported Grades
2. Piagetian Programs
3. Providing Formative Evaluation
4. Micro Teaching
5. Acceleration
6. Classroom Behavior
7. Comprehensive Interventions
8. Teacher Clarity
9. Reciprocal Teaching
10. Feedback

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

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

Goal 1:

Students demonstrate significant improvement in their understanding and application of state academic standards. Below are what we specifically aim to accomplish as part of this goal.

Recommendations

Target A

All students are proficient in communication arts, mathematics, science, and social studies. 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, science, and social studies 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 a minimum of 90% of all students will attend school at least 90% of the time, the graduation rate is annually 92%% 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 achieve a minimum of 90% of the total MSIP 5 points possible. In addition, 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
2013-2018**

**CRITICAL ISSUES
SUBCOMMITTEE
REPORT**

Critical Issues/Resources Subcommittee Members

Kim Baker, Maryland Heights Chamber
T.R. Carr, Northwest Chamber
Monica Conners, St. Louis County
Matt Flores, Parent
Ron Kuschel, Board of Education
Mark Levin, Maryland Heights
Angie McCormick, Parent
David Miller, Director
Ron Orr, CFO
Carol Steinbach, Community Member

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).

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 2017

II. What the Research says

Current Economy

Missouri and across the county the impacts of the current economic environment have been unlike any other in recent history. According to the National Bureau of Economic Research (NBER), the recession, which began in December 2007 ended in June 2009. However, the national economy has been slow to respond. Since the end of the recession in June 2009: the economy grew 2.4 percent in 2010, 1.8 percent in 2011, and 2.2 percent in 2012, with the fourth quarter sinking to a mere 0.4 percent. While growth is positive it has been much less than typical 5-6 percent growth that follows a recession. There is really no way to determine how long full recovery will take, and consumer actions will continue to play a large roll in the recovery. The Thompson Reuters University of Michigan Survey of Consumers reported no improvement in Consumer Sentiment from April 2012 to April 2013.

The majority of Pattonville's funding comes from local sources, which amount to 88% of the annual revenue budget. Early estimates for 2013 show that assessed valuation for the district is likely to decline for residential property, and changes in revenue from commercial property unknown but unlikely to change significantly. In Missouri property values are assessed every two years, and since values will remain relatively flat in 2013, the district will be going through a eight-year period with no new increase in property taxes. There is a potential the district could see a fluctuation in revenue from our largest taxpayer (Harrahs/Hollywood casino), but due to protests at the state and likely court level it may be sometime before those issues are resolved.

School Funding

Missouri continues to face many budget challenges and has been impacted sharply by the current economy. The 2014 consensus revenue estimates for the state are based on 3.1% growth, but is a reduction from the 2013 estimate of 4.8%. This is likely due to the continued phase out of corporate franchise taxes. While Missouri has begun to improve from the national recession, funding for education was underfunded by more than \$600 million in 2013 and will grow to over \$700 million underfunded in 2013. The appropriation for the K-12 Foundation formula is set to increase by \$65.9 million, but the entire increase is based on a 20% increase in revenue from gaming. This increase may be difficult since current gaming revenues are down 4% from last year.

Based on the fiscal year 2013 budget, Pattonville receives only 8% or \$7.3 million dollars from the state, but with limited resources available, any changes in state revenue may have an impact 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.

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 \$2.5 million per year due to tax incentives.

Facilities

In the spring of 2010 the Pattonville School District completed an extensive facilities master plan, which resulted in the Board of Education placing a zero tax rate increase bond issue on the November 2010 ballot. This \$41 million proposition passed with a 76% approval rate. This plan provided funding to replace windows, replace HVAC systems, update life safety system, rebuild Pattonville stadium, and construct a new Pattonville Aquatic Complex. The plan also contained an additional \$15 million in projects that were not funded at this time, and during the course of recent construction, additional needs have been identified. In addition recommendations from other subcommittees 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
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**ACTIVITIES AND ATHLETICS
SUBCOMMITTEE
REPORT**

Activities and Athletics Subcommittee Members

Mackenzie Brown, High School Student
Joe Campbell, Bridgeton
Jacob Ferguson, Rose Acres, Drummond, and Briar Crest Teacher
Patty Gould, Director of School/Business Partnerships
Bob Hebrank, Activities Director
Anna LeBlanc, Briar Crest Teacher
Barry Nelson, Assistant Superintendent
Elizabeth Parsons, Pattonville Heights Student
Eric Parsons, Parent
Ruth Petrov, Board of Education
Jackie Ramey, Drummond and Briar Crest Teacher
Mary Reed, Community Education
Greg Schnatmeier, Holman Assistant Principal
Jeanne Schottmueller, Board of Education
Walt Sienglusz, City of Bridgeton
Kelly Thames, High School Teacher
Joey Trigg, Drummond SSD Teacher
Mary Vaughan, City of Maryland Heights
Elizabeth Vorbeck, St. Ann
Tim Younker, St. Ann

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).

I. Defining the Issue

Each fall, Pattonville conducts a program evaluation on the 51 (47 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 2011-2012 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. The focus of the activities and athletics subcommittee was on developing kindergarten through eighth grade academic, athletic, and activity programming and connecting these programs with high school MSHSAA athletics and activities as appropriate. The activities and athletics subcommittee was 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.

The following questions guided the work of the subcommittee as it began to identify strategies to develop and enhance academic, athletic, and activity programming at the elementary and middle school level.

1. What academic, athletic, and activity programming is already in place at the elementary and middle school level?
2. What would a before/after school programming model that could be replicated at Pattonville elementary schools consist of?
3. How can we offer quality programming that is affordable and of high quality?
4. How can elementary and middle school programming connect and support high school MSHSAA athletics and activities?

The subcommittee formed the following vision during the 2011-2012 school year 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 worked from the below target:

The district will create opportunities that will enhance achievement and involvement for all students while developing competitive academic, athletic, and activity programs.

Committee Actions/Research

- Developed K-8 before/after school activity summary of programming currently in place.
- Implemented pilot before/after school club program at Drummond Elementary School.
- Implemented pilot 5th grade girls soccer league.
- Implemented after school swimming lessons for elementary and middle school students.
- Implemented teacher led academic and athletic summer camps for elementary and middle school students.

II. What Research Says

According to the U.S. Department of Health and Human Services (2008) individuals between six and 17 should participate in at least 60 minutes of physical activity daily. Research regarding extracurricular physical activity and academic performance indicates positive connections. The U.S. Department of Health and Human Services (2010) reports:

Nineteen studies (reported in 14 articles) focused specifically on the relationship between academic performance and activities organized through school that occur outside of the regular school day. These activities included participation in school sports (interscholastic sports and other team or individual sports) as well as other after-school physical activity programs. All 19 studies examining the relationships between participation in extracurricular physical activities and academic performance found one or more positive associations. (p. 6)

Research supports extra curricular before and after school programming in the Pattonville School District. With our district focus on improving student achievement, it is important that district sponsored interscholastic programming support this emphasis. Research conducted by Stephens & Schaben (2002) found that eighth grade student participation in interscholastic sports was connected with better math grades, increased math standardized test scores, and better overall grade point averages.

Interscholastic sports keep students connected and engaged with their school. Research conducted by Yin & Moore (2004) found that participants in interscholastic sports were less likely to drop out of high school compared with nonparticipants.

The focus of the committee has been on providing a wide variety of before and after school activity options to meet the needs of all students. Research by Mahoney and Cairns (1997) found that a varied choice of activities resulted in a greater impact because students' individual wants and interests were more likely to be met. Pattonville is a diverse community with students coming from many backgrounds. While many students have the opportunity to participate on sports teams and attend enrichment activities that are not connected with the school district, some students do not have this opportunity. School based after school programming provides lower income students experiences similar to those of middle-class students (Posner & Vandell, 1999). Meeting the needs of all Pattonville students is a focus of our before and after school programming.

Extracurricular participation encourages peer interactions exposes students to peers that have positive attitudes toward school (McNeal, 1995). Helping students build relationships and have a more positive outlook on their school experience is necessary. Mahoney (2000) states that the students that participate in extracurricular

activities build positive relationships with adults who supervise the activities.

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 developing competitive academic, athletic, and activity programs.

The success of this target will be monitored by the following:

- Number of students who participate in MSHSAA sponsored activities will increase annually.
- Number of students who participate in non-sponsored MSHSAA activities will increase annually.
- Favorable student, parent, and staff satisfaction survey results will increase annually.
- The number of students participating in before/after school activities and athletics at the elementary and middle school level will increase annually.

**Pattonville School District
Comprehensive School Improvement Plan
2013-2018**

**Community Connections
SUBCOMMITTEE
REPORT**

Elizabeth, Brisch, Teacher
Liza Browning, Community Helping
Bernetta Campbell, Vantage Credit Union
Carla Gardner, Social Worker
Keith Gillming, Lighthouse Baptist
Donette Green, Assistant Superintendent
Pat Hamilton, STL County Housing Authority
Nancy Henley, PSD
Sharon Kendall, Support Staff
Russ Klenke, Grace Church
Cherie Magueja, Social Worker
Collenn Mullins, Support Staff
Rachel Parrent, Vantage Credit Union
Mike Siebe, Social Worker
Ralph Stahlhut, Board Member
Claire Steiner, Wellness Coordinator
Pat Stewart, Teacher
Ellen White, STL County Housing Authority
Paul Woodruff, STL Community Credit Union

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).

I. Defining the Issue

In October 2011, the Community Engagement Team began meeting to address the issues of mobility and transience. This team was made up of the district social workers, wellness coordinator, and assistant superintendent for special services. They met five (5) times until the Community Connections Committee was formed in March 2012 to assist in the CSIP process. The Community Connections Committee met a total of five (5) times beginning in March 2012 and concluding in December 2012. The committee had 22 members consisting of district employees/residents, and representatives from community/county agencies, financial institutions, and religious communities.

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. These issues relate to mobility, transience, and the housing/financial stability of our families.

In order to create Pattonville School District's Comprehensive School Improvement Plan (CSIP), the Community Connections Committee was established in March 2012 to address these issues. The committee developed specific action steps that results should be based on. The action steps should be:

- Research Based
- Measurable
- Sustainable

The Community Connections Committee focused their work on these areas:

- What is the current reality effecting mobility in our community?
- What are we currently doing to assist students/families to achieve stability?
- What other resources/programs are available to assist students/families to achieve stability?
- What are other communities doing to address the issue of mobility?

II. What the Research Says

The current economic situation is directly affecting families' abilities to achieve and maintain financial stability. In order for students to be successful in school, they must feel safe, secure and stable in their living environment. Currently, Pattonville School District is home to 22 hotels/motels, 27 apartment complexes and three (3) St. Louis County homeless shelters. At any given time, out of a total district enrollment of around 5500 students, approximately 75-80 students reside in hotels/motels, 1100 students reside in apartments, and 15-20 students reside in homeless shelters. There is a turnover rate of approximately 40% of students living in hotels/motels. With the high instructional accountability required through MSIP 5, the high mobility in our area will make it tough to get into the high levels of achievement needed for district accreditation.

Successful programs in other communities are those that have developed collaborative partnerships with community agencies and resources. Through these partnerships, programs can be developed to help families work through financial issues, create financial goals, and assist them in creating a sustainable budget and lifestyle to help them achieve stability. These community partnerships create an opportunity for families to get to the root of their financial situation, work to eliminate those barriers, and learn strategies to achieve and maintain financial stability that may lead to housing stability.

III. Conclusions

After discussions of the research and careful review of the data, the committee decided on the following goals to be included as strategies for CSIP:

- The district must target, assess and provide services promoting stability for families living in hotels/motels, transitional housing, and homeless situations.
- The district should connect families to community resources to help achieve/maintain stability.
- The district should provide a forum for Pattonville and community partners to collaborate and problem-solve community issues involving our students and families.
- Schools should create a “Welcome to Pattonville” plan introducing families to the district, school and surrounding communities.
- School officials should meet regularly with city officials to discuss, problem-solve and plan for improving housing options in the Pattonville community.

Research

Pattonville School District Data on hotel/motel, apartment and shelter residency and mobility

Bright Futures – www.brightfuturesusa.org

Webster Challenge – Webster Groves School District

Home Visit Program – Valley Park School District

Fast Track – www.fasttrackproject.org

Families and Schools Together – www.wcer.wisc.edu/fast/

Parent Institute for Quality Education – www.piqe.org

Math and Parent Partnership – Math.arizona.edu/mapps/

The 24:1 Initiative Community Plan – www.beyondhousing.org

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