

**North Harrison R-III School District
Comprehensive School Improvement Plan**



Board of Education approved- June 15, 2022

Board of Education updated/approved- June 19, 2024

North Harrison R-III School District

Comprehensive School Improvement Plan

Introduction

The Comprehensive School Improvement Plan (CSIP) is a long-range plan which focuses on the continual improvement of the district. Comprehensive planning involves creating a vision of what the North Harrison R-III School District hopes to achieve in the future and identifies a set of goals and strategies to bring about that vision.

The CSIP describes the commitment of the North Harrison R-III School District to achieve high levels of performance. The CSIP details the district's plan to reallocate resources, redefine, maintain, and/or eliminate less effective programs and services, and/or incorporate any new programs and services identified to produce higher student performance as measured by the MSIP pillars and performance indicators.

Goal and Action Steps Development

One of the first tasks for the planning team was to develop our "Beliefs". This was done by the School Improvement Participants and grew into larger collaborative dialogue within the whole of the participants. The list of "Beliefs", mutually agreed upon by the planning sub-group, then led into the development of the district's new vision.

- The initial study of data and pertinent information was conducted by committees based upon the six pillars in MSIP 6. An administrator chose the pillar in which they wished to work, and the other School Improvement sub-group participants also chose the committee on which they wanted to work. Each sub-group met, looked at data pertaining to the performance standards of their specific pillar and identified strengths and areas of

concern. Data-based needs assessment were conducted that analyzed the following:

- DIBELS best results,
- MAP/EOC scores,
- staff climate surveys,
- parent surveys,
- student surveys,
- NEE evaluation scores,
- NEE student surveys,
- NEE staff surveys
- IXL test scores.

The identified areas of concern were then returned to the leadership group to begin identifying possible goals for improvement. The draft goals were shared with staff through discussion and district memos in order to gather input. Once the goals were finalized, the leadership group developed strategies to achieve those goals. Again, time was allowed for reflection and input from stakeholders. Educational equity was ensured by the engagement of dialogue within the planning team about all student groups that exist within our mission to “prepare, perform, prevail”. The participants worked from a set of core beliefs identified by the group after reviewing strengths and weaknesses of the district. The CSIP was completed in May 2022 to be presented to the board of education in June 2022.

Monitoring Processes

The CSIP will continuously be monitored by each building as well as by the district. This evaluation will be done in a variety of ways.

The district’s professional development plan, technology plan, early learning plan, building improvement plans, assessment plan, ESEA consolidated plan, counseling plan and annual budget will reflect the key priorities of the CSIP. These plans will be presented to the Board of Education for final approval with vetting from the Board on the alignment to the CSIP. The above listed plans will be reviewed, adjusted, and presented to the Board:

MSIP 6 Required Plans:

- Literacy Plan- review annually in August
- Assessment Plan- review biennially in October
- Professional Development Plan- review annually in April

Additional District Plans:

- ESEA Consolidated Plan- review annually in July
- Building Improvement Plan- (Principal)- review annually in September
- Facilities Plan- review annually in October
- Technology Plan- review annually in April
- Annual Budget- review annually in May

Fidelity will be monitored by ensuring the above listed plans are placed on the Board of Education meeting agenda at the respective times listed above. Information about the plans will be included on the district website.

Key stakeholders of this process will reconvene in May of each fiscal year to review and progress monitor the work of the district towards meeting the SMART goals within the CSIP. During the annual stakeholder progress monitoring session; the team will celebrate successes, discuss areas of concern, and consider the addition of SMART goals once another goal has been met. The information will then be presented to the Board of Education for their consideration in June of each fiscal year. The district budget can then be further developed to ensure support of needed resources reflected within addition of added SMART goals.

Data teams meet bi- weekly in each building to analyze student scores and recommend interventions to the RTI team. These teams include teachers (elementary by grade level, secondary by subject area), administrators, para educators, and early childhood center workers. Monthly collaboration time is set aside to discuss and analyze what each data point is discovering in their building meeting. The building improvement plan is then revised to reflect the updated findings of each data team. Teachers then write their professional development plans and units of instruction to meet these updated needs. Thus, instruction and PD activities are fluid, changing as needs identified by the data teams change.

Teachers professional development requests are made to the professional development committee and must be aligned to the building improvement plan as well as the district CSIP, assuring that needed training is taking place as identified by the data teams and the professional development committee.

The board will be updated at the quarterly on progress towards goals outlined in the CSIP and building improvement plans. Academic data will be presented quarterly to the board by the district test coordinator, Title I staff and/or teachers regarding progress towards goals. Mental health and well-being data will be shared with the board semiannually. This data will include student and parent surveys, discipline statistics and counseling visits. The report will be compiled by the school counselor and building level administrators as well as contracted counselors. A written report will be presented to the board of education each June containing data as to goal achievement as well as correlation to the presented budget. Any revisions or additions to the plan will also be requested at this time.

Month	Progress Monitoring
July	ESEA/Title Plan (annually)
August	Literacy Plan (annually)
September	Review CSIP Building Improvement Plan (Principals-annually) Academic Data <ul style="list-style-type: none"> • Elementary: BOY Benchmarks- STAR (Reading) & IXL (Math) • JH/HS: BOY Benchmarks- STAR (Reading) & IXL (Math) (Grades 7-11)
October	Facilities Plan (annually) Assessment Plan (biennially in even years)
November	State Assessment Results- MAP & EOC
December	Review CSIP DESE Climate and Culture Survey Data Annual Performance Report (APR)
January	Budget- current year update Academic Data <ul style="list-style-type: none"> • Elementary: MOY Benchmarks- STAR (Reading) & IXL (Math), Reading Success Plan numbers • JH/HS: MOY Benchmarks- STAR (Reading) & IXL (Math), Honor Roll, Academic At-Risk
February	Board of Education Classroom Visits
March	Review CSIP Budget- current year update Budget- three-year forecast
April	Technology Plan (annually) Professional Development (PD) Plan (annually)
May	Budget- next year approved CSIP Committee review
June	Review & Update CSIP Counseling Data- Including Contracted Services <ul style="list-style-type: none"> • School Counseling Curriculum • Individual Student Planning • Responsive Services • System Support Discipline Data Academic Data <ul style="list-style-type: none"> • Elementary: EOY Benchmarks- STAR (Reading) & IXL (Math) • JH/HS: EOY Benchmarks- STAR (Reading) & IXL (Math), Honor Roll, Academic At-Risk

School Improvement Participants

Name	Position
J.W. Brandt	Superintendent
Alan Koch	High School Principal
Susan Allen	Elementary Principal
Matt Graham	Board of Education
Kara Smith	NH counselor
Barb McKiernan	NH teacher
Bailey Stanley	NH teacher
Lisa Stobbe	PAT teacher
Abbey Hamaker	Parent
Korissa Robertson	Parent
Vickie Eastin	Local Business Professional
Chyanne Puliam	Parent
Patty Rinehardt	Retired NH Teacher
Justin Richardson	Parent
Austin Steele	Parent
Janie Gates	JH/HS Secretary
Lynn Percell	Dual Credit Teacher
Ethan Sickels	Superintendent (joined 23-24)
Sadie Steele	NH counselor (joined 23-24)
Gena Gilpatrick	ECC/PAT (joined 23-24)

Mission

Prepare. Perform. Prevail.

North Harrison's Core Beliefs

We believe in...

- High quality, engaging instruction which inspires life-long learning that meets the needs of all learners
- Shared responsibility between parents, school staff, students and community members
- A wide variety of academic and extracurricular learning experiences
- An open, welcoming safe space for all students, staff and community members for learning

North Harrison's Vision

North Harrison graduates will be productive, successful citizens who are able to thrive in an ever-changing society.

North Harrison will provide all students with the highest quality education and opportunities, allowing them to be successful individuals.

North Harrison will be part of a greater team, including students, staff, administration, parents and community members, that not only fosters academic excellence but also support students' emotional needs and provides a culture of inclusion and positivity.

Goals and Strategies

Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%.

- Develop and implement multi-tiered systems of support districtwide.
- Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into the junior high as well.
- Enhance Enrichment opportunities for students through Response to Intervention (RTI) times.
- Update curriculum and Priority Standards for all subjects with local RPDC support.
- Utilize research-based strategies (LETRS, Foundations) to focus on foundational skills grades PreK-8.

Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff, etc.) by 5% annually.

- Increase student support services personnel by 1 FTE.
- Provide training for staff to identify students who need additional social and emotional services.
- Continue utilizing certified mental healthcare professionals & social workers to provide counseling/support to students.
- Utilize an Early Identification System program through the National Center for Rural School Mental Health to support students and teachers in improving mental health.

Goal 3: Reduce certified and noncertified staff turnover to a max of 15% annually.

- Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices to increase student learning capacity.
- Increase the yearly base salary to \$40,000 while increasing the spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees.
- Explore options for leave accrual and payouts with a focus on increasing staff attendance.
- Develop and conduct an annual survey for all staff regarding pay, benefits, and the culture/climate of each respective building and the district.

Goal 4: Raise or maintain district percentage of K-12 students who are reading on grade level determined by district wide assessments, with a minimum of 85% of students reading on grade level.

- Continue utilizing benchmark assessments three times a year and progress monitoring assessments as needed (Renaissance and STAR) to drive instruction.
- Students who score below grade level will receive individualized and/or small group intervention(s) to assess and improve reading performance.
- Develop and implement Reading Success Plans based on student assessment and intervention data. Reading Success Plans and its strategies will be created by classroom and Title Reading teachers.
- District will have a Board of Education approved Comprehensive Literacy Plan. This plan will be annually reviewed and updated.
- Provide teachers LETRS and other applicable trainings, and update curriculum by identifying Priority Standards, in PreK-12 English Language Arts.

Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%.

Purpose: To utilize MAP/EOC achievement data to track student performance on state benchmark assessments.

Action Steps	Person(s) responsible	Funding Source(s)	Completion Date	Plan Alignment
Develop and implement multi-tiered systems of support districtwide.	Building Principal, Counselors, Teachers	Local	May 2026	Bldg. Imp Plan
Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into the junior high as well.	Building Principal, Data Teams	Local	May 2026	Bldg. Imp Plan, Assess. Plan
Enhance Enrichment opportunities for students through Response to Intervention (RTI) times.	Building Principal, Teachers	Local, State	December 2024	Bldg. Imp Plan
Update curriculum and Priority Standards for all subjects with local RPDC support.	Superintendent, Building Principal, Teachers	Local, State, Federal	May 2026	Bldg. Imp Plan, Prof. Dev. Plan
Utilize research-based strategies (LETRS, Foundations) to focus on foundational skills grades PreK-8	Building Principal, Title I teachers, Teachers	Local, State, Federal	May 2026	Bldg. Imp Plan

Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff, etc.) by 5% annually

Purpose: To ensure adequate support and resources are equitably disseminated to all students and staff to support social and emotional well-being across the district.

Action Steps	Person(s) Responsible	Funding Source	Completion Date	Plan Alignment
Increase student support systems personnel by 1 FTE	Superintendent, Board of Education	Local, State, Federal	August 2025	Bldg. Imp Plan, ESEA Plan, District Budget
Provide training for staff to identify students who need additional social and emotional services	Superintendent, Building Principals, PD Committee	Local, State, Federal	November 2024	Bldg. Imp Plan, PD Plan, District Budget
Continue utilizing certified mental healthcare professionals & social workers to provide counseling/support to students	Superintendent, Counselors	Local, State	May 2026	District Budget
Utilize an Early Identification System program through the National Center for Rural School Mental Health to support students and teachers in improving mental health.	Building Principals, Counselors, Teachers	Local	May 2026	Bldg. Imp Plan, District Budget

Goal 3: Reduce certified and noncertified staff turnover to a maximum of 15% annually.

Purpose: To ensure the district is attracting and retaining high quality teachers to positively impact student learning and achievement levels. Monitoring will be conducted by quarterly updates to the Board of Education regarding progress towards the action steps listed below.

Action Steps	Person(s) Responsible	Funding Source	Completion Date	Plan Alignment
Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices to increase student learning capacity.	Superintendent, Building Principals, Staff	Local, State, Federal	Annually in July	Plan Alignment PD Plan, District Budget, Tech Plan
Increase the yearly base salary to \$40,000 while increasing the spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees.	Superintendent, Board of Education	Local, State	June 2025	District Budget
Explore options for leave accrual and payouts with a focus on increasing staff attendance.	Superintendent, Building Principals, CTA	Local	June 2025	District Budget
Develop and conduct an annual survey for all staff regarding pay, benefits and the culture/climate of each respective building and the district.	Superintendent, Building Principal, CTA	Local	Annually in October	PD Plan, District Budget

Goal 4: Raise or maintain district percentage of K-12 students who are reading on grade level determined by district wide assessments, with a minimum level of 85% of students reading on grade level.

Purpose: To minimize the number of students who are required to have a Reading Success Plan.

Action Steps	Person(s) Responsible	Funding Source	Completion Date	Plan Alignment
Continue utilizing benchmark assessments three times a year and progress monitoring assessments as needed (Renaissance and STAR) to drive instruction.	Building Principals, Classroom & Title teachers	Local, State, Federal	Annually: Sept., Dec., & Apr.	Literacy Plan, Build. Improvement Plan
Students who score below grade level will receive individualized and/or small group intervention(s) to assess and improve reading performance.	Building Principals, Classroom & Title teachers	Local, State	Annually; intervention throughout year	Literacy Plan
Develop and implement Reading Success Plans based on student assessment and intervention data. Reading Success Plans and its strategies will be created by classroom and Title teachers.	Classroom & Title teachers	Local, State	Annually in September	Literacy Plan
District will have a BOE approved Comprehensive Literacy Plan. This plan will be annually reviewed and updated.	Superintendent, Board of Education	Local	Annually in August	Literacy Plan
Provide teachers LETRS and other applicable trainings, and update curriculum by identifying Priority Standards, in PreK-12 English Language Arts.	Building Principals, Classroom & Title teachers	Local, State	May 2025	Literacy Plan, Prof. Dev. Plan, District Budget