

# Comprehensive School Improvement Plan (CSIP)

**2018-2021**

<b>Date: May 2018</b>	
<input checked="" type="checkbox"/> <b>District Plan</b>	<b>District Name: Sunrise R-IX School County/District Code: 050009</b>
<i>or</i>	
<input type="checkbox"/> <b>School Plan</b>	<b>Building Name: Sunrise Building Code: 050009 Grades Served: PK-8</b>
<b>Regional School Improvement Team</b> <i>See guidance for all individuals who need to be included in the regional school improvement team.</i>	
<b>Name</b>	<b>Position</b>
<ol style="list-style-type: none"> <li>1. Jennifer Mordecai</li> <li>2. Angie Rowden</li> <li>3. Kevin Crowder</li> <li>4. Rebecca Hooper</li> <li>5. Maria Williams</li> <li>6. Angela Hutson</li> <li>7. Armand Spurgin</li> <li>8. Katy Weible</li> <li>9. Brandi Richards</li> <li>10. Abby Huck</li> </ol>	<p>Teacher/Leader</p> <p>Principal</p> <p>Teacher</p> <p>District Board Member</p> <p>Special Services Director</p> <p>Teacher</p> <p>Superintendent</p> <p>Counselor</p> <p>Parent</p> <p>Parent</p>
<b><i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i></b>	<p>The Sunrise R-IX School District’s CSIP committee is meeting to rewrite the 2016-2018 CSIP. In 2015, the entire CSIP was formatted and rewritten. Data was collected from previous CSIP goals. Surveys were administered by the district staff, students and families to narrow the areas of school need. The committee finalized three goals: Academic Achievement, Attendance, Professional Development/Technology. Each committee member was assigned to lead and provide input on one of the three goals. Committee members compiled research-based information, supportive data and determined action steps for implementation of district goals.</p> <p>In May 2017, Sunrise School earned 100% Accreditation according to DESE. There was one of the eight areas that Sunrise was “hold harmless”, thus earning 4/4 points from a previous year, and scoring ¾ points in subgroup mathematics for 2017-2018 school year.</p> <p>In October 2017, a parent survey was administered about academic achievement, technology, teacher knowledge and support and there were opportunities for open-ended responses. All questions came back with 90%+ approval/satisfaction rates.</p> <p>In March 2018, a committee with parents and stakeholders was formed. The CSIP was reviewed and goals were edited based on the March 2018 DESE Administrative Memo on how schools would be held accountable for the 2018-2020 Annual Performance Report. It was agreed to keep the same overall format and mission and belief statement.</p>
<b><i>Beliefs/Vision/ Mission Statement</i></b>	<p>Sunrise R-IX School Mission: Inspiring and educating students in a safe and challenging learning environment.</p>

	<p>We Believe:</p> <ul style="list-style-type: none"> <li>● Every student can learn.</li> <li>● Education is a shared responsibility among school, home, and the community.</li> <li>● Education is a positive, lifelong learning experience.</li> <li>● Education will evolve with technology.</li> <li>● Quality instruction produces confident learners.</li> </ul>
<p><b><i>Key issues identified from annual performance data and local assessments.</i></b></p>	<p>The performance data from the MSIP-5 report and other local assessments identify that Sunrise R-IX School District's key improvement area is Subgroup Achievement. According to 2017 MSIP 5, Subgroup Achievement scored 3 out of 4 points for mathematics. All other areas for APR earned their full points possible.</p> <p>District assessments such as Renaissance Early Literacy, STAR (ELA and Math), and Study Island are utilized throughout the school year by ELA, math and science teachers. These tools provide practice online assessments with rigor for students to take frequently. These tests provide immediate feedback for staff to support and implement instruction on a daily basis. These assessments are reported by DESE to be the top assessments for preparing students for end of year state assessments.</p>
<p><b><i>Key issues identified from internal and external factors.</i></b></p>	<p>Internal and external factors impact student growth and district culture at Sunrise R-IX School. Sunrise R-IX School is a small, rural community with approximately 330 students and 51% qualifying for the Free/Reduced Lunch Program and a growing population of Special Education students. MSIP-5 data is affected by a small population because a school district with at least 10 students in an area to qualify as a subgroup. New in May 2018, Sunrise School will have two subgroups that are reported to DESE, Free/Reduced Lunch and Special Education.</p> <p>Sunrise also does not have had an increase in enrollment in four years, this affects funding. There is one business within the school district, thus the majority of revenue is from local residential taxes. Grade levels have enrollment between 25-32 students, creating a ratio borderline of one-two teachers per grade level.</p>
<p><b><i>Prioritized Needs for the Building.</i></b></p>	<p>According to MSIP 5, APR data, the areas that Sunrise has identified needs are:</p> <ul style="list-style-type: none"> <li>-Subgroup Achievement: mathematics</li> <li>-Attendance Rate: based on MSIP 5 progress points</li> <li>-Professional Development/Instructional Strategies for interventions: based on subgroup math data</li> </ul>

## ***Core Elements and Goals for Sunrise School Improvement***

### **1. Academic Achievement**

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

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

- A. The Sunrise R-IX School will earn 75% or higher “Total Points Earned” within Subgroup Achievement, according to MSIP 5 data annually.
- B. The Sunrise R-IX School will maintain earning all possible total points for Academic Achievement.

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

The Sunrise R-IX School will use the MAP and MSIP 5 data, released annually, to support academic growth.

- A. According to MSIP 5\*, Subgroups are defined by a group that has at least 10 students in the population (income, IEP, race, etc). At Sunrise, the 2018 Subgroups will be Free/Reduced Lunch students and Special Education (first time). Subgroup Achievement is assessed within three categories; English Language Arts, Mathematics, and Science. Each of these categories have a possible ‘total points’ of 4 (ELA and Math: status+progress+growth, Science: Status+Progress). In 2018, Sunrise earned 100% of points, except in Subgroup mathematics, scoring 3/4. The district did score 100% Accreditation due to the “hold harmless” rule, however mathematics subgroup achievement is an area for focus due to not earning the full points.
- B. According to MSIP 5\*, Academic Achievement is the entire population of MAP testing students. Academic Achievement is assessed within three categories; English Language Arts, Mathematics, and Science. (Science will have no data released in 2018, thus there will be total possible points of 32.) Each of these categories have a possible ‘total points’ of 16 (ELA and Math: status+progress+growth, Science: Status+Progress).

*\*The ‘Hold Harmless’ rule will be changing and adjusted from 2018-2020 (2/3 and 1/3 ratio being factored). In 2020, no ‘Hold Harmless’ will be available.*

**Research Based Strategy(ies) for Implementation:**

Sunrise will utilize effective research-based practices, strategies, programs, and interventions that address the state goals and root causes to provide the basis of this academic school improvement need. These best practices, strategies, programs, and interventions are identified through research and analysis of school data. The following will be common practice:

- Curriculum Writing in BYOC
- Instruction aligned to Current Missouri Expectations
- Provide Tiered Interventions (Dragon Time, Small Group Instruction, Title Math Services)
- Selection of research based Math
- Provide Staff Professional Development for interventions and best practices
- Utilize Renaissance and Study Island Assessments throughout the year
- Provide and Implement Data Decisions
- Provide Common and Vertical Planning Time
- Provide research-based feedback to teachers in regards to intervention instruction

**Funding Sources: Local and State**

**MSIP Standard(s): 1,2,3**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. Provide Title I Teacher and Services K-8</li> <li>2. Master Schedule includes Dragon Time (intervention) for middle school</li> <li>3. Staff have access and utilize assessment tools; Study Island, STAR, AR</li> <li>4. Staff use data to guide small group instruction</li> <li>5. Middle School students have log-in access to their current grade assignments</li> <li>6. Math Intervention Block</li> <li>7. K-8 Math Fact Block</li> <li>8. Implement common academic terminology grades 3-8</li> </ol>	August	<ul style="list-style-type: none"> <li>-Title I Coordinator</li> <li>-Principal</li> <li>-Counselor</li> <li>-Curriculum Coordinators</li> <li>-Teachers and Staff</li> <li>-Technology Director</li> </ul>	<ul style="list-style-type: none"> <li>-Math Title I Requirements</li> <li>-Study Island</li> <li>-Renaissance Learning</li> <li>-Data (SIS, Assessments, PBS)</li> <li>-SIS Student Portal</li> </ul>	
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. New state expectations are shared with grade level/content teachers and crosswalks are provided</li> <li>2. Curriculum Leaders meet regularly with staff to confer and support on current state standards</li> <li>3. PD is provided for Data Analyzation to adapt instruction</li> <li>4. Counselor is trained on current state assessments</li> <li>5. Common practice established 2nd-8th grades in solving math problems (ex: CUBES)</li> <li>6. Common practice established 2nd-8th grades in ELA assessments</li> </ol>	October	<ul style="list-style-type: none"> <li>-Curriculum Coordinators</li> <li>-Teachers and Staff</li> <li>-Counselor</li> <li>-Principal</li> </ul>	<ul style="list-style-type: none"> <li>-DESE Curriculum Crosswalks</li> <li>-PD dates, calendar</li> <li>-State Trainings</li> </ul>	
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. Maintain Curriculum Leaders</li> <li>2. Continue to write curriculum aligned to current state expectations</li> <li>3. Purchase research based curriculum series</li> <li>4. Maintain common plan times by grade level and vertically</li> </ol>	August-May	<ul style="list-style-type: none"> <li>-Curriculum Coordinators</li> <li>-Principal</li> <li>-Teachers and Staff</li> <li>-Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum Coordinators</li> <li>-State Expectations</li> <li>-Textbook Rotation</li> <li>-Master Schedule</li> </ul>	

## 2. Attendance

Daily student attendance is a component of acquiring new knowledge and skills. Daily instruction provides a high academic achievement opportunity for all students.

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

The Sunrise R-IX School District will maintain “2020 Target” *status* within Attendance, according to MSIP 5 data annually. This means that 90% of the students must be in attendance 90% of the time.

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

The Sunrise R-IX School will use the MSIP 5 data released annually to support attendance growth. According to MSIP 5, Attendance is assessed for grades kindergarten-eighth grade at Sunrise. Attendance has a possible ‘total points’ of 10 (Status+Progress). In 2018, Sunrise scored 10 points out of 10 possible, scoring “2020 Target”. Attendance is a focus area for Sunrise on an annual basis. District policies and programs improve annually, to ensure attendance is a daily focus.

### **Research Based Strategy(ies) for Implementation:**

Sunrise will utilize effective research-based practices, strategies, programs, and interventions that address the state goals and root causes to provide attendance improvement within this plan. These best practices, strategies, programs and interventions are identified through research and analysis of school data. The following will be common practice:

- Attendance Data Reports
- Track Students’ Attendance Individually
- Educate Parents on Attendance
- Send Home Student Attendance Report/Note
- Teacher and Administration Communication of ‘At-Risk’ Students

**Funding Sources: Local, State, and Federal**

**MSIP Standard(s): 4**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. Pull ADA, daily and conference with students/phone call home</li> <li>2. Report ADA Monthly to BOE</li> <li>3. Send Letters Home Daily according to steps 3 days, 5 days, 8 days</li> <li>4. Classroom attendance flags</li> <li>5. Informational letters to parents that pick-up/drop-off early</li> <li>6. Attendance Phone Calls / Tracking</li> <li>7. Facebook Attendance Graphics</li> </ol>	August	<ul style="list-style-type: none"> <li>-Secretaries</li> <li>-Counselor</li> <li>-Teachers and Staff</li> <li>-Principal</li> </ul>	<ul style="list-style-type: none"> <li>-SIS</li> <li>-Attendance Flags</li> <li>-Info Graphics</li> </ul>	
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. Quarterly attendance rewards</li> <li>2. Attendance Reward</li> </ol>	October	<ul style="list-style-type: none"> <li>-Secretaries</li> <li>-Principal</li> <li>-Teachers and Staff</li> </ul>	<ul style="list-style-type: none"> <li>-ADA</li> <li>-Report Cards</li> <li>-Rewards</li> </ul>	
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. End of Year Attendance Reward</li> <li>2. Utilize SIS Pulse to view students approaching or falling below the state attendance requirement</li> <li>3. Open House and Parent Teacher Conferences put out information in regards to Daily Attendance</li> </ol>	August-May	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Secretaries</li> <li>-Counselor</li> <li>-Teachers and Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Rewards</li> <li>-SIS Pulse</li> <li>-Info Graphics/Attendance Flyer</li> </ul>	

### 3. Effective Instruction

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

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

The Sunrise R-IX School District will provide professional development opportunities at least four times annually, on research based instructional strategies to improve effective teaching practice, to all district teaching staff.

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

Three years ago, Sunrise R-IX School district was scoring in the lower half of the county according to MSIP 5 data. As of May 2017, Sunrise is #1 in Jefferson County and one of 12% in Missouri scoring 100% on DESE's Annual Performance Report Card.

To continue high academic outcomes for Sunrise students, district data shows the next area for improvement is interventions (MSIP 5 Subgroup Achievement). Professional development can support teachers with their mathematics intervention development and instruction.

#### Research Based Strategy(ies) for Implementation:

Sunrise will utilize effective research-based practices, strategies, programs, and interventions that address the state goals and root causes to improve effective instruction. These best practices, strategies, programs and interventions are identified through research and analysis of school data. The following will be common practice:

- The district will utilize effective and research based interview practices.
- The district will seek to retain highly qualified certified and classified personnel and ensure that 100 percent of the district's students are taught/led by highly qualified and effective teachers, administrators, and support staff. (This is measured by the percentage of teachers noted in DESE Core data annually as "effective or highly effective". )
- Teachers will individually develop a Professional Development Plan annually, according to the NEE model.
- The district will provide high quality professional development for certified staff employed to improve instruction and student achievement.
- Teachers will attend conferences throughout the school year and in total will utilize the entire PD budget allotted in screen 19A.
- Teachers will utilize effective data tracking tools and conduct and track math intervention blocks on a daily basis.

**Funding Source(s): Local, State, and Federal**

**MSIP Standard(s): 1, 2, 3**



Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. NEE observations</li> <li>2. Common plan time</li> <li>3. Provide 1st/2nd year mentors</li> <li>4. Vertical teaming</li> <li>5. Administration and PDC work together</li> <li>6. Teachers attend professional conferences</li> <li>7. Maintain inventory of technology</li> <li>8. Maintain software purchases</li> <li>9. Maintenance of technology equipment</li> <li>10. Teachers will utilize effective data tracking tools</li> <li>11. Teachers will conduct and track math intervention blocks on a daily basis.</li> </ol>	August	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Curriculum Coordinators</li> <li>-PDC Leader</li> <li>-Technology Director</li> </ul>	<ul style="list-style-type: none"> <li>-NEE Tool and Training</li> <li>-Master Schedule</li> <li>-Mentor Teachers</li> <li>-Workshop Information</li> <li>-Inventory System</li> <li>-Technology Equipment</li> </ul>	
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. Administration, Curriculum, and PDC meet</li> <li>2. Teachers attend conferences</li> <li>3. Parent Night</li> </ol>	October	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Curriculum Coordinators</li> <li>-PDC Leader</li> <li>-Teachers and Staff</li> <li>-Technology Director</li> </ul>	<ul style="list-style-type: none"> <li>-Conference Schedules</li> <li>-Parent Night Events</li> <li>-Technology Trainings</li> </ul>	
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. Built in Professional Development Days in school calendar</li> <li>2. Common Interview Process for open positions</li> <li>3. Write Grants for Opportunities</li> <li>4. Allocate Budget</li> <li>5. Maintain District Technology Scope and Sequences</li> </ol>	June-July	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Superintendent</li> <li>-Technology Director</li> <li>-Technology Committee</li> <li>-Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-District Calendar</li> <li>-Interview Process</li> <li>-Budget</li> <li>-Curriculum</li> </ul>	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Superintendent

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Maintain Curriculum Leaders	Annually	
3.Effective Instruction	Built in Professional Development days in school calendar	Annually	
3.Effective Instruction	Write grants for Opportunities	Annually	
3.Effective Instruction	Allocate Budget	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Administrator

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Master Schedule includes Dragon Time (intervention) for middle school	August	
1.Academic Achievement	New state standards are shared with grade level/content teachers and crosswalks are provided.	October	
1.Academic Achievement	PD is provided for Data Analyzation to adapt instruction	October	
1.Academic Achievement	Purchase research based curriculum series	Annually	
1.Academic Achievement	Maintain Common plan times by grade level and vertically	Annually	
2. Attendance	Pull ADA, daily and conference with students/phone call home	August	
2. Attendance	Report ADA Monthly to BOE	August	
2. Attendance	Send letters home daily according to steps <i>3 days, 5 days, 8 days</i>	August	
2. Attendance	Facebook attendance graphics	August	
2. Attendance	End of year attendance reward-bounce house day	Annually	
2. Attendance	Utilize SIS Pulse to view students approaching or falling below the state attendance requirements	Annually	

2. Attendance	Quarterly attendance rewards	October	
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## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Administrator *(continued)*

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
3.Effective Instruction	Common plan time	August	
3.Effective Instruction	Administration and PDC work together	August	
3.Effective Instruction	Administration, Curriculum, and PDC collaborate	October	
3.Effective Instruction	Parent Night	October	
3.Effective Instruction	Common Interview Process for Open Positions	Annually	
3.Effective Instruction	Write Grants for Opportunities	Annually	
3.Effective Instruction	Allocate Budget	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Technology Director

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Middle School students have a log-in access to their current grade assignments	August	
3.Effective Instruction	Write Grants for Opportunities	Annually	
3.Effective Instruction	Maintain District Technology Scope and Sequences	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Counselor

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Master Schedule includes Dragon Time (intervention) for middle school	August	
1.Academic Achievement	Counselor is trained on current state assessments	October	
2. Attendance	Pull ADA daily and conference with students/phone call home	August	
2. Attendance	Send letters home daily according to steps <i>3 days, 5 days, 8 days</i>	August	
2. Attendance	Attendance phone calls/tracking	August	
2. Attendance	Facebook Attendance Graphics	August	
2. Attendance	End of year attendance reward-bounce house day	Annually	
2. Attendance	Utilize SIS Pulse to view students approaching or falling below the state attendance requirements	Annually	
2. Attendance	Open House and Parent Teacher Conferences put out information in regards to Daily Attendance	Annually	
3.Effective Instruction	Write Grants for Opportunities	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Secretary

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
2. Attendance	Pull ADA, daily and conferences with students/phone call home	August	
2. Attendance	Send letters home daily according to steps 3 days, 5 days, 8 days	August	
2. Attendance	Informational Letters to parents that pick-up/drop-off early	August	
2. Attendance	Attendance phone calls/tracking	August	
2. Attendance	Facebook attendance graphics	August	
2. Attendance	Quarterly attendance rewards	October	
2. Attendance	Open house and Parent Teacher Conferences put out information in regards to Daily Attendance	Annually	
2. Attendance	End of year attendance reward-bounce house day	Annually	
3. Effective Instruction	Write Grants for Opportunities	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Curriculum Coordinator

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Staff have access and utilize assessment tools: Acuity, Star, AR	August	
1.Academic Achievement	New state standards are shared with grade level/content teachers and crosswalks are provided.	October	
1.Academic Achievement	Curriculum leaders meet regularly with staff to confer and support on current state standards	October	
1.Academic Achievement	PD is provided for Data Analyzation to adapt instruction	October	
1.Academic Achievement	Common practice established 2nd-8th grades in solving math problems (ex: CUBES)	October	
1.Academic Achievement	Common practice established 2nd-8th grades in ELA assessments	October	
1.Academic Achievement	Continue to write curriculum-align to current standards	Annually	
1.Academic Achievement	Purchase research based curriculum series	Annually	
3.Effective Instruction	Vertical teaming	August	
3.Effective Instruction	Maintain software purchases	August	
3.Effective Instruction	Administration, Curriculum, and PDC meet	October	
3.Effective Instruction	Write Grants for Opportunities	Annually	



3.Effective Instruction	Maintain District Technology Scope and Sequences	Annually	
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## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Teaching Staff

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Staff use data to guide small group instruction	August	
1.Academic Achievement	New state standards are shared with grade level/content teachers and crosswalks are provided.	October	
1.Academic Achievement	PD is provided for Data Analyzation to adapt instruction	October	
1.Academic Achievement	Common practice established 2nd-8th grades in solving math problems (ex: CUBES)	October	
1.Academic Achievement	Common practice established 2nd-8th grades in ELA assessments	October	
1.Academic Achievement	Math Intervention Block	August	
1.Academic Achievement	K-8 Math Fact Block	August	
1.Academic Achievement	Implement common academic terminology grades 3-8	August	
1.Academic Achievement	Continue to write curriculum-align to current standards	Annually	
1.Academic Achievement	Maintain Common plan times by grade level and vertically	Annually	

2. Attendance	Classroom attendance flags	August	
2. Attendance	Attendance rewards	August	
2. Attendance	Quarterly attendance rewards	October	
2. Attendance	Utilize SIS Pulse to view students approaching or falling below the state attendance requirement	Annually	
2. Attendance	Open House and Parent Teacher Conferences put out information in regards to Daily Attendance	Annually	
3. Effective Instruction	Vertical teaming	August	
3. Effective Instruction	Teachers attend conference	October	
3. Effective Instruction	Parent Night	October	
3. Effective Instruction	Utilize effective data tracking tools	August	
3. Effective Instruction	Conduct and track math intervention blocks on a daily basis.	August	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Teaching Staff *(continued)*

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
3. Effective Instruction	Write Grants for Opportunities	Annually	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Title I Coordinator

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
1.Academic Achievement	Provide Title 1 Teacher and Services K-8	August	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: PDC Leader

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
3.Effective Instruction	Provide 1st/2nd year mentors	August	
3.Effective Instruction	Administration and PDC work together	August	
3.Effective Instruction	Teachers attend professional conferences	August	
3.Effective Instruction	Administration, Curriculum, and PDC meet	October	

## ACTION STEPS/STRATEGIES FORM

POSITION / TITLE: Technology Committee

<i>GOAL</i>	<i>ACTION STEP</i>	<i>START DATE</i>	<i>DATE COMPLETED</i>
3. Effective Instruction	Write Grants for Opportunities	Annually	
3. Effective Instruction	Maintain District Technology Scope and Sequences	Annually	