



“Educating individual students for 21st century challenges.”

*Comprehensive School Improvement Plan
2011-2014*

WAYNESVILLE R-VI SCHOOL DISTRICT

Board of Education

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STRATEGIC VISION

Excel as a student-centered community of learners that embraces diversity and innovation.

Mission

Educating individual students for 21st century challenges

Core Values

- Community of Diversity
- Student- and Stakeholder- Driven Quality
- Continuous Improvement and Learning

Current Core Competencies

- Adapting best practices to meet organizational needs
- Efficiently utilizing resources to meet student needs.
- Effectively working with student & stakeholder diversity, mobility, and transitions

Needed Core Competencies

- Stakeholder loyalty and engagement
- Use of Technology
- Communication/use of systems
- Innovative service delivery

Key Strategies

- Ensure that all educational settings promote learning and well-being of students and staff.
- Employ diverse a staff who are committed to learning; open to change; collaborative; innovative; and one which utilizes effective communication skills.
- Provide a structure whereby secure opportunities for open communication and continuous feedback from all stakeholders are occurring.

Key Indicators of District Success

- Students achieving at or above grade level in reading, writing, and math
- Students achieving within subgroups
- District excels on APR/NCLB indicators and measures

Support Indicators

- Quality of instruction and assessment
- Quality of staff development
- Quality of support services
- Stakeholder perceptions of quality education

Terminology Utilized on Action Plans

Each district action plan includes the following elements:

Strategic Focus Area: Improvement areas identified through strategic planning process.

CSIP Goal: Goal for improvement in Strategic Focus Area.

Strategy: Broad strategy for achieving CSIP Goal.

ePEGS Alignment: The Missouri Department of Elementary and Secondary Education developed a Plans and Grants System to enable school officials to directly connect funding streams with required plans and specific school improvement objectives. For planning purposes, five overarching goals and associated statements were developed which describe the key functions of school districts organized around areas of responsibility and emphasis. Each SMART objective in the WR6 CSIP is aligned to these ePegs goal areas. Further descriptions and information about these goals can be found in the appendix of this document.

SMART Objective: A measureable indicator of progress (Specific, Measureable, Attainable, Realistic, Timely) toward the CSIP Goal.

Annual Target and Results: Benchmarks utilized to gauge annual progress.

Description of Strategy: A succinct description of why the proposed actions/activities are appropriate/relevant

District Person(s) Accountable: The district-level person responsible for implementation and deployment of the strategy

MSIP Standard(s): The Missouri Department of Elementary and Secondary Education implements the Missouri School Improvement Program as a roadmap to school improvement. The MSIP and associated achievement, program, and resource standards is currently administered in its fourth revision. The strategies listed for improvement in the WR6 CSIP are also aligned to 4th cycle MSIP standards. More information about the Missouri School Improvement Program can be found on the DESE website at <http://www.dese.mo.gov/divimprove/sia/msip/>.

AdvancED Standards: The AdvancEd Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. By reaching higher levels of implementation of the standards, greater capacity to support ever-increasing student performance and organizational effectiveness is developed. Each of the standards are described more fully in the CSIP appendix and have been cross-referenced with objectives throughout the CSIP to maintain focus on each standard over the next three years.

21st Century Challenges: The Partnership for 21st Century Skills has created a Framework for 21st Century Learning which describes the knowledge, skills and expertise students must master to succeed in work and life. It presents a vision for 21st century student outcomes (blending of content knowledge, specific skills, expertise and literacies) and the support systems that are needed to produce these outcomes. The Comprehensive School Improvement Plan cross-references improvement strategies to these outcomes and support systems which are identified in the CSIP as 21st Century Challenges. The Framework for 21st Century Learning is described more fully in the appendix of this document.

Implementation Date: The date the action/activity will be implemented.

Completion Date: The date the action/activity will be completed.

Description of Action/Activity (Long & Short-Term): A succinct statement of an action/activity used to achieve the identified SMART Objective.

Annual Progress Report:

The action plans established for the 2011-2014 strategic planning period are shown below.

CSIP ACTION PLANS

Strategic Focus Area: Service Delivery
Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services

Action Plan: Service Delivery –Student 1.1a

CSIP Goal: Ensure optimum service delivery of services to stakeholders
Strategy: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students in each subgroup areas scoring proficient or higher on MAP/EOC will increase to meet Safe Harbor Targets annually through the 2013-2014 school year as measured by annual state assessments.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	All: 60 CA, 61 MA Asian: 60 CA, 69 MA Black: 50 CA, 54 MA Hispanic: 60 CA, 59 MA White: 64 CA, 63 MA F/R Lunch: 51 CA, 53 MA ELL: 28 CA, 40 MA IEP: 40 CA, 42 MA	All: 64 CA, 65 MA Asian: 64 CA, 72 MA Black: 55 CA, 59 MA Hispanic: 64 CA, 63 MA White: 68 CA, 67 MA F/R Lunch: 56 CA, 58 MA ELL: 36 CA, 46 MA IEP: 46 CA, 48 MA	All: 68 CA, 69 MA Asian: 68 CA, 75 MA Black: 60 CA, 63 MA Hispanic: 68 CA, 67 MA White: 71 CA, 70 MA F/R Lunch: 60 CA, 62 MA ELL: 43 CA, 52 MA IEP: 52 CA, 53 MA		
Results:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:		
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support System</i>
Effective Instructional practices will be utilized in all classrooms across the district as demonstrated by scoring proficient on district-created rubrics and by increases reflected on district learning walks.	• Assistant Superintendent of Instructional Services	6.3 6.5 6.7	• Teaching & Learning • Commitment to Continuous Improvement	• Curriculum and Instruction
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Instructional focus in all classrooms will encourage students to be engaged in active conversations to construct their own knowledge.	8/1/2011	6/30/2014		
Teachers will engage student in higher-order learning through authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.	8/1/2011	6/30/2014		
Students will set goals for their own learning and track their progress toward meeting their goals.	8/1/2011	6/30/2014		
Teachers will assist students in making connections between current learning and past learning as well as connections with real-life situations.	8/1/2011	6/30/2014		
Teachers will identify key vocabulary terms to be taught within each content area at each grade level.	8/1/2011	6/30/2014		
Professional development will be provided to support all of the above action steps.	8/1/2011	6/30/2014		
Implementation of strategies learned in district-provided professional development will be monitored and reinforced.	8/1/2011	6/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.1b
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Strategy: Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students in each subgroup areas scoring proficient or higher on MAP/EOC will increase to meet Safe Harbor Targets annually through the 2013-2014 school year as measured by annual state assessments.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	All: 60 CA, 61 MA Asian: 60 CA, 69 MA Black: 50 CA, 54 MA Hispanic: 60 CA, 59 MA White: 64 CA, 63 MA F/R Lunch: 51 CA, 53 MA ELL: 28 CA, 40 MA IEP: 40 CA, 42 MA	All: 64 CA, 65 MA Asian: 64 CA, 72 MA Black: 55 CA, 59 MA Hispanic: 64 CA, 63 MA White: 68 CA, 67 MA F/R Lunch: 56 CA, 58 MA ELL: 36 CA, 46 MA IEP: 46 CA, 48 MA	All: 68 CA, 69 MA Asian: 68 CA, 75 MA Black: 60 CA, 63 MA Hispanic: 68 CA, 67 MA White: 71 CA, 70 MA F/R Lunch: 60 CA, 62 MA ELL: 43 CA, 52 MA IEP: 52 CA, 53 MA		
Results:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:		
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Implement a tiered model of research-based interventions which target at-risk students who are struggling to achieve academically and/or behaviorally (RtI).	<ul style="list-style-type: none"> Assistant Superintendent of Instructional Services Director of Special Services 	6.3 6.5 6.7	<ul style="list-style-type: none"> Teaching & Learning Documenting & Using Results 	Standards and Assessments

<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>
Curriculum fidelity checklists will be developed and implemented to ensure adherence to district expectations in each curricular area.	8/1/2011	6/30/2014	
Differentiated instruction will be infused into all curricular areas to meet the needs of all students within the core curriculum.	8/1/2011	6/30/2014	
At the elementary level, assessment calendars will be followed to ensure universal screening for all students in reading and math.	8/1/2011	6/30/2014	
At the secondary level, assessments calendars to screen in reading and math will be developed. Data from the assessments will be utilized to identify students in need of specific interventions.	8/1/2011	6/30/2012	
Progress monitoring will be conducted at the elementary level as outlined in the District RtI Handbook. Professional development will be provided to ensure consistency across the district.	8/1/2011	6/30/2014	
Standard-based protocol will be developed to ensure fidelity in following the RtI process at the elementary level.	8/1/2012	6/30/2013	
The District RtI Handbook will be expanded to incorporate procedures applicable at the secondary level.	8/1/2013	6/30/2014	
Expand PBS interventions at the elementary and middle school levels to include Tier II and Tier III interventions.	8/1/2011	6/30/2014	
Expand the PBS program to the high school level.	8/1/2011	6/30/2014	

Strategic Focus Area: Service Delivery
Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services

Action Plan: Service Delivery – Student 1.1c

Strategy: Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students in each subgroup areas scoring proficient or higher on MAP/EOC will increase to meet Safe Harbor Targets annually through the 2013-2014 school year as measured by annual state assessments.

<i>ePegs Alignment</i>
Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	All: 60 CA, 61 MA Asian: 60 CA, 69 MA Black: 50 CA, 54 MA Hispanic: 60 CA, 59 MA White: 64 CA, 63 MA F/R Lunch: 51 CA, 53 MA ELL: 28 CA, 40 MA IEP: 40 CA, 42 MA	All: 64 CA, 65 MA Asian: 64 CA, 72 MA Black: 55 CA, 59 MA Hispanic: 64 CA, 63 MA White: 68 CA, 67 MA F/R Lunch: 56 CA, 58 MA ELL: 36 CA, 46 MA IEP: 46 CA, 48 MA	All: 68 CA, 69 MA Asian: 68 CA, 75 MA Black: 60 CA, 63 MA Hispanic: 68 CA, 67 MA White: 71 CA, 70 MA F/R Lunch: 60 CA, 62 MA ELL: 43 CA, 52 MA IEP: 52 CA, 53 MA		
Results:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:	All: Asian: Black: Hispanic: White: F/R Lunch: ELL: IEP:		
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Appropriate support and resources for special student populations will be provided.	<ul style="list-style-type: none"> • Assistant Superintendent of Instructional Services • Director of Special Services 	6.3 6.5 6.7	• Resource & Support Systems	• Standards and Assessments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Include special education, ELL, gifted, and remedial teachers in professional development with content area teachers to implement and share research-based instructional strategies across all disciplines.	8/1/2011	6/30/2014		
Provide necessary resource materials to ensure success for all special student populations as they access the general education curriculum.	8/1/2011	6/30/2014		
Instruction in key vocabulary terms within each content area will be provided to address needs of ELL students in learning the English language.	8/1/2011	6/30/2014		
All students will be screened with designated universal screening instruments in reading and math within 10 days of enrollment.	8/1/2011	6/30/2014		
Intervention strategies will address needs of special populations	8/1/2011	6/30/2014		
Incorporate instructional strategies for various special populations into all professional development	8/1/2011	6/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.2a
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CSIP Goal: Ensure Optimum Delivery of Services to Stakeholders
Strategy: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students reading at or above grade level will increase by 9% by the end of the 2013-2014 school year as measured by district reading assessments administered annually.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	80%	83%	86%		
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Effective instructional practices will be utilized in all classrooms across the district as demonstrated by scoring proficient on district-created rubrics and by increases reflected on district learning walks.	<ul style="list-style-type: none"> Assistant Superintendent of Instructional Services 	6.2 6.3 6.5 6.7	<ul style="list-style-type: none"> Teaching & Learning Commitment to Continuous Learning Documenting & Using Results 	<ul style="list-style-type: none"> Curriculum and Instruction Professional Development
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Increase emphasis on nonfiction reading.	8/1/2011	6/30/2014		
Use data from reading assessments to identify students needing extra assistance.	8/1/2011	6/30/2014		

Increase emphasis on content area reading.	8/1/2011	6/30/2014	
Expand implementation of classroom management to protect the learning environment.	8/1/2011	6/30/2014	
Guide progress for students at all levels to continue, maintain and/or increase reading to learn content within curriculum.	8/1/2011	6/30/2014	
Identify and implement interventions for those students not reading on grade level in each building.	8/1/2011	6/30/2014	
Include identified key vocabulary terms into the design of reading.	8/1/2011	6/30/2014	
All teachers will demonstrate proficiency in utilizing Differentiated Instruction (DI) practices in reading.	8/1/2011	6/30/2014	
Professional development in each building shall support and facilitate reliable results from assessments.	8/1/2011	6/30/2014	
Professional development in best practices in each building will be utilized to demonstrate an increase in reading assessments.	8/1/2011	6/30/2014	
Provide professional development opportunities at school and district level on the Big 5 and comprehensive literacy components to enhance reading instructions.	8/1/2011	6/30/2014	
Providing additional Afterschool reading programs & tutoring to struggling students	8/1/2011	6/30/2014	
Providing parents with on-going reading and target assessment scores	8/1/2011	6/30/2014	

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.2b
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Strategy: Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students reading at or above grade level will increase by 9% by the end of the 2013-2014 school year as measured by district reading assessments administered annually.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	80%	83%	86%		
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Implement a tiered model of research-based interventions which target at-risk students who are struggling to achieve academically (RtI).	<ul style="list-style-type: none"> Assistant Superintendent of Instructional Services Director of Special Services 	6.3 6.5 6.7	<ul style="list-style-type: none"> Teaching & Learning Documenting & Using Results 	<ul style="list-style-type: none"> Standards and Assessments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Curriculum fidelity checklists will be developed and implemented to ensure adherence to district expectations in each curricular area.	8/1/2011	6/30/2014		
Differentiated instruction will be infused into all curricular areas to meet the needs of all students within the core curriculum.	8/1/2011	6/30/2014		
At the elementary level, assessment calendars will be followed to ensure universal screening for all students in reading and math.	8/1/2011	6/30/2014		

At the secondary level, assessments calendars to screen in reading and math will be developed. Data from the assessments will be utilized to identify students in need of specific interventions.	8/1/2011	6/30/2012	
Progress monitoring will be conducted at the elementary level as outlined in the District RtI Handbook. Professional development will be provided to ensure consistency across the district.	8/1/2011	6/30/2014	
Standard-based protocol will be developed to ensure fidelity in following the RtI process at the elementary level.	8/1/2012	6/30/2013	
The District RtI Handbook will be expanded to incorporate procedures applicable at the secondary level.	8/1/2013	6/30/2014	

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.2c
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Strategy: Student Performance – Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students reading at or above grade level will increase by 9% by the end of the 2013-2014 school year as measured by district reading assessments administered annually.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	80%	83%	86%		
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Effective writing instruction will be incorporated into all grade levels and content areas.	• Assistant Superintendent of Instructional Services	6.2 6.3 6.5 6.7	• Teaching & Learning • Commitment to Continuous Learning	• Curriculum and Assessments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Identify the Power Standards in writing for each grade level/content area	8/1/2011	6/30/2014		
Identify formative and summative assessments in writing to be utilized at each grade level	8/1/2011	6/30/2014		
Incorporate writing assessments into grade level assessment calendars	8/1/2011	6/30/2014		

Develop district handwriting expectations	8/1/2011	6/30/2014	
Develop district standard for perfect paragraph	8/1/2011	6/30/2014	
Provide professional development in 6-Trait Writing, Strategies for Writers, and Writing Across the Curriculum.	8/1/2011	6/30/2014	
Monitor and reinforcement implementation of strategies learned in district-provided professional development.	8/1/2011	6/30/2014	

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.3
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CSIP Goal: Ensure optimum delivery of services to stakeholders
Strategy: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of collaborative teams participating at least quarterly in the data team process will increase from 7% to 100% by 2013-2014 as measured by documentation of the data team process.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014		
Annual Target:	50%	75%	100%		
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Collaborative teams will utilize the Data Teams Process in their PLC meetings to focus on Priority Standards in all content areas.	*Assistant Superintendent of Instructional Services	6.2 6.3	* Documenting & Using Results	* Curriculum and Assessments * Professional Development
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Identify the Power Standards per grade level/content area	8/1/2011	6/30/2014		
Create unit guides for grade levels/ content area	8/1/2011	6/30/2014		

Selection of Common Pre and Post Tests (Formative) per grade level/core areas	8/1/2012	6/30/2014	
Implement Common Pre and Post tests for grade level/ core areas	8/1/2012	6/30/2014	
Implement data teaming work	8/1/2011	6/30/2014	

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.4a
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CSIP Goal: Ensure optimum delivery of services to stakeholders
Strategy: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students expressing satisfaction with the variety and quality of course options will increase from ___ to ___ by the end of the 2013-2014 school year as measured by the district student survey.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Create and administer student and teacher surveys identifying satisfaction with current course offerings and future course interest.	• Building Principals & Counselors	6.3	• Commitment to Continuous Improvement	• Curriculum and Instruction
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Create a brief survey asking students/teachers about current classes being offered. Look for satisfaction from both parties and also look for interest in other areas of study.	3/30/2011	6/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Susan Gettys, Assistant Superintendent of Instructional Services</i>	Action Plan: Service Delivery – Student 1.4b
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Strategy: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

SMART Objective: The percentage of students expressing satisfaction with the variety of course options will increase from ___ to ___ by the end of the 2013-2014 school year as measured by the district student survey.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014		
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Create and implement courses that are taught in a non-traditional setting for curriculum delivery.	• Building Principals and Counselors	6.3	• Teaching and Learning	• Curriculum and Instruction • Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Determine other ways in which courses can be offered to students in a non-traditional setting. (Online courses, alternative scheduling, alternative school, alternative programs)	8/1/2011	6/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Darrel Vaughan Assistant Superintendent for Personnel Services</i>	Action Plan: Service Delivery – Staff 2.1
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CSIP Goal: Ensure optimum delivery of services to stakeholders
Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives.

SMART Objective: The percent of teachers who are “highly qualified” will increase from 95% to 100%	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	95%	98%	100%		
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
The District will implement strategies to ensure all teachers are appropriately certificated	• Asst. Supt. for Personnel Services	5.1	• Resource and Support Systems	• Professional Development • Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
The District will monitor teacher certification and work with teachers to ensure they are certified under state standards to teach in their content area	07/01/2011	06/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Darrel Vaughan Assistant Superintendent of Personnel Services</i>	Action Plan: Service Delivery – Staff 2.2
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CSIP Goal: Ensure optimum service delivery of services to stakeholders
Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives

SMART Objective: The percentage of certified staff achieving the “meets” level on all performance evaluation criteria will increase from	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Certified staff will participate in leadership training and professional development	<ul style="list-style-type: none"> • Asst. Supt. of Instructional Services • Asst. Supt of Personnel Services 	5.1, 6.7	<ul style="list-style-type: none"> • Governance and Leadership • Resource and Support Systems • Commitment to Continuous Improvement 	<ul style="list-style-type: none"> • Professional Development • Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
The district will encourage and support all certified staff to participate in district/building level committees to promote involvement in initiatives.	07/01/2011	06/30/2014		
District will offer targeted professional development for interested teacher leaders, through a district sponsored leadership academy.	07/01/2012	06/30/2014		
All certified staff will participate in professional development based on the district expectations annually.	07/01/2011	06/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Darrel Vaughan Assistant Superintendent of Personnel Services</i>	Action Plan: Service Delivery – Staff 2.3
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CSIP Goal: Ensure optimum service delivery of services to stakeholders
Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives

SMART Objective: The percent of classified staff achieving the “meets” level on all performance evaluation criteria will increase from	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Classified staff will be trained on best practice in their respective lines of work.	<ul style="list-style-type: none"> • Asst. Supt. for Personnel Services • Director of Transportation • Director of Maintenance • Director of Food Services 	6.7	<ul style="list-style-type: none"> • Resource and Support Systems • Commitment to Continuous Improvement 	<ul style="list-style-type: none"> • Professional Development • Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Provide classified staff with professional development associated with: best practices, quality customer service, dealing with difficult people, technology, leadership training, and training specific to their area of employment.	07/01/2011	06/30/2014		
The district will develop a professional development plan for all classified employees.	07/01/2012	06/30/2014		

Strategic Focus Area: Service Delivery <i>Goal Champion: Darrel Vaughan Assistant Superintendent of Personnel Services</i>	Action Plan: Service Delivery – Staff 2.4
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CSIP Goal: Ensure optimum service delivery of services to stakeholders
Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives

SMART Objective: The percentage of certified staff stating they are satisfied with working in Waynesville R-VI School District will increase from	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Enhance recognition, provide support, and communicate effectively with staff	<ul style="list-style-type: none"> Asst. Supt. for Personnel Services Building Principals 	6.5, 8.8	<ul style="list-style-type: none"> Stakeholder Communications and Relationships 	<ul style="list-style-type: none"> Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Recognize staff for their accomplishments and successes	07/01/2011	06/30/2014		
Provide monthly information for staff through central office staff reporter and building communication	07/01/2011	06/30/2014		
Communicate to staff district efforts and gather feedback from staff: surveys, exit interviews	07/01/2011	06/30/2014		

Provide Wellness Program for staff	07/01/2011	06/30/2014	
Master Calendar including: district professional development, due dates for forms and applications, meeting dates, state conferences	07/01/2011	06/30/2014	
Form four communication teams of two district office administrators/directors per team to schedule four site visits to each school to communicate district efforts and gather feedback from staff.	07/01/2011	06/30/2014	
Create policy and procedure online handbook/drop boxes for each position area to include information to support the daily functions of the positions.	07/01/2012	06/30/2014	

Strategic Focus Area: Service Delivery <i>Goal Champion: Darrel Vaughan Assistant Superintendent of Personnel Services</i>	Action Plan: Service Delivery – Staff 2.5
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CSIP Goal: Ensure optimum service delivery of services to stakeholders
Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives

SMART Objective: The percentage of classified staff stating they are satisfied with working in Waynesville will increase from	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Enhance recognition, provide support, and communicate effectively with staff	<ul style="list-style-type: none"> • Asst. Supt. for Personnel Services • Building Principals • Director of Food Services • Maintenance and Transportation 	6.5, 8.8	• Stakeholder Communications and Relationships	• Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Recognize Staff for their accomplishments and successes	07/01/2011	06/30/2014		
Provide monthly information for staff via Staff Reporter and building communication	07/01/2011	06/30/2014		
Communicate to staff district efforts and gather feedback from staff: Surveys, exit interviews	07/01/2011	06/30/2014		

Expand Wellness Program for staff	07/01/2011	06/30/2014	
Create Master Calendar including: district professional development, due dates for forms and applications, meeting dates, state conferences	07/01/2011	06/30/2014	
Form four communication teams of two district office administrators/directors per team and schedule four site visits to each school to communicate district efforts and gather feedback from staff.	07/01/2011	06/30/2014	
Create policy and procedure online handbook/drop boxes for each position area to include information to support the daily functions of the positions.	07/01/2012	06/30/2014	

Strategic Focus Area: Technology <i>Goal Champion: Diana Davison, Coordinator of Technology Services Scott Keith, Director of Instructional Media and Technology</i>	Action Plan: Technology 3.1
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CSIP Goal: Leverage Technology as a Strategic Tool
Strategy: Student Performance: Develop and enhance quality educational/instructional programs to improve and enable students to meet their personal, academic, and career goals.

SMART Objective: By June 2015 100% of students (K-8) will achieve mastery on the district's grade level technology standards	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	60%	80%	90%	100%	
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
District Technology Curriculum, courses and assessments will be revised to reflect technology change and to prepare students to master the National Educational Technology Standards for Students	• Director of Instructional Media and Technology Services	6.1, 6.2, 6.3, 6.4	• Documenting and Using Results • Teaching and Learning	• Standards and Assessments • Curriculum and Instruction
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
Technology Curriculum will be reviewed yearly to adjust for technology change	07/01/11	06/30/14		
Unit lessons will be developed at each grade level (K-8). These lessons will be based on curriculum (Sub. and Technology)	07/01/11	06/30/14		
The district will move from a Technology Literacy Assessment based on coursework or test to a project based assessment utilizing all curriculum areas through Grade 8	07/01/11	06/30/14		

Strategic Focus Area: Technology <i>Goal Champion: Diana Davison, Coordinator of Technology Services Scott Keith, Director of Instructional Media and Technology</i>	Action Plan: Technology 3.2a
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CSIP Goal: Leverage Technology as a Strategic Goal
Strategy: Student Performance: Develop and enhance quality educational/instructional programs to improve and enable students to meet their personal, academic, and career goals.

SMART Objective: By June 2016 80% of teachers, parents and students will rate "student's access to learning resources from home or anywhere they have internet connection" as "highly satisfactory" as measured by survey results.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>	
The district will provide limited wireless access to allow for the instructional use of Personal electronic devices within our schools	<ul style="list-style-type: none"> • District Instructional Media and Technology Services • Technology Coordinator 	6.1, 6.2, 6.3, 6.4	<ul style="list-style-type: none"> • Teaching and Learning • Resource and Support Systems 	<ul style="list-style-type: none"> • Standards and Assessments • Curriculum and Instruction 	
<i>Description of Action / Activity (Long- & Short-Term)</i>			<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>
Wireless access points will be installed in all buildings within the district			7/1/11	6/30/14	
Policy will be reviewed and changed to reflect Personal Electronic Device usage			7/1/11	8/15/11	
Guest access will be allotted through privileges to our wireless access points			7/1/11	6/30/12	
Discipline logs will be monitored for increase/decrease in technology violations			7/1/11	6/30/12	
Year End review of policy at all grade levels			5/1/12	7/1/12	

Strategic Focus Area: Technology <i>Goal Champion: Diana Davison, Coordinator of Technology Services Scott Keith, Director of Instructional Media and Technology</i>	Action Plan: Technology 3.2b
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CSIP Goal: Leverage Technology as a Strategic Tool
Strategy: Student Performance: Develop and enhance quality educational/instructional programs to improve and enable students to meet their personal, academic, and career goals.

SMART Objective: By June 2016 80% of teachers, parents and students will rate "student's access to learning resources from home or anywhere they have internet connection" as "highly satisfactory" as measured by survey results.	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

Description of Strategy	District Person(s) Accountable	MSIP Standard(s)	AdvancED Standards	21 st Century Support Systems
The district will promote curriculum and instruction that can be done outside of the traditional school setting and through alternate means of presentation	<ul style="list-style-type: none"> •Director of Instructional Media and Technology Services •Assistant Superintendent of Instructional Services 	6.1, 6.2, 6.3, 6.4	<ul style="list-style-type: none"> • Teaching and Learning • Resource and Support Systems 	<ul style="list-style-type: none"> • Standards and Assessments • Curriculum and Instruction
Description of Action / Activity (Long- & Short-Term)	Implementation Date (MM/DD/YY)	Completion Date (MM/DD/YY)	Annual Progress Report	
The district will purchase curricular resources that are legally accessible over the internet	7/1/11	6/30/16		
The district will provide or allow file storage and application sharing to be carried outside of our local network	7/1/11	6/30/14		
The district will move towards "cloud-based" collaboration for	7/1/11	6/30/12		

storage of materials.			
The district will expand the use of discussion boards, wikis, instant messaging to provide avenues for collaboration between students and teachers	7/1/11	6/30/16	
The device check out program will continue to expand to allow access for students who may be otherwise disadvantaged.	7/1/11	6/30/16	
The district will add more web based resources for instruction in all curricular areas.	7/1/11	6/30/16	
Easily accessible links will be provided to instructional resources	7/1/11	6/30/12	

Strategic Focus Area: Technology <i>Goal Champion: Diana Davison, Coordinator of Technology Services Scott Keith, Director of Instructional Media and Technology</i>	Action Plan: Technology 3.3
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CSIP Goal: Leverage Technology as a Strategic Tool
Strategy: Student Performance: Develop and enhance quality educational/instructional programs to improve and enable students to meet their personal, academic, and career goals.

SMART Goal: By June 2016 the percentage of student technology utilization at the progressive or advanced levels as measured by learning walk data will increase to 80%	<i>ePegs Alignment</i>
	Student Performance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	25%	40%	60%	70%	80%
Results:					
Target Met?					

Description of Strategy	District Person(s) Accountable	MSIP Standard(s)	AdvancED Standards	21 st Century Support Systems
Teachers will increase the integration of technology tools in their classroom curriculum.	<ul style="list-style-type: none"> •Asst. Supt. Instructional Services •Director Instructional Media and Technology Services •Building Principals 	6.1 6.2 6.3 6.4	•Teaching and Learning	<ul style="list-style-type: none"> •Standards and Assessments •Curriculum and Instruction
Description of Action / Activity (Long- & Short-Term)	Implementation Date (MM/DD/YY)	Completion Date (MM/DD/YY)	Annual Progress Report	
1. Technology rich instructional strategies will be developed and utilized in all curriculum areas	7/01/2011	6/30/2016		
2. The district will provide appropriate technology tools for teachers to integrate technology.	7/01/2011	6/30/2016		
3. Technology Checklist based on NETS for students will be developed and implemented into the curriculum at all grade levels	7/01/2011	6/30/2012		

Comments: Other ways to measure the SMART objective besides learning walks (i.e., Evaluations, self-assessment tool, instructional techs evaluations)

Strategic Focus Area: Technology <i>Goal Champion: Diana Davison, Coordinator of Technology Services Scott Keith, Director of Instructional Media and Technology</i>	Action Plan: Technology 3.4
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CSIP Goal: Leverage Technology as a Strategic Tool
Strategy: Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals, and objectives.

SMART Goal: By June 2016 the percentage of student centered use of technology at the advanced level as measured by learning walk data will increase to 50%	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	10%	20%	30%	40%	50%
Results:					
Target Met?					

Description of Strategy	District Person(s) Accountable	MSIP Standard(s)	AdvancED Standards	21 st Century Support Systems
Certified teachers will participate in professional development activities to increase their skills at the advanced level of technology competencies.	<ul style="list-style-type: none"> • Asst. Supt. Instructional Services • Director-Instructional Media and Technology Services • Instructional Technology Resource Specialist 	6.7	• Resource and Support Systems	• Professional Development

Description of Action / Activity (Long- & Short-Term)	Implementation Date (MM/DD/YY)	Completion Date (MM/DD/YY)	Annual Progress Report
1. Provide training times other than during the regular school day i.e. weekends, evenings, summer.	07/01/2011	6/30/2016	
2. Provide on-line training opportunities	07/01/2011	6/30/2016	
3. Expand the on-line help desk.	07/01/2011	6/30/2014	
4. Continue to offer Level I and Level II training for new district employees.	07/01/2011	6/30/2016	
	07/01/2011	6/30/2016	
5. Continue to monitor and alter Level I and Level II offerings to ensure good teaching practices.	07/01/2011	6/30/2014	
6. Develop Level III training to enhance the skills of all teachers through inquiry learning.	07/01/2011	6/30/2016	
7. Building principals will require 1 student centered technology lesson plan/teacher/week	07/01/2011	6/30/2016	

Strategic Focus Area: Technology	Action Plan: Technology 3.5
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Goal Champion: Diana Davison, Coordinator of Technology Services
 Scott Keith, Director of Instructional Media and Technology

CSIP Goal: Leverage Technology as a Strategic Tool
Strategy: Facilities, support, and instructional resources: Provide and maintain appropriate instructional resources, support services, and safe facilities.

SMART Goal: By June 2016, 100% of all classrooms within the Waynesville R-VI School District will be equipped with the following technology resources:
 K-8 Interactive WhiteBoard, Projector, Document Camera, Computer for student internet access, Devices with internet access will also be available to be brought to the classroom
 9-12 Projector, Document Camera, Computer for student internet access. Computers with internet access will be available to classes in a lab setting.

ePegs Alignment
Facilities

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:	60%	75%	85%	90%	100%
Results:					
Target Met?					

Description of Strategy	District Person(s) Accountable	MSIP Standard(s)	AdvancED Standards	21 st Century Support Systems
The district will provide the financial resources to equip all classrooms with appropriate technology resources.	<ul style="list-style-type: none"> Asst. Supt Operational Services Technology Coordinator 	6.4	<ul style="list-style-type: none"> Teaching and Learning Resource and Support Systems 	<ul style="list-style-type: none"> Learning Environment
Description of Action / Activity (Long- & Short-Term)	Implementation Date (MM/DD/YY)	Completion Date (MM/DD/YY)	Annual Progress Report	
1. Continue to develop relationships with the appropriate vendors to supply needed equipment at the most economical cost to the district.	7/01/2011	6/30/2016		
2. Research various funding opportunities provided by vendors, federal and state governments.	7/01/2011	6/30/2016		
3. Develop a plan for replacing the current wireless technology in the district's buildings.	7/01/2011	6/30/2012		
4. Increase student learning centers in each classroom with	7/01/2011	6/30/2016		

<p>the addition of LAN cabling and computers.</p> <p>5. Develop a plan for replacing the network infrastructure to support the technology utilized in the district's buildings.</p>	7/01/2011	6/30/2014	
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Comments: Baseline Technology Resources (i.e, SMARTboard, projector, document cameras, etc)

Baseline Technology Resources per classroom

K-8 SMARTboard, Projector and Document Camera. Computer for student use with internet access. Computers with internet access available to be brought into the classroom

9-12 Projector and Document Camera. Computer for student use with internet access available in the classroom. Computers with internet access available to classes in a lab setting

Strategic Focus Area: Communication <i>Goal Champions: Kim Hawk, Community Resource Coordinator Laura Hendley McVay, Waynesville Career Center Director</i>	Action Plan: Communication 4.1
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CSIP Goal: Improve communication to enhance the effectiveness and satisfaction of stakeholders
Strategy: Implement internal communication strategies which support continuous school improvement by end of SY 13/2014.

SMART Objective: The percentage of stakeholders reporting that the district utilizes effective vehicles for communication will increase from 5% annually from the baseline established in 2011-2012.	<i>ePegs Alignment</i>
	Parent/Community Involvement

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Improve, expand, and enhance the internal and external communication and marketing strategies to meet the needs of stakeholders.	•Kim Hawk, Community Resource Coordinator	7.5, 7.6, 8.8	•Resource and Support Systems	• Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/D/YY)</i>	<i>Annual Progress Report</i>	
Expand use of the district website, newspaper, Channel 12, radio, digital marquis, social media and other marketing sources to reach a broader audience.	07/01/2011	07/01/2013		
Create a year-long marketing plan and comprehensive communication calendar for use by building and district level staff.	07/01/2011	12/31/2012		
Hire a full time communication officer to coordinate external and internal communication efforts.	07/01/2011	07/01/2013		
Expand and develop use of School Messenger and other	07/01/2011	12/01/2011		

media to communicate with stakeholders on a consistent and regular basis (ie., monthly newsletters from each school, text messaging)	07/01/2011	12/01/2011	
Improve the district website to include additional topics and increase ease of navigation.			
Develop an ongoing marketing strategy for and increase use of Power School.	07/01/2011	07/01/2013	
Develop family focused newcomer and transition support services.	07/01/2011	12/01/2011	
Expand newcomer and transition support services for students.	07/01/2011	07/01/2013	
Create online introductory videos for each school.	07/01/2011	07/01/2012	
Conduct exit interviews for students and families leaving the district.	07/01/2011	07/01/2012	
Conduct entrance surveys newcomer students and parents within two months of arriving in the district.	07/01/2012	07/01/2013	
Expand the master calendar to include drop downs for stakeholder groups to include such topics as: sports, scholarship and project deadlines, club meetings, and other topics of interest for parents at each elementary, middle and high school levels, parent meeting dates.	07/01/2011	07/01/2012	
Create an opportunity for online communication and feedback from staff regarding implementation of projects, suggestions, ideas, and questions (such as ICE – FLW).	07/01/2012	07/01/2013	
Expand communication updates from board meetings and decrease turn-around time for meeting reports to public.	07/01/2012	07/01/2013	
Enhance the organizational structure and coding system of the new technology environment to improve ease of navigation.	07/01/2011	07/01/2012	

Strategic Focus Area: Communication <i>Goal Champions: Kim Hawk, Community Resource Coordinator Laura Hendley McVay, Waynesville Career Center Director</i>	Action Plan: Communication 4.2
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CSIP Goal: Communicate effectively to enhance the effectiveness and satisfaction of stakeholders
Strategy: Implement communication strategies, which supports continuous school improvement by end of SY 2013/2014.

SMART Objective: The percentage of students and parents reporting that the Waynesville School District is meeting their individual needs will increase annually from the 2010 baseline as measured by selected questions from the MSIP Advanced Questionnaire.	<i>ePegs Alignment</i>
	Parent/Community Involvement

<i>Group</i>	<i>2010 Baseline</i>	<i>Annual % Increase</i>
Grades 3-5	84.8	2%
Grades 6-8	53.5	5.5%
Grades 9-12	56.5	5%
Parents	68.4	3%

	2011-12	2012-13	2013-14	2014-15	2015-16
Annual Target Grade 3-5	86.8	88.8	90.8	92.8	94.8
Annual Target Grade 6-8	59	64.5	70	75	81
Annual Target Grade 9-12	61.5	66.5	71.5	76.5	81.5
Annual Target Parent	71.4	74.4	77.4	80.4	83.4

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Increase, expand and improve opportunities for increasing parent and student's sense of belonging, engagement, and communication.	• Kim Hawk, Community Resource Coordinator	7.5, 7.6, 8.8	• Stakeholder Communications and Relationships • Commitment to Continuous Improvement	• Curriculum and Instruction
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	

Expand opportunities for student involvement and engagement with the school and community.	07/01/2011	07/01/2013	
Expand the use of service learning across the district to increase student community engagement.	07/01/2011	07/01/2013	
Expand opportunities for parent engagement.	07/01/2011	Ongoing	
Survey all stakeholders every two years and sample groups alternately.	07/01/2011	Ongoing	

Strategic Focus Area: Systems <i>Goal Champion: Judene Blackburn, Superintendent</i>	Action Plan: Systems 5.1
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CSIP Goal: Use a systems approach to management and measurement of the organization
Strategy: Adopt, implement and assess a measurement, management, and communication tool which supports continuous school improvement by end of SY 2013/2014.

SMART Objective: The percentage of district staff reporting utilization of the balanced score card will increase by 10% annually.	<i>ePegs Alignment</i>
	Governance

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Adopt, implement and assess a measurement, management, and communication tool which supports continuous school improvement by end of SY 2013/2014.	•Dr. Judene Blackburn, Superintendent	8.2	<ul style="list-style-type: none"> Governance and Leadership Documenting and Using Results Commitment to Continuous Improvement 	<ul style="list-style-type: none"> Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
<ol style="list-style-type: none"> Research effectiveness of utilizing balanced scorecards in public education systems. Adopt an appropriate model for the Waynesville R-VI School District. Implement the model. Assess the effectiveness of the model. Revise the model as needed. 	07/01/2011 07/01/2011 07/01/2012 07/01/2012 07/01/2013	07/01/2012 07/01/2012 07/01/2013 07/01/2013 07/01/2014		

Strategic Focus Area: Governance 1.1 <i>Goal Champion: Judene Blackburn, Superintendent</i>	Action Plan: Governance & Leadership 6.1
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CSIP Goal: Support Governance Infrastructure
Strategy: Implement a standardized process for ensuring quality and market competitive services in specified key work systems.

SMART Objective: Work systems will improve by 5% annually in self-identified goal areas on an annual basis. Not Measurable	<i>ePegs Alignment</i>
	Governance & Leadership

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Develop and implement a plan for identifying key work systems which utilize a standardized process for ensuring maximum quality services.	• Dr. Judene Blackburn, Superintendent	8.1, 8.2	•Governance and Leadership •Commitment to Continuous Improvement	•Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Performance Review</i>	
<ol style="list-style-type: none"> 1. Identify key work systems 2. Identify key work areas by system which are critical to maintaining market advantage 3. Develop standardized process to guide improvement in key work areas (PDSA) <ol style="list-style-type: none"> a. Rubric/template/worksheet standardized across systems and areas b. Specify performance measures to be included in district balanced scorecard 	07/01/2011 07/01/2011 07/01/2011	07/01/2012 07/01/2013 07/01/2014		

Strategic Focus Area: Leadership <i>Goal Champion: Darrel Vaughan Assistant Superintendent of Personnel Services</i>	Action Plan: Governance and Leadership 6.2
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CSIP Goal: Leadership Development and Sustainment Strategy: Recruit, attract, develop, and retain highly qualified staff to carry out the district mission, goals and objectives

SMART Objective: The percentage of certified staff achieving the “meets” level on all performance evaluation criteria will increase from	<i>ePegs Alignment</i>
	Highly Qualified Staff

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:	Baseline				
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Certified staff will participate in leadership training and professional development	<ul style="list-style-type: none"> • Asst. Supt. of Instructional Services • Asst. Supt. of Personnel Services 	5.1, 6.7	<ul style="list-style-type: none"> • Governance and Leadership • Resource and Support Systems • Commitment to Continuous Improvement 	<ul style="list-style-type: none"> • Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
The district will encourage and support all certified staff to participate in district/building level committees to promote involvement in district-wide initiatives.	07/01/2011	06/30/2014		
District will offer targeted professional development for interested teacher leaders, through a district sponsored leadership academy.	07/01/2012	06/30/2014		
All certified staff will participate in professional development based on the district expectations annually.	07/01/2011	06/30/2014		

Strategic Focus Area: Facilities <i>Goal Champion: Jon Oetinger, Assistant Superintendent (Operational)</i>	Action Plan: Facilities 7.1
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CSIP Goal: Ensure Optimum Utilization of Facilities
Strategy: Develop and implement a comprehensive and long-range facilities utilization plan.

SMART Objective: A comprehensive and long-range facilities utilization plan will be implemented with less than 80% deviation on an annual basis (monetary and within suggested DESE resource standards).	<i>ePegs Alignment</i>
	Facilities, Support, and Instructional Resources

School Year:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Target:					
Results:					
Target Met?					

<i>Description of Strategy</i>	<i>District Person(s) Accountable</i>	<i>MSIP Standard(s)</i>	<i>AdvancED Standards</i>	<i>21st Century Support Systems</i>
Develop and implement a comprehensive and long-range facilities utilization plan.	• Assistant Supt. of Operational Services	2.1. 8.10	• Vision and Purpose • Governance and Leadership • Commitment to Continuous Improvement	• Learning Environments
<i>Description of Action / Activity (Long- & Short-Term)</i>	<i>Implementation Date (MM/DD/YY)</i>	<i>Completion Date (MM/DD/YY)</i>	<i>Annual Progress Report</i>	
1. Convene a Capital Planning Committee to address identified capital improvement needs. 2. Include annually revised capital improvement plan in district budget for board review and approval.	07/01/2011 07/01/2011	07/01/2012 Ongoing		

APPENDICES

2011-2014 Strategic Plan Process Overview

Step One-Baseline Performance Assessment

In the fall of 2010, Waynesville School District made the decision to adopt the Baldrige management model as a precursor to the development of the 2011-2014 strategic plan. A baseline assessment was conducted to measure the performance of the organization against the Baldrige model, which had not been previously used in the establishment of the previous strategic plan or organizational processes. A team of district employees were trained in the use of the Baldrige criteria and conducted leadership interviews, and interviews with district employees at all levels in all locations. A detailed feedback report highlighting the performance of the organization was developed as a result of the review, and the most significant strengths and opportunities for improvement were identified. The results of this baseline assessment as shown below contributed significantly to the establishment of the priorities for the 2011-2014 strategic plan.

Strengths

1. **Leadership**- The leadership system is one of the most significant strengths for the Waynesville School District. Leadership sets and deploys vision, mission, values and expectations through a systematic approach that starts with the strategic planning process and then is deployed through committees, the web site, communication of the CSIP, working with stakeholders in the community and through building plans. Expectations are also deployed through job descriptions, learning walks, policies and procedures. These approaches are robust and walk arounds positively verified effective deployment. Senior leaders personally promote an environment that fosters, requires, and results in legal and ethical behavior through an annual review of policies, review in staff meetings, defining and communicating unethical behavior to ensure the proper approach for legal and ethical behavior. Leadership drives a strong focus on personal and professional development; this focus was overwhelmingly confirmed during walk around interviews. Overall the leadership system positions the organization well for adopting the Baldrige model and driving continued improvement and high performance.
2. **Information and Analysis**-The school district has a data rich environment. Data is collected to support decision making and measures currently in place are used for daily and strategic decision making. This strength should be leveraged when addressing the performance analysis and measurement opportunity for improvement.
3. **Workforce Management**-Knowledge Management and Professional Development- Knowledge is shared with the workforce through a variety of methods, which include professional development and leadership meetings, monthly meetings with process coordinators, in-service training, committees, principals meetings and seeking information from outside organizations. This is a key strength for the organization.

Opportunities for Improvement

1. **Process Management**-The identification, design and key outcome measure identification for work systems in the organization are an improvement opportunity. Responses were received from the leadership team for each of these components, but the variance in the responses points to a lack of systematic approach or gaps in deployment of the approaches. As indicated in the strength theme above, much data is gathered by the organization, but there is an opportunity in the use of the data to manage processes. The identification of core competencies can provide a good focus for the identification, design and measurement of key processes, which was identified as a new concept for the organization during the meeting to develop the key business factors. Organizations frequently enter the Baldrige model adoption phase without

core competencies. Leveraging those identified to support process development can assist the organization with resource prioritization efforts.

2. **Performance Analysis and Measurement**-The organization collects a lot of data, but concerns were identified that the data being collected could be used in a more focused way to improve the effectiveness of managing organizational performance. The organization surveys the employee and customer base frequently, but it was identified that the data could be more widely distributed to leverage for greater analysis. In addition, an opportunity for improvement was identified for communicating to those being surveyed the results and how the information will be used. Concern was expressed that without this information and in light of the number of surveys being distributed, that those taking the surveys may not complete them with due diligence. Developing an organizational level plan to identify the most significant data to be collected, analyzed and measured could assist the organization in focusing on the most important areas for improvement.
3. **Customer Focus**- The organization uses a robust variety of methods for receiving feedback from their customers. These methods include informal feedback, surveys, advisory groups, military school liaison, and committees. However, much of the approaches are reactive (after service has been provided) in nature, including surveys, phone calls and contact from stakeholder groups. While focus groups were conducted as a part of this year's strategic planning process, which is proactive, the approach is limited. Advisor groups are utilized across the district for gathering proactive feedback from stakeholders. At the senior leadership level, the superintendent and assistants and directors are required to meet a minimum of twice per year with an advisory group. At the building level, administrators are required to meet at least once per year when developing the upcoming year's handbook to gather proactive feedback from stakeholders, including parents, students, and staff. There is an opportunity for the development of approaches that include a systematic mix of proactive and reactive approach to ensure good feedback is received. In addition, there is an opportunity to more fully use the information gathered by getting the data collection results to the people in the organization best positioned to make positive changes. Proactively communicating with the groups from which the data is collected on how the information will be used and the results may improve the quality and quantity of the responses.
4. **Organizational Communication**-As an overall theme, organizational communication is an opportunity for improvement. Leadership interviews did not always show consistency and there was a feeling by the Show Me Challenge team that more robustness in approaches and information were in place, but could not be identified as a result of the interviews. Better communication and sharing of data and survey results could also improve the effectiveness of the use of the extensive amount of data gathered by the organization.

Step Two-Focus Groups

On November 30th and December 1st, focus groups were conducted with 5 stakeholder groups with a total of 39 participants: Parents (5 participants), Community members (4 participants), Students (11 participants), Certified Staff (10 participants) & Classified Staff members (9 participants). For each of those groups, questions were asked to obtain demographic information as well as opinion responses for 50 – 60 questions, with time for discussion when needed. The most significant findings, grouped into strengths and weaknesses are shown below:

Key Strengths

1. **Workforce Focus** (Baldrige Category 5)—Both the classified and certified staff groups showed positive results with regard to employee satisfaction, employees feeling valued and being empowered, receiving adequate training and development, receiving adequate tools and technologies to complete their job duties, and enjoying an environment of openness, safety and equality.

Supporting Results:

94% of staff participants reported feeling valued and 100% feel that their job is important to the success of the district as a whole.

94% of staff participants feel that they receive adequate training to do their jobs.

88% of staff participants feel empowered.

100% of staff participants feel good about their job and report that they like their jobs.

100% of staff participants feel that they have the tools necessary to do their job.

94% of staff participants reported a safe working environment

81% of staff participants feel that WSD promotes an environment of equality for all staff members

2. **Innovation and Technology** (Baldrige Category 4)—Across all 5 focus groups, emphasis was placed on the role that innovation and technology play in the daily operations at Waynesville School District. WSD actively seeks to be on the cutting edge in bringing technology to the classrooms, in order to support its staff and student needs.

Supporting Results:

89% of all participants feel the school is innovative in its approaches.

94% of all participants feel that utilizing technology is important to the school district's success in educating students.

94% of all participants believe WSD effectively utilizes technology to support student learning.

88% of the staff members who participated believe utilizing technology is important to the success of their jobs.

75% of the staff participants feel WSD effectively utilizes technology to help them do their jobs.

3. **Culture of Openness** (Baldrige Category 3)—A number of different questions were designed to assess the feeling of openness at WSD. Overall, the different stakeholder groups felt as though they could contact WSD with concerns, questions and complaints. In addition, WSD actively seeks the input from stakeholder groups on decisions that affect that group.

Supporting Results:

83% of all participants feel comfortable contacting the school district with both questions and concerns.

80% of all participants feel comfortable contacting WSD with suggestions for improvement.

86% of those asked reported that they felt that they knew how best to contact someone who could take action on a concern, suggestion or complaint if one arose in the future.

64% of all participants feel comfortable contacting the school district with complaints, with 27% stating that they feel neutral about it.

76% of all participants feel WSD actively seeks their input on services offered to support them.

Key Opportunities for Improvement

1. **Communication of initiatives and results** (Baldrige Category 3)—While WSD promotes a culture of openness, stakeholders indicated that they require more communication from the school district about new initiatives, both before and after they are implemented, and the results for the district as a whole.

Supporting Results:

31% of all participants felt that WSD effectively communicates new initiatives to them. Within the focus groups of parents, students, and community members, 45% reported that they do not receive effective communication of new initiatives.

22% of all participants did not feel that WSD effectively communicates the results for the district as a whole. Within the focus groups of parents, students and community members, the number rises to 30% who do not feel that they receive communication of the district's results.

2. **Improvement of the District website** (Baldrige Category 4)—While overall 69% of the focus groups participants reported that they utilize the WSD website at least once per month, 53% agreed that they would like to see improvements to the WSD website.

Step Three-Leadership Planning Session

A two day leadership planning meeting was held in January to develop additional key inputs into the strategic plan. In addition to the inclusion of the baseline assessment and focus group results, survey results, the previous strategic plan, and performance measure results were included in the leadership analysis. During the two day meeting, the mission, vision, values, core values, and the district key goal were reviewed and adjusted as necessary to set the most appropriate direction for the 2011-2014 strategic plan. In addition, the current core competencies and future needed core competencies were identified.

A detailed SWOT analysis was performed, which was converted into a succinct list of strategic advantages and challenges as reflected below:

Strategic Advantages	Strategic Disadvantages
Use of Technology -Technology to engage students and facilitate learning, manage data and communication, powerschool, social media, web communication and marketing, and personal technology.	Future Technology -speed of evolution in technology, technology access, technology sustainment, tradition/fear, web presence.
Personnel Resources -Professional development, committed staff, knowledge management, recruiting good teachers, utilizing in-house resources, high expectations	Communication -Documenting and communicating processes, communication and collaboration among students, stakeholder turnover, soliciting stakeholder input prior to changes, lack of staff buy-in bad press from media at national and local level.
Strong Student Focus -Student diversity, military coalition, meeting student needs, high expectations, career focus as a way of describing success, alternative delivery methods to students and staff.	Leadership Development/Sustainment -Board changes & turnover, lack of plan to develop continued leadership, succession planning, teacher leadership, leadership training, board training
Student Transition Services -Transferring in and out of district, transferring between schools.	Institutional Traditionalism -Inside the box thinking/fear, need for new/diverse methods of instruction, DESE traditionalism, lack of agility, scheduling and use of time, No Child Left Behind, lack of staff buy-in, lack of a systematic approach to organizational change.
Efficient Use of Resources -Utilization of financial resources, good facilities, good resources, busses, technology, books, Power School.	Effective Use of Data —PDCA, checking progress in process.
Military Impaction -Allows the attraction of quality personnel, availability of partnerships of varying kinds, high mobility as a positive influence with fresh ideas and perspectives, student diversity, community diversity, "community of us", patriotism as a motivation tool, military child coalition.	Continuous Stakeholder Integration -Ebb and flow of stakeholder population, continual need for "reteaching" to changing population, continuously developing new relationships, assimilation, possible military post changes, federal and state mandates.

	Facilities -Overcrowding in off-post schools, growing student population, open enrollment, possible military post changes, aging facilities, size of population within the building.
	Lack of Financial Resources -Possible military post changes, federal and state mandates, political climate changes, local tax levy, budget, lack of understanding within staff population about financial constraints.

The results of all input data and analysis were used to conduct a brainstorming session, which lead to the development of the Strategic Goals for the organization. To ensure the appropriate alignment with DESE and other key regulations, the goals were also aligned to the ePeG Goals and the AdvancED Goals. The strategic goals are:

Strategic Goal	ePeG Goal	AdvancED Goal
Technology-Leverage Technology as a Strategic Tool	<ul style="list-style-type: none"> Facilities/support/instructional resources Student Performance 	Resource and Support Systems.
Communication-Communicate effectively to enhance the effectiveness and satisfaction of stakeholders	<ul style="list-style-type: none"> Parent/Community Involvement Highly Qualified Staff 	Stakeholder Communications and Relationships
Systems-Use a Systems Approach to Management and Measurement of the Organization	<ul style="list-style-type: none"> Governance 	Resource and Support Systems
Facilities Utilization-Ensure Optimum Utilization of Facilities	<ul style="list-style-type: none"> Facilities/support/instructional resources 	Commitment to Continuous Improvement
Service Delivery to Stakeholders-Ensure Optimum Delivery of Services to Stakeholders	<ul style="list-style-type: none"> Student Performance Highly Qualified Staff 	Teaching and Learning
Governance-Support Governance Infrastructure	<ul style="list-style-type: none"> Governance 	Resource and Support Systems
Leadership-Leadership Development and Sustainment	<ul style="list-style-type: none"> Highly Qualified Staff 	Resource and Support Systems

Step Four-Action Plan and Measurement Development

The Strategic Goals were used as the basis of the development of action plans for the 2011-2014 strategic planning period. Action plans were developed to ensure an appropriate focus for the organization.

Waynesville Leadership Team Membership	
Name	Position
Dr. Judene Blackburn	Superintendent of Schools
Dr. Susan Gettys	Assistant Superintendent Instructional Services
Dr.. Jon Oetinger	Assistant Superintendent Operational Services
Mr. Darrel Vaughan	Assistant Superintendent Personnel Services
Mr. Richard McKinnon	Buildings and Grounds
Mrs. Deanna House	Food Service
Mr. Scott Keith	Media & Technology
Mr. John Smith	Director of Special Services
Mrs. Angie Nickels	Alternative Education
Dr. Tom Elliott	Transportation Coordinator
Mrs. Laura Hendley McVay Mrs. Stephanie Lewis	Technical Academy Director Post Secondary and Comm. Ed. Director
Mrs. Courtney Long Mr. Ken Lewis Mrs. Bonnie Brainard Mr. Duane Doyle Mr. Josh Scott	Principal, High School Assistant Principal Assistant Principal-Curriculum/A+ Coordinator Assistant Principal Athletics/Activities Director
Mr. Jess Grizzell Mrs. Kim Amodio Mr. John Fluhrer	Principal, Middle School Assistant Principal Assistant Principal
Mrs. Hilary Bales Mrs. Marsha Smith	Principal, East Elementary Assistant Principal
Mr. Mike Morriss Mr. Jim Robbins Mrs. Tina Helm	Principal Freedom Elementary of St. Robert Assistant Principal Assistant Principal
Mr. George Lauritson	Principal, Partridge Elementary
Mrs. Renee Hayes	Principal, Thayer Elementary
Mrs. Sonya Campbell	Principal, Wood Elementary

Assessment Team Membership		
Criteria Category	Name	Position
Leadership	Mr. Mike Henson	Media Tech Supervisor
	Ms. Lisa Supansic	Instructional Coach
Strategic Planning	Mrs. Renee Hays	Elementary Principal
	Mr. John Flurher	Middle School Assistant Principal
Stakeholder Focus	Mr. Jon Dye	Culinary Arts Instructor
	Ms. Angel Yoakum	Elementary Remedial Reading
Information Analysis	Mr. Scott Turner	Instructional Coach
	Mr. Doug Campbell	Business, Computer Instructor
Workforce Analysis	Mr. Josh Scott	Activities Director
	Ms. Leanne Mowery-Halbrook	Instructional Coach
Process Management	Ms. Melissa Childs	Elementary Tech Specialist
	Mr. Duane Doyle	High School Assistant Principal

Improvement Plan Review and Implementation Schedule

Month	Current CSIP Cycle	Annual CSIP Revision	Current BIP Cycle	Annual BIP Revision	BOE
July	Professional Development / Implementation		Professional Development / Implementation		
August	Receive and review MAP results / Implement		Receive and review MAP results / Implement		Review MAP results
September	Review Preliminary APR / Adjust and Implement		Review Preliminary APR / Adjust and Implement		Review Preliminary APR / CSIP adjustments
October	Implementation		Implementation		
November	Implementation		Implementation		
December	Implementation	Begin Annual Revision Process	Implementation	Begin Annual Revision Process	
January	Implementation	Continue Revision Process	Implementation	Continue Revision Process	
February	Implementation	Review AQ Results / Complete Revision	Implementation	Review AQ Results / Begin Revision Process	Review Preliminary Revised CSIP
March	Implementation		Implementation	Continue Revision Process	
April	Implementation	Finalize Revised CSIP	Implementation	Finalize Revised CSIP	Approve Revised CSIP/BIP
May	Implementation		Implementation		Approve Aligned Professional Development Plan and Aligned Career Ladder Plan
June	Implementation	Preliminary Budget Complete / DLT Professional Development	Implementation	Professional Development	Approve Budget which Integrates Revised CSIP/BIP

ePegs Alignment

The Plans and Grants System was developed to enable school officials to directly connect funding streams with required plans and specific school improvement objectives. It will be a consistent, consolidated system for districts to submit grant applications and required plans. The following definitions will help districts and the DESE staffs achieve consistency as the application is designed and implemented.

GOALS

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school districts that organize the plan into areas of responsibility and emphasis. These areas are common to many Comprehensive School Improvement Plans currently in place in districts around the state.

- **Student Performance** - Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.
- **Highly Qualified Staff** - Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
- **Facilities, Support, and Instructional Resources** - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- **Parent and Community Involvement** - Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
- **Governance** - Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

OBJECTIVES

Objectives are specific targets that are identified and measured by quantifiable information. Objectives are tied directly to the goals of the organization. Long range objectives include specific performance measures to report annual progress toward achieving each objective.

STRATEGIES

Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.

ACTION STEPS

Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action steps will also indicate timelines.

AdvancEd Standards

The AdvancEd Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. By reaching higher levels of implementation of the standards, greater capacity to support ever-increasing student performance and organizational effectiveness is developed. Each of the standards are described below and have been cross-referenced with objectives throughout the CSIP to maintain focus on each standard over the next three years:

Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

- A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human material, and fiscal resources.

Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

- A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

- A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

- A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Resource and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

- A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Stakeholder Communications and Relationships

The system fosters effective communications and relationships with and among its stakeholders.

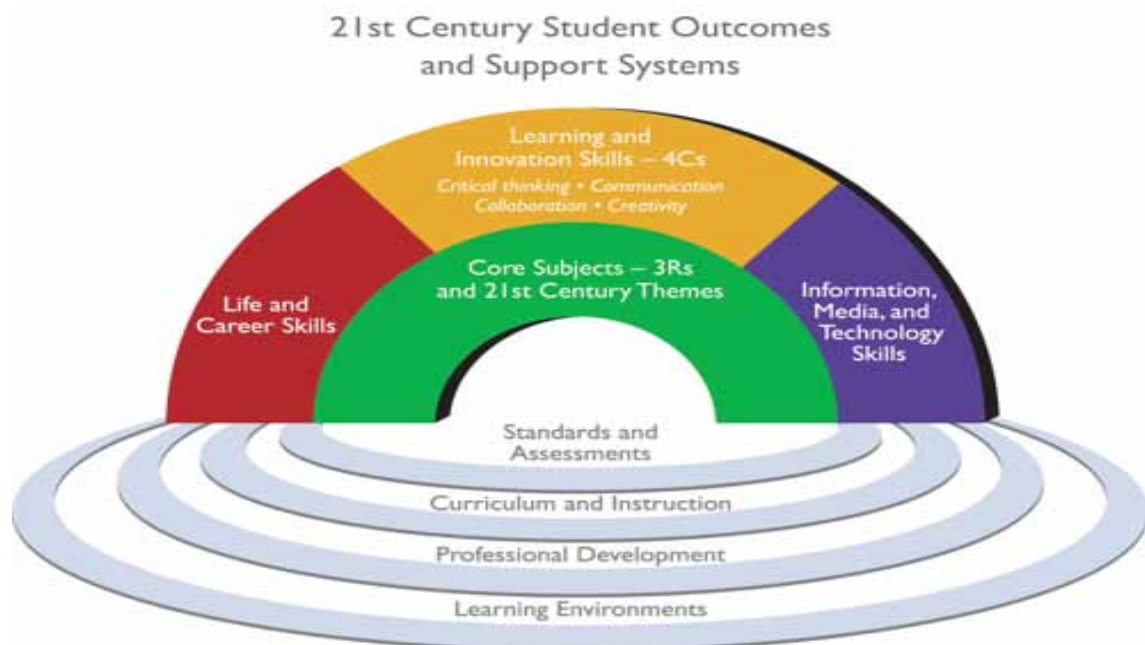
- A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

- A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Framework for 21st Century Learning



Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

**WAYNESVILLE R-VI SCHOOL DISTRICT
Comprehensive Program Evaluation Schedule**

	2011	2012	2013	2014	2015
JULY		Federal Programs Summer School Special Ed.	Federal Programs	Federal Programs	Federal Programs Summer School Special Ed.
AUGUST					
SEPTEMBER	Early Childhood Programs Facilities	Early Childhood Programs	Early Childhood Programs Facilities	Early Childhood Programs	Early Childhood Programs
OCTOBER	Technology	Transportation	Technology		Transportation
NOVEMBER	Athletics LEAP Health		Athletics	LEAP Health	
DECEMBER	Volunteer Program Wellness	Wellness	Volunteer Program Wellness	Wellness	Wellness
JANUARY	ELL	ELL	ELL	ELL	ELL
FEBRUARY		Crisis Management		Crisis Management	Crisis Management
MARCH					
APRIL		Remedial Reading		Remedial Reading	
MAY	PD	PD	PD	PD	PD
JUNE	Alternative Program	Alternative Program Guidance	Alternative Program	Alternative Program	Alternative Program Guidance

**WAYNESVILLE R-VI SCHOOL DISTRICT
PROGRAMS EVALUATION, REPORTS, AND BUSINESS SCHEDULE**

PROGRAM/BUSINESS	RESPONSIBLE	MONTH
Comp. School Improvement Plan Summer School Program Federal Programs Annual Discipline Report	Superintendent Asst. Supt. Instructional Services Asst. Supt. Instructional Services Asst. Supt. Instructional Services	July
Advisory Committees Tax Rate Tuition Rate Prelim MAP Results	Superintendent Asst. Supt. Operational Services Asst. Supt. Operational Services Asst. Supt. Instructional Services	August
Response to Intervention Enrollment Data Early Childhood Programs Facilities Program Preliminary APR	Asst. Supt. Instructional Services Superintendent Asst. Supt. Instructional Services Asst. Supt. Operational Services Asst. Supt. Instructional Services	September
Technology Report American Education Week Audit Approval Transportation Route Approval Progress Report Rdg.	Dir. Of Instruct/Media Tech Superintendent Asst. Supt. Operational Services Asst. Supt. Operational Services Asst. Supt. Instructional Services	October
Health Services Program Fall Sports Board Candidate Filing Dates Final APR MSBA Policy Service Renewal LEAP Program	Special Services Director Athletic Director Superintendent Asst. Supt. Instructional Services Superintendent Asst. Supt. Instructional Services	November
MUSIC Renewal/Claims Course Description HS Guidance/Counseling Program Volunteer Program Employee Wellness Program	Asst. Supt. Operational Services Asst. Supt. Instructional Services Special Services Director Community Resource Coordin. Asst. Supt. Operational Services	December
MSBA Board Recognition School Year Calendar Budget Revision Election Ballot Certification Mid-year Progress - Reading ELL Program	Superintendent Superintendent Asst. Supt. Operational Services Superintendent Asst. Supt. Instructional Services Asst. Supt. Instructional Services	January
Summer School Program Course Description MS Textbook Adoption Staffing Plan 1 st Rdg Employee Handbook Rev 1 st Rdg CSIP Monitor	Asst. Supt. Instructional Services Asst. Supt. Instructional Services Asst. Supt. Instructional Services Asst. Supt. Personnel Services Asst. Supt. Personnel Services Superintendent	February
Winter Sports Program Staffing Plan Approval Employee Handbooks District Safety/Crisis Mgmt Salary Schedule Recommend	Athletic Director Asst. Supt. Personnel Services Asst. Supt. Personnel Services Superintendent Superintendent	March
Student Handbooks Impact Aid Update SOS Plan Employee Insurance Program Remedial Reading District Assessment Plan	Superintendent Superintendent Asst. Supt. Personnel Services Asst. Supt. Operational Services Asst. Supt. Instructional Services Asst. Supt. Instructional Services	April

PROGRAM/BUSINESS	RESPONSIBLE	MONTH
Transportation Employee Hndbk. Media and Tech Report Curriculum Guides Professional Learning Plan Alternative School Grant Student Discipline	Asst. Supt. Operational Services Dir. Of Instruct Media/Tech Asst. Supt. Instructional Services Asst. Supt. Instructional Services Admin. Asst. Alternative Ed Superintendent	May
Proposed Budget Board Meeting Schedule Spring Sports Program Transportation Route Approval Food Services/Price Setting Guidance & Counseling Alternative Programs Report Achievement Report/Reading Special Education Report/ Assurance Statement	Asst. Supt. Operational Services Superintendent Athletic Director Asst. Supt. Operational Services Asst. Supt. Operational Services Special Services Director Asst. Supt. Instructional Services Asst. Supt. Instructional Services Special Services Director	June
<i>Annual Personnel</i> Superintendent Contract	Board of Education	January
Central Office Level Assistant Superintendent s, Directors and Coordinators	Superintendent and Asst. Superintendents	February
Building Level Directors and Principals and Asst. Principals	Superintendent and Building Principals	March
Other Certified Staff	Directors and Principals	March or April
Support Staff	Superintendent, Asst. Supts., Directors, Coordinators, Building Principals and Directors	May

Waynesville R-VI School District

Expectations for Effective Teaching

All staff will understand and have expertise to apply or implement:

District Vision, Mission, and SMART goals

3 R's – Rigor, Relevance, Relationships

Professional Learning Communities Model

Collaborative Team SMART Goals

Assessment for and of Learning – Rick Stiggins

Formative/Summative Common Assessments

Reading and Math Assessment Programs

Pyramid of Interventions

District RtI Procedures

Student Behavior Management Model

District Adopted Curriculum:

District Adopted Materials

Depth of Knowledge/Grade Level or Course Level Expectations

Balanced Literacy (including Guiding Reading) K-8

Writing Program (Step Up to Writing, Six traits) K-12

Research-Based Reading/Writing Strategies Across the Content Areas K-12

Marzano's Instructional Strategies

Technology I and II

McGrath Anti-Bullying Program

Smart Adults/Safer Children Video