Chaffee R-II
Comprehensive
School Improvement Plan
(CSIP)
2008 – 2013

Chaffee R-II School District
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Chaffee R-II School District

2008 – 2013 Comprehensive School Improvement Plan

Committee and Planning Process

The Chaffee R-II School Improvement Committee was formed on October 5, 2007 for the purpose of drafting a district-wide school improvement plan. The committee includes the following members:

Representing Pre-K-5 Teachers Tracy Kirchdoerfer Joy Moyers Amy Stovall Shawn Nix **Representing 6-8 Teachers** Bonnie Cochran Mark Devenport **Representing 9-12 Teachers** Sandy Bollinger Travis Calkins Mary DeLoach Karen Whitaker	**Administrators** Ken Latham Neil Glass Michele Williams **Staff Members** Michelle Cannon Gayliene Glency Sharon Bell **Student Body** Zach Wachter Kim Hester **Counselors** Jeanne Winters Brandi Ritter	**Board of Education** Donnie Kiefer Melissa Hamilton **Community Leaders** Karen Whitaker Terry Glenzy Jean Whitaker **Parents** Amanda Horrell Sid Atkins

Work on the CSIP Plan was completed during several full committee meetings lasting 1 ½ - 2 hours each.

The Chaffee R-II Comprehensive School Improvement Plan was presented to the Board of Education at the June 2008 meeting and approved. Progress on the plan will be evaluated by the CSIP committee and school administrators each year (August thru November) with a report made by administrators and the CSIP committee which will review the report and make any needed changes or updates to the plan. Any changes made by the CSIP committee, along with the yearly review will be presented to the Board of Education.

Chaffee Public Schools
2008 – 2013

Philosophy of Education

America's concept of education for all people stands as one of the greatest contributions this nation can make to the history of the world. Equality of educational opportunity is the essence of a democratic form of government. For the nation to continue in freedom, a well-educated citizenry is vital. We believe that our youth are the country's most valuable resource and that quality, universal, public education, with appropriate parent participation is the best tool for developing that resource.

The primary aim of the Chaffee R-2 Schools is to provide the services necessary to educate each child relative to ability in keeping with the financial ability of the district.

Vision Statement

Through effective planning, program development, and efficient use of our resources, we strive for excellence in achievement in the areas of academics, life skills, and community commitment.

Mission Statement

The Chaffee R-2 Board of Education, school administrators, teachers, and support staff believe their sole purpose is to meet the educational needs of the citizens of the school district.

District Goals
2008-09/09-10/10-11/11-12/12-13

1. Implement practices and programs to restore community support and district pride at all levels throughout the district, providing for K-12 unity and increased evidence of school spirit.

2. Demonstrate to the community that our student guidance program is enhancing the services to meet post-secondary needs.

3. Implement technology practices and programs that will help our students increase their achievement scores demonstrated by addressing concerns indicated in the CSIP.

Analysis of Internal/External Factors

External factors generally deal with issues that are outside the district's control, but should be recognized in the district's planning. Factors displayed in this document include population trends, area employment information, housing data, a map of Scott County, population by age in the district, household income, and the Missouri Show-Me Standards.

Various Demographics

The Chaffee R-II School District encompasses 50 square miles. According to the U.S. Census Bureau, the District's 2000 population was 3, 044.

| Geographic area | Population | Housing units | Area in square miles | | | Density per square mile of land area | |
			Total area	Water area	Land area	Population	Housing units
Chaffee city, Scott County	3,044	1,378	1.82	0.05	1.77	1,715.8	776.7

| Employment Status | Number | | | Percent | | |
	Both sexes	Male	Female	Both sexes	Male	Female
Population 16 years and over	2,326	1,036	1,290	100.0	100.0	100.0
In labor force	1,412	667	745	60.7	64.4	57.8
Armed forces	0	0	0	0.0	0.0	0.0
Civilian labor force	1,412	667	745	60.7	64.4	57.8
Employed	1,313	638	675	56.4	61.6	52.3
Unemployed	99	29	70	4.3	2.8	5.4
Percent of civilian labor force	7.0	4.3	9.4	(X)	(X)	(X)

Employment Status	Number			Percent		
	Both sexes	Male	Female	Both sexes	Male	Female
Not in labor force	914	369	545	39.3	35.6	42.2
Population 16 to 19 years	**143**	**85**	**58**	**100.0**	**100.0**	**100.0**
Employed civilian	50	32	18	35.0	37.6	31.0
Unemployed	16	6	10	11.2	7.1	17.2
Not in labor force	77	47	30	53.8	55.3	51.7
Population 20 to 24 years	**199**	**84**	**115**	**100.0**	**100.0**	**100.0**
Employed civilian	136	71	65	68.3	84.5	56.5
Unemployed	35	7	28	17.6	8.3	24.3
Not in labor force	28	6	22	14.1	7.1	19.1
Population 25 to 54 years	**1,173**	**579**	**594**	**100.0**	**100.0**	**100.0**
Employed civilian	908	460	448	77.4	79.4	75.4
Unemployed	42	16	26	3.6	2.8	4.4
Not in labor force	223	103	120	19.0	17.8	20.2
Population 55 to 59 years	**147**	**56**	**91**	**100.0**	**100.0**	**100.0**
Employed civilian	101	30	71	68.7	53.6	78.0
Unemployed	0	0	0	0.0	0.0	0.0
Not in labor force	46	26	20	31.3	46.4	22.0
Population 60 to 64 years	**128**	**64**	**64**	**100.0**	**100.0**	**100.0**
Employed civilian	52	26	26	40.6	40.6	40.6
Unemployed	6	0	6	4.7	0.0	9.4
Not in labor force	70	38	32	54.7	59.4	50.0
Population 65 to 69 years	**165**	**69**	**96**	**100.0**	**100.0**	**100.0**
Employed civilian	51	19	32	30.9	27.5	33.3
Unemployed	0	0	0	0.0	0.0	0.0
Not in labor force	114	50	64	69.1	72.5	66.7
Population 70 years and over	**371**	**99**	**272**	**100.0**	**100.0**	**100.0**
Employed civilian	15	0	15	4.0	0.0	5.5
Unemployed	0	0	0	0.0	0.0	0.0
Not in labor force	356	99	257	96.0	100.0	94.5

NOTE: Data based on a sample except in P3, P4, H3, and H4. For information on confidentiality protection, sampling error, nonsampling error, definitions, and count corrections see http://factfinder.census.gov/home/en/datanotes/expsf3.htm.

Subject	Households	Families			Nonfamily households
		Total	Married-couple families	Female householder, no husband present	
NUMBER					
Total	**1,260**	**816**	**583**	**181**	**444**
Less than $10,000	196	78	12	59	138
$10,000 to $14,999	167	66	25	41	109
$15,000 to $19,999	123	62	33	12	77
$20,000 to $24,999	95	57	22	34	31
$25,000 to $29,999	99	80	59	11	19
$30,000 to $34,999	101	70	65	0	31
$35,000 to $39,999	62	40	40	0	6
$40,000 to $44,999	46	52	40	12	0
$45,000 to $49,999	68	45	40	0	13
$50,000 to $59,999	119	106	93	6	7
$60,000 to $74,999	83	71	71	0	7
$75,000 to $99,999	59	53	53	0	0
$100,000 to $124,999	24	24	24	0	0
$125,000 to $149,999	0	0	0	0	0
$150,000 to $199,999	0	0	0	0	0
$200,000 or more	18	12	6	6	6
Median income (dollars)	27,076	34,671	44,063	13,813	13,214
Mean income (dollars)	39,421	46,862	55,623	24,359	22,067

Household Population

Subject	Number	Percent
(X) Not applicable.		
Source: U.S. Census Bureau, Census 2000 Summary File 1, Matrices H11, H12, and H17.		
HOUSEHOLD POPULATION		
Population in occupied housing units	**2,984**	**100.0**
Owner-occupied housing units	2,107	70.6
Renter-occupied housing units	877	29.4
Per occupied housing unit	2.36	(X)
Per owner-occupied housing unit	2.46	(X)
Per renter-occupied housing unit	2.13	(X)
HOUSEHOLD TYPE		
Owner-occupied housing units	**856**	**100.0**
Family households	617	72.1
Householder 15 to 64 years	485	56.7
Householder 65 years and over	132	15.4
Married-couple family	489	57.1
Male householder, no wife present	30	3.5
Female householder, no husband present	98	11.4
Nonfamily households	239	27.9
Householder 15 to 64 years	94	11.0
Householder 65 years and over	145	16.9
Male householder	76	8.9
Living alone	69	8.1
65 years and over	29	3.4
Not living alone	7	0.8
Female householder	163	19.0
Living alone	158	18.5
65 years and over	113	13.2
Not living alone	5	0.6
Renter-occupied housing units	**411**	**100.0**
Family households	208	50.6
Householder 15 to 64 years	191	46.5
Householder 65 years and over	17	4.1
Married-couple family	104	25.3
Male householder, no wife present	11	2.7

Female householder, no husband present	93	22.6
Nonfamily households	203	49.4
Householder 15 to 64 years	111	27.0
Householder 65 years and over	92	22.4
Male householder	73	17.8
Living alone	60	14.6
65 years and over	16	3.9
Not living alone	13	3.2
Female householder	130	31.6
Living alone	127	30.9
65 years and over	75	18.2
Not living alone	3	0.7
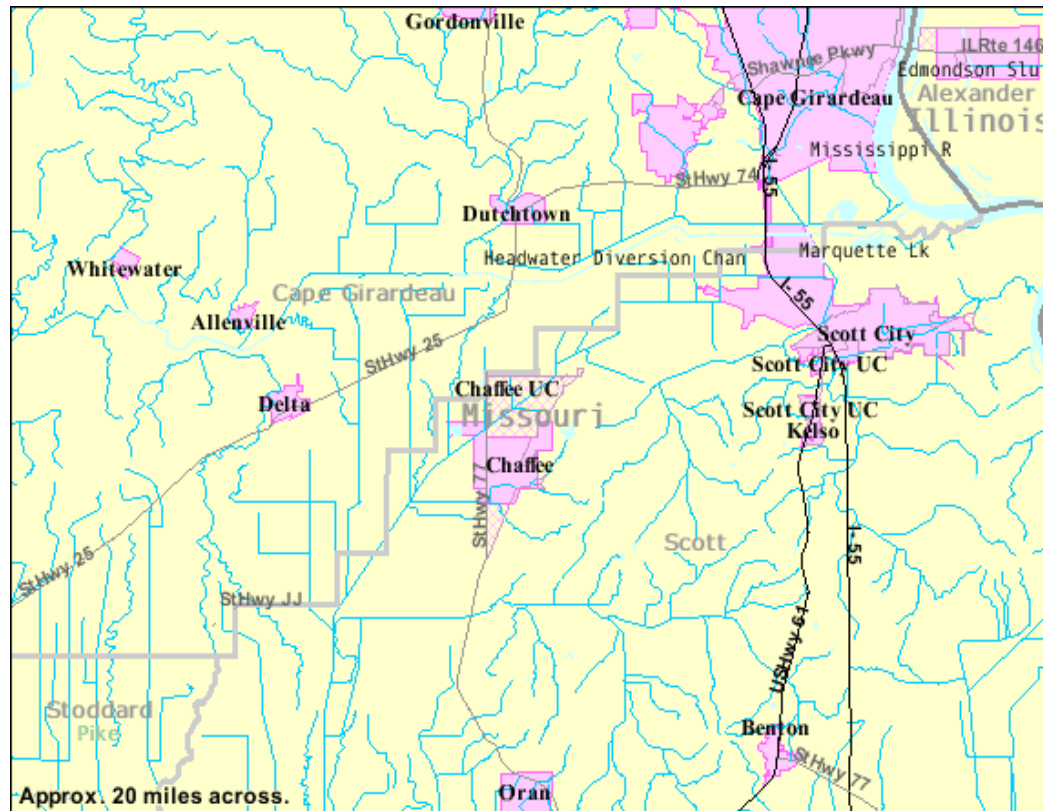
The Show-Me Standards-performance

Goals   **Goal Descriptions**

Goal 1   1. develop questions and ideas to initiate and refine research

Goal 1   2. conduct research to answer questions and evaluate information and ideas

Goal 1   3. design and conduct field and laboratory investigations to study nature and society

Goal 1   4. use technological tools and other resources to locate, select and organize information

Goal 1   5. comprehend and evaluate written, visual and oral presentations and works

Goal 1   6. discover and evaluate patterns and relationships in information, ideas and structures

Goal 1   7. evaluate the accuracy of information and the reliability of its sources

Goal 1   8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Goal 1   9. identify, analyze and compare the institutions, traditions and art forms of past and present societies.

Goal 1   10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.

Goal 2   1. plan and make written, oral and visual presentations for a variety of purposes and audiences

Goal 2   2. review and revise communications to improve accuracy and clarity

Goal 2   3. exchange information, questions and ideas while recognizing the perspectives of others

Goal 2   4. present perceptions and ideas regarding works of the arts, humanities and sciences

Goal 2   5. perform or produce works in the fine and practical arts

Goal 2   6. apply communication techniques to the job search and to the workplace

Goal 2   7. use technological tools to exchange information and ideas

Goal 3   1. identify problems and define their scope and elements

Goal 3   2. develop and apply strategies based on ways others have prevented or solved problems

Goal 3   3. develop and apply strategies based on one's own experience in preventing or solving problems

Goal 3   4. evaluate the processes used in recognizing and solving problems

Goal 3   5. reason inductively from a set of specific facts and deductively from general premises

Goal 3   6. examine problems and proposed solutions from multiple perspectives

Goal 3   7. evaluate the extent to which a strategy addresses the problem

Goal 3   8. assess costs, benefits and other consequences of proposed solutions

Goal 4   1. explain reasoning and identify information used to support decisions

Goal 4   2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States

Goal 4   3. analyze the duties and responsibilities of individuals in societies

Goal 4   4. recognize and practice honesty and integrity in academic work and in the workplace

Goal 4   5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

Goal 4   6. identify tasks that require a coordinated effort and work with others to complete those tasks

Goal 4   7. identify and apply practices that preserve and enhance the safety and health of self and others

Goal 4   8. explore, prepare for and seek educational and job opportunities

Overview of Knowledge Standards

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills would also be incorporated into courses in vocational education and practical arts. Students would acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence would build on the knowledge base acquired at a previous grade level or in a previous course.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which ''knowledge'' grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Analysis of Internal Factors

The internal Analysis was conducted by reviewing numerous types of District Data. This document includes the following: Annual Performance Report, MAP Scores, Finance report and Attendance, Drop out rate, ACT scores, and graduate analysis.

Annual Progress Report

The following table displays standards or indicators for the fourth cycle MSIP review. Chaffee R-II scored a 12 out of a possible 14 points. Areas for improvement are High School Communication Arts and College placement.

MSIP Standard/Indicator	GRADE SPAN Status Points	GRADE SPAN Progress Points	GRADE LEVEL Status Points	GRADE LEVEL Progress Points**	GRADE SPAN Status	GRADE SPAN Progress	GRADE LEVEL Status	GRADE LEVEL Progress*	Gap Bonus	Status + Progress	Points Required	Met/Not Met
9.1*1 MAP Grades 3-5 Mathematics	High 1 =40	Annual=16 Rlng Avg=8 3 Over 2=0 @	Average =12	Annual=0	40	16	12	0		Status Total=52 / Status & ProgressTotal=68	40 Status / 50 Status + Progress / 40 Status + Progress + Bonus=Y	Met
9.1*2 MAP Grades 3-5 Communication Arts	High 1 =40	Annual=16 Rlng Avg=8 3 Over 2=0 @	High 2 =16	Annual=0	40	16	16	0	Y	Status Total=56 / Status & ProgressTotal=72	40 Status / 50 Status + Progress / 40 Status + Progress + Bonus=Y	Met
9.1*3 MAP Grades 6-8 Mathematics	Average =24	Annual=16 Rlng Avg=16	Average =12	Annual=0	24	16	12	0	Y	Status Total=36 / Status &	40 Status / 50 Status	Met

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		3 Over 2=0 @							ProgressTotal=52	+ Progress _____ 40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	Average =24	Annual=16 Rlng Avg=16 3 Over 2=0	Average =12	Annual=0	24	16	12	0	Status Total=36 _____ Status & ProgressTotal=52	40 Status _____ 50 Status + Progress _____ 40 Status + Progress + Bonus=Y	Met
9.1*5 MAP Grades 9-11 Mathematics	High 2 =32	Annual=16 Rlng Avg=0 3 Over 2=0 @	Average =12	Annual=8	32	16	12	8	Status Total=44 _____ STATUS & PROGRESS Total=68	40 Status _____ 50 Status + Progress _____ 40 Status + Progress + Bonus=Y	Met
9.1*6 MAP Grades 9-11 Communication Arts	Average =24	Annual=8 Rlng Avg=8 3 Over 2=0 @	Below Average =8	Annual=0	24	8	8	0	Status Total=32 _____ STATUS & PROGRESS Total=40	40 Status _____ 50 Status + Progress _____ 40 Status + Progress +	Not Met

		Bonus=Y	
BONUS MAP ACHIEVEMENT			Not Met

**Only annual points may be earned for grade level test data in Year 2 of the Fourth MSIP Cycle.

VOLUNTARY SUBJECT AREA BONUS POINTS				
MSIP Standard/Indicator	**Status Points**	**Total Points Earned**	**Points Req**	**Met/Not Met**
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 3-5 Science	High 2 =4	4		
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 6-8 Science	High 1 =5	5		
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 9-11 Science	=.	.		
TOTAL POINTS		**9**	**8**	**Met**
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 3-5 Social Studies	High 1 =5	5		
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 6-8 Social Studies	=.	.		
VOLUNTARY SUBJECT AREA BONUS POINTS Grade 9-11 Social Studies	=.	.		
TOTAL POINTS		**5**	**8**	**Not Met**

District Name: CHAFFEE R-II
County/District Code: 100060

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)	Met/Not Met
			Status	**Progress**	**Status + Progress**	**Status + Progress**	
9.3 ACT	Below Average =2	Annual=2 Rlng Avg=1 3 Over2= 0 @	2	2	4	4	Met
9.4*1 Advanced Courses	Average =3 Combined=4	Annual=2 Rlng Avg=1 3 Over 2=0 @	4	2	6	4	Met

9.4*2 Career Education Courses	Average =3 Combined=4	Annual=1 Rlng Avg=1 3 Over 2=0	4	1	5	4	Met
9.4*3 College Placement	Floor =0 Combined=0	Annual=2 Rlng Avg=2 3 Over 2=0 @	0	2	2	4	Not Met
9.4*4 Career Education Placement	Below Average =2 Combined=0	Annual=2 Rlng Avg=2 3 Over 2=2	2	2	4	4	Met
9.5 Graduation Rate	Floor =0	Annual=1 Rlng Avg=0 3 Over 2=0 @	0	1	1	4	Not Met
9.6 Attendance Rate	High 2 =4	Annual=2 Rlng Avg=0 3 Over 2=0 @	4	2	6	4	Met
9.7 Subgroup Achievement	High 1 =5		5	NA	5	4	Met
						Total Standards Met	**12**
						Performance Accreditation Rating	

Finance Report and Attendance, 2003-2007

	CHAFFEE R-II					Missouri				
Year	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Fall Enrollment	591	562	563	577	581	894,470	896,186	894,855	899,997	899,558
Average Daily Attendance (ADA)	560.58	522.87	528.57	540.47	533.18	847,890	850,031	850,038	857,667	856,808
Rate of Attendance (%)	94.30	95.20	94.20	94.80	93.50	94.5	94.2	94.0	94.0	94.0
Total Expenditures	$3,850,156	$5,832,382	$4,044,204	$5,977,582	$4,285,698	$8,547,374,133	$8,432,985,204	$8,806,183,464	$9,246,815,784	$9,929,798,224
Total Current Exp.	$3,085,840	$2,976,560	$3,166,843	$3,399,428	$3,370,730	$6,303,450,731	$6,337,667,894	$6,604,885,197	$7,050,924,520	$7,442,831,593
Current Exp per ADA	$5,504.73	$5,692.73	$5,991.34	$6,289.76	$6,321.98	$7,434	$7,456	$7,770	$8,221	$8,687

Annual Dropout Rate 2003-2007
As a Percent of Total Enrollment

Chaffee R-II has experienced significant student drop-outs and will address in the CSIP plan.

Year	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Total Dropouts 9-12	12	13	10	17	5	8,994	9,065	9,874	11,307	11,796
Total Dropout Rate 9-12 (%)	7.3	7.6	5.5	8.6	2.5	3.3	3.4	3.6	4.0	4.2

ACT

The American College Test is designed for high school students who plan to attend college. ACT scores reflect whether students exhibit the higher order thinking skills required to do successful work during the freshman year of college. Chaffee R-II has experienced a steady increase in ACT scores. Our goal is to meet or exceed the state average in the next three years.

American College Test (ACT) 2003-2007										
	CHAFFEE R-II					Missouri				
Year	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Number of Graduates	44	31	31	42	51	56,906	57,988	57,824	58,418	60,802
Number of Graduates scoring at or above the National Average	12	7	7	10	16	18,907	19,192	19,506	19,660	20,887
Percent of Graduates scoring at or above the National Average (%)	27.3%	22.6%	22.6%	23.8%	31.4%	33.2%	33.1%	33.7%	33.7%	34.4%
Percent of Graduates taking the test(%)	52.3%	58.1%	48.4%	47.6%	62.7%	68%	69%	70%	70%	70%
Composite ACT Score	20.1	20.3	19.1	20.3	19.9	21.4	21.5	21.6	21.6	21.6

Graduate Analysis, 2003-2007										
	CHAFFEE R-II					Missouri				
Year	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Number of Previous Years Graduates	33	44	31	31	42	54,513	56,911	58,034	57,826	58,418
Percent of Previous Years Graduates										
Entering a 4yr. College/University	27.30	40.90	45.20	25.80	45.20	39.6	38.6	38.2	39.3	39.5
Entering a 2yr. College/University	6.10	9.10	3.20	6.50	9.50	25.5	26.8	26.5	25.8	25.7
Entering a Post-Secondary (Non-college) Institution	6.10	9.10	0.00	9.70	2.40	4.0	4.1	4.4	4.3	4.0
Entering the Work Force	36.40	22.70	29.00	41.90	38.10	20.0	19.5	19.7	19.2	18.9
Entering the Military	9.10	2.30	12.90	3.20	4.80	3.6	3.4	3.4	3.1	3.2
Entering Some Other Field	15.20	2.30	0.00	3.20	0.00	3.6	3.1	2.9	3.1	2.8
Status Unknown	0.00	13.60	9.70	9.70	0.00	3.6	4.6	4.9	5.2	5.9

Measureable Goals – Objectives

Goal 1: 80% of students in grades K-12 will read at or above grade level (proficient level) as measured by local and state assessments.

Goal 2: 75% of the districts students will pass the exit exam in Science and Math for grades 9-11 and 75% will score in the advanced or proficient levels on the Map in grades 3-8.

Goal 3: Students will score at or above the national average on ACT test within 3 years.

Goal 4: The district's guidance program will develop and document assistance in educational and/or career plans.

Goals

The following "goals" focus primarily on students' performance and are measurable.

Goal # 1

Measurable objective: 80% of students in grades K-12 will read at or above grade level (proficient level) as measured by local and state assessments.

How objective will be measured: The objective will be measured using Crystal Reports, End-of-course examinations, accelerated reader tests, and teachers' records.

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
9.1.2 9.1.3	1.	The district will examine current schedule of placement of students and make necessary changes to ensure students are receiving appropriate level of Instruction for reading skills.	Superintendent/ Building Principal/ Counselors/ Teachers	08/08	N/A	08/09
	2.	The District will provide summer reading Programs and offer access to the school Library during summer months.	Superintendent/ Building Principal Librarian	06/08	N/A	Ongoing
	3.	*Provide after school tutoring for K-12 and Morning tutorial for grades 7-12 .*	*Counselor/Teacher*	*08/08*	*Title I*	*Ongoing*

Title: Literacy Proficiency

Specific objective: The school district will make necessary changes in and/or course offerings to ensure student instruction in literacy.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.1	1.	Acquisition of a reading/literacy Coach	Principal/ Counselor	08/08	N/A	Ongoing
	2.	Introduction of Junior High Reading course	Counselor/ Teacher	08/08	N/A	05/09
	3.	The district will provide Recommended non-fiction, fiction, and reference materials for each Building.	Principal/Librarian	08/08	N/A	Ongoing
	4.	The district will provide access to Technology resources related to reading and writing.	Principal/Librarian	08/08	N/A	Ongoing

Title: Summer Reading

How objective: The school district will provide summer reading programs and offer access to the school library during summer months.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.1	1.	A summer schedule will be Distributed to all students on Library hours for the summer.	Curriculum Director Principal/Librarian	06/08	N/A	08/13
	2.	Various themes and activities will Be offered to encourage reading And use of the library during the Summer months.	Principal/Librarian	06/08	N/A	08/13
	3.	Access to technology resources Will be made available.	Principal/Librarian	06/08	N/A	08/13

Title: Tutoring

How objective will be measured: Students identified by scoring below grade level will participate in Morning or afternoon tutorial sessions.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.1.2 9.1.3	1.	The district will examine and evaluate student performance in Reading at the beginning of the year and offer tutoring sessions to students below grade level.	Administration	08/08	N/A	Ongoing *05/10/05* 4/27/06
	2.	The district will provide balanced literacy in all 4 core academic areas grades 1-12.	Building Principals/ Teachers	08/08	N/A	Ongoing

Goal #2

Measureable Objective: 75% of the districts students will pass the exit exam in Science and Math for grades 9-11 and 75% will score in the advanced or proficient levels on the Map in grades 3-8.

How the objective will be measured: Scores will be evaluated when results are available at the end of the course (EOC) or when crystal reports are available (MAP).

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
9.1	1.	Each building will maintain a 96% Or higher average daily attendance Rate.	Principal/ Counselor	08/08	N/A	05/09
	2.	Each building or program will offer staff development opportunities In developing appropriate strategies For all students.	Principal/ Teachers	08/08	Title	05/13
	3.	Each building will develop incentives To be offered for individual and Building success on assessments.	Principal Counselor Teacher	08/08	General Fund	05/13

Title: Attendance Rate

Specific objective: Each building will maintain a 96% or higher attendance rate

Standard/ Indicator	Action Step	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.1	1.	Each building will contact families Who have not reported their student As absent.	Building Principals/ Teachers	08/08	N/A	08/13
	2.	Each building will create attendance Incentives and emphasize importance	Building Principals/ Teachers	08/08	N/A	08/13

Title: Professional Development

Specific objective: Each building will offer staff development opportunities in developing appropriate strategies for all students.

Standard/ Indicator	Action Step	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.2.1 9.2.2	1.	The district will provide staff Development tailored to building Level needs.	Administration/ Teachers	8/08	N/A	08/08
	2.	The district will provide professional development activities to improve the use of technology as an instructional tool.	Administrators/Teachers	08/08	N/A	08/13

Title: Assessment Incentives

Specific objective: Each building will develop incentives to be offered for individual and building wide success on assessments.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.2.1 9.2.2	1.	Jr/Sr high will offer a trip to six flags for anyone scoring in advanced or proficient on all assessments given in that academic year.	Principal	08/08	N/A	5/13
	2.	The Elementary will provide a MAP Celebration and extra recess time with refreshments.	Principal	08/08	N/A	5/13
	3.	The senior high will offer open campus privileges for those scoring a 21 or above on the ACT.	Principal	08/08	N/A	5/13

Goal # 3

Measureable Objective: Students will score at or above the national average on ACT test within 3 years

How the objective will be measured: The district high school principal and counselor will evaluate scores on a semi-annual basis.

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
9.2.1 9.2.2	1.	Subject level teachers will participate And provide online ACT practice Exams.	Principal Librarian Teachers	08/08	N/A	05/13
	2.	The district computer labs will offer Online ACT prep material.	Principal/ Librarian	08/08	N/A	05/13
	3.	All freshman will take practice ACT Exam during assessment week in The spring.	Principal/ Counselor	03/09	N/A	05/13

Title: Online ACT practice

Specific objective: The school district will purchase and provide supplemental ACT materials for students preparing for the ACT exam.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.2.1 9.2.2	1.	Teachers will be provided with Online resources after evaluation of materials available.	Principal PDC	08/08	N/A	06/09
	2.	Professional development will be Provide on use of ACT materials	PDC	08/08	N/A	06/09

Title: Computer Aid

Specific objective: The library computer lab will offer computer aid instructional materials for student preparation on the ACT

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.3	1.	The district will provide test-preparation strategies both in and beyond the normal classroom setting. *1. Computer ACT prep Course*	Superintendent/ HS Principal/ Teachers	8/08	N/A	08/09

Form B

<div align="right">

Goal # 3
Strategy # 3

</div>

Title: Underclass ACT prep

 Specific objective: Students will be provided with test preparation strategies and a chance to take a practice ACT examination with scoring.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
9.3	1.	The district will offer ACT prep classes on selected dates.	HS Principal HS Counselor	08/08	N/A	08/09
	2.	Freshman students will take practice ACT during assessment Week.	HS Principal HS Counselor	08/08	N/A	05/13
	3.	Students will utilize practice ACT booklets that are currently in library.	Counselor Librarian Principal	08/08	District	05/13

Goal # 4

Measurable objective: The district's guidance program will develop and document assistance in educational and/or career plans

How objective will be measured: The objective will be measured by monitoring vocational enrollment numbers.

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
7.3	1.	The school district will provide substantial opportunities for career education exploration.	Principal	8/08	N/A	08/08
	2.	The district will offer and encourage participation in career and Technology and SAHEC courses that lead to post-secondary placement.	HS Counselor	*08/08*	District	05/13

Title: Career Education Opportunities

Specific objective: The school district will provide substantial opportunities for career education exploration.

Standard/ Indicator	Action Steps	Action Plan	Person Responsible	Start Date	Funding Sources	Date Completed
7.3.2 7.3.3	1.	Career and Technology school visits will be scheduled for grades 8th & 10th	HS Counselor	8/08	N/A	Ongoing
7.3.1	2.	Juniors and Seniors will be offered Opportunities to visit college and career fairs.	HS Counselor	8/08	N/A	05/13
	3.	Guidance lesson in career planning and setting career goals.	Elem. Counselor	08/08	N/A	05/13

Title: Post-secondary placement

Specific objective: The school district will encourage participation in post-secondary course training and offerings

Standard/ Indicator	Action Step	Action plan	Person Responsible	Start Date	Funding Sources	Date Completed
6.3	1.	The district will provide alternative education opportunities	Superintendent HS Principal	8/08	District	05/13
	2.	The district will purchase college Textbooks for students who Attend SAHEC	Superintendent	8/08	District	05/13
	3.	Parent meetings will be held for Question and answers about Post secondary courses.	HS Counselor	8/08	N/A	05/13

Building-Level Planning

Chaffee Accelerated Elementary Building Level Goals

The elementary is working on three primary goals this year. The three goals are to improve MAP scores, improve reading scores so that no child will be retained because of SB319, and look at different programs to help our students with everyday social skills.

Improve MAP Scores:
The ways we are addressing improving MAP scores are by looking at Clear Access every year to see where our children need help. We then look at 3 years of data to see where our weaknesses are on the MAP. We have set up two committees that work on math and reading. The committees have come up with ideas on how to improve MAP scores. Here is what we are going to add to our programs next year:
- Have math and reading nights quarterly to make parents aware of what their children are doing and how they can help.
- Bring in community leaders to tell how math is used in their jobs.
- Have a Title I reading teacher and 3 ½ paraprofessionals working with Rti.
- Have additional monitors in the rooms when the MAP test is being administered.

Improve Reading scores so that no child will be retained because of SB319:
- Letters will be sent home to every child in grades 3 through 6 so that their parents know what the child's reading level is. An after school tutorial will be provided for students who are not reading at grade level. The students' progress will be monitored quarterly.

Work on students' social skills to promote better discipline:
- The counselor goes into classrooms two times a month to work on student behavior and character education.
- The counselor has groups that she works with during lunch time.

Follow up on our building level goals will be done at the beginning of each year. We will then decide if our goal has been achieved and if not what how we need to address it.

High School Building Level Goals

Increase integration of technology in Jr./Sr. High Classes
- Assign activities or projects that require computer research or computer aided products.
- Encourage teachers to receive technology training in order to pass along knowledge to students.
- Provide mobile laptop computer stations in order for entire classes to have simultaneous access.

Increase students' awareness of educational/career opportunities and encourage goal setting at early High School levels
- Arrange meeting with eighth grade parents regarding high school requirements and college entrance requirements.
- Arrange for speakers from different colleges and technical schools to meet with students.
- Encourage students to research future plans in order to make informed decisions.
- Encourage students to meet with counselor to discuss education and career goals.
- 4 year plans completed and filed for all incoming freshman.
- Increase vocational awareness.

Increase two-way communication with parents and community
- Utilize school reach system on upcoming district events
- Add the parent portal to student records system.
- Develop and maintain district web-site.

Adopt new textbooks that better prepare students for future education endeavors.(5 year rotation)
- Establish Committees to choose textbooks
- Adopt textbooks which provide transitional material (grade to grade)
- Evaluate several samples in order to best choose textbooks available.

Conclusion
The district's CSIP will be a living, working document utilized to guide the district as we work to improve our MSIP concerns and student performance. Many of the objectives will be addressed, revised and completed over the next five years. As we progress forward, additional objectives may be considered as the goals and needs of the district evolve.

The Comprehensive School Improvement Plan will be placed at the following locations: Board of Education members, district's administrative offices, district libraries, and local public library. A copy will be available to general public upon request.

Appendixes

Appendix A

LIBRARY COLLECTION IMPROVEMENT PLAN

(UPDATED 1-29-08)

Yearly Budget of Planned Improvements to each library for the next 5 years.
(Minimum Budget Excluding Supplies, AR tests, and Periodicals)

Category of Additions	*Elementary Library*	*Jr.-Sr. High Library*
Nonfiction Books	*30 x $ 24=$ 720*	***50 x $ 24=$ 1200*
Reference Materials	*4 x $ 50=$ 200*	*4 x $ 50=$ 200*
Encyclopedias	*1 x $ 750=$ 750*	*1 x $ 750=$ 750*
Videos	*10 x $ 40=$ 400*	*10 x $ 40=$ 400*
Fiction Books/Audio Books	**75 x $ 17= $1275*	***50 x $ 17= $ 850*
Computer /Monitor setups	*2 x $1000=$2000*	*6 x $1000=$6000*
AV Equipment	*1 x $ 250=$ 250*	*1 x $ 250=$ 250*
Yearly Totals	*$5595*	*$9650*

*Until we reach Level I of the Missouri School Library Standards and over 70% currency of the collection using copyright dates or minimum quantities.
*Until we reach Level II of the Missouri School Library Standards and over 70% currency of the collection using copyright dates or minimum quantities

LIBRARY RESOURCES WILL BE ADDED TO SUPPORT THE FOLLOWING LIBRARY COLLECTION IMPROVEMENT PLAN OBJECTIVES:

1. Continue to add nonfiction and visual resources to:

   A. Strengthen our MAP challenge areas by adding materials according to Crystal Reports Data and administrator/teacher/student/community recommendations.
   B. Maintain 70% currency of copyright in our Dewey Sensitive areas evaluated by Core Data while focusing on Level I and II areas first.
   C. Personalize the library collection by purchasing requested materials as noted by yearly surveys of school personnel and students, as well as by additional verbal or written suggestions.

2. Add books at all Accelerated Reading Levels in both libraries with special emphasis on primary level chapter books and higher level fiction for the elementary; and audio books and reluctant reader selections in fiction and nonfiction at the $7^{th} - 12^{th}$ level.

3. At CHS add a set of 15 laptop computers to be checked out through the library to increase writing practice and technological advancement within the curriculum. At the C.E.S. Library replace 1 computer each year.

FUNDING SOURCES
Funds for these purchases will be made from our General Library Budget, Title I, Library Activity Accounts, and donations.

The Library resource statistics above show resources that meet or exceed goals from our previous long term Library Collection Improvement Goals: (1) adding G.L.E. resources (print and machine-dependent) that teachers, students and Crystal reports results helped select (2) AR nonfiction to meet Level I (3) additional AR fiction books (4) add four resources per year (5) add one new set of encyclopedias each year, and (6) add one computer per year. We have replaced 8 computers during the previous year. Modified long term and short term goals were discussed and approved as read in the CSIP meeting in April 2007 and the Library Advisory Committee meeting on May 3, 2007.