

# **School District of the City of Saint Charles**



## **Comprehensive School Improvement Plan**

**2013 - 2018**

**Presented to the Board of Education**

**April 11, 2013**

**School District of the City of Saint Charles  
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**OVERVIEW**

The City of Saint Charles School District community works to continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Our CSIP is directly linked to our mission, vision, values, and goals.

**MISSION**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

**VISION**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

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**VALUES**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
  
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, innovation, and creativity
  
- The classroom teacher as the most important resource for student learning by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data driven
  - Considerate of all points of view
  - Fiscally responsible

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**GOALS**

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

**1. Student Performance:**

Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.

**2. Highly Qualified Staff:**

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, vision, goals, and objectives.

**3. Facilities, Support, and Instructional Resources:**

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

**4. Parent and Community Involvement:**

Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational programs.

**5. 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.

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## **DESCRIPTION OF THE CSIP PROCESS**

In preparation of the CSIP planning process, the CSIP Steering committee was formed. This committee was comprised of fourteen representatives. This committee was charged with leading the CSIP process, facilitating the sub-committees, and preparing the final recommendation to the Board of Education. This committee began meeting in November 2012 and concluded its work in April 2013. This committee will continue to meet at least annually to review and revise the CSIP plan to best meet the needs of the District.

Five sub-committees were identified as the main areas of focus for the District: Student Performance; Highly Qualified Staff; Facilities, Support, and Instructional Resources; Parent and Community Involvement; and Governance. Approximately 100 staff members, parents, students, and community representatives volunteered to serve on one of the previously mentioned CSIP sub-committees.

The CSIP Steering committee identified data that needed to be shared with the full CSIP committee for review. The CSIP Steering committee also developed an electronic survey for staff members, students (grades 3 – 12), parents, and community members to obtain additional information. Participants responded to this survey during December 2012 and early January 2013.

The full CSIP committee met as a group on January 11-12, 2013. At this weekend work session, the representatives began by reviewing the data and current reality of our District. The committee spent most of its time participating in in-depth conversations on the mission, vision, values, and goals of the District for the next 5 years. Following this weekend work session, the full CSIP committee divided into the five sub-committees and began conducting their work. Information collected from the meetings held on January 11<sup>th</sup> and 12<sup>th</sup> were shared with the various sub-committees to help inform and guide their work.

The five sub-committees met from January through mid-March to develop recommendations for consideration by the CSIP Steering committee. The CSIP Steering committee reviewed all recommended action plans and developed a recommendation that will be presented to the Board of Education for approval on April 11, 2013.

Additional components will be added to the CSIP action plan on an annual basis. The additional items could include, but are not limited to the District Professional Development Plan, Curriculum and Instruction Review Cycle, Assessment Plan, and annual School Improvement Plans.

Upon the approval of the CSIP action plan and/or any related documents, communication will occur with District staff, parents, students, and community members. The CSIP document will be reviewed and revised at least annually by the CSIP Steering Committee. This committee will also prepare updates 1 to 2 times per year to present to the Board of Education.

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**BOARD OF EDUCATION MEMBERS**

Mrs. Linda Schulte  
Dr. Donna Towers  
Mr. Dale Hallemeier  
Ms. Lori Gibson  
Mr. Tim Bekebrede  
Mrs. Sheri Bickmeyer  
Dr. Marita Malone

Mr. Mike Thorne, Board Member, Term Expired April 2013

**DISTRICT ADMINISTRATION**

Dr. Jeff Marion, Superintendent  
Dr. Danielle Tormala, Associate Superintendent – Curriculum and Instruction  
Mr. Charles Brazeale, Assistant Superintendent – Business & Technology  
Dr. Kim Harris, Assistant Superintendent – Human Resources  
Dr. Kay Davis, Director of Special Education & Student Services

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**CSIP COMMITTEE MEMBERS**

**CSIP STEERING COMMITTEE**

Facilitator: Danielle Tormala, Assistant Superintendent – Curriculum and Instruction

Committee	First Name	Last Name	Affiliation/Role	School Affiliation
Student Performance	Danielle	Tormala	Assoc. Superintendent, Curr. & Instr.	Central Office
Student Performance	Candice	Settlemoir	Instructional Coach	Blackhurst
Student Performance, Governance	Sheri	Bickmeyer	BOE Member, Parent	Community
Highly Qualified Staff	Kim	Harris	Asst. Superintendent, Human Resources	Central Office
Highly Qualified Staff	Teri	Harding	Principal	Harris
Highly Qualified Staff	Katie	Stonum	Teacher	Blackhurst
Facilities, Support, and Instructional Resources	Charles	Brazeale	Admin, Asst Super. – Business & Tech.	Central Office
Facilities, Support, and Instructional Resources	Jeremy	Shields	Teacher	St. Charles West
Facilities, Support, and Instructional Resources	Jeff	Walker	Principal	St. Charles High
Parent and Community Involvement	Kay	Davis	Admin, Dir. – SPED	Central Office
Parent and Community Involvement	Cheryl	Graber	Coordinator, Adult Ed.	Adult & Community Ed.
Parent and Community Involvement	Denise	Coffer	Parent	Harris
Parent and Community Involvement	Chris	Jarus	Assistant Director	Lewis & Clark
Parent and Community Involvement, Governance	Susie	Lewis	Asst. to the Superintendent	Central Office
Parent and Community Involvement, Governance	Lori	Gibson	BOE Member	Community
Governance	Jeff	Marion	Superintendent	Central Office



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**STUDENT PERFORMANCE COMMITTEE**

Facilitators:

Danielle Tormala, Assistant Superintendent – Curriculum and Instruction

Candice Settlemoir, Instructional Coach – Blackhurst Elementary

Sheri Bickmeyer, Member – Board of Education

First Name	Last Name	Affiliation/Role	School Affiliation
Angela	Altmann	Teacher, 5 <sup>th</sup> Grade	Jefferson Intermediate
Beth	Bartell	Principal	Jefferson Intermediate
Clarissa	Beyer	Psych. Examiner	SPED, Mult. Schools
Sheri	Bickmeyer	BOE Member, Parent	Community
Dottie	Bodine	Parent	Jefferson Intermediate
Jennifer	Cowgill	Paraprofessional, Parent	Coverdell
Liz	Drury	Instructional Coach	Monroe
Suzanne	Engel	Teacher, SPED	Null
Jessica	Evans	Teacher, English	SCHS
Kim	Fitterling	Principal	SCW
Marty	Flentge	Teacher, SPED	SCHS
Laura	Franz	Student	SCHS
Ted	Happel	Asst. Principal	SCHS
Annette	Hill	Principal	Coverdell
Cathy	Hirtz	Staff (Federal Programs Specialist – C&I)	Central Office
Sheryl	Horton	Teacher, Kindergarten	Blackhurst
Josh	Kean	Parent	Monroe
Molli	Lindquist	Teacher, 1 <sup>st</sup> Grade; Parent	Coverdell
Kerry	Maltzman	Early Childhood Coordinator	Harris, Preschools
Stacey	Myers	Teacher, 8 <sup>th</sup> Grade Science	Hardin
Sheila	Phillips	Teacher, ELL	Monroe
Tanya	Sanchez	Teacher	Success
Candice	Settlemoir	Instructional Coach	Blackhurst
Danielle	Tormala	Assoc. Superintendent, Curr. & Instr.	Central Office
Anna	Wilhite	Student	SCW
Julie	Williams	Principal	Lincoln
Steve	Wilson	Asst. Principal	Hardin

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**HIGHLY QUALIFIED STAFF COMMITTEE**

Facilitators:

Kim Harris, Assistant Superintendent – Human Resources

Teri Harding, Principal – Harris Elementary

Katie Stonum, Teacher – Blackhurst Elementary

First Name	Last Name	Affiliation/Role	School Affiliation
Deb	Ayres	Community	Lindenwood
Melvin	Bishop	Principal	Blackhurst
Rebecca	Brown	Teacher, 4 <sup>th</sup> Grade; DPDC	Monroe
Jera	Cofield	Parent	Lincoln
Dale	Hallemeier	Secretary – Board of Education	Board of Education
Teri	Harding	Principal	Harris
Kim	Harris	Assistant Superintendent – Human Resources	Central Office
Mary	Keen	ECSE, Speech Pathologist	Early Childhood Special Education
Kristi	Litton	Teacher, 1 <sup>st</sup> Grade	Monroe
Casey	Lober	Teacher, Counselor	Lewis & Clark
Marita	Malone	Community	Community
Liz	McCarthy	Exec. Asst – C&I; DPDC; SSPDC	Central Office
Nickola	Nicholson	Teacher, 2 <sup>nd</sup> Grade; Parent	Lincoln
Adrienne	Palmer	Teacher, SPED	SCW
Kelly	Pendleton	Benefits Specialist	Central Office
Elisa	Rael	Principal's Secretary	Success
Susan	Rhoads	Principal	Monroe
Nancy	Schneider	Community; Parent	Lindenwood, Dept. of Ed.
Linda	Schulte	President – Board of Education	Board of Education
Katie	Stonum	Teacher, 2 <sup>nd</sup> Grade	Blackhurst
Alanna	Trauterman	Exec. Asst, Human Resources, Community	Central Office
Scott	Voelkl	Assistant Principal	SCW

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**FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES COMMITTEE**

Facilitators:

Charles Brazeale, Assistant Superintendent – Business & Technology

Jeff Walker, Principal – St. Charles High School

Jeremy Shields, Teacher – St. Charles West High School

First Name	Last Name	Affiliation/Role	School Affiliation
Tim	Bekebrede	Board Member	Board of Education
Charles	Brazeale	Asst Superintendent – Business & Technology	Central Office
Rebecca	Britain	Exec. Asst – Curr. & Instruct.; Parent; Community	Central Office
Steven	Brosch	Director, Transportation	Transportation Services
Kathy	Frederking	Director, Lewis & Clark Career Center	Lewis & Clark
Stacie	Gates	Media Specialist; AP Coordinator	SCW
Ed	Gettemeier	Principal	Hardin Middle School
Mary	King	Principal's Secretary; Grandparent; Community	Hardin Middle School
Tina	Lauer	Instructional Technology; DPDC Chair	Central Office
Russ	Leary	Facilities Director	Maintenance
Michelle	McCune	Parent	Monroe
Kevin	Richmiller	Director – Technology	Central Office
Sam	Sanchez	Support Staff	Maintenance
Annette	Schmitz	Occupational Therapist	Coverdell
Jeremy	Shields	Teacher, Social Studies	SCW
Andrew	Stewart	Assistant Principal	SCW, Jefferson Intermediate School
Lawrence	Stulce	Community (Interim Police Chief)	Community
Matt	Stumpf	Teacher, SPED	Harris
Mike	Thorne	Treasurer, Board of Education	Board of Education
Jeff	Walker	Principal	SCHS

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**PARENT AND COMMUNITY INVOLVEMENT COMMITTEE**

Facilitator:

Kay Davis, Director – Special Education and Student Services

Cheryl Graber, Director – Adult & Community Education

Denise Coffey, Parent

Chris Jarus, Assistant Director – Lewis & Clark Career Center

Susie Lewis, Assistant to the Superintendent, Central Office

Lori Gibson, Member – Board of Education

First Name	Last Name	Affiliation/Role	School Affiliation
Susan	Ballard	Counselor	Harris
Pam	Batchelor	Parent Educator – PAT	Early Childhood
Elena	Benoist	Parent	HMS/SCHS
Michael	Benoist	Parent	HMS/SCHS
Denise	Coffey	Parent	Harris
Kay	Davis	Director, SPED and Student Services	Central Office
Corey	Fortney	Parent	Jefferson Intermediate School
Lori	Gibson	Member, Board of Education	Board of Education
Donette	Goodlett	Teacher, English	SCHS
Kim	Gordon	Business Owner	Community
Cheryl	Graber	Director, Adult and Community Education	Adult Education
Anne	Gross	Parent	Jefferson/SCHS
Ruth	Guffey	Support Staff – Partners in Education	Adult Education
Denise	Hanmore	Parent	SCHS
Chris	Jarus	Asst. Director, Lewis & Clark Career Center	Lewis & Clark
Gerri	Kloepfel	Teacher, Counselor	Success
Susie	Lewis	Asst. to the Superintendent	Central Office
Cathy	Mantia	OASIS Volunteer	Null
Scott	Queen	Director, Public & Community Relations	Lindenwood University
Jerry	Reese	City Councilman	Community
Sarah	Skodak	Parent	Community
Cindi	Thompson	Parent; Teacher – Social Studies, Math	Jefferson/SCHS
Sue	Wetzel	Paraprofessional – SPED	Coverdell
Peggy	Shelton	Transition Coordinator – SPED	Central Office
Vicki	Sherony	Counselor	Null

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**GOVERNANCE COMMITTEE**

Facilitators:

Jeff Marion, Superintendent

Susie Lewis, Assistant to the Superintendent

Sheri Bickmeyer, Board of Education

Lori Gibson, Board of Education

First Name	Last Name	Affiliation/Role	School Affiliation
Tim	Bekebrede	Member, Board of Education	District
Sheri	Bickmeyer	Member, Board of Education; Parent	District
Lori	Gibson	Member, Board of Education	District
Dale	Hallemeier	Secretary, Board of Education	District
Susie	Lewis	Asst. to the Superintendent	Central Office
Jeff	Marion	Superintendent	Central Office
Linda	Schulte	President, Board of Education	District
Mike	Thorne	Treasurer, Board of Education	District
Donna	Towers	Vice-President, Board of Education	District

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**KEY CSIP GOALS and OBJECTIVES**

**GOAL I: Student Performance:**

- Increase proficiency on district, state, and national assessments.
  - (MSIP Standards P-1, P-2, P-3, I-1, I-1.4, I-2, I-3, I-4, I-5, I-6, I-11, TL-2, R-1.6, R-2.6, R-3.1, G-10)
- Put structures in place to increase the graduation rate and student attendance.
  - (MSIP Standards P-4, P-5, I-1, I-3, I-7 )
- Put structures in place to increase the number of students obtaining post-secondary training including but not limited to college, vocational training, and military.
  - (MSIP Standards P-3, I-6, I-9)

**GOAL II: Highly Qualified Staff:**

- District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.
  - (MSIP Standards R-4, R-5, R-6, R-7, R-8, R-9, R-10, I-7.1)
- Class sizes will be kept within Missouri School Improvement Plan guidelines.
  - (MSIP Standard R-4)
- Provide ongoing high quality differentiated professional development opportunities.
  - (MSIP Standard TL-1, TL-2)
- Provide a strong, strategic, comprehensive, and cohesive high quality new teacher/administrator mentor program.
  - (MSIP Standards TL-1, TL-2)

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- Recognize employees who have made professional contributions to increase student achievement.
  - (MSIP Standard TL-1, TL-2)
- Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.
  - (MSIP Standard TL-1, TL-2, G-5)
- Provide clearly defined and communicated responsibilities and standards for all staff through documented practice expectations related to district initiatives.
  - (MSIP Standard TL-1, TL-2, G-5)

### **GOAL III: Facilities, Support, and Instructional Resources:**

- Increase technology infrastructure in the district.
  - (MSIP Standard I-11)
- Provide 21<sup>st</sup> century instructional resources for all staff and students.
  - (MSIP Standards I-10, TL-2)
- Plan for and implement major capital improvements.
  - (MSIP Standard G-8, I-8)

### **GOAL IV: Parent and Community Involvement:**

- Engage parents/family as partners with the school district.
  - (MSIP Standards G-2.1, G-6.1, G-6.3, G-8.1, G-9.1, G-9.2, G-11, G-11.1, G-11.3 )
- Engage the community as partners with the school district.
  - (MSIP Standards G-4.4, G-6.2, G-6.4)

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- Promote community awareness of the school district.
  - (MSIP Standards I-6.4, G-4.4, G-6.1, G-6.2, G-6.3, G-6.4, G-8.1, G-9.1, G-9.2)

### **GOAL V: Governance:**

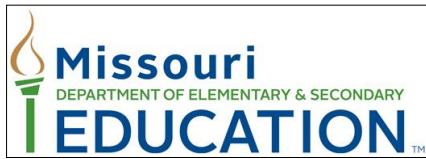
- Create a more positive public attitude regarding the school district.
  - (MSIP Standards I-7.1, G-3.1, G-4.3, G-4.4, G-6.2, G-6.3, G-6.4, G-8.1, G-9.1, G-9.2)
- Focus resources upon maintaining reasonable class sizes and upon efforts to improve the quality of instruction provided by every teacher.
  - (MSIP Standards TL-2.1, TL-2.2, TL-2.7, TL-2.8, R-4.1)
- Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.
  - (MSIP Standards G-8.2, G-8.3, G-8.4, G-8.6, G-8.7)
- Provide quality Early Childhood Education/Preschool at each elementary school.
  - (MSIP Standard G-10)
- Provide early intervention opportunities for students in grades K-6 (Instructional and/or behavioral interventions).
  - (MSIP Standard G-10)
- Effectively utilize instructional buildings/space to best meet students' needs.
  - (MSIP Standards G-6.1, G-6.2, G-8.6)
- Govern the district according to the Foundational Principles of Effective Governance as outlined by the Missouri School Boards' Association.
  - (MSIP Standards G-2.1, G-2.2, G-2.4, G-4.1, G-4.2)



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## Glossary of Terms

<b>ACT</b>	College entrance test	<b>HQS</b>	Highly Qualified Staff
<b>AP</b>	Advanced Placement	<b>HR</b>	Human Resources
<b>BOE</b>	Board of Education	<b>IEP</b>	Individualized Education Plan
<b>BYOD</b>	Bring Your Own Device	<b>IBB</b>	Interest Based Bargaining
<b>C&amp;I</b>	Curriculum and Instruction	<b>MSIP</b>	Missouri School Improvement Plan
<b>CCSS</b>	Common Core State Standards	<b>PAT</b>	Parents As Teachers
<b>CEUs</b>	Continuing Education Units	<b>PCI</b>	Parent & Community Involvement
<b>CO</b>	Central Office	<b>PD</b>	Professional Development
<b>CSIP</b>	Comprehensive School Improvement Plan	<b>PIE</b>	Partners in Education
<b>DESE</b>	Department of Elementary and Secondary Education	<b>PLC</b>	Professional Learning Community
<b>DPDC</b>	District Professional Development Committee	<b>PLT</b>	Professional Learning Team
<b>ELL</b>	English Language Learners	<b>RTI</b>	Response to Intervention
<b>EOC</b>	End of Course Exam	<b>SIOP</b>	Sheltered Instruction Observational Protocol
<b>ESCE</b>	Early Childhood Special Education	<b>SP</b>	Student Performance
<b>FRL</b>	Free and Reduced Lunch\	<b>SPED</b>	Special Education
<b>FSIR</b>	Facilities, Support, Instructional Resources	<b>SSPDC</b>	Support Staff Professional Development Committee
<b>GOV</b>	Governance	<b>STEM</b>	Science, Technology Engineering, Math



## DISTRICT REPORT CARD

**ST. CHARLES R-VI (092090)**    [Contact Information](#)

### (1) Accreditation Status

	2009	2010	2011	2012
<b>ST. CHARLES R-VI</b>	Accredited	Accredited	Accredited	Accredited

[Definition](#)

### (2) Preschool Enrollment

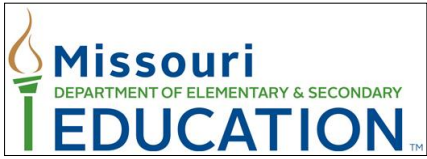
	2009	2010	2011	2012
<b>Missouri</b>	25,770	25,641	29,196	29,875
<b>ST. CHARLES R-VI</b>	0	1	58	88

[Definition](#)

### (3) K-12 Enrollment

<b>Missouri</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total	894,285	892,395	889,678	886,210
Asian	*	*	*	*
Black	17.8%	17.8%	17.1%	16.8%
Hispanic	*	*	*	*
Indian	*	*	*	*
White	76.1%	75.8%	74.8%	74.2%
<b>ST. CHARLES R-VI</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total	5,175	5,181	5,100	5,008
Asian	*	*	*	*
Black	12.4%	13.3%	14.4%	13.3%
Hispanic	5.5%	6.4%	7.3%	8.3%
Indian	*	*	*	*
White	80.4%	78.4%	76.2%	73.9%

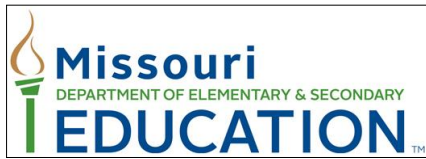
[Definition](#)



**DISTRICT REPORT CARD**

**ST. CHARLES R-VI (092090)**    [Contact Information](#)

\* - Indicates the percent has been suppressed due to a potential small sample size.



## DISTRICT REPORT CARD

ST. CHARLES R-VI (092090) [Contact Information](#)

### (4) Attendance

	2009	2010	2011	2012
Missouri	94.4	94.3	94.4	94.7
ST. CHARLES R-VI	94.1	97.3	94.3	94.1

[Definition](#)

### (5) Students Eligible for Free or Reduced-Price Lunch

Missouri	2009	2010	2011	2012
Percent	43.7%	46.9%	47.8%	49.5%
Number	378,904	408,678	415,953	428,798
ST. CHARLES R-VI	2009	2010	2011	2012
Percent	30.3%	35.9%	40.1%	43.0%
Number	1,557	1,842	1,993	2,114

[Definition](#)

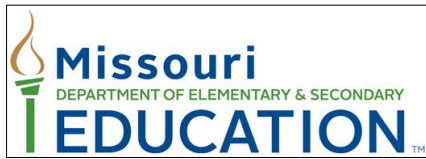
### (6) Graduation Rate

	2009	2010	2011	2012
Missouri	86.2%	86.4%	87.1%	88.1%
ST. CHARLES R-VI	87.2%	88.7%	86.7%	86.3%

[Definition](#)

### (6) Four- Year Graduation Rate

	2009	2010	2011	2012
Missouri			81.36%	86.04%
Asian			87.60%	89.64%
Black			66.59%	73.20%
Hawaiian or Pacific Islander			80.95%	89.77%
Hispanic			75.03%	79.92%



## DISTRICT REPORT CARD

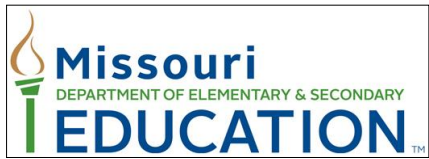
### ST. CHARLES R-VI (092090) [Contact Information](#)

Indian			77.60%	86.94%
White			85.54%	89.29%
Multi-Race			92.32%	86.50%
Female			84.76%	88.89%
Male			78.20%	83.33%
Free or Reduced Lunch			74.70%	79.28%
Limited English Proficient			61.99%	66.85%
Special Education			68.60%	73.04%

	2009	2010	2011	2012
<b>ST. CHARLES R-VI</b>			80.11%	86.20%
Asian			60.00%	100.00%
Black			66.67%	82.50%
Hawaiian or Pacific Islander				
Hispanic			47.62%	62.50%
Indian				100.00%
White			83.80%	87.32%
Multi-Race			100.00%	100.00%
Female			84.31%	88.56%
Male			76.19%	83.96%
Free or Reduced Lunch			64.54%	73.39%
Limited English Proficient			60.00%	66.67%
Special Education			63.53%	70.31%

#### Definition

\* - Indicates the percent was below 25 percent or below and has been suppressed from this report.



## DISTRICT REPORT CARD

ST. CHARLES R-VI (092090)    [Contact Information](#)

### (7) Dropout Rate

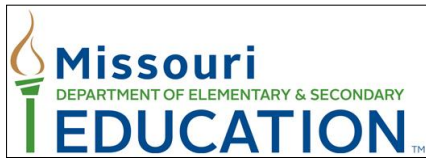
Missouri	2009	2010	2011	2012
TOTAL	3.5	3.1	3.2	3.2
Asian	1.8	1.4	1.6	1.3
Black	6.5	6.9	7.9	8.0
Hispanic	4.5	4.1	4.7	4.1
Indian	4.4	2.7	2.7	3.1
White	2.8	2.2	2.1	2.1
<b>ST. CHARLES R-VI</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
TOTAL	3.6	3.0	2.4	2.8
Asian	3.8	0.0	0.0	0.0
Black	8.1	2.4	4.7	3.6
Hispanic	8.3	5.8	6.9	2.6
Indian	0.0	0.0	0.0	0.0
White	2.9	3.0	1.9	2.8

[Definition](#)

### (8) Where Our Graduates Go

Missouri	2009	2010	2011	2012
Entering a 4yr. College/University	38.8	36.6	35.9	36.5
Entering a 2yr. College	26.9	29.2	31.2	32.0
Entering a Postsecondary (Technical) Institution	2.6	2.6	2.5	2.4
<b>ST. CHARLES R-VI</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Entering a 4yr. College/University	43.7	36.4	40.7	37.6
Entering a 2yr. College	30.4	36.4	26.7	30.4
Entering a Postsecondary (Technical) Institution	0.7	2.4	2.5	1.9

[Definition](#)



## DISTRICT REPORT CARD

**ST. CHARLES R-VI (092090)**    [Contact Information](#)

### (9) Placement Rates for Career-Technical Education Students

	2009	2010	2011	2012
<b>Missouri</b>	52.1	53.9	56.9	57.8
<b>ST. CHARLES R-VI</b>	85.5	91.2	83.9	78.0

[Definition](#)

### (10) Staffing Ratios

<b>Missouri</b>	2009	2010	2011	2012
Students to classroom teachers	17	17	18	18
Students to administrators	186	189	195	195
<b>ST. CHARLES R-VI</b>	2009	2010	2011	2012
Students to classroom teachers	17	16	17	15
Students to administrators	225	225	222	203

[Definition](#)

### (11) Years of Experience of Professional Staff

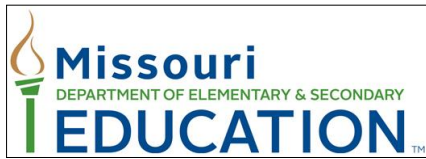
	2009	2010	2011	2012
<b>Missouri</b>	12.2	12.5	12.5	12.4
<b>ST. CHARLES R-VI</b>	12.3	12.9	12.6	11.9

[Definition](#)

### (12) Professional Staff with Advanced Degrees

	2009	2010	2011	2012
<b>Missouri</b>	53.5	56.0	57.7	58.8
<b>ST. CHARLES R-VI</b>	54.4	59.4	57.4	61.5

[Definition](#)



**DISTRICT REPORT CARD**

**ST. CHARLES R-VI (092090)**    [Contact Information](#)

**(13) Average Teacher Salaries**

Missouri	2009	2010	2011	2012
Average Regular Term Salary	\$44,233	\$45,140	\$45,309	\$45,710
Average Total Salary	\$46,068	\$46,944	\$46,288	\$46,737
ST. CHARLES R-VI	2009	2010	2011	2012
Average Regular Term Salary	\$48,683	\$49,826	\$49,915	\$50,647
Average Total Salary	\$49,704	\$51,288	\$49,915	\$52,071

[Definition](#)

**(14) Average Administrator Salaries**

	2009	2010	2011	2012
Missouri	\$82,260	\$83,223	\$83,580	\$84,779
ST. CHARLES R-VI	\$106,032	\$109,839	\$108,393	\$110,339

[Definition](#)

**(15) Average Current Expenditures per ADA**

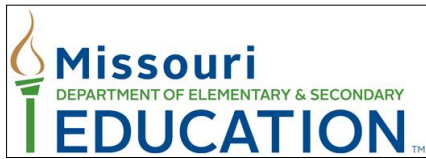
	2009	2010	2011	2012
MISSOURI	\$9,412	\$9,639	\$9,619	\$9,487
	2009	2010	2011	2012
ST. CHARLES R-VI	\$11,292	\$11,774	\$11,649	\$12,271

[Definition](#)

**(16) Adjusted Tax Rate of the District**

MISSOURI	2009	2010	2011	2012
Incidental	\$3.2448	\$3.2825	\$3.3375	\$3.3561
Teachers	\$0.1674	\$0.1638	\$0.1568	\$0.1498
Debt Service	\$0.4108	\$0.4131	\$0.4179	\$0.4292
Capital Projects	\$0.0655	\$0.0641	\$0.0613	\$0.0595
ST. CHARLES R-VI	2009	2010	2011	2012





**DISTRICT REPORT CARD**

**ST. CHARLES R-VI (092090) [Contact Information](#)**

Incidental	\$1.4800	\$1.3500	\$1.4057	\$1.7175
Teachers	\$2.0000	\$2.2971	\$2.2605	\$2.3644
Debt Service	\$0.7200	\$0.7229	\$0.7400	\$0.6100
Capital Projects	\$0.1000	\$0.1500	\$0.1500	\$0.1500

[Definition](#)

**(17) Assessed Valuation of the District**

	2009	2010	2011	2012
<b>MISSOURI</b>	\$91,986,671,942	\$90,698,251,626	\$90,713,849,047	\$89,200,779,060
	2009	2010	2011	2012
<b>ST. CHARLES R-VI</b>	\$990,494,224	\$940,197,880	\$938,892,233	\$902,475,591

[Definition](#)

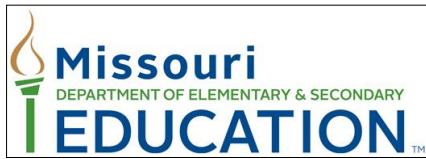
**(18) Sources of Revenue**

MISSOURI	2009	2010	2011	2012
Local	57.82	56.04	57.03	59.01
State	33.80	28.92	29.31	31.76
Federal	8.38	15.04	13.65	10.13
ST. CHARLES R-VI	2009	2010	2011	2012
Local	75.47	74.70	74.20	75.24
State	19.25	17.50	16.70	18.56
Federal	5.28	7.80	9.10	6.19

[Definition](#)

**(19) Missouri Assessment Program (MAP) Results**

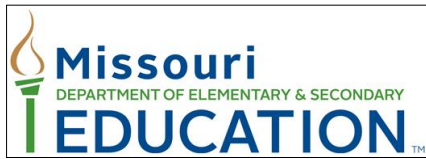
Missouri									
Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	2009	68,093	67,966	0.2	9.5	49.5	25.4	15.6
Communication Arts	03	2010	67,717	67,580	0.2	8.1	48.0	26.9	17.0



## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

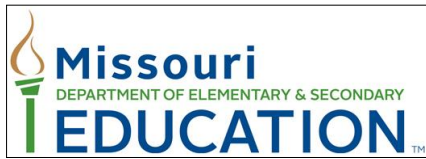
Communication Arts	03	2011	67,215	67,067	0.2	7.5	48.0	27.1	17.4
Communication Arts	03	2012	67,194	67,041	0.2	7.9	46.0	27.2	18.8
Communication Arts	04	2009	67,415	67,275	0.2	7.5	45.5	33.8	13.2
Communication Arts	04	2010	68,375	68,225	0.2	8.5	39.8	31.2	20.5
Communication Arts	04	2011	67,812	67,676	0.2	8.1	39.2	31.7	21.0
Communication Arts	04	2012	66,877	66,742	0.2	8.2	38.9	31.2	21.6
Communication Arts	05	2009	67,984	67,850	0.2	6.3	44.3	34.1	15.3
Communication Arts	05	2010	67,498	67,359	0.2	7.1	41.2	32.2	19.6
Communication Arts	05	2011	68,132	68,002	0.2	6.9	41.1	32.5	19.6
Communication Arts	05	2012	67,613	67,484	0.2	6.9	40.5	32.3	20.3
Communication Arts	06	2009	66,602	66,469	0.2	8.6	43.3	33.9	14.2
Communication Arts	06	2010	68,262	68,107	0.2	7.7	42.1	33.9	16.3
Communication Arts	06	2011	67,470	67,347	0.2	7.3	41.6	34.3	16.8
Communication Arts	06	2012	68,294	68,166	0.2	7.4	41.7	34.7	16.2
Communication Arts	07	2009	67,170	67,008	0.2	8.7	40.2	37.3	13.8
Communication Arts	07	2010	66,991	66,811	0.3	9.7	37.9	35.3	17.1
Communication Arts	07	2011	68,329	68,137	0.3	8.9	36.7	36.1	18.3
Communication Arts	07	2012	67,733	67,542	0.3	8.6	35.5	36.6	19.2
Communication Arts	08	2009	67,690	67,474	0.3	5.4	44.4	33.6	16.6
Communication Arts	08	2010	67,147	66,895	0.4	4.9	42.7	34.5	18.0
Communication Arts	08	2011	66,938	66,701	0.4	4.6	42.3	34.0	19.1
Communication Arts	08	2012	67,851	67,621	0.3	4.3	41.8	34.4	19.5
Communication Arts	11	2009	661	654	1.1	12.8	24.6	24.3	38.2
Communication Arts	11	2010	681	679	0.3	2.9	9.6	27.2	60.2
Communication Arts	11	2011	703	686	2.4	4.5	18.8	19.7	57.0
Communication Arts	11	2012	735	717	2.4	4.9	19.7	19.8	55.6
Communication Arts	E1	2010	42,981	42,704	0.6	12.5	31.4	39.4	16.7
Communication Arts	E1	2011	42,748	42,744	0.0	10.9	30.9	38.3	19.8
Communication Arts	E1	2012	44,790	44,769	0.0	9.6	28.3	45.3	16.7



## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

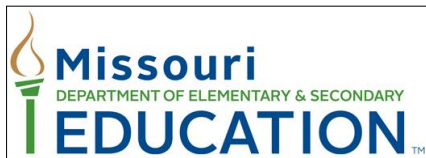
Communication Arts	E2	2009	64,084	63,802	0.4	5.4	22.0	51.5	21.0
Communication Arts	E2	2010	64,959	64,786	0.3	3.4	23.3	51.0	22.3
Communication Arts	E2	2011	67,354	66,060	1.9	4.3	21.5	47.9	26.3
Communication Arts	E2	2012	66,031	65,333	1.1	5.7	21.2	53.5	19.5
Mathematics	03	2009	68,078	68,014	0.1	6.8	48.2	35.7	9.3
Mathematics	03	2010	67,703	67,648	0.1	6.1	46.1	36.9	10.9
Mathematics	03	2011	67,200	67,151	0.1	5.5	44.3	38.1	12.1
Mathematics	03	2012	67,170	67,105	0.1	5.4	42.1	39.8	12.7
Mathematics	04	2009	67,444	67,385	0.1	7.3	47.8	36.6	8.3
Mathematics	04	2010	68,389	68,344	0.1	6.0	44.9	39.2	9.9
Mathematics	04	2011	67,801	67,757	0.1	5.6	43.2	39.8	11.4
Mathematics	04	2012	66,873	66,825	0.1	5.7	43.2	40.4	10.8
Mathematics	05	2009	67,972	67,915	0.1	7.4	44.8	35.7	12.1
Mathematics	05	2010	67,505	67,463	0.1	6.1	41.5	36.6	15.8
Mathematics	05	2011	68,127	68,084	0.1	6.0	40.6	36.4	17.0
Mathematics	05	2012	67,581	67,518	0.1	5.7	39.3	35.8	19.2
Mathematics	06	2009	66,605	66,511	0.1	8.9	40.4	37.6	13.1
Mathematics	06	2010	68,254	68,162	0.1	7.7	36.3	40.3	15.7
Mathematics	06	2011	67,446	67,377	0.1	7.4	35.0	40.5	17.0
Mathematics	06	2012	68,271	68,216	0.1	7.4	36.3	39.7	16.6
Mathematics	07	2009	67,179	67,026	0.2	12.5	35.1	37.8	14.7
Mathematics	07	2010	67,020	66,878	0.2	10.8	34.1	38.9	16.3
Mathematics	07	2011	68,319	68,171	0.2	10.4	33.2	39.2	17.2
Mathematics	07	2012	67,736	67,576	0.2	9.8	30.0	40.0	20.1
Mathematics	08	2009	67,679	67,500	0.3	16.3	36.6	31.8	15.3
Mathematics	08	2010	67,128	66,924	0.3	14.8	33.1	32.2	19.8
Mathematics	08	2011	66,930	66,750	0.3	14.9	33.7	31.1	20.3
Mathematics	08	2012	67,863	67,677	0.3	14.0	33.3	31.9	20.8
Mathematics	10	2009	639	637	0.3	3.3	13.0	36.3	47.4



## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

Mathematics	10	2010	725	719	0.8	1.1	4.9	28.9	65.1
Mathematics	10	2011	749	726	3.1	1.7	9.5	31.8	57.0
Mathematics	10	2012	846	820	3.1	2.7	7.4	27.7	62.2
Mathematics	A1	2009	63,326	63,126	0.3	11.2	36.1	38.0	14.6
Mathematics	A1	2010	67,108	66,896	0.3	7.9	34.8	40.3	17.0
Mathematics	A1	2011	71,384	69,958	2.0	9.8	30.5	39.8	19.9
Mathematics	A1	2012	69,870	68,946	1.3	8.9	34.5	35.6	21.1
Mathematics	A2	2010	22,599	22,487	0.5	19.5	38.7	31.7	10.2
Mathematics	A2	2011	23,201	23,200	0.0	8.7	38.2	41.5	11.6
Mathematics	A2	2012	25,790	25,788	0.0	11.2	32.6	40.0	16.2
Mathematics	GE	2010	27,872	27,713	0.6	19.3	29.2	34.3	17.1
Mathematics	GE	2011	27,460	27,448	0.0	16.9	33.4	38.9	10.8
Mathematics	GE	2012	31,171	31,171	0.0	12.2	25.3	49.1	13.5
Science	05	2009	67,958	67,876	0.1	10.8	44.0	30.2	15.0
Science	05	2010	67,376	67,296	0.1	10.4	40.3	29.5	19.7
Science	05	2011	68,224	68,130	0.1	10.1	39.0	29.4	21.5
Science	05	2012	66,628	66,543	0.1	9.8	38.6	27.2	24.4
Science	08	2009	67,679	67,431	0.4	18.3	36.5	37.3	7.9
Science	08	2010	67,129	66,865	0.4	16.5	35.1	38.4	10.0
Science	08	2011	66,891	66,591	0.4	15.8	33.7	38.6	11.9
Science	08	2012	66,928	66,679	0.4	16.2	33.9	37.2	12.7
Science	11	2009	661	654	1.1	35.3	22.6	13.3	28.7
Science	11	2010	681	677	0.6	16.1	16.1	16.5	51.3
Science	11	2011	704	684	2.8	17.4	19.4	13.9	49.3
Science	11	2012	0	0	0.0	0.0	0.0	0.0	0.0
Science	B1	2009	63,068	62,798	0.4	9.4	35.5	43.9	11.2
Science	B1	2010	65,490	65,298	0.3	7.8	35.5	44.9	11.8
Science	B1	2011	68,656	67,261	2.0	7.4	32.0	45.1	15.5
Science	B1	2012	65,705	64,952	1.1	8.2	36.8	41.3	13.7



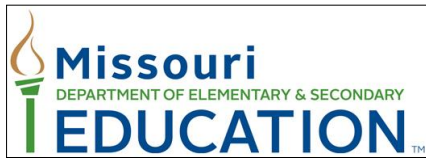
## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

Social Studies	AH	2010	34,288	34,106	0.5	32.5	27.5	28.1	11.9
Social Studies	AH	2011	36,422	36,411	0.0	25.5	25.3	37.1	12.1
Social Studies	AH	2012	39,579	39,575	0.0	25.5	26.3	37.3	11.0
Social Studies	GV	2010	60,018	59,831	0.3	14.5	36.6	34.7	14.2
Social Studies	GV	2011	61,722	60,299	2.3	9.1	33.8	42.3	14.7
Social Studies	GV	2012	59,329	58,116	2.0	10.6	37.7	36.9	14.8
<b>ST. CHARLES R-VI</b>									
<b>Content Area</b>	<b>Grade</b>	<b>Year</b>	<b>Accountable</b>	<b>Reportable</b>	<b>LND</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Communication Arts	03	2009	350	348	0.6	10.6	50.9	24.7	13.8
Communication Arts	03	2010	381	380	0.3	3.9	41.3	31.6	23.2
Communication Arts	03	2011	358	357	0.3	7.6	43.4	30.3	18.8
Communication Arts	03	2012	355	352	0.8	5.1	43.5	28.7	22.7
Communication Arts	04	2009	351	351	0.0	5.7	45.0	37.6	11.7
Communication Arts	04	2010	355	352	0.8	6.0	37.5	36.1	20.5
Communication Arts	04	2011	379	378	0.3	6.6	33.3	35.2	24.9
Communication Arts	04	2012	352	351	0.3	6.0	38.2	33.3	22.5
Communication Arts	05	2009	387	386	0.3	9.3	53.4	27.7	9.6
Communication Arts	05	2010	361	359	0.6	10.9	35.9	29.8	23.4
Communication Arts	05	2011	348	348	0.0	9.2	46.0	26.1	18.7
Communication Arts	05	2012	382	382	0.0	7.3	40.3	30.1	22.3
Communication Arts	06	2009	346	345	0.3	12.2	43.8	34.2	9.9
Communication Arts	06	2010	379	378	0.3	7.4	41.3	34.1	17.2
Communication Arts	06	2011	359	357	0.6	7.0	41.2	34.5	17.4
Communication Arts	06	2012	377	375	0.5	5.9	43.2	36.5	14.4
Communication Arts	07	2009	345	343	0.6	10.5	38.2	38.2	13.1
Communication Arts	07	2010	347	343	1.2	12.8	38.5	33.5	15.2
Communication Arts	07	2011	400	399	0.3	11.5	37.3	32.8	18.3
Communication Arts	07	2012	356	354	0.6	9.0	31.4	38.1	21.5
Communication Arts	08	2009	370	367	0.8	7.9	39.2	34.9	18.0

Data as of: 8/9/2012

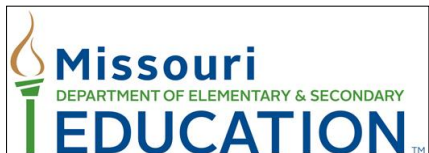
Report as of: 4/3/2013



**DISTRICT REPORT CARD**

**ST. CHARLES R-VI (092090)**      [Contact Information](#)

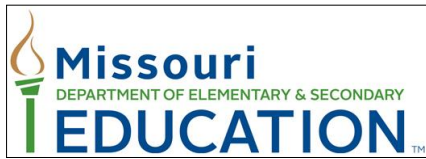
Communication Arts	08	2010	336	333	0.9	4.5	41.1	36.3	18.0
Communication Arts	08	2011	358	356	0.6	5.3	41.6	36.0	17.1
Communication Arts	08	2012	413	413	0.0	4.6	39.2	35.1	21.1
Communication Arts	11	2009	1	1	0.0	0.0	100.0	0.0	0.0
Communication Arts	11	2010	2	2	0.0	0.0	0.0	0.0	100.0
Communication Arts	11	2011	3	3	0.0	33.3	0.0	0.0	66.7
Communication Arts	E2	2009	462	453	1.9	6.4	24.7	49.2	19.6
Communication Arts	E2	2010	424	421	0.7	3.8	27.3	48.7	20.2
Communication Arts	E2	2011	403	393	2.5	4.3	21.1	50.9	23.7
Communication Arts	E2	2012	387	384	0.8	4.9	17.2	56.0	21.9
Mathematics	03	2009	350	350	0.0	7.7	46.0	38.6	7.7
Mathematics	03	2010	381	381	0.0	3.9	38.8	40.9	16.3
Mathematics	03	2011	357	357	0.0	5.3	36.4	40.6	17.6
Mathematics	03	2012	355	355	0.0	3.4	42.8	38.0	15.8
Mathematics	04	2009	351	351	0.0	4.8	42.5	41.9	10.8
Mathematics	04	2010	354	354	0.0	3.4	42.9	43.8	9.9
Mathematics	04	2011	378	378	0.0	4.0	33.6	44.7	17.7
Mathematics	04	2012	352	352	0.0	3.4	36.6	47.4	12.5
Mathematics	05	2009	387	386	0.3	4.9	49.7	35.5	9.8
Mathematics	05	2010	362	362	0.0	8.3	40.1	37.0	14.6
Mathematics	05	2011	349	349	0.0	6.9	45.3	34.7	13.2
Mathematics	05	2012	382	382	0.0	7.3	38.0	35.1	19.6
Mathematics	06	2009	346	345	0.3	10.7	42.9	36.8	9.6
Mathematics	06	2010	379	379	0.0	6.1	38.3	41.4	14.2
Mathematics	06	2011	358	358	0.0	8.4	29.9	41.9	19.8
Mathematics	06	2012	377	376	0.3	3.7	35.4	42.3	18.6
Mathematics	07	2009	345	345	0.0	12.8	38.6	34.2	14.5
Mathematics	07	2010	347	345	0.6	13.0	35.7	37.7	13.6
Mathematics	07	2011	400	399	0.3	8.5	35.1	40.4	16.0



## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

Mathematics	07	2012	356	354	0.6	11.3	24.3	45.5	18.9
Mathematics	08	2009	370	369	0.3	20.1	38.5	31.4	10.0
Mathematics	08	2010	336	336	0.0	19.0	32.1	31.3	17.6
Mathematics	08	2011	358	358	0.0	17.9	35.5	31.0	15.6
Mathematics	08	2012	413	413	0.0	12.1	37.0	35.8	15.0
Mathematics	10	2009	3	3	0.0	0.0	0.0	66.7	33.3
Mathematics	10	2010	3	3	0.0	0.0	0.0	33.3	66.7
Mathematics	10	2012	4	4	0.0	0.0	0.0	25.0	75.0
Mathematics	A1	2009	439	434	1.1	15.9	42.2	33.6	8.3
Mathematics	A1	2010	411	409	0.5	7.3	47.2	36.9	8.6
Mathematics	A1	2011	344	339	1.5	5.3	29.8	47.5	17.4
Mathematics	A1	2012	324	318	1.9	5.3	43.7	38.4	12.6
Mathematics	A2	2012	214	214	0.0	5.1	28.0	48.1	18.7
Science	05	2009	387	387	0.0	8.5	44.2	31.8	15.5
Science	05	2010	361	361	0.0	12.7	40.7	28.5	18.0
Science	05	2011	349	349	0.0	12.0	54.2	23.2	10.6
Science	05	2012	376	376	0.0	13.0	43.9	25.0	18.1
Science	08	2009	370	369	0.3	23.3	39.8	32.2	4.6
Science	08	2010	338	337	0.3	16.6	42.4	37.1	3.9
Science	08	2011	358	357	0.3	19.3	36.4	37.0	7.3
Science	08	2012	412	410	0.5	16.3	38.0	33.9	11.7
Science	11	2009	1	1	0.0	0.0	0.0	100.0	0.0
Science	11	2010	2	2	0.0	0.0	50.0	0.0	50.0
Science	11	2011	3	3	0.0	0.0	0.0	33.3	66.7
Science	B1	2009	488	479	1.8	17.5	42.0	34.9	5.6
Science	B1	2010	449	447	0.4	7.4	47.4	38.0	7.2
Science	B1	2011	394	383	2.8	4.7	31.3	51.2	12.8
Science	B1	2012	397	395	0.5	7.8	37.0	42.0	13.2
Social Studies	AH	2010	2	2	0.0	0.0	0.0	0.0	100.0



## DISTRICT REPORT CARD

### ST. CHARLES R-VI (092090) [Contact Information](#)

Social Studies	GV	2010	438	438	0.0	17.6	40.9	33.3	8.2
Social Studies	GV	2011	441	430	2.5	7.4	36.3	44.7	11.6
Social Studies	GV	2012	405	405	0.0	12.8	43.7	34.8	8.6
			5,195,161	5,175,917	81.5	1607.8	6211.0	6229.6	3550.2

[Definition](#)

### (20) ACT Results

MISSOURI	2009	2010	2011	2012
Percent of Graduates Taking the ACT	61.96	63.43	64.26	66.88
Composite ACT Score	21.60	21.60	21.60	21.60
ST. CHARLES R-VI	2009	2010	2011	2012
Percent of Graduates Taking the ACT	58.92	63.88	63.11	68.01
Composite ACT Score	22.60	22.50	22.60	22.30

[Definition](#)

### (21) Disciplinary Actions

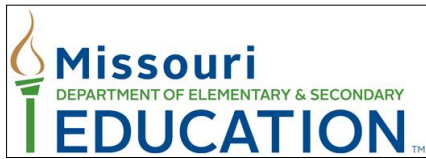
Missouri	2009	2010	2011	2012
Suspensions of 10 or More Consecutive Days (number   rate)	15,708   1.8	15,043   1.7	15,568   1.7	13,791   1.6
Expulsions (number   rate)	77   0.0	71   0.0	66   0.0	56   0.0
ST. CHARLES R-VI	2009	2010	2011	2012
Suspensions of 10 or More Consecutive Days (number   rate)	100   1.9	138   2.7	126   2.5	119   2.4
Expulsions (number   rate)	0   0.0	0   0.0	0   0.0	0   0.0

[Definition](#)

### (22) NCLB -- Adequate Yearly Progress

AYP results have been removed from the report card. Historical AYP results can be referenced on the MCDS Portal ([mcds.dese.mo.gov](http://mcds.dese.mo.gov)) under the Federal Accountability section.





**DISTRICT REPORT CARD**

**ST. CHARLES R-VI (092090)**    [Contact Information](#)

**(23) NCLB -- School Improvement School Status**

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**(24) NCLB -- Core Courses Taught By Highly Qualified Teachers 2012**

SCHOOL NAME	Pct FRL	Poverty*	Core Courses	Courses Taught by Highly Qualified Teachers	Pct of Courses NOT Taught by HQT
BLACKHURST ELEMENTARY	70.8		16	16	0.0%
COVERDELL ELEM.	51.4		21	21	0.0%
GEORGE M. NULL ELEM.	52.1		18	18	0.0%
HARDIN MIDDLE	45.5		386	386	0.0%
HARRIS ELEM.	34.8	EL	28	28	0.0%
JEFFERSON INTERMEDIATE SCHOOL	45.9		286	286	0.0%
LEWIS & CLARK CAREER CTR.					
LINCOLN ELEM.	60.9		13	13	0.0%
MONROE ELEM.	50.4		28	28	0.0%
ST. CHARLES HIGH	37.0		410	410	0.0%
ST. CHARLES WEST HIGH	24.0	SL	351	345	1.7%

## School Finance Report

	Missouri					ST. CHARLES R-VI				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total Enrollment	893,081	889,301	889,624	887,421	862,264	5,340	5,175	5,181	5,100	5,008
Average Daily Attendance (ADA)	851,103.87	850,596.52	849,683.44	838,931.53	818,642.79	5,037.48	4,899.05	4,736.19	4,796.16	4,603.72
Total Expenditures	\$10,813,004,395	\$11,194,638,276	\$11,179,146,023	\$9,926,792,498	\$11,169,914,420	\$71,181,902	\$72,928,562	\$71,197,230	\$64,907,189	\$81,680,374
Total Current Exp.	\$7,947,205,832	\$8,222,735,360	\$8,285,462,516	\$8,081,393,557	\$7,880,502,263	\$51,027,849	\$55,318,205	\$55,763,746	\$55,873,455	\$56,493,113
Current Exp per ADA	\$9,048.00	\$9,412.17	\$9,639.36	\$9,619.13	\$9,487.38	\$10,130.00	\$11,292.00	\$11,774.00	\$11,649.00	\$12,271.00
<b>% of Revenue in the Operating Funds:</b> Local includes Local, County, and Prop. C Monies.										
Local (%)	58.83	57.82	56.04	57.03	59.01	75.70	75.47	74.70	74.20	75.24
State (%)	32.99	33.80	28.92	29.31	31.76	18.80	19.25	17.50	16.70	18.56
Federal (%)	8.32	8.38	15.04	13.65	10.13	5.50	5.28	7.80	9.10	6.19
Assessed Valuation	\$90,075,743,538	\$91,986,671,942	\$90,698,251,626	\$90,713,849,047	\$89,200,779,060	\$967,852,986	\$990,494,224	\$940,197,880	\$938,892,233	\$902,475,591
<b>Tax Rates</b>										
Tax Rate Ceiling										
Operating Funds	3.5436	3.5674	3.5799	3.5556	3.6366	3.2971	3.5808	3.7980	3.8162	4.2319
Adjusted Tax Rate										
Incidental	3.1859	3.2448	3.2825	3.3375	3.3561	1.3471	1.4800	1.3500	1.4057	1.7175
Teachers	0.1751	0.1674	0.1638	0.1568	0.1498	1.9500	2.0000	2.2971	2.2605	2.3644
Debt Service	0.4151	0.4108	0.4131	0.4179	0.4292	1.0729	0.7200	0.7229	0.7400	0.6100
Capital Projects	0.0650	0.0655	0.0641	0.0613	0.0595	0.0000	0.1000	0.1500	0.1500	0.1500

## District Discipline Incidents

MISSOURI	2009	2010	2011	2012
Enrollment	573,944	573,944	573,944	573,944
Total Number of Incidents	17,362	16,516	17,337	15,335
Incident Rate (per 100 students)	1.90	1.90	1.90	1.70
<b>Type of Offense</b>				
Alcohol (number   rate)	483   0.1	431   0.0	478   0.1	469   0.1
Drug (number   rate)	2371   0.3	2611   0.3	2952   0.3	2783   0.3
Tobacco (number   rate)	134   0.0	114   0.0	101   0.0	120   0.0
Violent Act (number   rate)	1053   0.1	1266   0.1	1055   0.1	1052   0.1
Weapon (number   rate)	854   0.1	850   0.1	741   0.1	728   0.1
Other (number   rate)	11612   1.3	10661   1.2	11379   1.3	9597   1.1
<b>Type of Removal</b>				
In-School Suspension (number   rate)	1570   0.2	1391   0.2	1693   0.2	1479   0.2
Out of School Suspension (number   rate)	15708   1.8	15043   1.7	15568   1.7	13791   1.6
Expulsion (number   rate)	77   0.0	71   0.0	66   0.0	56   0.0
<b>Length of Removal</b>				
10 Consecutive Days (number   rate)	13872   1.6	13088   1.5	13486   1.5	11909   1.3
More than 10 Consecutive Days (number   rate)	3490   0.4	3428   0.4	3851   0.4	3426   0.4

**Incidents** -- Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.

NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are not included in this analysis.

Type of Offense -- *Weapon* -Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 1/2 inches in length. *Alcohol* -Use, possession, sale, or solicitation of intoxicating alcoholic beverages. *Drug* -Use, possession, sale or solicitation of drugs. Does not include alcohol or tobacco. *Tobacco* -Use, possession, sale, or solicitation of tobacco. *Violent Act* -As defined by school board and including, but not limited to, exertion of physical force with intent to do serious bodily harm. *Other* -Other offenses not listed above.

**Type of Removal** -- *In School Suspension* -Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed. *Out of School Suspension* -Removal of student from school for a fixed amount of time with student automatically returning to school after the suspension is completed. *Expulsion* -Removal of student from school for an indefinite period of time until student is reinstated by local board of education.

Data as of:3/31/2013

Report as of: 4/3/2013

## District Discipline Incidents

ST. CHARLES R-VI	2009	2010	2011	2012
Enrollment	5,175	5,181	5,100	5,008
Total Number of Incidents	102	138	134	124
Incident Rate (per 100 students)	2.00	2.70	2.60	2.50
<b>Type of Offense</b>				
Alcohol (number   rate)	10   0.2	14   0.3	1   0.0	8   0.2
Drug (number   rate)	31   0.6	17   0.3	26   0.5	31   0.6
Tobacco (number   rate)	0   0.0	0   0.0	0   0.0	0   0.0
Violent Act (number   rate)	10   0.2	3   0.1	29   0.6	15   0.3
Weapon (number   rate)	5   0.1	24   0.5	4   0.1	12   0.2
Other (number   rate)	41   0.8	60   1.2	74   1.5	58   1.2
<b>Type of Removal</b>				
In-School Suspension (number   rate)	2   0.0	0   0.0	8   0.2	5   0.1
Out of School Suspension (number   rate)	100   1.9	138   2.7	126   2.5	119   2.4
Expulsion (number   rate)	0   0.0	0   0.0	0   0.0	0   0.0
<b>Length of Removal</b>				
10 Consecutive Days (number   rate)	93   1.8	111   2.1	113   2.2	94   1.9
More than 10 Consecutive Days (number   rate)	9   0.2	27   0.5	21   0.4	30   0.6

**Incidents** -- Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.

NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are not included in this analysis.

Type of Offense -- *Weapon* -Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 1/2 inches in length. *Alcohol* -Use, possession, sale, or solicitation of intoxicating alcoholic beverages. *Drug* -Use, possession, sale or solicitation of drugs. Does not include alcohol or tobacco. *Tobacco* -Use, possession, sale, or solicitation of tobacco. *Violent Act* -As defined by school board and including, but not limited to, exertion of physical force with intent to do serious bodily harm. *Other* -Other offenses not listed above.

**Type of Removal** -- *In School Suspension* -Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed. *Out of School Suspension* -Removal of student from school for a fixed amount of time with student automatically returning to school after the suspension is completed. *Expulsion* -Removal of student from school for an indefinite period of time until student is reinstated by local board of education.

Data as of:3/31/2013

Report as of: 4/3/2013

## District Graduation Rates

<b>ST. CHARLES R-VI (092090)</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total Number of Graduates	409	479	431	372
Cohort Dropouts	60	61	66	59
Graduation Rate (%)	87.2	88.7	86.7	86.3
Total Number of Asian Graduates	2	8	5	8
Cohort Asian Dropouts	0	0	0	1
Asian Graduation Rate (%)	100.0	100.0	100.0	88.9
Total Number of Black Graduates	36	42	41	35
Cohort Black Dropouts	4	9	17	5
Black Graduation Rate (%)	90.0	82.4	70.7	87.5
Total Number of American Indian Graduates	0	1	0	2
Cohort American Indian Dropouts	0	0	0	0
American Indian Graduation Rate (%)	0.0	100.0	0.0	100.0
Total Number of Hispanic Graduates	4	15	11	12
Cohort Hispanic Dropouts	6	5	2	8
Hispanic Graduation Rate (%)	40.0	75.0	84.6	60.0
Total Number of White Graduates	367	413	372	314
Cohort White Dropouts	50	47	47	45
White Graduation Rate (%)	88.0	89.8	88.8	87.5
Total Number of Male Graduates	200	238	207	186
Cohort Male Dropouts	30	35	38	33
Male Graduation Rate (%)	87.0	87.2	84.5	84.9
Total Number of Female Graduates	209	241	224	186
Cohort Female Dropouts	30	26	28	26
Female Graduation Rate (%)	87.4	90.3	88.9	87.7



**MSIP 4  
2012 Final  
District Summary for Annual Performance Report (APR)  
4th Cycle  
ST. CHARLES R-VI (092090)**

**Total Points Earned**

MSIP Standard/Indicator	GRADE LEVEL		GRADE LEVEL		Gap Bonus	Status Total	Status + Progress	Points Required	Met/Not Met
	Status Points	Progress Points	Status	Progress					
9.1*1 MAP Grades 3-5 Mathematics	H1=60	A=20 RA=20 3/2=20	60	20		60	80	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
9.1*2 MAP Grades 3-5 Communication Arts	H2=48	A=20 RA=20 3/2=20	48	20	Y	48	68	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
9.1*3 MAP Grades 6-8 Mathematics	H2=48	A=30 RA=20 3/2=20	48	30	Y	48	78	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
9.1*4 MAP Grades 6-8 Communication Arts	H2=48	A=20 RA=20 3/2=20	48	20	Y	48	68	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met

**Total Points Earned**

MSIP Standard/Indicator	GRADE LEVEL		EOC		GRADE LEVEL		GRADE EOC		Gap Bonus	EOC Bonus	Status Total	Status + Progress	Points Required	Met/Not Met
	Status Points	Progress Points**	Status Points	Progress Points***	Status	Progress	Status	Progress						
9.1*5 EOC Algebra I Mathematics	H2=16		Avg=24	A=30 RA=30 2/2=20	16	0	24	30	Y		40	70	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
9.1*6 EOC English II Communication Arts	Avg=12		Avg=24	A=30 RA=30 2/2=20	12	0	24	30	Y		36	66	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met

BONUS MAP ACHIEVEMENT

Met

\*\*Only Annual points may be earned for 9-11 grade level test data in Year 6 of the Fourth MSIP Cycle.

\*\*\*Only Annual and Rolling Average points may be earned for end-of-course assessments in Year 6 of the Fourth MSIP Cycle.

**SYMBOLS**

- @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.
- @ 2 over 2 – No points are awarded if the MPI in more than one of the two latest years is lower than the average of the first two years.
- Met\* Met utilizing bonus.
- \* Missing, incomplete, or inaccurate data.
- # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.
- & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

H1	High 1
H2	High 2
Avg	Average
BA	Below Average
F	Floor
A	Annual Increase
RA	Rolling Average
3/2	3 Over 2
2/2	2 Over 2

Data as of: 8/7/2012  
Report as of: 4/3/2013



**MSIP 4  
2012 Final  
District Summary for Annual Performance Report (APR)  
4th Cycle  
ST. CHARLES R-VI (092090)**

**SUBJECT AREA AND VOLUNTARY EOC BONUS POINT**

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
Grade 5 Science	Avg = 3	3			
Grade 8 Science	Avg = 3	3			
Biology 1 Science	Avg = 3	3			
Government Social Studies	Avg = 3	3			
Voluntary					
* Algebra II Mathematics	H1 = 3				
* Geometry Mathematics	=	0.0			
* English I Communication Arts	=				
* American History Social Studies	=				
<b>TOTAL POINTS</b>		<b>12.0</b>	<b>3.0</b>	<b>3.3</b>	<b>Not Met</b>

**SYMBOLS**

- @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.
- @ 2 over 2 – No points are awarded if the MPI in more than one of the two latest years is lower than the average of the first two years.
- Met\* Met utilizing bonus.
- \* Missing, incomplete, or inaccurate data.
- # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.
- & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

H1	High 1
H2	High 2
Avg	Average
BA	Below Average
F	Floor
A	Annual Increase
RA	Rolling Average
3/2	3 Over 2
2/2	2 Over 2

Data as of: 8/7/2012  
Report as of: 4/3/2013



**MSIP 4  
2012 Final  
District Summary for Annual Performance Report (APR)  
4th Cycle  
ST. CHARLES R-VI (092090)**

MSIP Standard/Indicator	Status Points			Progress Points			Total Points Earned		Points Required (Minimum)	Met/Not Met
							Status	Progress	Status + Progress	
9.3 ACT	H1	=	5	A=1 RA=0 3/2=0 @	5	1	6	4	Met	
9.4*1 Advanced Courses	H2 Combined	= =	4 4	A=2 RA=1 3/2=0	4	2	6	4	Met	
9.4*2 Career Education Courses	Avg Combined	= =	3 4	A=2 RA=1 3/2=0 @	4	2	6	4	Met	
9.4*3 College Placement	H2 Combined	= =	4 4	A=1 RA=0 3/2=0 @	4	1	5	4	Met	
9.4*4 Career Education Placement	H2 Combined	= =	4 4	A=2 RA=1 3/2=0 @	4	2	6	4	Met	
9.5 Graduation Rate	Avg	=	3	A=0 RA=0 3/2=0 @	3	0	3	4	Not Met	
9.6 Attendance Rate	H2	=	4	A=1 RA=1 3/2=0 @	4	1	5	4	Met	
9.7 Subgroup Achievement	H1	=	5		5	NA	5	4	Met	
								<b>TOTAL POINTS</b>	<b>14</b>	
<b>Performance Accreditation Rating</b>										

**SYMBOLS**  
 @ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.  
 @ 2 over 2 – No points are awarded if the MPI in more than one of the two latest years is lower than the average of the first two years.  
 Met\* Met utilizing bonus.  
 \* Missing, incomplete, or inaccurate data.  
 # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.  
 & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

H1 High 1  
 H2 High 2  
 Avg Average  
 BA Below Average  
 F Floor  
 A Annual Increase  
 RA Rolling Average  
 3/2 3 Over 2  
 2/2 2 Over 2

Data as of: 8/7/2012  
 Report as of: 4/3/2013





**MSIP 4**  
**2012 Final**  
**District Supporting Data of Annual Performance Report (APR)**  
**4th Cycle**  
**ST. CHARLES R-VI (092090)**

<b>Missouri Assessment Program GRADE LEVEL</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	<b>LND</b>
9.1*1 Grades 3-5 Mathematics	749.0	751.7	763.0	767.5	768.0	759.8	
9.1*2 Grades 3-5 Communication Arts	750.3	744.6	770.4	764.8	770.3	760.1	
9.1*3 Grades 6-8 Mathematics	752.4	742.4	755.0	760.6	766.9	755.5	
9.1*4 Grades 6-8 Communication Arts	755.8	753.4	760.3	761.5	768.7	759.9	
9.1*5 Grades 9-11 Mathematic	743.1					743.1	
9.1*6 Grades 9-11 Communication Arts	731.5					731.5	
<b>Missouri Assessment Program END-OF-COURSE</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	<b>LND</b>
9.1*5 Algebra I Mathematics		735.0	747.2	777.0	759.4	754.6	
9.1*6 English II Communication Arts		781.9	785.8	793.9	794.8	789.1	
<b>Missouri Assessment Program BONUS ACHIEVEMENT</b>	<b>2011</b>	<b>2012</b>					
Number of MAP Standards Evaluated	6	6					
Number Demonstrating Improvement	X	5					
Percent of MAP Standards Evaluated		83.3%					



**MSIP 4**  
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Missouri Assessment Program GAP BONUS	2011	2012	Improvement
<b>9.1*1 Grades 3-5 Mathematics</b>			
District Minority	737.4	738.1	0.7
State Majority	769.2	771.3	2.1
District Free- or Reduce-Priced Lunch	751.1	747.8	-3.3
State Non-Free- or Reduce-Priced Lunch	782.8	785.8	3.0
<b>9.1*2 Grades 3-5 Communication Arts</b>			
District Minority	727.5	734.3	6.8
State Majority	772.3	774.3	2.0
District Free- or Reduce-Priced Lunch	742.9	747.0	4.1
State Non-Free- or Reduce-Priced Lunch	788.9	791.9	3.0
<b>9.1*3 Grades 6-8 Mathematics</b>			
District Minority	720.1	720.9	0.8
State Majority	774.7	777.5	2.8
District Free- or Reduce-Priced Lunch	733.2	739.6	6.4
State Non-Free- or Reduce-Priced Lunch	789.8	793.3	3.5
<b>9.1*4 Grades 6-8 Communication Arts</b>			
District Minority	720.2	733.1	12.9
State Majority	774.5	775.9	1.4
District Free- or Reduce-Priced Lunch	738.5	743.3	4.8
State Non-Free- or Reduce-Priced Lunch	789.1	790.8	1.7
<b>9.1*5 Algebra I Mathematics</b>			
District Minority	700.0	739.0	39.0
State Majority	781.7	779.3	-2.4
District Free- or Reduce-Priced Lunch	751.9	734.5	-17.4
State Non-Free- or Reduce-Priced Lunch	790.7	791.4	0.7
<b>9.1*6 English II Communication Arts</b>			
District Minority	747.6	753.1	5.5
State Majority	805.5	796.2	-9.3
District Free- or Reduce-Priced Lunch	762.2	761.3	-0.9
State Non-Free- or Reduce-Priced Lunch	815.2	806.3	-8.9



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**BONUS POINTS**

<b>Missouri Assessment Program Grade Level and End-of-Course</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	<b>LND</b>
Grade 5 Science	731.7	754.3	752.6	732.6	749.3	744.1	
Grade 8 Science	734.4	719.2	729.1	732.2	741.1	731.2	
Biology Science		728.8	745.3	772.8	761.0	752.0	
Government Social Studies			733.2	760.5	739.8	744.5	
Algebra II Mathematics					PR=14.9 Index=780.4		
Geometry Mathematics					PR= Index=		
English I Communication Arts					PR= Index=		
American History Social Studies					PR= Index=		

<b>9.3 ACT</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	
Number of Graduates		414	405	476	429	372	
Number of Graduates Scoring at or Above the National Average		195	164	214	179	151	
Percent of Graduates Scoring at or Above the National Average		47.1	40.5	45.0	41.7	40.6	43.0

<b>9.4*1 Advanced Courses</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	
Units of Credit Times Enrollment in Approved Advanced Courses		3026.5	2942.8	3517.5	3241.0	2602.0	
Grades 11-12 Enrollment Times Credits Possible		6816.0	7256.0	7776.0	6720.0	6368.0	
Percent of Credits Earned in Advanced Courses		44.4	40.6	45.2	48.2	40.9	43.9

<b>9.4*2 Career Education Course</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>	
Units of Credit Times Enrollment in Approved Career Education Courses		2065.5	1403.0	1611.5	1609.0	1398.5	
Grades 11-12 Enrollment Times Credits Possible		6816	7256	7776	6720	6368	
Percent of Credits Earned in Career Education Courses		30.3	19.3	20.7	23.9	22.0	23.2

<b>9.4*1 Advanced and 9.4*2 Career Education Courses</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>
Units of Credit Times Enrollment in Approved Advanced & Career Education Courses		5092.0	4345.8	5129.0	4850.0	4000.5



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Grades 11-12 Enrollment Times Credit Possible	6816	7256	7776	6720	6368	
Percent of Credits Earned in Advanced and Career Education Courses	74.7	59.9	66.0	72.2	62.8	67.1
<b>9.4*3 College Placement</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>STATUS</b>
Number of Graduates Entering College	310	310	308	321	285	
Number of Graduates	413	414	405	476	429	
Percent of Graduates Entering College	75.1	74.9	76.0	67.4	66.4	72.0
<b>9.4*4 Career Education Placement</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>STATUS</b>
Number of Graduates Completing a Career Education Program	412	382	404	457	357	
Number of Graduates Completing a Career Education Program who are Placed in Occupations Relating to their Training, Attending College, or in the Military	372	354	373	375	302	
Percent of Career Education Completers who are Placed	90.3	92.7	92.3	82.1	84.6	88.4
<b>9.4*3 College Placement and 9.4*4 Career Education Placement</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>STATUS</b>
Number of Graduates Entering College or Placed in an Occupation Related to their Career Education Training or the Military	385	367	373	386	336	
Number of Graduates	413	414	405	476	429	
Percent College and Career Education Placement	93.2	88.6	92.1	81.1	78.3	86.7
<b>9.5 Graduation Rate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>
Number of Graduates	414	405	476	429	372	
Cohort Dropouts Plus Graduates	465	466	548	507	437	
Graduation Rate	89.0	86.9	86.9	84.6	85.1	86.5
<b>9.6 Attendance Rate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>STATUS</b>
Grades K-8	95.4	94.4	98.8	95.0	94.9	
Grades 9-12	93.9	93.7	94.9	93.0	92.2	
Grades K-12	94.8	94.1	97.3	94.4	94.1	94.9

Data as of: 8/7/2012  
Report as of: 4/3/2013



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<b>9.7 Student Gap Group Achievement</b>	<b>2012 Target</b>	<b>Prf/Adv %</b>	<b>Met/Not Met</b>	<b>STATUS</b>
Student Gap Group - Mathematics	44.78%	46.0	Met	
Student Gap Group - Communication Arts	44.21%	44.3	Met	

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
1	P-1, P-2, I-5, I-1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	1a	Guarantee a rigorous curriculum aligned with state and national standards (such as Common Core State Standards) to optimize learning of essential outcomes for all learners.	a. Align curriculum to state & national standards (such as CCSS) as new standards become adopted and as curriculum is being revised. b. Ensure systematic procedures are used to review and revise the written curriculum with course outcomes published on the district website.
2	P-1, P-2, I-5, I-1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	1b	Guarantee a rigorous curriculum aligned with state and national standards (such as Common Core State Standards) to optimize learning of essential outcomes for all learners.	c. As curriculum is revised, ensure vertical alignment to eliminate gaps or overlap. d. Students generate individualized learning goals based on data to make progress toward learning targets.
3	P-1, P-2, I-5, I-1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	1c	Guarantee a rigorous curriculum aligned with state and national standards (such as Common Core State Standards) to optimize learning of essential outcomes for all learners.	a. Investigate ways to integrate technology in order for students to innovate, create, calculate, and communicate information. b. Offer more classes and extra-curricular activities/clubs that will promote learning through Science, Technology, Engineering, and Mathematics (STEM).
4	P-1, P-2, I-5, I-1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	1d	Guarantee a rigorous curriculum aligned with state and national standards (such as Common Core State Standards) to optimize learning of essential outcomes for all learners.	
5	P-1, P-2, I-1, I-5, I-11	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	2a	District curriculum will utilize technology in developing students' 21st Century Skills.	
6	P-1, P-2, I-1, I-5, I-11	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	2b	District curriculum will utilize technology in developing students' 21st Century Skills.	
7	P-1, P-2, I-1.4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	3	Continue focus on balanced literacy K-8 while fully implementing research-based literacy practices 9-12 with an increased focus on non-fiction at all grade levels.	

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
8	P-1, P-2, TL-2, I-1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	4a	The District will provide readily available ongoing job-embedded professional development to ensure research based instructional practices are used to support and extend the curriculum. (Indicator corresponds to indicator HQS 3.1b)	a. Investigate ways to increase and maintain appropriate staffing levels to support curriculum and instruction efforts (i.e. instructional coaches at the intermediate and middle school levels). b. Continue a professional development focus on research-based instructional practices, such as but not limited to high quality instructional practices, standards-based grading, developing vocabulary and background knowledge, 21st Century Skills, SIOP, etc.
9	P-1, P-2, TL-2, I-1, I-2, I-5, I-7, I-11	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	4b	The District will provide readily available ongoing job-embedded professional development to ensure research based instructional practices are used to support and extend the curriculum. (This indicator also cross-references indicator FSJR 1.1d) Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	a. Revise and annually update the District's assessment plan. b. Schools and District will analyze formative and summative assessment results to drive school-wide instructional change.
10	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	5a	Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	c. Develop common assessments that guide instructional practices in the classroom.
11	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	5b	Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	d. Through the PLC process, review common assessment data and make adjustments to curriculum and instruction both horizontally and vertically.
12	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	5c	Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	e. Review and align high school course sequence to grade level testing (EOCs) for optimal student achievement.
13	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	5d	Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	
14	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	5e	Administer state-required tests and other nationally normed and/or district assessments and use disaggregated and longitudinal assessment data to adjust curriculum and instruction.	

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15	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	6a	Provide technological support to store, track and communicate assessment data.	a. Investigate purchasing and/or developing a data tracking program. a. Fully implement standards based grading in grades 9-12 by the 2016-2017 school year.
16	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7a	Fully implement standards based grading in grades PreK - 12.	b. Increase parent understanding of standards-based grading. c. Increase student understanding of standards based grading and involve students in goal setting and learning processes.
17	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7b	Fully implement standards based grading in grades PreK - 12.	d. Provide ongoing training, time and support for current and new teachers implementing standards based grading.
18	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7c	Fully implement standards based grading in grades PreK - 12.	e. Increase support staff understanding of standards based grading.
19	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7d	Fully implement standards based grading in grades PreK - 12.	f. Provide technological support for the gradebook and report card system to ease difficulty in reporting data.
20	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7e	Fully implement standards based grading in grades PreK - 12.	a. Investigate possible District and community resources to support mental health needs. b. Provide a comprehensive list of mental health resources to all schools.
21	P-1, P-2, I-2, I-4	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	7f	Fully implement standards based grading in grades PreK - 12.	a. Review and revise school and District interventions.
22	P-1, P-2, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	8a.	Develop and implement strategies to address the mental health needs of students.	
23	P-1, P-2, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	8b.	Develop and implement strategies to address the mental health needs of students.	
24	P-1, P-2, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	9a	Ensure appropriate interventions that address the unique needs of the whole child (i.e. remediation, enrichment/acceleration, behavior, social/emotional, etc.) (Indicator corresponds to indicator GOV 5.1)	



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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
25	P-1, P-2, I-1, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	10a	Provide appropriate transitions to ensure student success (i.e. PreK to K, between each school level, etc.)	a. Develop teams to focus on and address academic and behavioral needs to ensure smooth transitions for all students a. Explore, expand, and support alternative programming (PreK-12) to ensure success for all students (i.e. ELL, FRL, SPED, At-Risk, Minority, Gifted, Behavior, etc.)
26	P-1, P-2, I-1, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	11a	Provide alternative programming (PreK-12) to ensure success for all students. (Indicator corresponds to indicator GOV 6.1)	b. Implement strategies to close the achievement gap.
27	P-1, P-2, I-1, I-3, I-6	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	11b	Provide alternative programming (PreK-12) to ensure success for all students.	c. Explore options to provide a virtual school.
28	P-1, P-2, I-1, I-3, R-1.6, R-2.6, R-3.1	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	11c	Provide alternative programming (PreK-12) to ensure success for all students. (Indicator corresponds to indicator GOV 5.1)	a. Explore options to provide alternative preschool opportunities for students (i.e. full-day, partial week, etc.) b. Explore options to provide UNIVERSAL preschool so all students can attend.
29	P-1, P-2, G-10	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	12a	Expand District programming for early childhood education.	c. Provide quality home support and parent training through Parents as Teachers to assist with the transition from home to school with a focus on high needs families.
30	P-1, P-2, G-10	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	12b	Expand District programming for early childhood education. (Indicator corresponds to indicator GOV 4.1)	d. Explore additional funding opportunities to expand early childhood (birth through PreK) education.
31	P-1, P-2, G-10	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	12c	Expand District programming for early childhood education.	a. Schools will develop incentives to meet or exceed the 90% attendance expectation for 90% of the students.
32	P-1, P-2, G-10	I. Student Performance	Increase proficiency on district, state, and national assessments.	1	12d	Expand District programming for early childhood education.	
33	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	1a	Increase student attendance rate to meet the 90% of students attending 90% of the time as per MSIP guidelines.	

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
34	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	1b	Increase student attendance rate to meet the 90% of students attending 90% of the time as per MSIP guidelines.	b. Schools will review the attendance data and work with individual students and families to meet the attendance goals. (i.e. focus on those slightly below expectation first.)
35	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	1c	Increase student attendance rate to meet the 90% of students attending 90% of the time as per MSIP guidelines.	c. Identify students at-risk for truancy and provide early intervention through school procedures and support from community agencies (i.e. Juvenile Courts, etc.)
36	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	1d	Increase student attendance rate to meet the 90% of students attending 90% of the time as per MSIP guidelines.	d. Review attendance data to identify and address root causes for attendance issues within the school system.
37	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	2a	Increase number of students participating in extra curricular activities to support school attendance.	a. Increase number of extra curricular opportunities K-8 to promote higher attendance.
38	P-4, P-5, I-1, I-3, I-7	I. Student Performance	Put structures in place to increase the graduation rate and student attendance.	2	3a	Increase the graduation rate.	a. Schools (9-12) will put strategies in place to increase the graduation rate.
39	P-3, I-6, I-9	I. Student Performance	Put structures in place to increase the number of students obtaining post-secondary training including but not limited to college, vocational training, and military	3	1a	Increase number of students attending post-secondary training.	a. Review current college and career readiness programs and investigate other available opportunities within the community.
40		I. Student Performance	Put structures in place to increase the number of students obtaining post-secondary training including vocational training, and military	3	1b	Increase number of students attending post-secondary training.	b. Effectively communicate college and career readiness options to students and parents.
41		I. Student Performance	Put structures in place to increase the number of students obtaining post-secondary training including vocational training, and military	3	1c	Increase number of students attending post-secondary training.	c. Provide training, support, and appropriate staffing for high-quality college and career readiness education.

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42	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	1a	Conduct annual comparisons of salary and benefits within the marketplace.	a. Include steps 1, 5, 10, 15, and masters within the annual salary comparisons.  b. Include years of service credit and benefits comparisons.
43	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	1b	Conduct annual comparisons of salary and benefits within the marketplace.	a. Determine at which years of service level district employees leave for other districts.
44	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	2a	Refine the exit interview process to provide a deeper level of data regarding the support and retention of highly qualified staff.	b. Determine area school districts to which employees matriculate.
45	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	2b	Refine the exit interview process to provide a deeper level of data regarding the support and retention of highly qualified staff.	c. Explore the possibility of including narrative exit interviews at department/building levels.
46	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	2c	Refine the exit interview process to provide a deeper level of data regarding the support and retention of highly qualified staff.	a. Explore the possibility of an early retirement incentive
47	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	3a	Explore opportunities to maximize funds available for employee salary schedules.	b. Explore the possibility of university partnerships (college credit for district provided PD).
48	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	3b	Explore opportunities to maximize funds available for employee salary schedules.	c. Explore the possibility of banking CEUs to be utilized after the attainment of a master's degree.
49	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	3c	Explore opportunities to maximize funds available for employee salary schedules.	
50	R-4, R-5, R-6, R-7, R-8, R-9, R-10	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	4a	Explore options to reduce family and dependent insurance coverage expenses.	

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51	I-7.1	II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	5a	Explore additional ways to measure building/department climate to provide for timely responses by building climate committees and building/department administrators.	
52		II. Highly Qualified Staff	District compensation, including salary and benefits, will be competitive within the marketplace in order to attract, support, and retain high quality staff.	1	6a	Explore the possibility of providing B-PK child care at district sites.	
53	R-4	II. Highly Qualified Staff	Class sizes will be kept within Missouri School Improvement Plan guidelines.	2	1a	Maintain class sizes within Missouri School Improvement Plan (MSIP) guidelines, with the smallest class sizes at grades k-4. (Indicator corresponds with Indicator GOV 2.2)	
54	TL-2	II. Highly Qualified Staff	Provide ongoing high quality professional development opportunities.	3	1a	Analyze and review building level ongoing high quality professional development opportunities to advance student achievement and support staff accountability.	
55	TL-2	II. Highly Qualified Staff	Provide ongoing high quality professional development opportunities.	3	1b	Analyze and review building level ongoing high quality professional development opportunities to advance student achievement and support staff accountability. (Indicator corresponds to Indicator SP1.4a)	b. Investigate ways to increase and maintain appropriate staffing levels to support curriculum and instruction efforts (i.e. instructional coaches at the intermediate and middle school levels).
56	TL-2	II. Highly Qualified Staff	Provide ongoing high quality professional development opportunities.	3	1c	Analyze and review building level ongoing high quality professional development opportunities to advance student achievement and support staff accountability.	c. Provide professional development to administrators on the implementation and ongoing utilization of performance evaluations.
57	TL-1, TL-2	II. Highly Qualified Staff	Provide ongoing high quality differentiated professional development opportunities.	4	1a	Develop support and structure for implementation of individual/cohort professional development in support of the new evaluation process, aligned with district and building goals.	a. Identify areas/topics for individual and cohort professional development.

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
58	TL-1, TL-2	II. Highly Qualified Staff	Provide ongoing high quality differentiated professional development opportunities.	4	1b	Develop support and structure for implementation of individual/cohort professional development in support of the new evaluation process, aligned with district and building goals.	b. Utilize the district's professional development committee to ensure alignment with district, individual/cohort goals. c. Utilize the DPDC to provide resources and support to the mandate for differentiated professional development within the new evaluation model.
59	TL-1, TL-2	II. Highly Qualified Staff	Provide ongoing high quality differentiated professional development opportunities.	4	1c	Develop support and structure for implementation of individual/cohort professional development in support of the new evaluation process, aligned with district and building goals.	d. Provide differentiated professional development to administrators, instructional coaches, classified staff, regular education, special education, and specialized areas with involvement of administrators and DPDC.
60	TL-1, TL-2	II. Highly Qualified Staff	Provide ongoing high quality differentiated professional development opportunities.	4	1d	Develop support and structure for implementation of individual/cohort professional development in support of the new evaluation process, aligned with district and building goals.	
61	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1a	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	
62	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1b	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	b. Survey teachers who are within their first five years of teaching. The focus of the survey will be to determine what effective levels of support are in place and to determine additional layers of support that may be added.
63	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1c	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	c. Consider review of other district/state mentor models.

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
64	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1d	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	d. Review survey results and make recommendations to enhance the existing new teacher orientation and mentor program including the possibility of cohort mentors and building procedure versus content/instruction mentors. e. Committee will recommend revisions to the process and structure of new teacher orientation and mentoring programs, based on information gathered.
65	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1e	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	f. Committee will recommend a process for new teachers to provide feedback during the first year and after culmination of the first year, regarding needed support and mentor fit.
66	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new teacher mentor program.	5	1f	Review and analyze the strengths and needs of the existing new teacher orientation and new teacher mentor programs.	
67	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new administrator mentor program.	6	1a	Create a new administrator mentor plan.	b. Create a committee to survey building administrators within their first five years of service. Committee will utilize the survey to create a structure and process for orienting new administrators to the district.
68	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new administrator mentor program.	6	1b	Create a new administrator mentor plan.	c. Consider review of other district/state mentor models.
69	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new administrator mentor program.	6	1c	Create a new administrator mentor plan.	

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
70	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new administrator mentor program.	6	1d	Create a new administrator mentor plan.	d. Within the administrator mentor program, ensure training on district initiatives, Board policy, and evaluation. e. As a follow-up step to the creation of the new administrator mentor program, create a template for the orientation and training of new assistant principals.
71	TL-1, TL-2	II. Highly Qualified Staff	Provide a strong, strategic, comprehensive, and cohesive high quality new administrator mentor program.	6	1e	Create a new administrator mentor plan.	a. Explore possibility of nomination forms with required numbers of signatures. Explore possibility of employee/community service recognition.
72	TL-1, TL-2	II. Highly Qualified Staff	Recognize employees who have made professional contributions to increase student achievement.	7	1a	Recognize and celebrate employees who are life long learners, who research, implement, and present best practices to staff, actively participate in leadership roles, and inspire others to move forward. Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	
73	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1a	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	a. Create and train steering committee.
74	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1b	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	b. Utilize crosswalk study to create a proposed first draft for stakeholder committee review. c. Utilize the district initiative planning template to develop a preparation, communications, pilot, and full implementation plan, timeline, and budget.
75	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1c	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	d. Review vendor products to support the new processes.
76	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1d	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	

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77	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1e	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	e. Recruit and develop stakeholder committee to review and revise the initial draft, and to complete additional support documents, processes, and timelines for pilot.
78	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1f	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	f. Identify and train individuals for pilot implementation in the fall of 2013.
79	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1g	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	g. Obtain feedback from pilot group to further refine documents, processes, and timelines.
80	TL-1, TL-2, G-5	II. Highly Qualified Staff	Align the district's evaluation processes and documents with the Missouri Model as mandated by the NCLB waiver.	8	1h	Review data and utilize stakeholder process to create new district model, processes, and documents for teacher, counselor, librarian, instructional coach, principal, district administrator, and superintendent evaluations.	h. Create structure and distribute the products and process to prepare for full implementation in the fall of 2014. Provide training to staff and administrators in support of full implementation.
81	TL-1, TL-2, G-5	II. Highly Qualified Staff	Provide clearly defined and communicated responsibilities and standards for all staff through documented practice expectations, related to district initiatives.	9	a	Work with district and building administrators to ensure utilization of the District Planning Initiative template to ensure consistency and documentation of support, communications, and expectations in the implementation of district initiatives.	
82	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1a	Provide ongoing technology professional development offerings to enhance curriculum and instruction.	a. Add training videos used by various departments for employee training and teaching.



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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
83	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1b	Provide ongoing technology professional development offerings to enhance curriculum and instruction.	b. Use webinars for training and teaching opportunities
84	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1c	Provide ongoing technology professional development offerings to enhance curriculum and instruction.	c. Utilize videoconferencing (such as Skype) for professional development and student learning opportunities.
85	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1d	Provide ongoing technology professional development offerings to enhance curriculum and instruction. (Indicator corresponds to indicator SP1.4b)	d. Identify providers of content-rich online content and begin development of locally-produced online content
86	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1e	Provide ongoing technology professional development offerings to enhance curriculum and instruction.	f. Create materials in multiple languages to serve the English-language learners in our community
87	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	1f	Provide ongoing technology professional development offerings to enhance curriculum and instruction.	g. Provide professional development platforms which make the content available anytime, anywhere
88	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	2a	Design and implement replacement cycle for district computers.	a. Explore feasibility of other student and teacher use platforms (i.e. tablets, mobile apps, others)
89	I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	2b	Design and implement replacement cycle for district computers.	b. Create 3-5 year replacement cycle specifically addressing teacher/staff use, labs, and classrooms/libraries

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90 I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	3a	Provide robust, stable network access to all district users.	a. Upgrade the existing wired network with newer, better routers, switches, and other equipment b. Upgrade and expand the wireless network to accommodate rapid growth of wireless device use (student-owned and district-provided)
91 I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	3b	Provide robust, stable network access to all district users.	c. Monitor and expand district internet access in cooperation with MOREnet to insure necessary bandwidth is available as online usage patterns change and develop.
92 I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	3c	Provide robust, stable network access to all district users.	d. Provide staff and students with testing and training on wireless usage, and best practices for staff, students, parents, and tech dept.
93 I-11	III. Facilities, Support, and Instructional Resources	Improve technology infrastructure in the district.	1	3d	Provide robust, stable network access to all district users.	a. Implement the necessary policies and regulations to expand the Bring Your Own Device initiative to all schools.
94 TL 2	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	1a	Provide anytime, anywhere access to learning/teaching resources	b. Increase the use of ereaders by 50% over five years.
95 TL 2, I-10	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	1b	Increase Digital Resources in Libraries and Classrooms	c. Increase the number of students accessing online content for classroom instruction by 10% each year.
96 I-10	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	1c	Increase Digital Resources in Libraries and Classrooms	d. Increase use of online textbooks by 10% each year.
97 I-10	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	1d	Increase Digital Resources in Libraries and Classrooms	

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98	I-10	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	1e	Increase Digital Resources in Libraries and Classrooms	e. Create or purchase a platform for systematic organization and distribution of all digital resources (i.e. online textbooks, online subscriptions, etc.) a. Increase teacher proficiency in utilizing 21st century instructional techniques by providing ongoing training opportunities at all levels.
99	TL-2	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	2a	Ongoing Technology Professional Development for Staff (Indicator corresponds to indicator SP 1.4b)	b. Develop a system for teachers to request specific professional development needs through instructional technology.
100	TL-2	III. Facilities, Support, and Instructional Resources	Provide 21st century instructional resources for all staff and students.	2	2b	Ongoing Technology Professional Development for Staff	a. Review the current lease agreement and investigate possible new location for facility b. Explore combining the transportation and maintenance site and warehouse
101	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	1a	Identify a long-term site plan for our transportation facility	a. Review lease agreement for the bus fleet vs. purchase options
102	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	1b	Identify a long-term site plan for our transportation facility	a. Consider utilizing identification badges for staff (and secondary students)
103	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	2a	Identify and implement a replacement plan for the district transportation fleet	b. Investigate the feasibility of using a badge-entry system for building access
104	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3a	Identify and implement measure to improve student/staff security	
105	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3b	Identify and implement measure to improve student/staff security	

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106	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3c	Identify and implement measure to improve student/staff security	c. Consider additional camera systems for inside and outside of all school buildings and other facilities
107	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3d	Identify and implement measure to improve student/staff security	d. Investigate the feasibility of centralized phone/intercom/alarm systems for all school buildings
108	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3e	Identify and implement measure to improve student/staff security	e. Install a secured front-door buzzer entry system in all school buildings
109	G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3f	Identify and implement measure to improve student/staff security	f. Require an annual review of school safety/security in the district with a report to the Board of Education
110	I-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	3g	Identify and implement measure to improve student/staff security	g. Update exterior lighting for energy efficiency and safety
111	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	4a	Implement and continually update a building maintenance plan (Major building systems - HVAC, roof/water-proofing, etc)	a. Continually update the plan with additions/deletions and provide a public report annually
112	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	4b	Implement and continually update a building maintenance plan (Major building systems - HVAC, roof/water-proofing, etc)	b. Develop a replacement cycle for HVAC, parking lots, lighting, roof repair, and sidewalks
113	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	4c	Implement and continually update a building maintenance plan (Major building systems - HVAC, roof/water-proofing, etc)	c. Consider the need for purchase of a bucket truck to assist district in replacing outdoor lights

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114	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	5a	Develop plans for necessary major facility additions/renovations	a. Consider moving maintenance from Lewis & Clark campus and combine with transportation at a new site. b. Consider the need for major facility additions and renovations at Lewis & Clark
115	I-8, G-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	5b	Develop plans for necessary major facility additions/renovations	a. Investigate and implement environmentally positive (green) initiatives b. Investigate improvements in lighting systems across the district to T-8 and/or LED
116	I-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	6a	Emphasize energy efficiency and environmental awareness in the district	c. When possible incorporate energy efficiency, using each building to its potential
117	I-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	6b	Emphasize energy efficiency and environmental awareness in the district	d. Increase recycling efforts across the district, reviewing progress annually
118	I-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	6c	Emphasize energy efficiency and environmental awareness in the district	Analyze and respond to data. Provide programs/ presentations on post-secondary opportunities and resources Establish a protocol for providing information to District/Building Webmaster.
119	I-8	III. Facilities, Support, and Instructional Resources	Plan for and implement major capital improvements.	3	6d	Emphasize energy efficiency and environmental awareness in the district	
120	G-2.1, G-9.2	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	1	Develop and implement survey to measure perception/climate.	
121	G-9.1, G-9.2, G-11.3	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	2	Create social events/opportunities within the schools	
122	G-9.1, G-11	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	3	Utilize website to highlight district/school activities	

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123	G-9.1, G-9.2, G-11.1	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	4	Use social media to promote district/school events to families	Establish a protocol for providing information to District/Building Webmaster. Conduct cost analysis to purchase marquees for buildings that don't already have them.
124	G-8.1, G-9.1	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	5	Explore the option of providing marquees for each building	Develop account access process in conjunction with student enrollment.
125	G-9.1, G-9.2, G-11.3	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	6	Utilize family email accounts to engage students and families in the district's mission and purpose	Utilize mass notification system to give instant information to parents.
126	G-6.1, G-6.3	IV. Parent and Community Involvement	Engage parents/family as partners with the school district	1	7	Keep families informed of district events and emergencies	Utilize mass notification system to give instant information to parents.
127	G-4.4, G-6.2, G-6.4	IV. Parent and Community Involvement	Engage the community as partners with the school district	1	8	Utilize the above developed advisory council and/or PR staff member to engage the community	Hold forums on topics of need
128	G-6.1, G-6.3, G-6.4, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	1	Partner with community programs to provide services (i.e., libraries, city council, Boys/Girls club, etc.)	Host events to engage diverse cultural groups. Organize an ongoing community of district staff who attend various civic organization meetings.
129	G-6.1, G-6.3, G-6.4, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	2	Partner with community programs to provide services (i.e., libraries, city council, Boys/Girls club, etc.)	Facilitate a partnership between the district and the Community Services Summit to obtain resources.
130	G-6.1, G-6.3, G-6.4, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	3	Partner with community programs to provide services (i.e., libraries, city council, Boys/Girls club, etc.)	Participate in Chamber of Commerce and ABLE meetings and host events
131	G-6.1, G-6.3, G-6.4, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	4	Partner with community programs to provide services (i.e., libraries, city council, Boys/Girls club, etc.)	Create an online system available to all school personnel and families to share community resources
132	G-6.1, G-8.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	5a	Create clearinghouse of community resources	
133	G-6.1, G-8.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	5b	Create clearinghouse of community resources	Create a process to update and manage the list of community resources

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134	G-6.1, G-8.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Identify and utilize community resources available to parents, staff, and community stakeholders	2	6	Create clearinghouse of community resources	Utilize City's Public Access Channel 118.2 or 118-20 or Lindenwood Channel 989 to broadcast BOE meetings and district activities. Releases will be secured for broadcast of student
135	G-4.4, G-6.2, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	1a	Develop an advisory council to promote district (Indicator corresponds to Indicator GOV 1.5)	a. Identify key individuals responsible for public relations efforts
136	G-4.4, G-6.2, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	1b	Develop an advisory council to promote district (Indicator corresponds with indicator GOV1.5) Promote the school district and its activities through the partnerships with community programs discussed above (Indicator corresponds with indicator GOV 1.1, GOV 1.4)	b. Develop process and procedures for promotion of district activities. Identify district staff who are members of civic organizations to share ongoing information Create forum, e.g. Google Drive, to share district/community news and information Create printed materials and district fact sheet to share with local realtors and other businesses
137	G-6-2, G-6.3, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	2	Promote the school district and its activities through the partnerships with community programs discussed above	Meet with realtors to provide information about the school district.
138	G-6-2, G-6.3, G-6.4, G-8.1	IV. Parent and Community Involvement	Promote community awareness of the school district	3	3	Promote the school district and its activities through the partnerships with community programs discussed above	Create public relations policies for staff members
139	G-6-2, G-6.3, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	4	Promote the school district and its activities through the partnerships with community programs discussed above	Schedule lunch with the superintendent activities
140	G-6-2, G-6.3, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	5	Promote the school district and its activities through the partnerships with community programs discussed above	Designate a media contact in each building
141	G-6-2, G-6.3, G-6.4, G-8.1	IV. Parent and Community Involvement	Promote community awareness of the school district	3	6	Promote the school district and its activities through the partnerships with community programs discussed above	
142	G-6.3, G-6.4, G-8.1	IV. Parent and Community Involvement	Promote community awareness of the school district	3	7	Promote the school district and its activities through the partnerships with community programs discussed above	
143	G-6.1, G-6.2, G-6.3, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	8	Create public relations materials about district	

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144	G-6.1, G-6.2, G-6.3, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	9	Build relationships with media	Showcase extracurricular activities
145	G-6.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Promote community awareness of the school district	3	10	Plan activities with specific goal of promoting our schools	Continue curriculum nights at every K-12 building at least once a year.
146	G-6.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Promote community awareness of the school district	3	11	Plan activities with specific goal of promoting our schools	Provide support and resources to ELL and migrant parents.
147	G-6.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Promote community awareness of the school district	3	12	Plan activities with specific goal of promoting our schools	Create events to promote programs unique to grade level or building.
148	G-4.4, G-6.2, G-6.4	IV. Parent and Community Involvement	Promote community awareness of the school district	3	13	Develop an advisory council to promote district	Identify key individuals responsible for public relations efforts
149	G-6.1, G-8.1, G-9.1, G-9.2	IV. Parent and Community Involvement	Promote community awareness of the school district	3	14	Develop an advisory council to promote district	Develop process and procedures for promotion of district activities.
150	G-9.1	IV. Parent and Community Involvement	Promote community awareness of the school district	3	15	Provide community awareness through our adult education programs	
151	G-9.1	IV. Parent and Community Involvement	Promote community awareness of the school district	4	1	Continue to maintain and grow our Partners in Education program	Showcase Partners in Education Activities
152	G-6.1, G-9.2	IV. Parent and Community Involvement	Promote community awareness of the school district	4	2	Engage diverse cultural groups within our schools	Host events to engage diverse cultural groups.
153	G-6.3	IV. Parent and Community Involvement	Promote community awareness of the school district	4	3	Develop a communications plan to provide timely and effective communications with the community	Benchmark against what other school districts are doing
154	G-6.3	IV. Parent and Community Involvement	Promote community awareness of the school district	4	4	Engage city and county government in the district	Represent the district at city/county government meetings



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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
155	G-6.1	IV. Parent and Community Involvement	Promote community awareness of the school district	4	5	Engage city and county government in the district	Work with the city/county to partner with service projects
156	G-6.4, G-9.1	IV. Parent and Community Involvement	Promote community awareness of the school district	4	6	Engage city and county government in the district	Invite city/county officials into classrooms
157	G-6.1, G-9.2	Parent & Community Involvement	Promote community awareness of the school district	4	7	Engage city and county government in the district	Expand and promote the Hardin teen court program
158	G-9.1	Parent & Community Involvement	Promote community awareness of the school district	4	8	Engage city and county government in the district	Invite officials to Journey to Excellence
159	G-6.1, G-9.1	Parent & Community Involvement	Promote community awareness of the school district	4	9	Build partnerships with other educational institutions and civic and religious groups (indicator GOV 1.1, GOV 1.4)	Identify and utilize district staff who are affiliated with other educational, civic and religious groups
160	G-9.1	Parent & Community Involvement	Promote community awareness of the school district	4	10	Build partnerships with other educational institutions and civic and religious groups	Host an open house at schools' community events
161	I-6.4, G-6.1, G-6.4	Parent & Community Involvement	Promote community awareness of the school district	4	11	Build partnerships with other educational institutions and civic and religious groups	Invite community to college fairs
162	G-6.3, G-6.4, G-9.1	Parent & Community Involvement	Promote community awareness of the school district	4	12	Build partnerships with other educational institutions and civic and religious groups	Display district/student accomplishments throughout the community.

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
163	G-6.2, G-6.3, G-6.4, G-9.1	V. Governance	Create a more positive public attitude regarding the school district.	1	1	Participate in civic and service organizations to provide 'access' to district information and updates. (Indicator corresponds with indicator PCI 3.2, PCI 4.9)	District administrators and BOE members will maintain membership in local community/civic organizations and use the forum to communicate district programs, needs, etc.
164	G-3.1, G-4.4, G-6.2	V. Governance	Create a more positive public attitude regarding the school district.	1	2	Continue stakeholder involvement in the development of recommendations for Board consideration when appropriate.	The district will solicit stakeholder participation in various committees to assist in decision-making as appropriate (interview committees, special issues committees, surveys, etc.)
165	G-3.1, G-4.3, G-4.4, G-9.2	V. Governance	Create a more positive public attitude regarding the school district.	1	3	Develop opportunities for district patrons to provide feedback to the district regarding the quality of our schools and governance.	Conduct an annual climate survey of district stakeholders and establish a BOE email account that patrons can utilize to dialogue with Board Members. All Board Members will receive emails sent to this address.
166	G-8.1, G-9.1	V. Governance	Create a more positive public attitude regarding the school district.	1	4	Utilize "Key Communicators" to share information relevant to the district.	District administrators and BOE members will identify school and community members who have a positive influence in the community and funnel key district information through these individuals.
167	G-8.1, G-9.1	V. Governance	Create a more positive public attitude regarding the school district.	1	5	Develop procedures that result in a systematic and continual Public/Community Relations program. (Indicator corresponds with indicator PCI 3.1b)	All staff will receive some basic training regarding Public/Community Relations and district/building contacts will be identified who can oversee/coordinate public information for the district and district events.

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168	I-7.1, G-4.4, G-8.1	V. Governance	Create a more positive public attitude regarding the school district.	1	6	District administrators will hold monthly meetings with certified and classified staff representatives.	Each building will select a representative to solicit questions/concerns from staff and submit to Superintendent at monthly meetings. The Superintendent will share notes/responses with all district employees. Representatives from each school building will be chosen to meet with the Superintendent the morning after each board meeting. The Supt. will review/discuss the Board agenda and action items. A summary of the meeting will be distributed at each building.
169	G-4.4, G-8.1	V. Governance	Create a more positive public attitude regarding the school district.	1	7		The district will use Interests-Based Bargaining techniques to develop Professional Agreements with its staff groups on an annual basis. The Curriculum & Instruction office, District Professional Development Committee, and building PD reps. will jointly plan and implement appropriate staff development. Staff input and student data will be used guide this process.
170	G-4.4, G-8.1	V. Governance	Create a more positive public attitude regarding the school district.	1	8		Continue to share information from the Board of Education with staff members through the "After the Board Meeting" group. Continue open communication with certified, classified, and transportation staff during collective bargaining.
171	TL-2.1, TL-2.2, TL-2.7, TL-2.8	V. Governance	Focus resources upon maintaining reasonable class sizes and upon efforts to improve the quality of instruction provided by every teacher.	2	1		Ensure quality instruction through high quality and appropriate professional development.
172	R-4.1	V. Governance	Focus resources upon maintaining reasonable class sizes and upon efforts to improve the quality of instruction provided by every teacher.	2	2		Maintain class sizes within Missouri School Improvement Plan (MSIP) guidelines, with the smallest class sizes at grades k-4. (Indicator corresponds with indicator HQS 2.1a)

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	MSIP V Standard / Indicator	Goal	CSIP Objective	Plan #	Step #	Strategy	Action Step
173	G-8.3, G-8.4	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	1	Maintain and/or improve staff compensation packages (salary/benefits) in order to attract and retain high quality educational staff.	Ask voters to approve a Bond Issue and/or a tax increase in April, 2014. Plan annual budgets with the goal of maximizing money available for staff salary and benefits without jeopardizing student achievement.
174	G-8.3, G-8.6	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	2	Establish replacement cycle for recurring major expense categories.	On-going needs assessments will be utilized to develop replacement cycles for major equipment, instructional materials/supplies, and maintenance needs (Facilities/Technology/Curriculum etc.). The district will consider the results of the 2013 Demographic Study to plan anticipate staffing and programming needs throughout the district. The Demographic Study will be updated as needed to ensure accuracy.
175	G-8.2, G-8.4, G-8.6	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	3	Develop long range plan for revenue projections and enrollment projections.	The Superintendent and Assistant Superintendent for Business will annually develop a budget for Board consideration that takes into consideration anticipated revenues/expenditures over the next five years.
176	G-8.2, G-8.4, G-8.6	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	4	Develop five year budget.	The Superintendent and Assistant Superintendent for Business will annually develop a budget for Board consideration that takes into consideration anticipated revenues/expenditures over the next five years.
177	G-8.2, G-8.4, G-8.6	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	5	Establish goal/target for end of the year operating fund balances.	The district's goal is to maintain an annual fund balance (as of June 30th each year) of at least 20%.

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178 G-8.3, G-8.6, G-8.7	V. Governance	Consistently demonstrate fiscal responsibility and accountability by maintaining appropriate fund balances, receiving a positive annual audit, providing a high quality education to students, and maintaining a reasonable tax levy.	3	6	Explore funding opportunities that will enable the district to adequately maintain/improve district facilities and upgrade our technology infrastructure.	Potential Bond Issue and Tax Levy proposals in April of 2014.
179 G-10	V. Governance	Provide quality Early Childhood Education/Preschool at each elementary school.	4	1	Maintain current Preschool program. (Indicator corresponds to indicator SP 1.12b)	Expand PreSchool to include more students when financially feasible. Involve district staff and stakeholders to reasearch best practice related to student interventions and make recommendations for implementation consistent with financial resources.
180 G-10	V. Governance	Provide early intervention opportunities for students in grades k-6 (instructional and/or behavioral interventions).	5	1	Identify cost-effective options for providing early intervention programs in grades k-6 and implement as financial and facility constraints allow. (Indicator corresponds to indicator SP 1.9a)	Involve district staff and stakeholders to reasearch best practice related to student interventions and make recommendations for implementation consistent with financial resources.
181 G-6.1, G-6.2, G-8.6	V. Governance	Effectively utilize instructional buildings/space to best meet students' needs.	6	1	Explore alternatives such as High School Academies or other Student Interest-Based Programming models that may allow more focused and efficient use of resources. (Indicator corresponds to indicator SP 1.11a)	Involve district staff and stakeholders to reasearch best practice related to student interventions and make recommendations for implementation consistent with financial resources.
182 G-1.1, G-1.2, G-1.3	V. Governance	Govern the district according to the Foundational Principles of Effective Governance as outlined by the Missouri School Boards' Association	7	1	The Board of Education will complete an annual self-evaluation to reflect on board practices and identify any areas of needed improvement.	The Board will utilize Self-Evaluation tools provided by the Missouri School Boards Association.
183 G-4.1, G-4.2	V. Governance	Govern the district according to the Foundational Principles of Effective Governance as outlined by the Missouri School Boards' Association	7	2	Utilize CSIP goals to guide decision-making and consider tracking alignment of board actions with CSIP using the electronic meeting program (Boarddocs).	The Board will consider how all board actions/decisions support identified goals. Board agenda items will be tied to specific goals so as to provide archival data related to CSIP implementation.

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	<b>MSIP V Standard / Indicator</b>	<b>Goal</b>	<b>CSIP Objective</b>	<b>Plan #</b>	<b>Step #</b>	<b>Strategy</b>	<b>Action Step</b>
	G-2.1, G-2.2, G-2.4, G-4.1, G-4.2	V. Governance	Govern the district according to the Foundational Principles of Effective Governance as outlined by the Missouri School Boards' Association	7	3	Monitor progress on CSIP goals in a systematic manner.	Regularly review progress on goals as part of Central Office Team meetings throughout the school year.