



Comprehensive School Improvement Plan

2014-2019

Wentzville School District
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Wentzville School District Board of Education
June 18, 2015

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Comprehensive School Improvement Plan Steering Committee

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Emma Berry
Student, Timberland High School

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Principal, Heritage Primary

Harry Corbett
Community Member, Parent of Graduates

Matthew Deichmann
Director of Community Relations

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Secretary, Parent of Graduates

Kathy Deters
Parent

Caylin Fuller
Student, Liberty High School

Martin Ghafoori
Parent

Jennifer Gorton
Teacher

April Horst
Teacher, Parent

Dawn Hennessy
Parent

LeDominique Hubbard
Teacher

Laura Ives
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Carrie Luedde
Student, Holt High School

Julia Luetkenhaus
Teacher

Caroline Morey
Student, Holt High School

Phil Ragusky
Principal, Liberty High School

Laura Smith
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Mission, Vision, and Values

Mission Statement: Learning today, leading tomorrow

Vision: Wentzville School District will be a model of excellence that sets the standard and maximizes the potential of every student. We will excel academically, be at the forefront of technology implementation, proactively plan for growth, and be financially responsible.

WE VALUE:

- Learning – Equipping students, staff and community to apply skills and knowledge necessary to excel in a changing world.
- Community – Respecting the stakeholders’ perspectives with honesty and transparency as we create a world class educational system.
- Excellence – Fostering a culture which supports the highest level of individual success.
- Integrity – Dedicating ourselves to making courageous decisions and providing resources for the continuous improvement of the Wentzville School District.

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CSIP Purpose

The Department of Elementary and Secondary Education defines the Comprehensive School Improvement Plan as “A local board-approved plan that focuses on the improvement of the district’s student achievement levels, programs, and services.”

In the Missouri School Improvement Program Process and Resource Standards, standard G-2 is devoted to the CSIP plan.

G-2—The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students.

1. The local board of education and district leadership, in collaboration with the community, use qualitative data, quantitative data, and evaluation results to create a written, board-approved CSIP which drives improvement in student learning and guides the overall improvement of its educational programs and services.
2. The school district maintains a current CSIP that includes all of the required components.
3. There is a written evaluation process for the CSIP and the CSIP is regularly evaluated and updated.
4. The local board of education utilizes the CSIP to monitor progress and continuous improvement of programs and services.

At the district level, the CSIP will guide the direction of the school district for the next five years. The CSIP will be a living document—the progress will be evaluated annually and action steps and strategies will be adjusted as needed.

The CSIP will be evaluated annually and progress reports will be presented to the Board of Education. The evaluation will include a review of the action steps noting which are complete and which need to be adjusted. The CSIP will be evaluated against the data points established in the Balanced Scorecard. The CSIP steering committee will be reconvened annually to obtain parent, student, and staff input on the implementation of the plan. We will continue to use the Guiding Principles for our Schools (GPS) process to obtain broader community input as part of the annual process.

CSIP Planning Process

The CSIP planning process began in the spring of 2013. The Wentzville School District with the support of the Board of Education engaged in the Show-Me Challenge. The Show-Me Challenge began with a half day of training in the Baldrige Education Criteria for Performance Excellence. Our principals, directors, and cabinet members learned about the seven areas which compose the education criteria:

- Leadership
- Strategic Planning
- Customer Focus
- Measurement, Analysis, and Knowledge Management
- Workforce Focus
- Operations Focus
- Results

The cabinet identified a team of 12 category leaders to complete the interviews for the Show-Me Challenge. The category leaders completed a full-day of professional development to learn about the Baldrige Criteria for Performance Excellence as well as the process for completing the Show-Me Challenge. The category leaders then set up interviews with seventeen school and district administrators. Each interview was completed in teams with one team conducting the interview and their partner team taking notes. Once the notes from the seventeen interviews were complete, the category leaders then attended another three hour training to understand the next level of interviews.

Based on the themes of the building and district administration, the category leaders conducted interviews of 196 staff members which represented over 10% of all staff. The interviews were organized to ensure equal representation from each area of the Wentzville workforce. The purpose of these interviews was to determine the level of alignment between the administration's areas of emphasis and the staff's areas of emphasis. The results of the interviews were reviewed by a consultant from the Excellence in Missouri Foundation. He developed a draft report for the category leaders to review based on the leadership and staff interviews.

On May 29, 2013, the category leaders reviewed and finalized the draft report of strengths and opportunities for improvement for the Wentzville School District. These were then shared with the district and building administrators at the June administrator retreat and with the Board of Education. This document served as the first document for the CSIP steering committee to review.

In the spring of 2013, the Community Relations Department conducted a Parent Satisfaction Survey which received over 2,500 responses. The survey results were shared with principals and District administrators as well as the Board of education and District stakeholders. The results served as the second document for the CSIP steering committee to review.

Before convening the CSIP steering committee, the member list from 2011 was reviewed and some adjustments were made. There were some teachers and administrators who had served on the previous committee which gave the committee some historical perspective. The intent was to create a CSIP committee that was composed of 50% parents, students, and community members, and 50% WSD staff. The CSIP committee met in the fall of 2013, reviewed the Show-Me Challenge Document and the parent survey and identified themes that would guide community engagement. The Assistant Superintendent of Curriculum, Instruction, and Assessment and the Director of Community Relations took the committee recommendations and simplified them to three groups of themes to direct the community engagement process—Guiding Principles for our Schools (GPS). The themes for the three meetings were:

- Curriculum, Instruction, and Staffing
- Facilities, Finance, and Technology
- Communication, Relationships, and Mission, Vision, and Values

Information about the GPS meetings was communicated using a variety of methods in order to obtain the input of our stakeholders. The communication methods included four news resources: St. Charles County Suburban Journal, Newstime print and online versions, St. Charles County Community News, and Mid Rivers News Magazine. GPS was on the District website for over three months. Seven editions of the District eNews, emailed to 21,000 addresses contained information about the meetings. The employee eNews contained information about GPS meetings in seven editions. The District had three Facebook posts reminding stakeholders just prior to meetings, and three tweets which were retweeted by seven others. The meetings were promoted on ten school web pages and in seven school newsletters.

Each meeting was similarly structured. Attendees were assigned to tables as they entered the Timberland commons. CSIP steering committee members were at each table to lead the consensus building. After listening to introductory remarks, the table leader facilitated the completion of a series of tasks developed by the CSIP steering committee. At the end of the work time, a sample of the results was shared with the group and a preview about the future meetings was shared as well.

The first GPS meeting dealt with Curriculum, Instruction, and Staffing. The superintendent began the meeting by presenting a district overview of current data points with particular attention to the growth in the school district. The Assistant Superintendent of Curriculum, Instruction, and Assessment and the Assistant Superintendent of Human Resources provided background information to guide the discussion at each table. Here is a summary of the feedback:

GPS 1 Feedback

Curriculum, Instruction, Staffing

Task 1: Based on the information provided in tonight's presentation, what most surprised you? What concerned you most? What is the District's greatest strength?

Biggest Surprise

- Ability to maintain WSD success—expenditures, staffing, salaries, etc. while managing such extraordinary growth
- How high our student/ teacher ratio is compared to other districts and the state
- School start time possibly being changed
- Every measure is against Missouri-what about nationally
- Teacher/ student ratio
- Salary discrepancies with other districts
- Amount of students, rate of growth
- Continued growth rate
- Teacher-student ratio
- Continuous high growth patterns continue to go up even with economic challenges
- That the district would consider changing the secondary start time
- Teacher salaries, gap with neighboring districts
- Rate of growth-500+ each year
- Transportation cost and low number of years of teaching staff
- Years of experience of teachers versus other districts
- Average ACT/ class size/ AP scores

Biggest Concern

- Maintain growth in all areas
- What is the plan to reduce class sizes as the district grows
- Class size-make them smaller
- Teacher. Student ratio and school start and end times (students need to get a job? Are schools such as Washington tracking absences or test scores based on new times?)
- Class sizes, staffing ratios
- Social studies curriculum
- Continue to retain High Quality Teachers-long term/ Pre-k dismissal time (kids getting home at 5:00pm)
- Rapid growth and its impact on class size
- Continuous professional strengths with young staff with changing curriculums-keep everyone on same " playing field" amongst buildings and schools
- Early childhood students getting home late, secondary students not operating at best time of day
- Teacher- student ratio too high; salaries too low
- ACT scores-are they entry level scores for state colleges Mizzou is 24
- Continue to hire HQ teachers
- Average class size compared to other districts

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- Transportation /start time

Greatest Strength

- All stakeholders- people
- Administration flourishing during the rapid growth
- Academic performance- we're doing great
- Handling growth, grow and also achieve
- Academic performance
- Great results by state standards continue to be impressive even with growth challenges
- Performance scores and staff
- Positive thing to have young staff
- High quality staff-certified and support
- Faculty-student relationships, scores, rigor of curriculum
- High achievement while handling growth
- The forward thinking of our district and having GPS meetings
- Professional development and positive environment
- Lowest amount of \$ per child but still getting high student achievement via test scores
- Proactive in dealing with growth/ salaries/ maintaining staff

Other: would like to see various comparisons to private schools in the area

Founding fathers, constitution, and ideas of the revolution and bill of rights

Task 2: Based on tonight's presentation and your experiences as well as those of your student, what additional classes would you like to see offered and at what grade level? Discuss with your group and indicate the "degree of urgency" for District effort relative to these curricular offerings. List any additional classes that you think should be offered in the space provided.

Curricular offering	1	2	3	4	5
Expand seats in early childhood	111111	111	111111		
World languages at the elementary level	11111	11111	1111	1	
Daily band/music at the elementary level		1	111	1111	1111111
Drama/theater at the elementary level			11	111	1111111111
World languages at the middle school level	1111111	111111	11		
Daily band/music at the middle school level	1	11	111	1111	1111
Expand 'Project Lead The Way' at the middle school level	111111111	1111	1	1	

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Instrumental violin elementary	1				
Horizon 1 st grade	1				
Expand pltw to elementary school	1				
Shift music theory to music production curriculum digital	1				
Systems thinking as instructional tool	1				
Science and math-more focus starting at elementary level	1				
Orchestra middle school	11				
Geography elementary	1				
Asian language hs	1				

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Co-curricular offering					
Add robotics team at all three high schools	11111111	11	11	11	
Extra-curricular offering					
Extra-curricular activities/sports at the elementary level	1	1	11	11	11111111
6 th and 7 th grade extra-curricular activities	11	111	11	11111	11
Additional 8 th grade extra-curricular activities	11	1111		11	111111
Boys volleyball at the high school	11	111	11	111	1111
Girls Lacrosse at the high school	1	1111	111	111	111
Girls Field Hockey at the high school	1	111	111	1111	111
Efforts given to students at liberty to have equal opportunity to participate in all ec	1				
Any type of speech and debate at middle school	1				
Technical support class at the high schools for 1:1 program	1				

Task 3: With limited financial resources the District may eventually have to choose between hiring more certified staff (teachers, administrators, counselors and librarians) to keep staffing ratios lower, or giving certified staff consistent raises to recruit and retain the best employees. Reach a consensus on what would be the best allocation of resources in these two categories to total 100%.

																	Average
Staffing ratios	30	40	No answer	30	45	60	80	35	30	50	70	45	No answer	70	50		48.8
Raises, recruit, retain	70	60		70	55	40	20	65	70	50	30	55		30	50		51.2

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Task 4: Is the amount and type of homework assigned at each grade level appropriate? Board of Education policy states that homework assignments must be reasonable and should take into consideration the age and ability of the student.

Grade Level	What types of homework seem beneficial to your student?	What types of homework exceed reasonable expectations?
K - 2	<ul style="list-style-type: none"> • Skill set appropriate-differentiated • Should address all academic areas • Practice already learned skill • Quality versus quantity • Reading • Reading nightly • Writing • Math practice-11 • Study guides • Reading-please send book on level in baggie each week • Math • Daily reading • Little maybe some review • Reading each night, up to 20 minutes a night • Project-based homework • 15 minutes fluency practice • reading and responses-site words • nightly reading • sight words • math facts • (helps keep parents connected to classrooms) • Read daily and thru summer • Reading time-independent reading • Spelling practice, word work • Basic math practice • Reading • Meaningful practice 	<ul style="list-style-type: none"> • Busy work, excessive practice • Fluff work • Anything exceeding more than 30 min. on average • Do not extend classroom projects at home • Writing • Math • Most everything else • Extensive time • New concepts as homework • “busy” work-11 • parent projects • worksheets for sake of worksheets • group projects • busy work • projects • no more than 30 minutes • we haven’t encountered any concerns • Finish what you don’t get done in class • 10-15 min/ grade level • going to school 7 ½ hours may not need more at home

<p>3 - 5</p>	<ul style="list-style-type: none"> • Skill set appropriate-differentiated • Reading • Meaningful practice • Reading • Writing • Math practice • Study guides • Weekly packets • Daily practice, 30 min. or less • Help build routine of responsibility • More graded work • A little up to 1 hour • Building on to help with organization skills and individuals • Reading each night • 30-45 minutes of reading and other homework assignments • Interactive web-based • Activities for memorization rather than just flashcards • Teaching kids study skills • 30 minutes • fluency practice • reading and response- reading story recite response • timed reading • writing (journaling) • model drawing and fact fluency • non-fiction reading • Read daily and thru summer • Independent reading • Problem solving practice/ higher order thinking • Basic skill practice if needed 	<ul style="list-style-type: none"> • Busy work, excessive practice • Teachers have different expectations • Work that is brand new to the student—instead it should be a continuation of things done in class • New concepts as homework • “busy” work • Fluff work • worksheets for sake of worksheets • group projects • coloring • busy work • multiple projects/ tests on the same day • Finish what you don’t get done in class • 10-15 min/ grade level
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<p>6 - 8</p>	<ul style="list-style-type: none"> • Skill set appropriate-differentiated • Core curriculum leveled- advanced courses for math, ss, ca, science • Focused homework in each subject area • Reading • Reading fiction • Writing • Math practice • Study guides • Because of core plus, many strong students don't have homework • Daily practice of some sort • Study skills throughout the years • More "application" type of tasks/ assignments • One hour • Interactive, web based • Project based • 30-45 minutes application and practice • study for quizzes and tests • reading • access materials and bring to class • non-fiction reading • Read daily and thru summer • Independent reading • Most homework is done in class, using time wisely is important • Reading • Meaningful practice 	<ul style="list-style-type: none"> • Busy work, excessive practice • time • extremely high point social studies projects • busy work • word search • an excessive amount of math practice • The point system was alarming at first, but now it is better • Consistency amongst classes • The child needs to feel comfortable before leaving school • Multiple courses all requiring significant things at the same time • Same day quizzes and exams • Fluff work • Coloring • Busywork • 40 math problems for practice • every worksheet for the chapter • Multiple projects and tests on the same day • There needs to be required tutoring for those who are falling behind • Finish what you don't get done in class • Coordinate tests across teams, so they are not in all classes on the same day
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<p>9 - 12</p>	<ul style="list-style-type: none"> • Skill set appropriate-differentiated • Reading • Writing • Math practice • Study guides • Collaborative projects • Being able to re-do check for mastery • Problem solving- get study hall back (put last period so athletes don't miss a crucial class) • Relevant work, not just busy work • 1 ½ to 2 hours with organizational skills established • 1-2 hours • interactive, web-based • project based • 45-60 minutes application and practice • nonfiction reading • cross curricular assignments • career development • research paper • presentations • using media in homework • Read daily and thru summer • Non-fiction reading to entrance exams • Chromebooks awesome • PLTW • French 	<ul style="list-style-type: none"> • Busy work, excessive practice • Multiple courses all requiring significant things at the same time • The load with all the "other stuff" (work and sports) • Homework needs to be balanced across each subject • Same day quizzes and exams • Fluff work • All tests grouped on the same day • Pages of practice without application • Amount of hours spent on homework, #AP classes • Concern about promoting students who didn't do well on an exam or class • Needs some required remediation • Student up until 12-1 in morning doing homework-also has a lot of extra-curriculars
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Task 5: Considering all of the issues, what is the best start time for elementary, middle, and high schools? What issues need to be addressed for each grade level? For all grades the instructional day is 7 hours long, so an 8:00 a.m. start would mean a 3:00 p.m. dismissal. Please add any items you wish to the questions/issues/opportunities and specify the most reasonable start time for each level.

Grade Level	Key Questions/Issues/Opportunities
<p style="text-align: center;">Elementary Schools</p> <p>Current start times 8:20 a.m. and 8:35 a.m.</p> <p>Suggested start time: _____</p>	<p><i>Sample ideas/questions to get you thinking:</i></p> <ul style="list-style-type: none"> • If elementary schools start too early, children could be waiting/boarding buses in the dark, and if they start too late, children could be getting off the buses in the dark. • Does the start time allow the majority of parents to transport their children to school before work? What about pick-up in the afternoon? • How do the start times affect the tiered busing? <ul style="list-style-type: none"> • Push all start times back 15-20 minutes • Could we adjust QREC times to earlier? Hiring buses for QREC? • 7:15- earlier start times would actually be preferred for most parents • Early childhood should start here • If earlier, younger kids would potentially be waiting for the bus in the dark • Keep all the same • We need evidence to show that any change would be beneficial • We need more research • No changes
<p style="text-align: center;">Middle Schools</p> <p>Current start times 7:30 a.m. and 7:35 a.m.</p> <p>Suggested start time: _____</p>	<p><i>Sample ideas/questions to get you thinking:</i></p> <ul style="list-style-type: none"> • Currently most WSD bus routes at the middle school level also pick-up high school students. • After school sports are offered for the first time at the 8th grade level. • How do the start times affect the tiered busing? <ul style="list-style-type: none"> • Don't like MS students on bus with HS • Ideally separate middle and high school—but need doesn't outweigh need to spend in other areas <ul style="list-style-type: none"> • Would it be possible to push back 15-30 minutes? Still would have time to get to sports activities? • Very early and dark at bus stop • No change • Try to limit/ eliminate different age levels on the same bus

<p style="text-align: center;">High Schools</p> <p style="text-align: center;">Current start times 7:15 a.m. and 7:20 a.m.</p> <p style="text-align: center;">Suggested start time: _____</p>	<p><i>Sample ideas/questions to get you thinking:</i></p> <ul style="list-style-type: none"> • Studies do show (and every parent of a teen knows) that teenagers function at a higher level later in the day. • If our high schools start later, it could mean those involved in after school activities/athletics may miss some classes later in the day. • How do the start times affect the tiered busing? <ul style="list-style-type: none"> • Would love to see hs start later- say 8, but seems we need to have tiered bussing • Would it be possible to push back 15-30 minutes? Still would have time to get to sports activities? • Very early and dark at bus stop • Sometimes there's too much time before sports events. • Regarding missing last class hour with later start time, students can graduate early (3-3 1/2) years, use study hall or last hour PE class • Students are already being pulled early to bus to sporting events • Kids in adult traffic if they start later • Early start times can help transition into college early start times • Tell the state to count athlete's sports as the PE class and have PE last period • Potential for zero hour if we more later start time for students on sports teams
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If we eliminate field trips we can allocate costs to purchasing buses or other funds

GPS 2 Feedback

Finances, Facilities, and Technology

GPS 2 began with a district overview by the Superintendent. The CFO and Director of Technology provided background information on the topics which would be discussed.

Task 1: Based on the information provided in tonight's presentation, what most surprised you? What concerned you most?

Biggest Surprise

- Debt service drop – what is long term result to tax increase (i.e. 10 year)
- All of the financial needs and the urgency of it
- Significant decrease in the debt services account compared to the need for classrooms
- Five new subdivisions!
- Enrollment
- Assessed values, expenses of everything, other districts have beautiful fields and we do not. Those districts are not as financially stable as us; yet they have it.
- Continued growth
- Money, growth & space
- Enrollment/Construction cost
- Student capacity = bldg.; 1% growth eval
- That we are one of only three districts that don't have turf fields
- How quickly we are going to run out of space again despite all our new classrooms/buildings
- Amount of debt, projected deficit in short time frame
- We didn't expect to see these alarming projections
- Cost of storage in modular (\$100,000/each); cost of swimming pool + tax rate

Biggest Concern

- Public perceptions – are we overreaching? How do we educate the public on what we need?
- Urgency of how can we cover the financial needs
- Significant decrease in the debt services account compared to the need for classrooms
- Financial outlook for debt service if tax rate remains
- Deficit that is coming up in 2017; consider ways to increase revenue. Elementary schools.
- Are we a sports district or an academic district? We want to be everything to everybody, but where do we stand? Once people buy their homes, what will the homes be worth?
- Decreasing revenue + projected #'s for 2017
- Money, growth & space
- Supporting the current growth
- Building onto elementary effects on student identity; student/teacher ratios
- Student growth and where we are going to put students
- Money
- How do we manage growth & deficit spending plus keeping high quality education & lowering student/teacher ratios

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- Projected low balances in the budget in a short amount of time. The high deficit spending required.
- Inadequate turf fields compared to other districts & the benefit of the field for all students

Task 2: As student enrollment continues to grow, the District will need to build a new elementary school or add classrooms to existing buildings. The only other options are to add modular classrooms (trailers) or dramatically increase class sizes. In order to pay for construction, would you be willing to support a tax rate increase?

Yes = 14 No = 1 Maybe = 1 Don't know = 1

Comments:

- Add on to what we have
- As long as tax rate comes back to tax payer after pay off
- Want to see progress/transparency
- However, it will be a tough sell; a better option would be to increase the debt service levy
- Why does our district have a modular instructional unit used as storage? Was it one we already had?

Task 2 (cont.) Phase II of Liberty High School (additional classrooms, auditorium, small gym) will need to be built in the next four years as the student enrollment continues to grow. Again, the only other options are to add modular classrooms (trailers) or dramatically increase class sizes. In order to pay for construction, would you be willing to support a tax rate increase?

Yes = 15 No = 1 Maybe = 1

Comments:

- However, it too will be a tough sell
- Concern: the public may think that all of this was included in the last bond issue

Task 2 (cont.) How important are artificial turf fields at our schools? In order to pay for construction at the three high schools, would you be willing to support a tax rate increase?

Yes = 10 No = 6 No opinion = 1

Comments:

- Split decision – student @ table in full support
- Should package turf/pool as one to support athletes
- Lower priority in consideration of faculty needs
- Yes, If we make revenue off both turf & pool
- Look at other options
- Yes for all 3, smart financially

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- The grass is working
- Parent request for data on injuries on turf vs. natural
- All in agreement that field conditions are poor. Does turf last forever? How often does it last? (Matt D. said 10 years)
- Not against it, but not a top priority

Task 2 (cont.) How important is a District swimming pool facility for students? In order to pay for construction of a WSD natatorium, would you be willing to support a tax rate increase?

Yes = 12 No = 3

Comments:

- Reasoning: 1 pool vs. 3 fields; pool times are “late” (9 p.m.); look for ways to generate revenue
- Not as proposed but consider other more economical options as presented by Gerard Ganthier
- Hesitant about when to ask for the money, not all of these items at once
- Where will it go?
- Yes, if we make revenue off both turf & pool
- Lower priority
- Package deal with turf to support athletes
- One pool for district

Task 2 (cont.) If limited financial resources required prioritizing the projects listed above, which would be the most important? Please rank the importance of these projects with 1 being the most important and 4 being the least important:

Item	1	2	3	4
Elementary school construction/expansion	1111111111	11111		
Artificial turf fields at the three high schools			11111111	1111111
Phase II of Liberty High School	11111	1111111111		
A swimming facility for District students			11111111	1111111

Comments:

- Have other options been considered (i.e. “bubble” park pool; work in tandem with City of Wentzville to build community center)
- Are we going to fill Liberty first or elementary schools first? J. Allen spoke “both will fill too fast too soon”

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- One turf field
- Believe turf field & pool should be a package deal

Task 3: If the assessed valuation of property goes up, the Hancock Amendment requires Missouri school districts to roll back the tax rate to yield the same amount as would have been received from the levy on the prior assessed value. Conversely, if property assessments go down, the District has the right to roll up the tax rate (as provided for in law) to recover lost funds.

Should the BOE increase the Debt Service Tax to be able to continue to pay this debt past 2017?

Yes = 15 No = 0 Conditional = 1

Comments:

- What’s the alternative?
- But need to use some reserves to pay down debt
- Ask for the full amount up front; educate residents

Task 4: Is student access to the internet while in District or on a District device too restrictive, or not restrictive enough? Should students be allowed to bring their own technology device to school (BYOD)?

Grade Level	What websites are appropriate / inappropriate for these grade levels?	Are BYOD devices appropriate for this grade level? Should the District open its network to outside devices?
K-5	<ul style="list-style-type: none"> • We are on-board with all levels of current internet security • The current filters seem to be appropriate • OK • Current levels are okay • Satisfied current policies are appropriate as they stand • As per policy laid down by Wentzville IT security dept. • We trust the district to decide • Continue with Lightspeed • Okay as are • Basic websites/educational 	<ul style="list-style-type: none"> • BYOD is not necessary at this level; we should not open network for devices • Special Needs/Individual Needs • Yes, with hesitancy • No (5) • Split between yes/no • Yes & need a policy that doesn’t hold school/district responsible if lost or stolen; need PD for teachers on how to manage devices • Lowest priority • BYOD presents hardship to families who can’t provide; no • Upper elementary as a reward; not for network access

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6-8	<ul style="list-style-type: none"> • We are on-board with all levels of current internet security • The current filters seem to be appropriate • We think the filtering works well • OK • Current levels are okay • Satisfied current policies are appropriate as they stand • As per policy laid down by Wentzville IT security dept. • We trust the district to decide • Continue with Lightspeed • Okay as are • Current filters effective 	<ul style="list-style-type: none"> • No (4) • BYOD and opening the network is appropriate at this level • Yes (3) • Split between yes/no • Yes & need a policy that doesn't hold school/district responsible if lost or stolen; need PD for teachers on how to manage devices • BYOD presents hardship to families who can't provide; no • Feel this will be "have/have nots" and will ostracize students who are struggling with middle school issues anyway
9-12	<ul style="list-style-type: none"> • We are on-board with all levels of current internet security • The current filters seem to be appropriate • Need YouTube; filtering works good • OK • Current levels are okay • Satisfied current policies are appropriate as they stand • As per policy laid down by Wentzville IT security dept. • We trust the district to decide • Continue with Lightspeed • Student access restricts YouTube; PLTW classes not able to access <u>required</u> material • Current filters effective 	<ul style="list-style-type: none"> • No (4) • BYOD and opening the network is appropriate at this level • Yes, would like to bring on top of Chrome/Net Books • Yes (2) • Split between yes/no • Yes & need a policy that doesn't hold school/district responsible if lost or stolen; need PD for teachers on how to manage devices • BYOD presents hardship to families who can't provide; no • No need for laptops or chromebook/netbook but others okay; support network access

Comments:

- At first our table said yes, but then they changed; the teachers all vote yes
- Parents say kids text them during class

GPS 3 Feedback

GPS 3 began with a district overview by the Superintendent. The Director of Community Relations, Assistant Superintendent for Curriculum, Instruction, and Assessment, and Assistant Superintendent for Special Services provided background information on the topics which would be discussed.

Task 1: What can be done to improve the positive relationships between our stakeholders and our schools? How can we make parents feel more welcome in our buildings?

- Wentzville does a good job in this area
- There is never a problem getting in touch with teachers and parents
- An open invitation forum (structure the forum) to build relationships and see parents other than conferences and fun night, etc.
- Continue surveys, GPS meetings
- Keep communicating with stakeholders
- Keep valuing relationships
- Good parking
- Greeting guests – welcoming positive
- Post information in Public Library
- Church bulletin boards
- Open enroll for WSD to stakeholders (non-students)
- High school teachers began school year by sending frequent e-mails; now only one teacher sends regular e-mails – need to get back on track
- Elementary – continue consistent communication
- Moodle is not as “accessible” to parents; it is easier if information came to them
- Already feel welcome
- Reach out to the older community and those on fixed incomes
- Bring parents in to mingle over coffee – continue in to middle school/high school
- Middle school/high school – have “activities” booster clubs – not just athletics
- Educate stakeholders better on curriculum/common core
- Can residents without students enrolled in our buildings sign up for emails/e-news?
- “Take it to the streets” – go out into the community 4 times a year, not just when we need something
- Parent outreach programs, parenting education, other ways to support parents
- Surveys of stakeholders (including students); use results
- Pay more attention/focus on more attention to schools feeling inviting (more parent nights & family events), oriented to stakeholders/parents needs, serve food, offer childcare or transportation, etc.
- Make sure parents know the district policy for parents to get into the buildings.
- Open communication for parents
- Non-academic events
- Project nights with parents involved
- Technology to have virtual meetings
- Surveys

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- GPS
- Consistency between schools
- Building trust through transparency (decision making & curriculum)
- More personalized approach to some communications, example: webinars to explain rather than just inform
- More opportunities for parents to be involved in schools at all levels
- Continue to care for every child as if they were their own, making parents feel good
- Solid education is most important focus
- Customer service comes in providing a quality education
- The front office staff – do they take a minute to greet me even in the midst of stress

Task 2: As a parent, what type of information would you like to receive, how often would you like to get it, and how would you like to receive it from your student’s teachers? Your school? The District?

Grade Level	Desired Information (grades, homework, activities, students successes, employee accomplishments, District awards)	Frequency (daily, weekly, monthly, annually, etc.)	Communication medium (phone call, email, newsletter, website, text, etc.)
Teachers K-5	<ul style="list-style-type: none"> • Everything • Keep up planner system • Class newsletters w/important dates • Reminder emails • Focus on positive • All info on list above • Link to online resources for homework 	<ul style="list-style-type: none"> • Weekly (4) • Daily/weekly • Daily (2) • As needed • Always 	<ul style="list-style-type: none"> • Bring home folders • Email (2) • Phone • Bring home folders & email • All above
6-8	<ul style="list-style-type: none"> • Team updates (projects, quizzes, etc.) • Assignments/deadlines/grades • Team updates (projects, quizzes, etc) • Team-driven; perhaps 1 email with bullet points • Shift responsibility/support to students; respect students, give them responsibility, come up with a plan rather than expect parent to fix 	<ul style="list-style-type: none"> • Weekly (3) • Weekly/per unit • Weekly or bi-weekly 	<ul style="list-style-type: none"> • Emails (3) • Website • Parent portal is great • Update SIS as quickly as possible

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9-12	<ul style="list-style-type: none"> • Grades/tests/big picture • All • Grades • Homework/activities 	<ul style="list-style-type: none"> • Per unit • Weekly (2) • Daily h/w grades more frequent the better • Updated on a time table • Consistent 	<ul style="list-style-type: none"> • Emails (3) • Newsletter • Website(2) • SISK12/website • Emails, web, newsletter
School	<ul style="list-style-type: none"> • Newsletter • Events 	<ul style="list-style-type: none"> • Monthly • Weekly 	<ul style="list-style-type: none"> • Emails (2) • Emails/newsletters & website • Twitter/website
District	As a district, have a uniform system of accessing curriculum (day to day classroom) across the district. Varies widely school to school.	Monthly	<ul style="list-style-type: none"> • Emails (3) • Twitter/website • Tweets • Newsletter

Comments:

- On daily bulletins – Francis Howell changes font to RED for all new information that is different from the day before – Easy to skim!

Task 3: The current mission statement of the WSD is: “Elevate the performance of our students to prepare them for life’s endless challenges and possibilities.”

The mission statement should address the question “What is this organization attempting to accomplish?” It should also be short enough to be memorable and guide day to day decision making. Based on these parameters what 2 or 3 words should be included in the Mission statement?

- Engage, productive, citizen(s)
- Kids, excelling, achieving
- Students, learning & community, excellence
- Students, relationships, performance, learning (Kids First/Students First??)
- Students, success, life
- Every student every day; Learning today, leading tomorrow
- Cooperation, learning, success

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- Excellence, every day, every child
- Preparing, “whole child”, for life
- Excellence, hard work, knowledge, service “to others”

Task 3 (cont.) The Wentzville School District does not currently have a vision statement. The term “vision” refers to the desired future state of the organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future. In 2-3 phrases, describe where you believe the organization should be headed or how you want our school district to be perceived in the future.

- Open to a smaller committee to create; make it short, not too wordy and defines our greatness
- Premiere educational institution; community outreach liaison; address all needs of each student
- Setting the standard, excellence is the standard/habit, Wentzville is leading the way
- Best in class, leader, innovating
- Maximize the potential of the whole child
- We would like to be perceived as being on the forefront of technology, fiscally responsible, and proactive growth managers
- Achieve excellence, competitive learners, locally and globally
- Model of excellence
- Our district will lead into the future

Task 3 (cont.) The term “values” refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. The values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of every staff member, helping the organization accomplish its mission and attain its vision in an appropriate manner. The current values are:

1. Learning—Equipping students, staff and community to apply skills and knowledge necessary to compete in a changing world
2. Community—Respecting the stakeholders' perspectives as we create a world class education
3. Excellence—Fostering a culture which supports the highest level of individual success
4. Commitment—Dedicating ourselves to make courageous decisions and provide resources for the continuous improvement of the Wentzville School District

Are these values still relevant to our school district? What other values should be considered?

Value	Relevant	Not Relevant
Learning	11111111	
Community	11111111	
Excellence	11111111	
Commitment	11111111	

<p>Additional Values to consider</p>	<ul style="list-style-type: none"> • We think the word “commitment” doesn’t capture the spirit of the description • Excel in learning • Excel in community • Excel in contributing to society • Respect • Responsibility • Relationships • Honesty • Integrity • Loyal • Safety • Integrity • Honesty
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Comments:

- Excellence and Commitment are kind of redundant
- Learning is primary value

Task 4: Tonight’s presentation outlines several research-based factors that impact students’ social, emotional, and behavioral health. These factors must be addressed before students are able to learn. Based on tonight’s presentation, what most surprised you? What concerned you most? What do you suggest we do to meet the social, emotional, and behavioral health needs of our students?

Biggest Surprise:

- The role of the counselor has changed
- More parents expect schools to handle parenting problems
- No big surprises
- The number of mental health concerns vs # of support
- Limited resources
- Preschool children face expulsion rates three times higher than children in Grades K-12
- Increase in mental health & health issues
- The number of students that have attempted suicide
- Young age of students with social, emotional, behavioral needs
- The magnitude of mental health/behavioral needs in the district
- A continuous increase in the need for more services

Biggest Concern:

- The format of the meeting was too controlled, don’t conduct a “delphied” meeting
- Parents not accepting supports, following through
- Only the very needy get access to resources

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- The parent at our table believes that students with moderate social/emotional needs don't get help
- # of children K-2 with mental health concerns vs support
- Limited resources – more ESCs
- Lack of support for the students with significant emotional needs
- Inadequate existent resources
- Supports for social and emotional needs
- How few social workers we have in our district
- Number of students with mental health needs
- Lack of resources to address these needs
- Schools that are so large there have to be students that are under the radar

Suggestions:

- Give the questions first and then see if the answer matches the statistics. Discuss the drug addiction statistics.
- Newsletter to include community services available
- Educating teachers @ sources
- Need more social workers, especially to reach out to the families to work with students and the families
- Smaller class sizes will help more Tier 1 & Tier 2 students have their needs met
- Additional guidance counselors to support Tier 2 & Tier 3 students who don't rise to the threshold of needing ESCs
- More intense professional development for staff for interventions; need more intense support and training
- Search for more community resources, such as hospitals to come do health checks, etc.
- Equipping the teachers w/tools to address behaviors – help with management
- Additional supports for kids & teachers that this requires
- Hire more ESCs
- Increase awareness
- Additional training for staff
- Communicate/support pre-schools in our area with strategies to support students with emotional needs!
- More ways to educate students, parents and faculty about identifying & reaching out to troubled students
- Add more counselors, ESCs, and other agency mental health workers and early intervention programs
- A parent has a concern about people accessing permanent records
- Increase the number of ESC to support students with mental health needs
- More support offered in elementary to have a proactive/preventive approach
- More staff dedicated to these needs (resources)
- Is the school the right place to address these wide ranges of mental health issues?
- The need for more resources

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The CSIP steering committee met on January 23 to review the community input on the Mission, Vision, and Values. The committee was given several possible draft mission statements as well as the freedom to draft their own. They chose three Mission statements to send to the staff for a vote:

- Success for every student—Learning today, leading tomorrow
- Learning today, leading tomorrow
- Excellence every day for every student

The same process was used for the Vision statement. The committee took several draft selections and created two to present to our staff for a vote:

- Wentzville School District will be a premier academic institution that maximizes the potential of every student. We will be a model of excellence in academics, technology, and finance.
- Wentzville School District will be a model of excellence that sets the standards and maximizes the potential of every student. We will excel academically, be at the forefront of technology implementation, proactively plan for growth, and be financially responsible.

Wentzville had four key values that the committee felt provided direction to the district in the past five years. These were Learning, Community, Excellence, and Commitment. Our community provided input that they wanted more focus on excellence, so the committee changed the phrase “compete in a changing world” to “excel in a changing world” in the Learning definition. The committee revised the Community definition to read “Respecting the stakeholders’ perspectives with honesty and transparency as we create a world class educational system.” The words “honesty and transparency” were added since these were key values the committee returned to again and again as we reviewed the GPS data. We wanted to ensure that there was a clear connection between stakeholder input and the CSIP document. The term excellence was retained and the definition remains unchanged. Both the committee and the community emphasized excellence in their feedback.

Finally, we exchanged the term Integrity for Commitment. At GPS 3, four tables submitted honesty or integrity as a value. This resonated with our committee, and they worked to incorporate this into the value statements. Although they added the term honesty to the definition for community, the committee felt that honesty or integrity was strong enough to be a stand alone value. As they reviewed the definition for commitment, they felt that the definition could also be used for Integrity. Therefore, commitment was exchanged for the term integrity.

The value discussion also brought about a review of the definition of “values” as not all of the values were actually values. The committee agreed, but liked the direction that learning, community, excellence, and integrity would provide the district. Instead, they changed the term values to “We value:.”

The values were also presented to the staff on the survey. The staff was asked to add any values they felt were missing. There were no consistent suggestions on the survey relative to values. Therefore, the revised values for the Wentzville School district follow:

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WE VALUE:

- Learning – Equipping students, staff and community to apply skills and knowledge necessary to excel in a changing world.
- Community – Respecting the stakeholders’ perspectives with honesty and transparency as we create a world class educational system
- Excellence – Fostering a culture which supports the highest level of individual success
- Integrity – Dedicating ourselves to making courageous decisions and providing resources for the continuous improvement of the Wentzville School District.

Goals and Action Steps

Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District and each building will meet the academic achievement indicators for MSIP 5 Annual Performance Review.

The Wentzville School District and each building will meet the subgroup academic achievement indicators for MSIP 5 Annual Performance Review.

1. Strategy: Provide regular updates to the Board of Education concerning district programs					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
P 1.1 P 2.1 G 4.2	1. Develop a common structure for program evaluations and a program evaluation calendar for Cabinet/ Board of Education	Assistant Superintendent of Curriculum, Instruction, and Assessment, Subcommittee of Directors, Coordinators, and Cabinet	March 2014	August 2014 Complete	NA

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District and each building will meet the academic achievement indicators for MSIP 5 Annual Performance Review.

The Wentzville School District and each building will meet the subgroup academic achievement indicators for MSIP 5 Annual Performance Review.

2. Strategy: Provide high quality professional development to certified staff					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
P 1.1 P 2.1 TL 2.6	1. Provide collaboration time for all teachers on a monthly basis	Assistant Superintendent of Curriculum, Instruction, and Assessment, Principals, Grade Chairs and/ or Department Leaders, Professional Development Committee	August 2014	June 2019	Option 1-\$0 late start schedule at middle and high school Option 2-reduced to tested areas only, cover with substitutes 5 times per year at secondary, approximately \$40,000 Professional Development Funds
P1.1 P 2.1 TL 2.2	2. Provide annual leadership training to grade chairs and department chairs to build instructional leadership capacity	Assistant Superintendent of Curriculum, Instruction, and Assessment, Instructional Coaches	June 2014	August 2019	Approximately \$16,000 in stipends
P 2.1 I 4.4	3. Provide professional development on working with subgroups	Assistant Superintendent of Curriculum, Instruction, and Assessment, Instructional Coaches, Principals	June 2014	June 2019	TBD
P 2.1 I 4.4	4. Include a goal on school improvement plan for any disparity in subgroup performance	Superintendent, Principals, Professional Development Committee	August 2015	June 2019	Cost based on goals. Professional development costs would be funded with 1% funds

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2. Strategy: Provide high quality professional development to certified staff					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
P 1.1 P 2.1 TL 2.6	5. Provide horizontal collaboration on curriculum, instruction, and assessment at regularly scheduled intervals	Assistant Superintendent of Curriculum, Instruction, and Assessment, Principals, Curriculum Coordinators, Professional Development Committee	August 2015	June 2019	NA- If scheduled during Professional Development days
P 1.1 P 2.1 TL 2.1	6. Continue to align Professional Development to Missouri Learning Standards and Multi-Tiered Systems of Support (Previously Response to Intervention and Positive Behavior Intervention and Supports)	Assistant Superintendent of Curriculum, Instruction, and Assessment, Professional Development Committee, Principals	March 2014	August 2019	Professional Development budget

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District will offer World Languages at the Middle School Level.

The Wentzville School District will introduce World Languages at the Elementary Level.

3. Strategy: Expand World Language offerings beyond high school					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
G 4.4 R 2.4	1. Create study team to analyze and make recommendations on Middle School Schedule. Include administrators, teachers, and parents	Assistant Superintendent of Curriculum, Instruction, and Assessment, Middle School Principals	March 2014	October-2015	The goal would be to adopt a schedule change that would be cost neutral
R 2.4	2. Identify World Languages courses for middle school electives for high school credit where appropriate	Curriculum Coordinator, World Language Teachers, Middle School Principals	August 2014	October 2015	Teacher equivalents for sections would be approximately 3 FTE for year 1 and would be driven by enrollment.
I 5.6	3. Write Curriculum and purchase textbooks for World Languages courses for middle school electives	Curriculum Coordinator, World Language Teachers, Middle School Principals	October 2014	June 2016	\$2500 per section of World Language for textbooks \$5000 for substitutes or stipends for teachers
G 4.4	4. Create study team to analyze and make recommendations on Elementary World Language options. Include administrators, teachers, and parents	Assistant Superintendent of Curriculum, Instruction, and Assessment, Curriculum Coordinator, Elementary Principals	October 2016	June 2017	NA
G 4.4	5. Implement recommendations of the Elementary World Language study team	Assistant Superintendent of Curriculum, Instruction, and Assessment, Curriculum Coordinator, Elementary Principals	August 2017	June 2018	Dependent on recommendations

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District will implement additional modules of PLTW Gateway to Technology at the middle schools.

The Wentzville School District will add PLTW Computer Science and Software Engineering strand for High School.

The Wentzville School District will offer Robotics at all three high schools.

4. Strategy: Expand Science, Technology, Engineering, and Mathematics offerings					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
R 2.4	1. Expand PLTW Middle School offerings to include more modules of Gateway to Technology	Curriculum Coordinator, Middle School Principals	August 2014	October 2014 Complete	\$20,000 Training \$4500 supplies
R 2.4	2. Add PLTW Computer Software and Design strand High School	Curriculum Coordinator, High School Principals	August 2015	October 2016 Complete	\$15,000 Training \$45,000 Supplies (estimated, not yet released) Could be annual cost for four years to add five courses ending in capstone course.
G 4.4	3. Create study team to identify best way to expand robotics to all three high schools	Curriculum Coordinator, High School Activity Directors, Robotics Sponsors	August 2015	June 2016	NA
G 4.4	4. Implement expanded robotics program at all three high schools	Curriculum Coordinator, High School Activity Directors,	August 2016	June 2017	Approximately \$4000 for additional coaches stipends, \$30,000 for registration and fees, and \$30,000 in supplies

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District will increase enrollment at the Early Childhood Program.

5. Strategy: Provide early childhood education to more children					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
G 10	1. Research delivery model of early childhood including center versus building locations	Chief Financial Officer, Assistant Superintendent of Special Services, Director of Early Childhood	August 2014	August 2015	TBD
G 10	2. Create team to research funding options for additional classroom space for Early Childhood Program	Chief Financial Officer, Assistant Superintendent of Special Services, Director of Early Childhood	March 2014	August 2015 Complete	TBD
G 10	3. Develop recommendation for facility and delivery model for Early childhood	Chief Financial Officer, Assistant Superintendent of Special Services, Director of Early Childhood	August 2015	August 2016	TBD
G 10	4. Research additional ways to identify subgroup participants for Early Childhood participation and barriers for their participation	Assistant Superintendent of Special Services, Director of Early Childhood, Director of Parents as Teachers, Community Agencies	August 2016	August 2017	TBD
G 10	5. Research options to expand Early Childhood to a full-day program, with the ½ day program being for cost	Assistant Superintendent of Special Services, Director of Early Childhood, Director of Child Nutrition	August 2017	August 2018	TBD
G 10	6. Develop tuition structure for ½ program if needed	Assistant Superintendent of Special Services, Director of Early Childhood	August 2018	August 2019	TBD
G 10	7. Research transportation options for regular education	Assistant Superintendent of Special Services, Director of Early Childhood, Director of Transportation, Assistant Superintendent of Administrative Services	August 2019	August 2020	TBD

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District will maintain 100% highly qualified status for certified staff.

The Wentzville School District will move from the minimum standard to the desired standard of staffing over 7 years as funding allows.

6. Improve the staffing ratios of certified staff to students					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
R 4	1. Move toward the desired standard from the minimum standard for staffing for teachers as space allows	Assistant Superintendent of Human Resources, Chief Financial Officer, Assistant Superintendent of Curriculum, Instruction, and Assessment	March 1, 2014	June 30, 2019	Based on space
	Standard Desired				
	K-2 25 17				
	3-4 27 20				
5-6 30 22					
7-12 33 25					
R 6	2. Move toward the desired standard from the minimum standard for staffing for counselors and social workers	Assistant Superintendent of Human Resources, Chief Financial Officer, Assistant Superintendent Curriculum, Instruction, and Assessment	March 1, 2014	June 30, 2019	Approximately \$150,000/ year
	Standard Desired				
	Counselors 1/500 1/250 stud. Current Desired*				
Social Workers 1/4000 1/2000					
*DESE does not list a ratio for social workers, so desired is based on comparison to area districts.					

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R 9	3. Move toward the desired standard from the minimum standard for staffing administrators		Assistant Superintendent of Human Resources, Chief Financial Officer, Assistant Superintendent of Curriculum, Instruction, and Assessment	March 1, 2014	June 30, 2019	Approximately \$200,000 / year
		Standard Desired				
	Building District	1/400 9 1/300 stud. None listed				
(district administrators 1/101 ratio based on certified staff)						

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District will maintain 100% highly qualified status for certified staff.

The Wentzville School District will implement a teacher evaluation instrument aligned to the seven principles.

7. Implement iObservation for teacher evaluation					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
TL 1.1	1. Implement Teacher Evaluation Aligned to the Seven Principles	Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction, and Assessment, Teacher Evaluation Committee, Professional Development Committee	February 2014	June 2016	\$2000 per site annual cost \$74,000 one-time Professional Development cost paid for out of 1% funds
TL 1.1	2. Identify Student Growth Measures for all teachers	Assistant Superintendent of Curriculum, Instruction, and Assessment, Curriculum Coordinators, Teacher Leaders	February 2014	July 2015	Possible release time or stipends for assessment writing
TL 1.1	3. Implement iObservation Instrument for Instructional Support Personnel	Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction, and Assessment, Instructional Support Leadership Team	May 2015	July 2016	\$13,500 in one time training costs
TL 1.1	4. Implement iObservation Instrument for Building and District Leaders	Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction, and Assessment	March 2016	July 2017	\$18,000 in one time training costs

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Goal 1: Improve achievement for ALL students.

Outcomes: The Wentzville School District and each building will meet the attendance, graduation rate, and college and career readiness indicators for MSIP 5 Annual Performance Review.

8. Monitor and provide interventions to meet attendance, graduation rate, and college and career readiness indicators.					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
P 4.1 I 3.2 I 3.3	1. Monitor attendance using District Pulse and SIS k12 and provide building based interventions developed by the PBIS team.	Assistant Superintendent of Administrative Services, Assistant Superintendent of Special Services, PBIS Team	February 2014	June 2019	NA
P 5.1 I 3.3	2. Develop process for early identification of students needing credit recovery and alternatives to graduation.	Assistant Superintendent of Curriculum, Instruction, and Assessment, Assistant Superintendent of Special Services, Director of Ancillary Services, Lead Teacher Alternative Program, High School Administrators	February 2014	July-2016	NA
P 3.5 P 3.6 I 6.3	3. Implement Pathways to Prosperity in grades 6-12 to prepare students for college and career	Assistant Superintendent of Curriculum, Instruction, and Assessment, Counselors	January 2016	June 2018	NA
P 3.2 P 3.3 TL 2.1	4. Provide training to secondary teachers about achievement indicators for ACT	Assistant Superintendent of Curriculum, Instruction, and Assessment, Secondary Principals	August 2014	December 2017	Up to \$3000 per year
P 3.2 P 3.3	5. Develop a pre-ACT assessment plan and parent/ student education plan	Assistant Superintendent of Curriculum, Instruction, and Assessment, Secondary Principals	August 2015	June 2016	Approximately \$25,000-30,000 annually for assessments, replacing PLAN and EXPLORE in budget

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Goal 2: Increase communication and improve relationships with stakeholders to support student achievement.

Outcomes: The Wentzville School District will increase the positive responses from the parent and communication surveys.

1. Strategy: Set standards and track success of internal and external communications.					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
G 4.4	1. Create a committee including teachers, parents, and students to develop guidelines <ul style="list-style-type: none"> • Common medium for communicating with parents- i.e. SISK12, Moodle, Websites • Frequency that teachers will update grades • Frequency for parent communication <ul style="list-style-type: none"> ○ buildings ○ teachers 	Director of Community Relations, Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction, and Assessment, Technology Department Representatives	October 2015	May 2016	NA
G 9.1	2. Refine building level communication plans to align with Guiding Principles for our Schools (GPS) and survey results	Director of Community Relations, Building Principals	August 2014	June 2019	NA
G 3.2	3. Develop a process for buildings to create school improvement plans which include gathering input from their stakeholders and presenting to the Board of Education	Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Community Relations, Subcommittee of building principals	March 2014	August 2015	NA
G 9.1	4. Investigate the implementation of a third party vendor to distribute electronic newsletters to generate more quantitative data	Director of Community Relations	March 2014	August 2014	\$2000 annually
G 9.1	5. Investigate implementation of a third party vendor for electronic flyer distribution	Director of Community Relations	July 2014	October 2014	\$2000 annually

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Goal 2: Increase communication and improve relationships with stakeholders to support student achievement.

Outcomes: The Wentzville School District will increase and expand community partnerships.

2. Actively seek and further develop partnerships with higher education, other k-12 school districts, businesses, and other community organizations.					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
G 6.4	1. Promote activities related to community partnerships	Cabinet	March 2014	June 2019	NA
G 6.4	2. Establish business partnerships to provide internships and job shadowing opportunities for WSD students	Cabinet	March 2014	June 2019	NA
G 6.4	3. Establish community partnerships to provide service-learning opportunities for WSD students	Cabinet	July 2014	June 2019	NA

Approved by Board of Education February 20, 2014
 Revised and Approved by Board of Education June 18, 2015

CSIP 2014-2019

Goal 3: Provide the financial structures to support facility growth and sustain student achievement.

Outcomes: The Wentzville School District will maintain operating fund balances to support growth and sustain student achievement.

The Wentzville School District will maintain a debt service levy capable of supporting Wentzville School District's outstanding bond issues.

The Wentzville School District will provide adequate facilities for student growth.

1. Strategy: Budget development will be focused on student growth and student achievement.					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
G 8.3	1. Maintain debt service levy needed to fulfill debt service obligations	CFO, Superintendent, Board of Education	March 14, 2014	June 30, 2019	Varies based on building needs and assessed valuation
G 8.3	2. Each year the budget will be developed with a focus on student growth and student achievement.	CFO, Superintendent, Assistant Superintendents, Directors, Principals	March 14, 2014	June 30, 2019	Based on budget
G 8.3	3. Develop a timeline for financing and building additional elementary classrooms	CFO, Superintendent, Board of Education	March 14, 2014	Complete	TBD
G 8.3	4. Develop a timeline for financing and building additional classrooms, gym, and auditorium at Liberty	CFO, Superintendent, Board of Education	March 14, 2014	Complete	TBD
G 8.3	5. Investigate all possible funding options for turf fields and a swimming pool (sponsorships, partnerships, advertising)	Assistant Superintendent of Administrative Services, CFO, Activities Directors	March 14, 2014	TBD	TBD

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CSIP 2014-2019

Goal 3: Provide the facilities and finance structures to support growth and sustain student achievement.

Outcomes: The Wentzville School District will increase numbers of computers in elementary buildings so ratio improves from 1:9 to 1:5.

The Wentzville School District will increase number of computers in middle school buildings so ratio improves from 1:5 to 1:3.

2. Strategy: Improve computer ratios at elementary and middle school buildings.					
MSIP Standard	Action Steps	Person/s Responsible	Start Date	Completion Date	Cost
I 11.2	1. Sustain the high school 1:1 eStudent program	Director of Technology, Assistant Superintendent of Administrative Services, Assistant Superintendent of Curriculum, Instruction, and Assessment, Chief Financial Officer	July 2014	June 2019	\$400,000 annually
I 11.2	2. Keep office and teacher classroom computer up-to-date with a 4 year computer refresh cycle	Director of Technology, Assistant Superintendent of Administrative Services, Chief Financial Officer	June 2014	June 2019	\$350,000 annually
I 11.2	3. Equip all classrooms with multimedia capabilities	Director of Technology, Assistant Superintendent of Administrative Services, Chief Financial Officer	June 2014	June 2019	\$125,000-\$250,000 annually
I 11.2	4. eStudent computers will annually be refurbished and shared with elementary and middle schools	Director of Technology, Assistant Superintendent of Administrative Services, Chief Financial Officer	June 2014	June 2019	\$30,000 annually
I 11.2	5. Enhance the district wireless network at the elementary and middle schools for increased student computers	Director of Technology, Assistant Superintendent of Administrative Services, Chief Financial Officer	June 2014	June 2019	\$150,000 annually
I 11.2	6. Investigate filter options that allow students to access appropriate educational resources from home	Director of Technology, Assistant Superintendent of Administrative Services	August 2014	June 2015 Complete	TBD

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Revised and Approved by Board of Education June 18, 2015

MISSION STATEMENT:

*Learning today,
Leading tomorrow*

VISION:

The Wentzville School District will be a model of excellence that sets the standard and maximizes the potential of every student. We will excel academically, be at the forefront of technology implementation, proactively plan for growth, and be financially responsible.

WE VALUE:

Learning

Equipping students, staff and community to apply the skills and knowledge necessary to excel in a changing world.

Community

Respecting the stakeholders' perspectives with honesty and transparency as we create a world class educational system.

Excellence

Fostering a culture which supports the highest level of individual success.

Integrity

Dedicating ourselves to making courageous decisions and providing resources for the continuous improvement of the Wentzville School District.



Goal #1 Improve achievement for ALL students

- ◆ Provide regular updates to the Board of Education concerning district programs
- ◆ Provide high quality professional development to certified staff
- ◆ Expand World Language offerings beyond high school
- ◆ Expand Science, Technology, Engineering, and Mathematics offerings
- ◆ Provide early childhood education to more children
- ◆ Improve the staffing ratios of certified staff to students
- ◆ Implement iObservation for teacher evaluation
- ◆ Monitor and provide interventions to meet attendance, graduation rate, and college and career readiness indicators

Goal #2 Increase communication and improve relationships with stakeholders to support student achievement

- ◆ Set standards and track success of internal and external communications
- ◆ Actively seek and further develop partnerships with higher education, other k-12 school districts, businesses, and other community organizations

Goal #3 Provide the financial structures to support facility growth and sustain student achievement

- ◆ Budget development will be focused on student growth and student achievement
- ◆ Improve computer ratios at elementary and middle school buildings



CSIP Snapshot 2014