

Normandy Schools Collaborative Comprehensive School Improvement Plan 2017-2020



LEGEND

P=Progress Made

A=Achieved

X=Focus for Identified Year

The Comprehensive School Improvement Plan (CSIP) is a three-year strategic plan which identifies important, long-range improvement issues related to student achievement and describes in detail the actions that will be taken to address these issues. The CSIP is a detailed plan that explains how such issues will be remedied; it represents the actual commitment by the district to make improvement. Strategic planning is a requirement for evaluation as dictated by the Missouri School Improvement Process (MSIP). A district's CSIP is a vital part of the evaluation process and impacts district accreditation. During the 2016-2017 academic year, Normandy Schools Collaborative analyzed data and conducted meetings to determine the needs of students and stakeholders. Members of the RSIT Committee convened to review and assess the district's strengths and concerns in several critical areas. The conclusions drawn by the CSIP Committee became the basis for the development of Goals, Strategies, and Action Steps addressed in the District's Comprehensive School Improvement Plan for 2017-2020. Although the CSIP will undergo a comprehensive review on a three-year cycle, the plan will be reviewed and progress will be evaluated annually. If new information, specifically student performance data, indicates that mid-cycle revisions are necessary, revisions will be incorporated into the current plan. Student Performance, Finances, Community/Parent Involvement, Human Resources and Facilities are key elements of a successful school district. This document, "The Comprehensive School Improvement Plan" is designed to guide us in leveraging our assets to ensure a rich educational environment for all students

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Normandy Schools Collaborative, the home of Viking Pride, located in St. Louis County, just a few miles northwest of the City of St. Louis.

Situated near Lambert-St. Louis International Airport, Interstates 70 & 170, the Collaborative is neighbors to the University of Missouri-St. Louis, Fortune 100 corporation Express Scripts, and historic neighborhoods like Glen Echo Park and Pasadena Hills.

The Normandy Schools Collaborative enrolls more than 3,000 students in preschool through grade 12. Focusing on our students' critical areas of growth and development, the Collaborative offers full-time early childhood and kindergarten centers. Students in the elementary schools are focusing on the basics with Balanced Literacy curriculum, and increased rigor in writing and math skills. The Normandy 7th-8th Grade Center offers a team approach, gifted education, and chess club, among other extracurricular programs and services.

Normandy High School provides Career Pathways in entrepreneurship, performing arts, and STEM (science, technology, engineering and mathematics), offering students a specialized and targeted development plan to prepare them for life after graduation. High school students are also provided opportunities to take Advanced Placement (AP) courses. The Collaborative has also partnered with area colleges and universities to provide students to earn college credit in dual enrollment and dual credit courses.

Vision

Graduates who act ethically, think critically, solve problems, communicate effectively, and collaborate with purpose for success in today's changing world.

Mission

Equipping Students to Solve 21st Century Challenges

Pillars

Guiding Principles-How we achieve the Vision/Mission
Accountability, Collaboration, Professionalism, Trust, Respect

Purpose Statement

Changing Lives Today. Educating for the Future!

Regional School Improvement Team	
Name	Position
1. Charles Pearson	Superintendent
2. Maureen Clancy-May	DESE Area Supervisor
3. Cedric Portis, Jr., Pamela Westbrook-Hodge, Richard Ryffel, Sheila Williams, and Sara Foster	Joint Executive Governing Board Members
5. Tina Clark-Scott, Randal Charles, Gerald Fuller, and Sharifah Sims-Williams	Executive Leadership Team Members
6. Deandria Player	Director of Special School District
7. Fern Scott, Angela Larry, Tina Mosley	Parents/Residents
8. Crystal Reiter, Olga Hunt, Dannah Steele, Mia Carpenter, and Catheline Jones	Director of Curriculum/Content Coordinators and Data Analyst
9. Andrew Miller, Netra Taylor-Nichols, Pablo Flynn, and Tiffany McConnell	Principal Representatives
10. School Leadership Teams	Teacher Representatives
11. Angela Gaskin-Haywood and Craig Lucas	Community Engagement Committee Leaders/Viking Vision
<i>Description of how staff and stakeholders will be informed and engaged in the accountability plan.</i>	<p>The continued step in the improvement process is the engagement of the Regional School Improvement Team (RSIT). Their role is to provide the expertise and guidance necessary for implementation of the district's comprehensive school improvement plan, the Accountability Plan. The Collaborative is pleased with the progression of the RSIT improvement process as it has evolved from a compliance model to include embedded professional development.</p> <p>The primary work of the RSIT is to:</p> <ul style="list-style-type: none"> • Monitor and evaluate plan implementation, and if necessary, modify improvement efforts • Monitor technical assistance and professional learning sessions that support the implementation of the plan • Identify and assist in removing barriers that prevent the district from effectively implementing the accountability plan • Monitor the district's implementation of the core elements of the plan including: student achievement, personnel, community/parent involvement, governance, and finance, facilities, support and instructional resources • Measure, analyze, and report progress on a monthly/frequent basis <p>The staff of the NSC is informed of plan implementation and progress through various means including data team meetings and professional development training. The JEGB is informed of the NSC's progress through regular board updates. Parents and other stakeholders are notified of the NSC's progress through monthly newsletters to members of the community, Community Forums, Community Engagement Sessions, online, and through electronic</p>

	media. Additionally, the accountability plans for the district and individual schools will be available on the district's website.
Key issues identified from annual performance data, local assessment data, and other available data points	<p>The accountability plan for the Normandy Schools Collaborative considered the following data:</p> <ol style="list-style-type: none"> 1. Missouri Assessment Program (MAP) data for English Language Arts (ELA) and Mathematics (3 year longitudinal results and cumulative totals), Science and Social Studies 2. End of Course (EOC) exams for English II, Algebra I, Biology, and Government (3 year longitudinal results and cumulative totals) 3. Attendance 4. Discipline Incidents 5. Graduation Rate 6. Attendance <p>Data from each of the above sources have been gathered from the last three years and analyzed. Results from this collection are as follows:</p> <p>ELA proficiency rates have consistently increased in NSC for the last three years: 24.4% of the students scored proficient or advanced during the 2014/15 school year, 32.9% of the students scored proficient or advanced during the 2015/16 school year, and 34% of the students scored proficient or advanced on state-administered MAP tests during the 2016/17 school year. The MAP Performance Index (MPI) remains at the Floor, the lowest of four levels used to measure district or school performance. In the 2016/17 Annual Performance Report, the report generated by the Department of Elementary and Secondary Education (DESE) to inform accreditation recommendations made to the State Board of Education, the NSC earned 12 points for English Language Arts for Standard 1 Academic Achievement and 3 points for Standard 2 Subgroup Achievement.</p> <p>Mathematics proficiency rates have consistently increased in NSC for the last three years: 12.3% of the students scored proficient or advanced on state-administered MAP tests during the 2014/15 school year, 16% of the students scored proficient or advanced during the 2015/16 school year, and 19.2% of the students scored proficient or advanced during the 2016/17 school year. The MPI has also consistently increased for all three years and remains at the Floor. In 2016/17, 12 points were earned in Mathematics for Standard 1 Academic Achievement and 3 points for Standard 2 Subgroup Achievement.</p> <p>Science proficiency rates increased this year: 8.1% of the students scored proficient or advanced on state-administered MAP tests during the 2014/15 school year, 7.6% of the students scored proficient or advanced during the 2015/16 school year, and 11.1% of the students scored proficient or advanced during the 2016/17 school year. No points were earned for science.</p>

Social Studies proficiency rates have consistently increased in NSC for the last three years: 10.1% of the students scored proficient or advanced on state-administered End of Course assessments during the 2014/15 school year, 11.1 % of the students scored proficient or advanced during the 2015/16 school year, and 17.4% scored proficient or advanced during the 2016/17 school year. In 2016/17, 1.5 points were earned in Social Studies for Standard 1 Academic Achievement and .5 points for Standard 2 Subgroup Achievement.

Attendance rates in the NSC have been below the statewide goal of 90% of the students being present at least 90% of the time for the last three years: 65.2% of the students met this standard during the 2014/15 school year, 74.3% of the students met this standard during the 2015/16 school year, and 73.4% of the students met this standard during the 2016/17 school year. In the 2016/17 APR, 7.5 points were earned for Standard 4 Attendance.

Discipline Incident rates have continued to decrease for the last three years of available data: 103 suspensions of 10 or more consecutive days were applied during the 2014/15 school year, 130 suspensions of 10 or more consecutive days were applied during the 2015/16 school year and 74 suspensions of 10 or more consecutive days were applied during the 2016/17 school year.

Graduation: Four-year graduation rates have increased in NCS for the last three years: 75.9% of the students graduated in four years during the 2014/15 school year, 78.8% of the students graduated in four years during the 2015/16 school year, and 80.3% of the students graduated in four years during the 2016/17 school year. The fifth year graduation rate in the NSC for the last three years has also increased: 65.5% of the students graduated in five years during the 2014/15 school year, 79.2% of the students graduated in five years during the 2015/16 school year, and 82.2% of the students graduated in five years during the 2016/17 school year.

NORMANDY SCHOOLS COLLABORATIVE

District Summary of MAP/EOC Performance - with Goals

Standard:	Content:	2014	2015	2016	2017	Difference	2018	Difference	2019	Difference
Academic	ELA	283.4	242.8	267.1	265.3	-1.8	286	20.7	294.6	8.6
Achievement	MA	269.2	191.4	225.6	239.7	14.1	248	8.3	255.4	7.4
(MPI Points)	SC	210.1	229.2	219.1	228.5	9.4	240	11.5	260.7	20.7
	SS	243.8	244.9	219.4	251.5	32.1	253.6	2.1	261.2	7.6
Subgroup	ELA	283.4	242.8	267.1	265.3	-1.8	286	20.7	294.6	8.6
Achievement	MA	269.2	191.4	225.6	239.7	14.1	248	8.3	255.4	7.4
(MPI Points)	SC	210.1	229.2	219.1	228.5	9.4	240	11.5	260.7	20.7
	SS	243.8	244.9	219.4	251.5	32.1	253.6	2.1	261.2	7.6
College and	1-3	34.2%	34.8%	33.4%	34.7%	1.3%	39.4%	4.8%	42%	2.6%
Career Readiness	4	12.8%	11.9%	23.6%	17.2%	-6.04%	37%	14.5%	40%	3%
(Percentage)	5-6	51.9%	80.0%	90.2%	99.4%	9.2%	99%	0%	99%	0%
Attendance (Percentage)		68.2%	65.2%	74.3%	73.4%	-1.1%	80.3%	2.0%	84.4%	3.7%
Graduation Rate (Percentage)	4-yr.	61.7%	75.9%	78.8%	80.3%	1.5%	83%	4.6%	86%	3%

This chart displays the achievement needed, for each standard, to continue an upward trajectory of performance. The difference columns compare the changes from the immediately preceding two years. While some changes are substantial, some simply require the LEA to maintain current levels.

NORMANDY SCHOOLS COLLABORATIVE

ELA:

District Summary of eValue Performance (formative assessments)

Kindergarten	Form A	Form B	Form C
Advanced	9 (3%)		
Proficient	55 (20%)		
	126 (46%)		
Basic			
Below Basic	83 (30%)		
BB Moved			

Grade 1	Form A	Form B	Form C
Advanced	27 (9%)		
Proficient	99 (34%)		
	117 (40%)		
Basic			
Below Basic	52 (18%)		
BB Moved			

Grade 2	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	1 (0%)	1 (0%)					0 (0%)	7 (3%)		
Proficient	11 (4%)	42 (15%)					31 (12%)	79 (29%)		
Basic	62 (24%)	52 (19%)					50 (20%)	67 (25%)		
	183 (71%)	182 (66%)					172 (68%)	116 (43%)		
Below Basic										
BB Moved		5%						25%		

Grade 3	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	1 (0%)	9 (3%)					4 (1%)	12 (4%)		
Proficient	31 (11%)	72 (25%)					38 (13%)	74 (25%)		
Basic	64 (23%)	62 (22%)					72 (26%)	92 (31%)		
	179 (65%)	141 (50%)					168 (60%)	118 (40%)		
Below Basic										
BB Moved		15%						20%		

Grade 4	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	11 (4%)	27 (9%)					19 (6%)	36 (12%)		
Proficient	88 (29%)	130 (42%)					103 (35%)	113 (37%)		
Basic	129 (43%)	82 (27%)					119 (40%)	101 (33%)		
Below Basic	71 (24%)	68 (22%)					56 (19%)	52 (17%)		
BB Moved		2%						2%		

Grade 5	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	7 (3%)	6 (2%)					18 (8%)	8 (3%)		
Proficient	47 (20%)	53 (22%)					44 (21%)	49 (19%)		
Basic	80 (35%)	83 (34%)					60 (28%)	93 (36%)		
Below Basic	97 (42%)	100 (41%)					92 (43%)	105 (41%)		
BB Moved		1%						2%		

Grade 6	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	4 (2%)	3 (1%)					1 (0%)	4 (2%)		
Proficient	54 (23%)	67 (27%)					51 (21%)	74 (30%)		
Basic	61 (26%)	68 (28%)					76 (31%)	75 (30%)		
Below Basic	116 (49%)	106 (43%)					120 (48%)	97 (39%)		
BB Moved		6%						9%		

Grade 7	Fall	Winter	Spring
Advanced	2.8%	4%	
Proficient	6.3%	2%	
Basic	26%	38%	
Below Basic	64.9%	56%	
BB Moved		8.9%	
Avg GLE	4.5	4.8	

Grade 8	Fall	Winter	Spring
Advanced	4.5%	7%	
Proficient	1.8%	4%	
Basic	17.9%	24%	
Below Basic	76%	65%	
BB Moved		11%	
Avg GLE	4.9	5.6	

Grade 9	Fall	Winter	Spring
Advanced	4%	1%	
Proficient	0.8%	2%	
Basic	12.6%	10%	
Below Basic	82.6%	87%	
BB Moved		4%	
Avg GLE	5.5	5.2	

Grade 10	Fall	Winter	Spring
Advanced	3.6%	4%	
Proficient	1.8%	4%	
Basic	8.3%	9%	
Below Basic	86.2%	83%	
BB Moved		-3.2%	
Avg GLE	5.8	6.0	

Grade 11	Fall	Winter	Spring
Advanced	1.1%	3%	
Proficient	0.0%	1%	
Basic	8.5%	1%	
Below Basic	90.4%	85%	
BB Moved		5%	
Avg GLE	6.0	6.3	

Grade 12	Fall	Winter	Spring
Advanced	0%	3%	
Proficient	1.6%	1%	
Basic	3.2%	8%	
Below Basic	96.2%	88%	
BB Moved		8.2%	
Avg GLE	5.8	6.2	

Math:

Kindergarten	Form A	Form B	Form C
Advanced	1 (0%)		
Proficient	25 (9%)		
Basic	113 (41%)		
Below Basic	134 (49%)		
BB Moved			

Grade 1	Form A	Form B	Form C
Advanced	7 (2%)		
Proficient	35 (12%)		
Basic	72 (24%)		
Below Basic	182 (61%)		
BB Moved			

Grade 2	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	1 (0%)	7 (3%)					2 (1%)	10 (4%)		
Proficient	17 (7%)	41 (15%)					15 (6%)	64 (24%)		
Basic	51 (20%)	92 (34%)					51 (20%)	102 (38%)		
Below Basic	184 (73%)	134 (49%)					185 (73%)	93 (35%)		
BB Moved		24%						38%		

Grade 3	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	0 (0%)	3 (1%)					2 (1%)	4 (1%)		
Proficient	3 (1%)	47 (17%)					11 (4%)	30 (10%)		
Basic	48 (18%)	95 (34%)					37 (14%)	73 (25%)		
Below Basic	221 (81%)	137 (49%)					224 (82%)	185 (63%)		
BB Moved		32%						19%		

Grade 4	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	0 (0%)	2 (1%)					0 (0%)	2 (1%)		
Proficient	4 (1%)	19 (6%)					2 (1%)	11 (4%)		
Basic	86 (29%)	162 (51%)					31 (10%)	75 (25%)		
Below Basic	206 (70%)	135 (42%)					275 (89%)	215 (71%)		
BB Moved		28%						18%		

Grade 5	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	0 (0%)	0 (0%)					0 (0%)	1 (0%)		
Proficient	1 (0%)	9 (4%)					2 (1%)	11 (4%)		
Basic	34 (16%)	74 (31%)					35 (16%)	55 (22%)		

Below Basic	181 (84%)	158 (66%)					180 (83%)	188 (74%)		
BB Moved		18%						9%		

Grade 6	Sept	Nov	Jan	March	May		Oct	Dec	Feb	April
Advanced	1 (0%)	3 (1%)					1 (0%)	3 (1%)		
Proficient	1 (0%)	17 (7%)					2 (1%)	14 (6%)		
Basic	18 (8%)	60 (25%)					40 (17%)	51 (22%)		
Below Basic	199 (91%)	158 (66%)					195 (82%)	168 (71%)		
BB Moved		25%						11%		

Grade 7	August	Fall	Winter	Spring
Advanced	1.9%	6%	11%	
Proficient	2.5%	8%	7%	
Basic	18%	33%	42%	
Below Basic	77.3%	53%	40%	
BB Moved			13%	
Avg GLE	4.6	4.9	5.2	

Grade 8	August	Fall	Winter	Spring
Advanced	11.1%	22%	26%	
Proficient	8.4%	6%	7%	
Basic	23.7%	24%	27%	
Below Basic	57%	49%	40%	
BB Moved			9%	
Avg GLE	5.6	5.9	6.3	

Grade 9	August	Fall	Winter	Spring
Advanced	8.8%	15.3%	18%	
Proficient	3.4%	4.4%	6%	
Basic	12.9%	14.6%	22%	
Below Basic	74.9%	65.7%	53%	
BB Moved		9.2%	13%	
Avg GE	5.4	5.8	6.3	

Grade 10	August	Fall	Winter	Spring
Advanced	11.4%	15.5%	17%	
Proficient	3.4%	7.1%	4%	
Basic	17.2%	11.9%	6%	
Below Basic	68%	65.5%	72%	
BB Moved		2.5%	-6.8%	
Avg GE	5.7	5.9	5.4	

Grade 11	August	Fall	Winter	Spring
Advanced	12.1%	19.5%	19%	
Proficient	2.2%	4.6%	6%	
Basic	9.9%	9.1%	13%	
Below Basic	75.8%	66.8%	62%	
BB Moved		9%	-4.8%	
Avg GE	6.1	6.4	6.7	

Grade 12	August	Fall	Winter	Spring
Advanced	1.4%	3.1%	7%	
Proficient	20.8%	26.6%	23%	
Basic	5.6%	6.3%	2%	
Below Basic	72.2%	64%	68%	
BB Moved		8.2%	4%	
Avg GE	6.3	6.9	6.2	

Student Achievement

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

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

Goal 1: Normandy Schools Collaborative will increase its performance on the Missouri Department of Elementary and Secondary Education's (DESE's) Annual Performance Report (APR) from 62.5% to 70% by or before 2020 and become Fully Accredited as measured by the Missouri School Improvement Plan (MSIP5).

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

DESE defines academic accreditation as achieving 70% or better on the APR. NSC 2016/17 APR indicates areas of concern in each academic area. Overall, NSC received 87.5 of 140 achievable points. NSC received 45.5% of available academic points. The ACT Profile Report for the class of 2017 indicates that our graduates earned an average composite score of 13.6, well below the state average. Additionally, APR College and Career Readiness (CCR) data were rated below 70% at 60% and attendance is a concern meeting only 75% of the criteria.

Strategy: Written curriculum aligned to state standards complete prek-12, including classroom assessments developed, implemented, and revised in all subject areas.	17/18	18/19	19/20	Completion Date
Action Steps				
Develop and implement a curriculum revision process and schedule that includes district-wide vertical teams of instructional staff and administrators who meet regularly to ensure articulation and vertical alignment.	P			
Develop, revise, and align curricula to state and/or national standards.	P			
Instructional materials are reviewed and selected through a curriculum revision process.	P			
Administrators and teachers, coordinators and coaches monitor the written, taught, and assessed curriculum to ensure they are the same.	P			
Strategy:	17/18	18/19	19/20	Completion

Program evaluation of district and school programs to enhance program utilization and efficiency				Date
Action Steps				
Continue to develop a process to identify and evaluate programs by making data-informed decisions to continue or eliminate programs implemented to improve student achievement in all content areas.	P			
A structured method of annually evaluating the effectiveness or quality of specified programs.	P			
To promote the identification and implementation of recommended strategies for improving student performance using specified programs.	P			
Strategy: Professional development for all staff specific to their role in the organization	17/18	18/19	19/20	Completion Date
Action Steps				
Provide professional development for all teachers in their specific content area aligned to district curriculum and state standards.		X		
Principals, curriculum coordinators, reading specialist and instructional coaches will participate in the instructional coaching model to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices	P			
Provide professional development in Response to Intervention (RTI) and specific intervention programs for Tier 2 and 3.	P	X		
Staff will complete a needs assessment to assess competency and needs	A			
District wide professional development plan that insures staff members are trained in current research based practices related to their specific role in the organization. (Principals, coordinators, coaches and reading specialist, teachers)	P			
Strategy: Utilize research-based best practices in the development and implementation of a balanced system of formative assessment for learning and summative assessments of learning in all contents PreK-12	17/18	18/19	19/20	Completion Date
Action Steps				
Assessment tools and practices (e.g. summative and formative) used to monitor student learning and adjust instruction in ways that best support student achievement in all contents	P			
Diagnostic tools in the areas of reading and math implemented three times per year in grades K-8. SRI diagnostic administered quarterly grades 1-9 and DRI administered PreK-2 quarterly.	P			

Training on formative assessment classroom practices. Assessment for Learning) is provided to K-12 teachers.		X		
Implement writing prompts in all contents K-12 (Brocton Model)	P			
All buildings analyze diagnostic data and make necessary changes in instruction based on results.	P			
Strategy: Literacy task force to write a common wide literacy plan, common language for reading instruction	17/18	18/19	19/20	Completion Date
Action Steps				
Set clear district wide expectations for learning outcomes at each grade level	P			
Provide a systematic approach of ongoing, job embedded training for all K-12 teachers	P			
Guide the selection of evidence based researched interventions	P			
Develop reading growth plans for students reading 2 or more grade levels below		X		
Strategy: We will develop and implement plans to reduce student behaviors which impede the educational process.	17/18	18/19	19/20	Completion Date
Action Steps				
Adopt a district-wide RTI framework to focus on positive behavior and high student achievement for grades PreK-12 as a phase in process over 1-3 years.	P			
Provide training for teachers per building focused on specific research based behavior program/framework implementation		X		
Create a systematic approach for families to access wrap around services	P			
Evaluate wrap around services to determine effectiveness and reallocate resources	P			
Cultural competency, race and equity issues and culturally responsive professional development	P			

Personnel

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

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

Goal 1: By March 2018, Normandy Schools Collaborative will recruit, hire, develop and retain staff members who are highly qualified, effective, and appropriately certified in the areas in which they will teach.

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

Over the past three years Normandy Schools Collaborative has experienced difficulty in attracting and hiring qualified teachers. Studies consistently show that teachers who are better trained, more experienced, and licensed in the subjects they teach are more likely to be teaching in more affluent schools, serving more academically advantaged students. Attracting high-quality staff has traditionally been especially problematic for Normandy in certain subject areas (e.g., mathematics, science, foreign languages, and special education).

Strategy:	17/18	18/19	19/20	Completion Date
Administrators will continue to participate in recruitment and interviewing activities to identify highly qualified and effective candidates for employment.				
Action Steps				
Administrators identify and attract highly qualified candidates and participate in teacher placement fairs and events.	P			
Continue to collaborate with local universities for placement of student teachers in Normandy Schools Collaborative.	P			
All principals will participate in professional development targeting curriculum, instruction, and assessment.	P			

Strategy: In collaboration with Curriculum & Instruction, provide comprehensive research-based professional development opportunities as necessary for staff to develop their skills and enhance their content knowledge so students will perform at or above grade level expectations.	17/18	18/19	19/20	Completion Date
Action Steps				
The New Teacher Institute and mentoring program is maintained and improved to help develop and retain teachers who are new to the district.		X		
Building Level administrators will work with the Professional Development Committee to provide opportunities for all staff, as needed, to develop and enhance content knowledge and teaching strategies	P			
Strategy: The Performance Based Teacher Evaluation Process, based on DESE standards, will be used to evaluate certified staff.	17/18	18/19	19/20	Completion Date
Action Steps				
Probationary teachers will receive three to five formal observations based on placement on the non-tenured track and several walkthrough observations.	P			
Tenured teachers on the evaluation cycle will receive at least two formal observations and several walkthrough observations.	P			
Probationary teachers will be assigned a mentor during the first two years of employment.	P			
Strategy: Implement new salary schedule addressing internal equity and sustainability while maintaining staff benefits that meet goals.	17/18	18/19	19/20	Completion Date
Action Steps				
Salaries and other benefits are provided at the highest level possible.		X		
Review and revise the extra duty salary schedule to ensure a competitive compensation package comparable to surrounding districts.		X		

Community/Parent Involvement

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

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

Maintain accurate communication with the public by posting and producing effective marketing and public relations systems, communicating with stakeholders to inform them of the Collaborative's vision, goals, objectives, accomplishments, and performance each year.

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

Family and community engagement is a vital part of a truly successful school. According to recent surveys, teachers, parents and students all agree that parent engagement in schools has increased over the past 25 years. Given the role that family engagement plays in not only academic success, but life success, that is great news. However, parent engagement remains a challenge in Normandy Schools Collaborative.

Strategy: Continue enhancement and expansion of the Collaborative's website by providing critical information and updates on the district and school websites.	17/18	18/19	19/20	Completion Date
Action Steps				
Develop and implement a comprehensive district communications plan.	A			
Communicate frequent messages that illustrate teaching, learning, and academic success in each building, and throughout the district.	P			
Strategy: Provide ongoing and timely information about the Collaborative's events and news through the use of Media Releases distributed to various media outlets.	17/18	18/19	19/20	Completion Date
Action Steps				
Design brochures and promotional materials highlighting district and building information.	P			
Strategy: Utilize effective methods of communicating with the public by producing effective marketing and public relations systems to inform the public of the Collaborative's vision, goals, objectives and performance. Tools include the District/school websites, social media platforms (e.g., Facebook, Instagram and Twitter), communications networks (e.g., automated phone calls), mobile phone application, as well as print and electronic newsletters.	17/18	18/19	19/20	Completion Date
Action Steps				

Develop opportunities for the public to interact with district leaders and personnel through the use of social media.	P			
Explore the feasibility of adding a district app as a source of communication with the public.	A			
Strategy: Continue to define parent involvement and provide methods with tracking.	17/18	18/19	19/20	Completion Date
Action Steps				
Monitor the website tracking system that will provide information about users accessing the website including connection speed, pages visited, visits per day, etc.	P			
Continue to support and promote parent meetings to assist parents with teaching methods and strategies to support their children's education at home.	P			
Continue attendance recording and audience surveys at all events and provide reports.	P			
Strategy: Continue Community Engagement initiatives to continue building trust with stakeholders by informing them of developments within the Collaborative, and promoting transparency in regard to the Collaborative's decisions, actions and plans.	17/18	18/19	19/20	Completion Date
Action Steps				
Evaluate existing communication methods to determine if any should be updated or abandoned.	P			
Investigate and develop an annual public survey to garner input about specific issues to identify district wide opinion trends.	P			

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.

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

Goal: Annually inform and seek feedback from the public to increase community satisfaction, trust and support in order to determine the best direction for our school district, the Joint Executive Governing Board will become better informed of the ongoing and consistent objectives of improving student performance.

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

The school board is a critical public link to the public serving the communities by being accessible to the public and being accountable for the performance of schools. A school board's main priority is to be sure schools are operating around the best interest of students. When making decisions about school programs, school boards incorporate their community's view of what students should know and be able to do. School boards are the education watchdogs for their communities, ensuring that students get the best education for the tax dollars spent.

Strategy	17/18	18/19	19/20	Completion Date
Provide avenues for information sharing that ensure widespread public awareness and understanding of district decisions, programs, and progress on key performance indicators.				
Action Steps				
Establish a State-of-the-District address to be presented annually to staff and public through a variety of communication avenues.	P			
Conduct panel discussions on specific school district topics with opportunity for community participation.	P			
Strategy	17/18	18/19	19/20	Completion Date
Solicit feedback from stakeholders related to satisfaction, concerns, and ideas for the purpose of identifying trends, developing and communicating plans for improvement, and sharing progress.				
Action Steps				

Provide the community opportunities to provide input and effective communication with the JEGB through audience input section of the Board agenda.	P			
Strategy Raise awareness of the important role public policy plays in the success of the district and the difference an educated and involved community can make in advocacy efforts at the local, state, and national level.	17/18	18/19	19/20	Completion Date
Action Steps				
Increase involvement in legislative and economic issues impacting student achievement and district financing.	P			
Develop and maintain positive working relationships with elected and appointed officials and other interested parties.	P			
Strategy Collaborate with other entities and organizations to speak as one voice on issues that are of mutual interest and/or serve the greater good of the community.	17/18	18/19	19/20	Completion Date
Action Steps				
Partner with other organizations to conduct collaborative sessions aimed at identifying and discussing common issues.		X		

Financial, Facilities, Support and Instructional Resources

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

Goal: Annually provide and maintain appropriate instructional resources, support services, functional and safe facilities district wide

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

Research shows finances, facilities, support and instructional resources have a profound impact on both teacher and student outcomes. With respect to teachers, it affects teacher recruitment, retention, commitment, and effort. With respect to students, it affects health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs successfully.

Strategy Advocate for improved levels of existing funding and identify alternative sources of revenue.	17/18	18/19	19/20	Completion Date
Action Steps				
Include in the budget process a means to utilize new and/or redirect existing financial resources as may be available for Comprehensive School Improvement Plan (CSIP) priority goals.	P			
Continue annual finance work session(s) with the JEGB to review and seek feedback regarding budget assumptions, revenue and expense projections, demographic trends, and year-end financial status in preparation of Preliminary and Amended fiscal year Budgets	P			
Strategy Review and revise Facility Design Standards to ensure that construction and/or modification of facilities include the flexibility and environmental conditions necessary to meet the needs of 21st Century learners.	17/18	18/19	19/20	Completion Date
Action Steps				
Conduct a boundary review for elementary schools aimed at maximizing efficiency in the utilization of building program capacity, including a review of current feeder systems and long-range enrollment projections.		X		

Strategy Utilize a facility planning and capital improvement process that includes input from stakeholders in identifying and addressing priorities.	17/18	18/19	19/20	Completion Date
Action Steps				
Based on recommended projects and activities, develop a funding plan and implementation plan to address identified priority needs.		X		
Conduct an internal audit of existing facilities including comparison and alignment with identified 21st Century learner design and standards for the district buildings PreK-12.	P			
Strategy Identify and secure resources to provide adequate and equitable access to instructional technology.	17/18	18/19	19/20	Completion Date
Action Steps				
Implement additional network management and monitoring tools to provide ongoing network performance feedback.	P			
Strategy Provide a network infrastructure that is robust, reliable, secure, and supports emerging technologies.	17/18	18/19	19/20	Completion Date
Action Steps				
Conduct an audit of the district's current technology use in operations and support and design recommendations to build technical and human capacity to provide 21st century learning environments.	P			

Joint Executive Governing Board President

Date

DESE Area Supervisor, School Improvement

Date

Superintendent

Date

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