

Comprehensive School Improvement Plan (CSIP)

Date: October 2023	
<input checked="" type="checkbox"/> X District Plan District Name: Windsor C - 1 School District County/District Code: 050010 <i>or</i> <input type="checkbox"/> School Plan Building Name: _____ Building Code: _____ Grades Served: K - 12	
Regional School Improvement Team	
<i>See guidance for all individuals who need to be included in the regional school improvement team.</i>	
Name / Position	
Jason King	Superintendent
Mike Rickermann	Assistant Superintendent
Denise Funston	Principal, Windsor Elementary; Parent
Charles Bouzek	Principal, Freer Elementary
Matt Carlton	Principal, Windsor Intermediate Center
Dawn Faulstich	Assistant Principal, Windsor Intermediate Center
Greg Westermayer	Principal, Windsor Middle School
Mike Holland	Assistant Principal, Windsor Middle School; Parent
Rachel Montgomery	Principal, Windsor High School
Alex DeMatteis	Assistant Principal, Windsor High School; Parent
Jason Scheper	Assistant Principal, Windsor High School; Parent
John Crites	Athletic Director
Christin Greenlee	Special Education Director
Julie Schubert	Curriculum Director
Aron Ferrell	Curriculum Coach; Parent
Jason Roussin	Technology Director
Kathy Smith	Nursing Director
Dan Calbreath	Maintenance Director; Parent
<i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i>	<u>July 2023 CSIP Meeting Agenda</u> <i>A collaborative planning process was established to engage stakeholders, within and outside of the organization, to develop the structure of the District CSIP plan. Multiple planning sessions were held to establish viable goals and action steps that are foundational to the District CSIP plan.</i> <i>The District CSIP plan will be readily available on the district website and used to guide individual Building Improvement Plans. The persons responsible for each part of the plan will provide regular updates to stakeholders, in and out of the organization, related to the progress of the goals set forth in the District CSIP plan.</i>

<p><i>Beliefs/Vision/ Mission Statement</i></p>	<p>The District's mission statement: <i>The Mission of the Windsor C-1 School District is to inspire all students to develop a vision within themselves and become contributing members of society, by providing excellent educational opportunities founded on the fundamentals of a caring family, school and community.</i></p> <p>and the District's vision statement: <i>The Windsor C-1 School District is one in which all stakeholders work collaboratively to be academic leaders in an atmosphere of mutual respect. It is a true learning community where everyone strives to improve our academic excellence through progressive curriculum and instructional practice. The schools of our district exhibit high standards, with the needs of our students as the top priority.</i></p>
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<i>Key issues identified from annual performance data and local assessments.</i>	<ol style="list-style-type: none">1. Improving Missouri Assessment Program Advanced and Proficient scores2. Increase parent outreach, especially at secondary levels3. Increase opportunity for dual credit/enrollment4. Improve CCR Assessment scores
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Core Elements for Student Achievement

Leadership & Governance

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

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

Windsor C - 1 will maintain a faculty retention rate of 90% each year.

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

1. Staffing

- a. Recruiting
 - i. Job description describing requirements, compensation and opportunities
- b. Hiring
- c. Mentorship
 - i. Familiarize staff with all procedures and policies
 - ii. Teachers are provided two year mentorships
- d. Retention
 - i. Monitored yearly
- e. Exit interviews

2. Professional Development

- a. District level Professional Development Committee composed of representative teachers from all buildings
- b. Innovative instructional and best practices
- c. Opportunities to grow with financially reimbursed workshops and conferences
- d. Opportunities for tuition reimbursement for continued higher education pursuits

3. Effective Leadership

- a. Positive climate and culture promoting a strong work environment
- b. Communication Plan
- c. Creating opportunities for faculty and staff to communicate with leadership
 - i. Growing leaders from within
 - ii. Administrative support and collaboration with teachers

4. Policy

- a. Consistent application of district and school policies, including discipline and safety
- b. MSBA recommended policies for consideration
- c. Communication of policies and changes to faculty, staff, students and family in a timely manner

Research Based Strategy(ies) for Implementation:

Report on Teacher Workforce. Missouri Department of Elementary and Higher Education. 2023.
<https://dese.mo.gov/media/pdf/teacher-workforce-data-2023>

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
1. <i>The district will hire highly qualified staff as evidenced with a 100% fill rate.</i>	Ongoing	Building Administration	MO-Reap, Student Teachers, Para-professionals, https://windsor.tedk12.com/hire/index.aspx	On-going
2. <i>The district will pursue innovative professional development opportunities highlighted by protected collaborative time and focused on effective instructional practices.</i>	Ongoing	PDC District Administration Building Administration	End of the Year Professional Development Survey, Observations, IPDP, LIT and Sub LIT Meeting Notes	On-going
3. <i>The district will develop a consistent code for students, staff, and educational stakeholders that promote the safety and security of all constituents of the Windsor C-1 School District.</i>	Ongoing	Building Administration District Administration School Resource Officer	Employee Handbook Student Handbook Windsor C-1 School District Crisis Management Plan Intruder Training and Drills	On-going
4. <i>The Windsor C-1 School District will employ supportive leaders that will establish and maintain a family focused environment, offer transparent and consistent communication across the district, and grow leaders from within the school district.</i>	Ongoing	District Administration Board of Education Building Administration Team Leaders	Parent Surveys Social Media Building Level Administration Communication with Families	On-going

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

100% of Windsor C - 1 School Board members will complete MSBA training within one year of being elected.

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

1. School Board Responsibilities
2. School Finance and Management
3. Decision Making and Board Dynamics

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
1. School Board Responsibilities <i>a. Understanding school law and policy making</i> <i>b. Hiring and evaluation of superintendent</i>	Ongoing	Board of Education; Superintendent	MSBA; Windsor C - 1 Board of Education Policies	monthly BOE meetings On-going
2. School Finance and Management <i>a. Budget approval process</i> <i>b. Bond issue considerations</i>	Ongoing	Board of Education; Superintendent	MSBA; Windsor C - 1 Board of Education Policies	On-going
5. Decision Making and Board Dynamics <i>a. Community engagement and communication</i> <i>b. Networking and collaborative culture</i>	Ongoing	Board of Education; Superintendent	MSBA; Windsor C - 1 Board of Education Policies	On-going

Climate, Culture, & Community

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

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

By the end of the 2027 - 2028 academic year, the community perception will increase to 80% of stakeholders agreeing that they are a positively engaged and informed partner in Windsor C - 1 learning community on the District climate and culture survey.

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

1. Positive Partnerships

- a. Student-Student
- b. Adult-Student
- c. Adult-Adult
- d. District-Community

2. Intentional Communication

- a. Regular building leadership communications to families
- b. Regular faculty updates provided by building leadership
- c. Social media presence showcasing student successes and communicating timely events and information
- d. Regular reports from directors at Board of Education meetings

3. Public Engagement and Support

- a. Family Nights/Events
- b. Parent-Teacher Organization
- c. Latchkey
- d. Newsletters
- e. Social Media and District/Building Websites
- f. Board of Education Meetings

4. Student Engagement and Leadership

- a. Character Education and Social Emotional Learning
- b. Attendance monitoring
- c. Character Council
- d. Student Council
- e. Student representative to the Board of Education
- f. A+ Scholarship
- g. Athletics and activities for grades K - 12

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p>1. Student- Student: Improve perception of student-student caring relationships. Adult-Student: Improve perception of adult-student caring relationships. Adult-Adult: Improve perception of adult-adult caring relationships. District-Community: Improve perception of district-community collaborative relationships.</p>	Ongoing	Superintendent; Assistant Superintendent; Curriculum Director; Building Level Administrators; Faculty and Staff	Culture & Climate Survey (Character.org & DESE emphasis)	<input type="checkbox"/> Culture and Climate District Survey: Faculty & Administration; Families; Students (WMS & WHS) Annually
<p>2. Intentional Communication: a. Create a written communication plan (internal and external) b. Use quality communication</p>	Initiated August 2023	Superintendent; Assistant Superintendent; Administrative Team	DESE Guidance; Communication platforms	<input type="checkbox"/> Board of Education approved District Communication Plan May 2024
<p>3. Public Engagement and Support: a. Improve perception of parents/guardians of the school and give opportunities for collaboration. b. Improve perception of district businesses and outside organizations of the district-community and give opportunities for partnership.</p>	Ongoing	Superintendent; Assistant Superintendent; Curriculum Director; Building Level Administrators; Faculty and Staff	Culture & Climate Survey (Character.org & DESE emphasis)	<input type="checkbox"/> Culture and Climate District Survey: Faculty & Administration; Families Annually
<p>4. Student Engagement and Leadership: a. Provides students with varied opportunities for engaging in positive action within the school. b. All students will be given opportunities to connect to the school outside of curriculum and instruction.</p>	Ongoing	Superintendent; Assistant Superintendent; Curriculum Director; Building Level Administrators; Athletic Director; Faculty, Coaches and Staff	Leadership and Extracurricular Opportunities for students	<input type="checkbox"/> Culture and Climate District Survey: Faculty & Administration; Families Annually

Teaching & Learning

Curriculum and assessments are comprehensive and aligned with the core academic standards.

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

By the end of the 2027 - 2028 school year, 85% of K-5 students will demonstrate on track performance as measured by NWEA Reading Fluency assessments at the beginning, middle and end of the year.

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

1. Professional Development

- a. Innovative instructional and best practices
- b. Faculty input via needs assessments and Professional Learning Surveys
- c. Focus on student outcomes through high quality professional development
- d. District initiatives
 - i. Character Education
 - ii. Pathways to Reading
 - iii. Reading Success Plans

2. Data Analysis

- a. Common Assessments for data analysis of trends in standard performance, longitudinal student performance (individual and cohort), and individual teacher performance.
 - i. NWEA
 - NWEA MAP Growth: 1st & 2nd (Reading, Math); 3rd - 5th (Reading, Math, Language)
 - NWEA Reading Fluency: Kindergarten - 5th grade (Dyslexia Screener; Oral Reading Fluency)
 - ii. Common Local Assessments
 - iii. Grade Level Assessments: Individual Student Reports; Item Analysis Reports
 - iv. Pathways to Reading
- b. Response to Intervention
 - i. Rubric determined intervention groups
 - ii. Targeted instructional areas
 - iii. Routine meeting and assessment periods

3. Curriculum, Instruction and Assessment

- a. Vertical and horizontal alignment
- b. Instructional strategies
- c. Professional Learning Communities/Collaborative teaching
- d. Reading Success plans

Research Based Strategy(ies) for Implementation:

1. NWEA (https://www.nwea.org/uploads/2022/03/MAP-Growth-theory-of-action_NWEA_whitepaper.pdf)
2. Pathways to Reading (https://pathwaystoreading.com/wp-content/uploads/2021/01/pw_research_mcrel.pdf)
3. Professional Learning Communities (<https://www.allthingsplc.info/>)
4. Visible Learning: Hattie Rankings (<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)
5. Character Education Partnership (<http://www.character.org>)
6. Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org/sel_resources/linksindex.php)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p>1. Professional Development: Curriculum instruction will provide educators with a set of strategies, a shared vocabulary, and a framework for implementation.</p>	Start August 2023 and Ongoing	District Administration, Professional Development Committee, Faculty and Staff	District Professional Development Handbook; Education Plus	<input type="checkbox"/> On-going
<p>2. Data Analysis:</p> <ul style="list-style-type: none"> a. Interventions <ul style="list-style-type: none"> i. Student outcomes ii. SST-RTI b. Common Assessments <ul style="list-style-type: none"> i. Kindergarten Entry Assessment (KOF) ii. NWEA: MAP Growth and Reading Fluency iii. Common Local Assessments iv. MAP v. Pathways 	Start August 2023 and Ongoing	District administration, faculty and staff	<p>Data analysis received from each intervention and common assessments</p> <p>District Assessment Materials</p> <p>Data analysis received from each intervention and common assessments</p>	<input type="checkbox"/> On-going
<p>3. Curriculum, Instruction and Assessment:</p> <ul style="list-style-type: none"> a. Windsor C-1 will systematically develop and/or revise the curriculum and assessments for all content areas to provide relevant, thought provoking, and engaging learning experiences for all students. b. Through Professional Learning Communities, Windsor C-1 will effectively utilize the implementation of data teams to drive systematic differentiated instruction as measured by the Professional Learning Communities reflection forms. c. Windsor C-1 will align curriculum vertically and horizontally with fidelity. d. Windsor C-1 will systematically develop and/or revise the Reading Success Plans based on 	Start August 2023 and Ongoing	District administration, professional development committee, faculty and staff,	LIT Teams, Sub-Lit Teams, Data Analysis and review	<input type="checkbox"/> On-going

the data received from the common assessments.

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

By the end of the 2027 - 2028 school year, students will show evidence of growth measured by Missouri Assessment Program's Grade Level and End-of-Course state assessments.

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

1. Professional Development

- a. Innovative instructional and best practices
- b. Faculty input via needs assessments and Professional Learning Surveys
- c. Focus on student outcomes through high quality professional development
- d. District initiatives
 - i. Character Education

2. Data Analysis

- a. Common Assessments for data analysis of trends in standard performance, longitudinal student performance (individual and cohort), and individual teacher performance.
 - i. NWEA MAP Growth (Reading, Math, Language) three times per year (Beginning, Middle, End)
 - ii. Common Local Assessments
 - iii. ACT
 - iv. GLA: Individual Student Reports; Item Analysis Reports
 - v. EOC: Individual Student Reports; Item Analysis Reports
- b. Response to Intervention
 - i. Targeted interventions provided during after school tutoring and in school intervention sessions
 - ii. Routine meeting and assessment periods

3. Curriculum, Instruction and Assessment

- a. Vertical and horizontal alignment
- b. Instructional strategies
- c. Professional Learning Communities/Collaborative teaching
- d. Individual Career & Academic Plan (ICAP) beginning 8th grade year

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p>1. Professional Development: Curriculum instruction will provide educators with a set of strategies, a shared vocabulary, and a framework for implementation.</p>	<p>Start August 2023 and Ongoing</p>	<p>District administration, Professional Development Committee, Faculty and Staff</p>	<p>District Professional Development Handbook; Education Plus</p>	<p><input type="checkbox"/> On-going</p>
<p>2. Data Analysis:</p> <ul style="list-style-type: none"> a. <i>Interventions</i> <ul style="list-style-type: none"> i. <i>Student outcomes</i> ii. <i>SST-RTI</i> b. <i>Common Assessments</i> <ul style="list-style-type: none"> i. <i>NWEA MAP Growth</i> ii. <i>Common Local Assessments</i> iii. <i>ACT</i> iv. <i>GLA</i> v. <i>EOC</i> 	<p>Start August 2023 and Ongoing</p>	<p>District administration, faculty and staff</p>	<p>Data analysis received from each intervention and common assessments</p> <p>District Assessment Materials</p> <p>Data analysis received from each intervention and common assessments</p>	<p><input type="checkbox"/> Ongoing</p>
<p>3. Curriculum, Instruction and Assessment:</p> <ul style="list-style-type: none"> a. <i>Windsor C-1 will systematically develop and/or revise the curriculum and assessments for all content areas to provide relevant, thought provoking, and engaging learning experiences for all students.</i> b. <i>Through Professional Learning Communities, Windsor C-1 will effectively utilize the implementation of data teams to drive systematic differentiated instruction as measured by the Professional Learning Communities reflection forms.</i> c. <i>Windsor C-1 will align curriculum vertically and horizontally with fidelity.</i> d. <i>Windsor C-1 will systematically develop and/or revise the Reading Success Plans based on the data received from the common assessments.</i> 	<p>Start August 2023 and Ongoing</p>	<p>District administration, professional development committee, faculty and staff,</p>	<p>LIT Teams, Sub-Lit Teams, Data Analysis and review</p>	<p><input type="checkbox"/> On-going</p>

e. ICAPs completed and revised yearly during 8th grade				
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Research Based Strategy(ies) for Implementation:
<ol style="list-style-type: none"> 1. NWEA (https://www.nwea.org/uploads/2022/03/MAP-Growth-theory-of-action_NWEA_whitepaper.pdf) 2. Professional Learning Communities (https://www.allthingsplc.info/) 3. Visible Learning: Hattie Rankings (https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/) 4. Character Education Partnership (http://www.character.org) 5. Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org/sel_resources/linksindex.php) 6. ACT Research (https://www.act.org/content/act/en/research/reports/act-publications.html?keyword=&state=&audience=&pubDate=&pageNo=&page=1&sort=featured)

Safety (Facilities & Social Emotional Wellbeing)

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

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

100% of students, parents and teachers will agree that they feel safe on the Windsor C - 1 campus as measured by the annual District climate and culture survey.

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

1. Security

- a. Student Resource Officers (SRO)
 - i. The district will have at least one SRO available to staff and students at all times.
 - ii. The SRO will provide preventative education, as appropriate.
- b. Building entrances
- c. Technology
 - i. Cameras
 - ii. Wifi availability
 - iii. Student Information Systems
 - iv. RAPTOR
 - v. Selected school staff members will be trained annually in CPI.

2. Crisis Plans

- a. Building Plans will be reviewed annually with all staff.
- b. Each building will create and execute emergency drills throughout the year.
- c. Staff members in each building will have intruder safety training on at least a biannual basis.

3. Nursing Staff

- a. The district will strive to hire highly qualified nurses.
- b. Nurses will be responsible for revising and communicating building safety procedures for after hours events, as well as natural disaster response information.

4. School Facilities

- a. The district will ensure that all buildings are compliant with the Americans with Disabilities Act (ADA).
- b. Improvements will be made to district facilities as needed.

5. Social Emotional Health

- a. Each building will have clear expectations for student behavior.
- b. Behavior supports will include building administrators, certified counselors and school psychologists
- c. Mental health protocols for students

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p>Security:</p> <ol style="list-style-type: none"> 1. Existing security and safety systems in working order and up to date to ensure a secure learning environment. 2. Create and implement building and district level crisis and safety plans. 3. The District will continue its partnership with the Jefferson County Sheriff's Department, specifically in regards to having an SRO on campus. 4. The District will annually evaluate cybersecurity threats and needs and address each accordingly. 5. District staff will be trained yearly in safety and security procedures. 6. Nightlock security devices will be installed in each classroom district-wide. 	Ongoing	BOE Superintendent Assistant Superintendent Maintenance Department Technology Department Building Administrators	District budget Jefferson County Sheriff's Department	On-going
<p>Crisis Plan:</p> <ol style="list-style-type: none"> 1. Revise and update Crisis Plan annually. 2. Provide training to staff on Crisis Plan components. 3. Provide Intruder Safety Training on a bi-annual basis. 4. Enact Crisis Plan drills multiple times through the school year. 	August 2024 Ongoing	Assistant Superintendent? Nursing Staff Special Services Director Social Worker Counselors	ASPEN ComTrea	On-going
<p>Nursing Staff:</p> <ol style="list-style-type: none"> 1. Hiring criteria will include RN and BSN for incoming nurses. 2. Building nurses will be responsible for communicating responses to: <ul style="list-style-type: none"> a. EpiPen usage b. CPR (as appropriate) 				

<ul style="list-style-type: none"> c. AED usage d. Epilepsy e. Seizures 				
<p>Facilities:</p> <ol style="list-style-type: none"> 1. District facilities will be maintained at a level of cleanliness to ensure staff and student health. 2. District buildings are designed to ensure safety, functionality, and accessibility. 3. District facilities will be improved to adequately provide for all students and staff. 4. The District will monitor and maintain work order completion to keep facilities up and working properly. 5. The District will monitor and maintain all systems (HVAC, equipment, energy, etc.) on a regular basis. 6. Storm shelters will be added to any new construction. 	Ongoing	Superintendent Assistant Superintendent Maintenance Building Administrators	District budget; Facilities Plan	On-going
<p>SEL:</p> <ol style="list-style-type: none"> 1. Buildings will review and revise student handbooks annually. 2. District will provide training in supporting students with emotional and behavioral needs. <ol style="list-style-type: none"> a. Character Education b. Other programs 3. The District will place a priority on increasing staff that directly support students and staff in their mental health needs (social workers, counselors, etc.). 4. The District will communicate community mental health resources to families on a yearly basis. 	Ongoing	Superintendent Assistant Superintendent Special Services Director Curriculum Director Counselors Social Worker School Psychologists Building Administrators Teacher Leaders	District budget; EducationPlus; CharacterPlus	On-going