Shell Knob School District #78

Comprehensive School Improvement Plan

Revised January 2017
Adopted January 19, 2017

Shell Knob School District #78
Board Members and Administration
2016-2017

Bob Stewart – School Board President

Roger Pinnell – School Board Vice-President

Jackie Backes – School Board Member

Steven Crandall– School Board Member

Bob Grassino – School Board Member

Rusty Rickard – School Board Member

Howard Trimble – School Board Member

Shelly Fransen – Superintendent/Principal

Chris Conyac – PreSchool Director/Assistant Principal

Brenda Smith – Board Secretary

Revision Team CSIP
(January 3, 2017)

Dr. Shelly Fransen - Admin

Rhonda Wheeler - CT

Ethan Farr - Coach

Millie Thompson-Krug - Primary

David Robertson - MS

Kendra Richter - Former Student/Staff

Angie Hueback - Library

Dalton Anderson - Student

Robin Smith - Front Office

Zach Denton - Former Student

Jackie Backes - Bd member

Peggy Wobbema - Community Member

Twila Harrison - Community Member

Emily Pryor - Parent

Mary Cooper - Cafeteria

Mitch Ermey - Facilities

Ethan Dias - Student

Duke Denton - Wellness

Lisa Fielder - PreSchool

Jan Everett - Specials

A Brief History of Shell Knob School

The 19th century westward migration into Southwest Missouri was fed by rumors of abundant wildlife and gushing springs in the hills of the Ozarks. In 1835, Henry and Elizabeth Yocum Schell built a trading post where the White and Kings rivers meet, at the foot of a prominent hill. During their ten years there, a mapmaker came through the area and named it Schell's Knob. Decades later, when the postmaster registered the name, the "c" was left out, and since none of the Schells remained in the community, no one argued about the misspelling, so the town became Shell Knob.

In 1872, a 20' by 20' log cabin school was built in Old Shell Knob by the Epperly & Cupps Store. By 1888, the town had outgrown the log school, so a new 24' by 36' lapboard building was erected just east of the current school. In 1930, an addition was made to that building. Finally, in 1939, a four-room stone building was completed and served grades one through ten. With a dwindling population in the 1940's and 1950's, several small one-room school houses in the area were closed, and all school-aged children in the community were sent to Shell Knob School. This building is still used for a Title I Reading, Parent as Teachers, and Charger Time which is our after school program. Also housed in the old Rock Building are the 4 year old Preschool room, Fungeon (an indoor Recess area also used in case of tornados) and a workout area for staff.

In 1960-61, the school had two teachers and 30 students. With the completion of Table Rock Dam and the lake in 1961, the community began to grow rapidly. By 1969, a cafeteria was added to the school. A few years later, another classroom and two restrooms were added.

By 1977-78, the small rock building handled about 130 students. The basement level housed the kindergarten, remedial reading, special education, two classrooms and the office. The upper level held sixth, seventh, and eighth grades, and the library.

The school's first gymnasium and a music room were added in 1980, along with a wing of classrooms now used by kindergarten, first, second, third, fourth, and fifth grades. The original gym is now the cafeteria and library and the old music room is now the computer lab and Assistant Principal's office. The new gym, the current music room, and the art room were added in 1993, and in 1997 the junior high building was completed.

In 2002, two buildings were added on the north end of campus that are now used as the preschool and early childhood education department.

In the spring of 2008, a library addition was added to meet MSIP guidelines. Summer of 2009 marked the completion of the gym floor and the addition of new playground equipment. Also, at this time, renovations began on the old rock building.

With a student body of approximately 130 K-8 and another 32 PK students, the school has a faculty and staff of about 40 people, making it the largest employer in the community. The faculty and staff place value on giving their students the best possible environment to gain the tools they will need to achieve their highest potential as adults.

What does SKS do really well

we support our children and families.

caring staff, student needs, educational

students are first

physical activity

we have good safe facilities,

have a safe environment

collaborate

academic readiness

provide current computer technology

teachers care for students

high academic standards

teach, care, and provide

the staff work well together.

go above and beyond for students

informed staff

caring education

student involvement

teach provide care after school provi

support the children of our community

staff is supportive take care of the children

food bag program discipline

collaboration joyful teachers

technology encourage

individual student attention

extracurricular activities

strong sense of community

take care of the kids. provide support to families and students

highly qualified faculty & staff

What can SKS do better

hands on learning

vertical & horizontal communication

life skill development highschool readiness comunication bet

higher expectations teaching work ethics community

listen

life skills/social skills

community involvement

communicate life skills

educate families/community

promote parents participation

nurture before lecture

involve parents to be positive role mode

communicate, student responsible,

Acronyms

CSIP – Comprehensive School Improvement Plan
MSIP – Missouri School Improvement Plan
MAP – Missouri Assessment Program
SBRR – Scientific Based Reading Research
GLE – Grade Level Expectation
PD – Professional Development
5 Components of Reading
1. Phonemic Awareness
2. Phonics
3. Fluency
4. Comprehension
5. Vocabulary

School Improvement Plan For Shell Knob School   Date January 2017

Goal: 1	Student Performance- To develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
Objective: 1	The district will increase the percent of students who meet their annual growth target on the NWEA assessment from 52 % to 70% in mathematics and 53 % to 70% in communication arts by the 2018-2019 testing period. Student growth will be calculated based on Fall to Spring assessment data.
Data Sources:	NWEA or other formative assessment
Baseline:	Spring 2015- Student Growth Summary Report

Strategy In what general ways can you move key elements of the problem in order to achieve the target goal?	Activity (Action Plan) What will occur in order to accomplish the strategy and reach the target goals?	Timeline Start Date & End Date What is the approximate time frame for implementation?	Person Responsible Who is the primarily responsible for coordinating the key actions?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/Resources What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will this action be funded?	Progress/ Status Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments, assessment planning, and benchmarks.
Use SBRR Curriculum Have Uninterrupted instruction time Provide Tutoring/Interventions	Activities will directly support the 5 Components of Reading After- school tutoring Differentiated instruction Small group reading Use testing data to see areas of concern	Continuous	Classroom Teachers Title I Staff Administration MAP Coordinator	Needs Assessment Survey Observations to determine Professional Development Focus	Title I Funds Books compiled in central location and leveled	Next Step Guided Reading Assessment MAP NWEA or other formative assessment Benchmark tests at the beginning, middle, & end of the school year in each subject area Progress Monitoring

School Improvement Plan For Shell Knob School   Date January 2017

Goal: 2	Student Performance- To develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
Objective: 1	To increase the amount of time researched based educational programs are used to support classroom learning.
Data Sources:	Data gathered from formative assessments
Baseline:	January 2017

Strategy In what general ways can you move key elements of the problem in order to achieve the target goal?	Activity (Action Plan) What will occur in order to accomplish the strategy and reach the target goals?	Timeline Start Date & End Date What is the approximate time frame for implementation?	Person Responsible Who is the primarily responsible for coordinating the key actions?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/Resources What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will this action be funded?	Progress/ Status Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments, assessment planning, and benchmarks.
Teachers will look at the data and analyze student performance in order to determine the best strategies to implement for each student.	Staff will spend time looking at assessment data from different sources in order to make scientifically based decisions about instruction and curriculum	Trial basis spring 2017

2017-2018 school year | classroom instructors

Title I Instructors

Administration | PD on ways to involve data decision making in instruction and curriculum decisions | Local Funds | |

School Improvement Plan For Shell Knob School   Date January

Goal: 3	Parent and Community Involvement- To promote, facilitate, and enhance parent, student and community involvement in educational programs.
Objective: 1	To provide opportunities for Parents and Community to take part in school activities.
Data Sources:	School/Community Involvement committee
Baseline:	2016-2017 C.S.I.P.

| Strategy | Activity | Timeline | Person | Professional | Cost/Resources | Progress/ Status |
In what general ways can you move key elements of the problem in order to achieve the target goal?	(Action Plan) What will occur in order to accomplish the strategy and reach the target goals?	Start Date & End Date What is the approximate time frame for implementation?	Responsible Who is the primarily responsible for coordinating the key actions?	Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will this action be funded?	Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments, assessment planning, and benchmarks.
Create more opportunities for the parents and community members to share in our educational journey	Counselor will create a Career of the Month program for the 17/18 school year with possible sample program during spring 2017. Information about school activities will be provided to both the Chamber and the Alliance of Churches Webpage and Facebook page will be linked with the chamber	Spring 2017 - Trial run 2017-18 school year Spring 2017 Spring 2017	Counselor District Superintendent or appointed Liaison Communication Liaison	Awareness of program Procedures to give input and suggestions for improvement or ideas for involvement	Cost will be minimal but will come out of local funds when needed.	