

# Mid-Buchanan R-V School District



## Continuous School Improvement Plan

2022 – 2027

Board Adopted: 07/18/2022

## **Mid-Buchanan R-V Mission**

**'To prepare ALL students to become successful, productive citizens through learning each day'**

## **Mid-Buchanan R-V Vision**

**'The vision of our district is to be regarded as the leader in setting the standard for excellence in education'**

## **Mid-Buchanan R-V Beliefs**

- **Our District believes that all students have the opportunity to learn at the highest levels through challenging and relevant content.**
- **Our district believes in the recruitment, retention, and recognition of high-quality teachers and staff.**
- **Our district believes in a culture of accountability and growth for all Dragons to include students, staff, and community.**
- **Our district believes in promoting a culture where all students and staff feel safe and supported academically, physically, emotionally, and socially.**

## CSIP Planning Team Members

Student – Cali Wheeler  
Student – Lenora Brumm  
Student – Cayne Noyes  
Parent – Sarah Rudkin  
Parent/PTO President – Traci Magee  
Parent/Business Leader – Mona Brumm  
Grandparent/Business Leader – Julie Barnett  
JH/HS Teacher – Ashley Schmitz  
Elementary Teacher – Amanda Heimbaugh  
JH/HS Teacher – Jake Rumpf  
Elementary Title Reading Teacher – Paige Burns  
JH/HS Counselor – Aubree Raines  
Technology Integration Specialist – Lindsay Fritz  
Technology Director – Ace Powell  
Special Services Director – Julie Coon  
Elementary Principal – April Campbell  
Elementary Asst. Principal – Ashley Kountz  
JH/HS Principal – Dr. Allison Kreifels  
JH/HS Asst. Principal/Activities Director – Chris Kendrick  
Board of Education Vice-President – Kim Smith  
Board of Education Member – Cindy Rumpf  
Superintendent – Jay Albright

\*The CSIP planning team began working collaboratively in early February of 2022. The group engaged in four full team meetings over the course of 2.5 months. The district's administrative team met multiple times in between full group meetings to review and communicate updates to the full team prior to the next full group meeting. The planning committee and administrative team used the following data sources through the process to define goals and action steps:

- MSIP6 Guidance Document
- MAP/EOC assessment data
- Local reading assessment data
  - Really Great Reading
- S.T.A.R. Reading
- DESE Report Card
  - Enrollment Data
  - Attendance Data
  - Graduation Data
  - Salary Comparison Data
- ASBR
  - District Financial Data
- Culture/Climate Survey Data (locally developed)

### Mission/Vision/Beliefs

One of the first tasks for the planning team was to develop our 'Beliefs'. This was done in small groups and grew into larger collaborative dialogue within the whole group. The list of 'Beliefs', mutually agreed upon by the planning team, then seg-wayed into the development of the district's new vision of being regarded as a leader in setting the standard for excellence in education.

Through the planning process, the CSIP planning team also reconnected with the district's mission statement through intentional dialogue about the meaning of the words within the statement. This is something each building has already been doing the past several years to ensure decisions are being made reflective of our mission. Our mission has been communicated and celebrated within our community, so the planning team did not feel it was necessary to reinvent our current mission statement as it is already deeply rooted into our culture and environment.

### Goals and Action Steps Development

Prior to working through the process of developing SMART goals and action steps, the team worked collaboratively to identify key priority areas to guide the work of creating goals and strategies aligned to MSIP6 standards. The five key priority areas agreed upon by the planning team were:

1. High Quality Teachers and Staff
2. Student Success
3. Health and Wellbeing
4. Dragon Engagement
5. Facilities and Resources

The group then worked in smaller, collaborative teams on SMART goal ideas for each priority area. Each team's goals were captured in a live document for others to review. District and building level data, listed on the previous page, were also reviewed and discussed to pinpoint areas of focus to help with the design of SMART goals and action steps. Educational equity was ensured by the engagement of dialogue within the planning team about all student groups that exist within our mission to 'prepare ALL students to become successful, productive citizens through learning each day'. Through this process, a vast number of goals and action steps were brought to the surface. In between full group planning sessions, the administrative team worked to refine the full team's priorities into the SMART goal format and align the goals to action steps. As each adjustment was made, that information was shared with the entire planning team for review and comments.

Three priority areas then emerged as the most critical areas to focus for developing SMART goals and actions steps. We quickly recognized we simply could not include

every single SMART goal and action step and ensure implementation at a high level of fidelity.

The three key areas of focus that emerged were:

1. High Quality Teachers and Staff
2. Student Success
3. Health and Wellbeing

‘Dragon Engagement’ was identified as an area that the team believed could be embedded within each of the priority areas. Each SMART goal has included within it a short narrative focused on the intent of the district to ensure student and family engagement.

The following 5 SMART goals were then developed from the 3 most critical key priority areas articulated by the team. They are as follows:

1. **High Quality Teachers and Staff:** *By fall of 2025, the district will retain and attract 100% “highly qualified” certified staff per DESE certification standards.*
  - a. This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting in September and April of each fiscal year.
2. **Health and Wellbeing:** *By spring of 2025, 100% of students and staff will be provided strategies to support social and emotional wellbeing.*
  - a. This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular

monthly meeting in October and March of each fiscal year.

**3. Student Success:** *Students will show a 5% achievement increase annually in areas of Math, ELA, and Science by Spring 2025 based upon local and state level achievement assessment data.*

- a. This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting immediately following the receipt of local and state level student achievement data.

**4. Student Success:** *100% of students will be college and career ready by their respective graduation date starting no later than the class of 2025 through the current use of student Individual Career & Academic Plans (ICAP).*

- a. This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting in May of each fiscal year.

**5. Student Success:** *By fall of 2024, 100% of all preschool aged children within district boundaries will have access to high quality early learning experiences through engaging in the Parent as Teachers program and/or Preschool program.*

- a. This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting in January of each fiscal year.

**\*Three of the five SMART goals are intentionally centered on ‘Student Success’ to ensure that staff, administration, and the Board of Education is advocating for the CSIP plan to remain focused on academic preparation.**

## Monitoring Processes

**\*The district's professional development plan, technology plan, early learning plan, building level success plans, assessment plan, ESEA consolidated plan, wellness plan, counseling plan, and annual budget will reflect the key priorities of the continuous school improvement plan. These plans will be presented to the Board of Education for final approval with vetting from the Board on alignment to the CSIP. The above listed plans will be reviewed, adjusted, and presented to the Board:**

- Professional Development Plan – September 2022
- Building Level Success Plans – September 2022
- Technology Plan – February 2023
- Early Learning Plan – May 2023
- Assessment Plan – October 2023
- Counseling Plan – December 2023
- ESEA Consolidated Plan – July (annually per federal program requirements)
- Annual Budget
  - Budget Message – June (annually)
  - Final Budget – September (annually)

**Fidelity will be monitored by ensuring the above listed plans are placed on the Board of Education meeting agenda at the respective times listed above. Information about the plans will then be included in the district's monthly community newsletter and posted to the district's website, [www.midbuchanan.k12.mo.us](http://www.midbuchanan.k12.mo.us), to**

**ensure transparency with parents and community members.**

**\*Key stakeholders of this process will reconvene in May of each fiscal year to review and progress monitor the work of the district towards meeting the SMART goals within the CSIP. During the annual stakeholder progress monitoring session; the team will celebrate successes, discuss areas of concern, and consider the addition of SMART goals once another goal has been met. This information will then be presented to the Board of Education for their consideration in June of each fiscal year. The district budget can then be further developed to ensure support of needed resources reflected within addition of added SMART goals.**

**\*Grade level and building level data teams will consistently review student learning data, which may include:**

- Classroom formative and summative assessment data
- Benchmark assessment data (NWEA)
- Really Great Reading data
- MAP/EOC assessment data

**Data that are collected, reviewed, and monitored will be discussed in conjunction with building level 'student support teams' to establish interventions needed to support struggling learners. Equity and access will focus**

on the individual needs of ALL students as it pertains to formative and/or summative achievement data.

Classroom RTI, small group supports, tutoring, and home supports will be utilized to increase student learning capacity and achievement.

**\*Priority Standards and Proficiency Scales have continued to be developed, aligned to the Missouri Learning Standards, and guide instructional planning and implementation. These documents are “living” documents that are reviewed and adjusted as needed based upon student achievement data. All classroom teachers are expected to follow any and all Board approved priority standards and proficiency scales with fidelity to ensure equitable access for ALL students to high quality, engaging, and rigorous instruction. Classroom observation and evaluation processes documentation will allow building level administration to monitor the planning, implementation of, and improvement of research based instructional strategies as it relates to priority learning standards and proficiency scales. Research based instructional strategies will be reflective of high performing practices supported in the research of Marzano, Hattie, and Rutherford. The Board of Education is tasked with the review, discussion of, and final approval of these documents prior the start of each school year. The Board’s engagement with this process will ensure the Board’s focus on academic preparation for ALL students.**

#### **\*Budgeting and Resources**

The Board of Education and Superintendent will work in tandem to allocate sufficient funding to ensure resources are available to meet the needs of ALL students. Through the consistent CSIP review process, budget planning will reflect the resources needed in all classrooms and programs to ensure equitability across the district in regards to academic needs and the social and emotional wellness needs of students and staff. The Board of Education and superintendent are dedicated to careful budget planning to ensure staff salaries and benefits remain competitive in the area to continue to attract and retain high quality staff.



# Mid-Buchanan R-V School District

## Continuous School Improvement Plan 2022-2027

<b>Priority: High-quality teachers and staff</b>				
<b>Goal:</b> By fall of 2025, the district will retain and attract 100% “highly qualified” certified staff per DESE certification standards.				
<b>Purpose and Monitoring:</b> To ensure the district is attracting and retaining high quality teachers to positively impact student learning and achievement levels. Monitoring will be conducted by quarterly updates to the Board of Education regarding progress towards the action steps listed below.				
<b>Dragon Engagement:</b> The district will engage staff by encouraging and supporting further educational opportunities to build capacity that will lead to higher levels of instructional impact and student engagement.				
Action Steps	Person(s) Responsible	Funding Source	Projected Completion Date	Plan Alignment
Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices (Marzano, Hattie, Rutherford) to increase student learning capacity	Superintendent, Building Principals, Staff members, Tech Integration Specialist	State and Local	Continuous	PD Plan, District Budget, Technology Plan
Increase the Bachelors to Masters spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees	Superintendent and Board of Education	State and Local	Fall 2025	District Budget
Explore options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance	Superintendent, Building Principals, CTA	State and Local	Spring 2024	District Budget
Develop and conduct an annual survey for all staff regarding pay, benefits, and the culture/climate of each respective building and school district	Superintendent, Building Principals, CTA	NA	Spring 2024	PD Plan, District Budget

**Priority: Health and wellbeing**

**Goal:** By spring of 2025, 100% of students and staff will be provided strategies to support social and emotional wellbeing.

**Purpose and Monitoring:** To ensure that adequate support and resources are equitably disseminated to all students and staff to support social and emotional well-being across the district. Monitoring will be conducted by bi-annual updates to the Board of Education by the counseling department.

**Dragon Engagement:** The district is dedicated to communicating to parents the resources being provided to students and staff to support health and wellbeing. Through the community newsletter and social media, the district will communicate resources available to families that may need support outside of the school environment (this is already happening and will continue).

Action Steps	Person(s) Responsible	Funding Source	Projected Completion Date	Plan Alignment
Decrease student to counselor ratio, per MSIP6 standards, with the implementation of a 6-9 counseling position	Superintendent BOE	Local	Fall 2023	Counseling Plan
Re-engage and evaluate the impact of the Wellness Committee to improve physical and emotional health for staff	Counselors, Building Principals, Nursing Staff, Wellness Committee	Local	Spring 2025	District Wellness Plan
Explore more research based social, emotional, and behavioral programs to stay current in best practices for supporting student and staff emotional wellbeing	Counseling Team, Building Leadership Teams PBIS team Preschool team	Local, Federal	Spring 2025	District Wellness Plan, Counseling Plan
Continuation of investment in the licensed clinical social worker position and expand to full-time position to further support students and staff	Superintendent BOE	Federal and Local	Fall 2023	District Wellness Plan, Counseling Plan
Onboard new staff to ensure awareness of current resources available to support their health and well-being and student health and well-being	Wellness Committee, Nursing Staff, Principals	Local	Winter 2023	District Wellness Plan, Counseling Plan

**Priority: Student success**

**Goal:** Students will show a 5% achievement increase annually in areas of Math, ELA, and Science by Spring 2025 based upon local and state level achievement assessment data.

**Purpose and Monitoring:** To utilize a research based program (NWEA) and MAP/EOC achievement data to track student growth at multiple times throughout the year. Data will be collected, communicated to teachers, and utilized by data teams to make instructional decisions and adjustments, as needed, to distinct content priority standards and proficiency scales. Student data will be presented by building level administrators to the Board of Education following each benchmark assessment (fall, winter, spring).

**Dragon Engagement:** Student learning data will be communicated to parents following each local benchmark assessment. This will be communicated through reports made available to each parent of a child being assessed. Per DESE requirements, MAP and EOC achievement data will be communicated to parents. Fall and spring Parent/Student/Teacher conferences will engage parents and the child in dialogue with the teachers about achievement data from the above listed assessment platforms.

Action Steps	Person(s) Responsible	Funding Source	Projected Completion Date	Plan Alignment
Training for teachers on how to utilize the NWEA platform and help students set achievement goals	Building Administrators, Teachers	Local	Fall 2022	Assessment Plan
Embedded staff collaboration time to discuss NWEA MAP Growth throughout the year	Building Administrators, Teachers	Local	Spring 2023	PD Plan
Communicate student growth in Math, ELA, and Science (if tested) to parents utilizing the family report aligned to testing windows three times a year	Teachers, Building Administrators	Local	Annually * October * January * April	Building Level Plans
Utilize research based strategies (Really Great Reading, LETRS) to focus on foundational skills grades PreK -8	Teachers, Title I Reading Specialist	Local	Spring 2023	Building Level Plan
Develop a reading intervention plan for junior high and high school levels to include identification, intervention, and evaluation of efforts for improving literacy	Reading Specialist, High School Principal, JH/HS Literacy Team	Local	Fall 2023	Building Level Plan

**Priority: Student success**

**Goal:** 100% of students will be college and career ready by their respective graduation date starting no later than the class of 2025 through the current use of student Individual Career & Academic Plans (ICAP).

**Purpose and Monitoring:** To ensure the district is providing equitable access to career and college exploration to support student decision making processes for future planning. Monitoring will be focused around ICAP information and assessment information that is aligned with each student's specific career and/or college goals.

**Dragon Engagement:** The district will communicate to parents their child(ren)'s ICAP information and welcome parent input/feedback. The district will engage with parents, community members, and alumni to have them come into share career experiences with students (this has already started).

Action Steps	Person(s) Responsible	Funding Source	Projected Completion Date	Plan Alignment
Provide opportunities for secondary testing preparation based on student needs per individual student ICAP plans (ASVAB/PSAT/ACT/etc.) by Spring 2023	High School Administrator and Counselor	Local	Spring 2023	Building Level Plan
Research for implementation of Project Lead the Way programs at the secondary level	Superintendent, High School Administration, Counselor	Local, State	Fall 2024	Building Level Plan, District Budget
Explore more elective course offerings and career readiness experiences for students	High School Administration, Counselor, Students	Local, State	Fall 2024	Building Level Plan
Implement a career experience graduation requirement for all students to complete at least one field experience to include an internship, certification program, job shadow, or apprenticeship in order to increase challenging and relevant content and experiences	High School Principal and High School Counselor	Local	Fall 2025	Building Level Plan
Implement a comprehensive K-12 Gifted Program	Superintendent, EL and HS Administration	Local, State	Fall 2023	Building Level Plans, District Budget

**Priority: Student success**

**Goal:** By fall of 2024, 100% of all preschool aged children within district boundaries will have access to high quality early learning experiences through engaging in the Parent as Teachers program and/or Preschool program.

**Purpose and Monitoring:** To ensure the district is connecting to families and early learners to provide resources and learning supports to ensure ALL children are Kindergarten ready. Data will be collected through parent surveys, Parents as Teachers, and the Mid-Buchanan Preschool program to monitor student learning levels and individual needs.

**Dragon Engagement:** The district will strategically host parent engagement activities to connect young families with the school district (i.e. literacy nights, holiday fun events, P.A.T. group workshops).

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Projected Completion Date</b>	<b>Plan Alignment</b>
Work with Parents as Teachers to increase communication of the program and to increase student involvement in school events and programs by Spring 2023	Preschool Director, Special Services Director, Elementary Principal	Local	Spring 2023	Early Learning Plan
Explore preschool programming schedules to meet the needs of 3 and 4 year olds living in the district by Fall 2023	Preschool Director, Special Services Director, Elementary Principal	Local	Fall 2023	Early Learning Plan