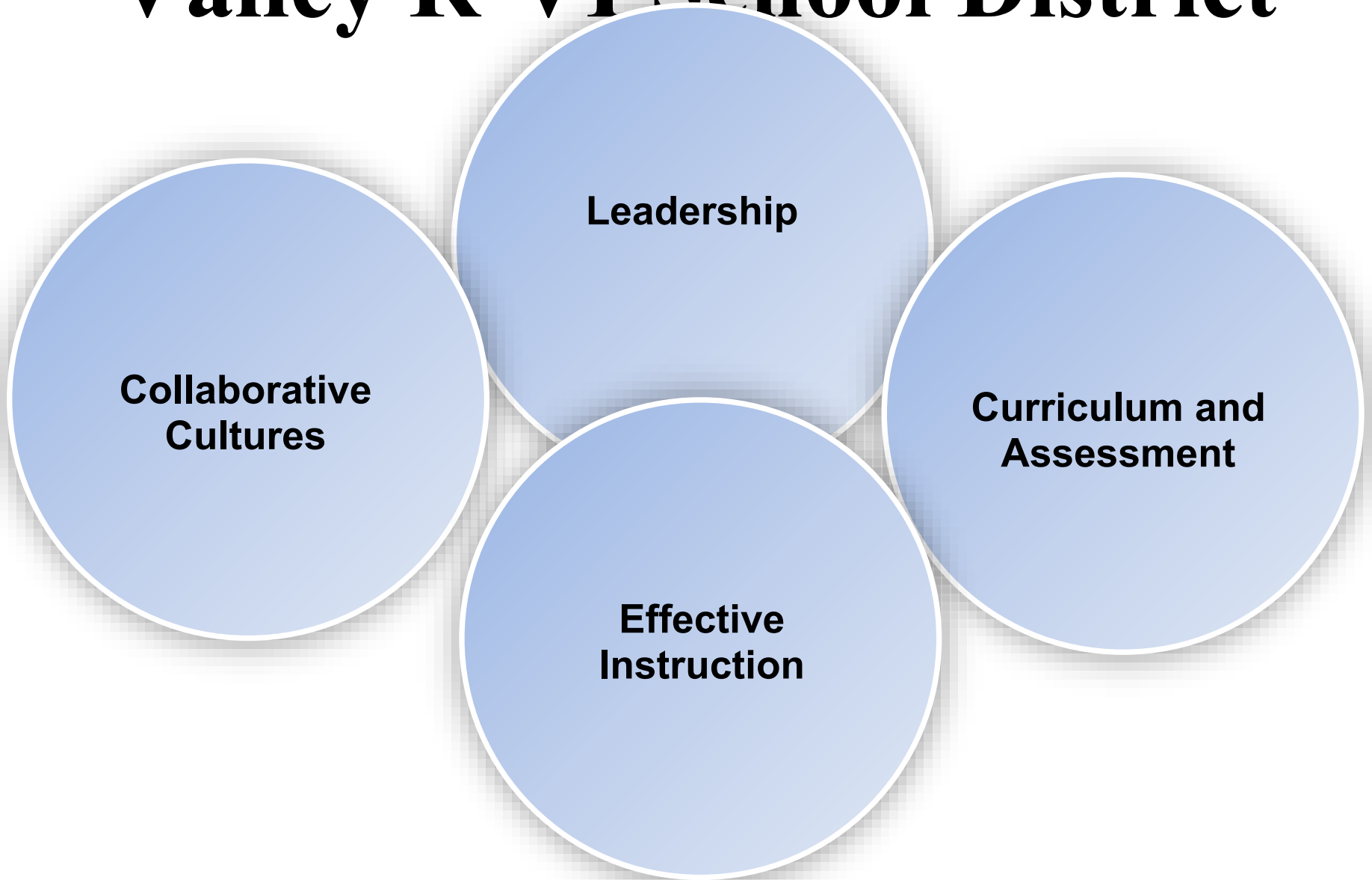


# Valley R-VI School District



## Comprehensive School Improvement Plan

Updated August 1st, 2022

**Comprehensive School Improvement Plan (CSIP)  
School Year: 2022-23**

<b>Date:</b> 8/1/22	
<b>District Plan</b>	<b>District Name: Valley R-6 School District</b> <b>County/District Code: 110-031</b>
<b>Comprehensive School Improvement Team</b>	
<b>Name</b> <b>Position</b>	
<b>Jason Samples</b> <b>Blake Yount</b> <b>Jamie Warden</b> <b>Caleb Tiefenauer</b> <b>Caley Yount</b> <b>Alex Nash</b> <b>Sara Bays</b>	<b>Superintendent</b> <b>District Board Member</b> <b>Principal</b> <b>Principal</b> <b>Title I CA Teacher/Title I Coordinator</b> <b>Title I MA Teacher</b> <b>Counselor</b>
<b>Planning Process:</b>	The Regional School Improvement Team will meet to build a common understanding of the school improvement process. Information has been gathered from APR, local assessments, and MAP assessments to be used in the school improvement process. The team will make data-driven decisions to determine improvement goals for the district. The team will research best practices in the area of school improvement to improve learning in each goal area. Goals aligned with student achievement will be developed. The action plans will be implemented and monitored over the next three years. The district's professional development days will be used to guide the implementation of the CSIP plan. The CSIP plan will be revised annually based on student achievement.
<b>Beliefs/Vision:</b>	At Valley R-6 School District, we believe it is our responsibility to work with all stakeholders to ensure our students receive an education that will provide them with the skills to be successful not only at school, but in life.
<b>Mission Statement:</b>	Preparing Students Today for the Challenge of Tomorrow
<b>APR/Local Assessments:</b>	<ul style="list-style-type: none"> <li>• According to the recent APR data, academic achievement in the area of Communication Arts and Mathematics has continued to decline and progress has been inconsistent the past three years. Attendance for the district has continued to increase the past three years. Academic Achievement in the areas of College and Career Ready and Advanced/Postsecondary Placement has continued to decline and progress has been inconsistent the past three years. The Graduation Rate for the district shows an increase in 2022, but the overall rate has been inconsistent the past three years.</li> <li>• Local assessments used are Star Reading and Star Math for the elementary and Study Island for the junior high and high school. Local assessments show continued progress in the area of student achievement. At the elementary level, 80% of students are in the Proficient/Advanced level for Reading and 79% of students are in the Proficient/Advanced level for Math.</li> </ul>

<p><b>Internal/External Factors:</b></p>	<ul style="list-style-type: none"> <li>● Internal: The Title I Needs Assessment survey shows that stakeholders on average give the elementary school an overall rating of B (based on an A,B,C,D,F grading scale). The surveys show in order of importance that stakeholders want the <b>elementary school to continue</b> to have remedial help and tutoring provided to students, better communication between school and home, and continued professional development for staff. At the junior high/high school, the counselor gave the Missouri Guidance Planning Survey to junior high and high school students and parents. The survey showed that junior high students were most concerned with obtaining information (such as information on colleges), followed by educational skills and career exploration. Junior high parents were concerned with educational skills, followed by personal strategies and transition skills. High school students were most concerned with educational plans, followed by career exploration and obtaining information. High school parents had a four-way tie. They were concerned with educational skills, career exploration, obtaining information and employment readiness.</li> <li>● External: Our free/reduced lunch rate is <b>typically around 50%</b> for the district. Our district has always been somewhat transient, but it has come in waves (at the beginning of the year, before/after Christmas break, and before state standardized testing). This past year, we experienced students moving in and/or out of our district throughout the year. At the elementary we had 57 students enroll and 50 <b>dropped</b> from our enrollment during the past year. At the junior high and high school, we had 35 students enroll and dropped 27 from our enrollment during the school year.</li> </ul>
<p><b>Prioritized Needs:</b></p>	<ul style="list-style-type: none"> <li>● Enhance quality educational programs to improve student achievement.</li> <li>● Provide appropriate research-based instructional resources.</li> <li>● Engage students in rigorous instruction driven by technology-enriched curriculum.</li> <li>● Promote parent, student, and community involvement in the District.</li> <li>● Recruit and retain highly qualified staff.</li> </ul>

## Leadership

**An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to**

Provide and maintain appropriate research-based instructional resources, support services, and functional and safe facilities.

The District wants to improve in the area of efficiency and operational effectiveness.

- The District will provide facilities that foster the best and safest learning environment for 100% of students.
- The District will provide a safe learning environment for 100% of students by working in consultation with state and local government representatives, parents, staff, students, and community-based organizations.
- The District will meet the technological needs of students and staff and will integrate into the curriculum appropriate instructional programs to improve student performance to meet AYP goals and support staff efficiency.

**Funding Source(s):** Local Funds, Title IV.A, Title II.A, Title V

**MSIP Standard(s):** I-7.1, I-8.2, I-8.3, I-8.4, I-8.6, I-11.2, I-11.3, I-11.4, I-11.5, I-11.6

- Staff Sign-In Sheet of trainings
- Annual Discipline Report for all buildings
- Record of Capital Projects completed

<b>60 Days:</b> 1. The District will provide training to staff on bullying, confidentiality, violence prevention, harassment, student searches, supervision, and mandated reporter training.	8/15/22	Building Principals	MUSIC Faculty Handbook	<input type="checkbox"/>
<b>90 Days:</b> 1. The RtI Team will develop an intervention plan to help identify appropriate interventions for students who are at-risk of educational failure. The intervention plan will be a guide of intervention strategies available at each level to help struggling students before considering a referral for special services or an alternative learning program.	8/1/2022	Building Principals Title I teachers	Research-based intervention strategies	<input type="checkbox"/>
<b>Long Range:</b> 1. The District will continuously evaluate facilities and maintenance needs. 2. The District will continue the enhancement of safety and security in all district facilities through the installation of cameras in buildings and parking lots as needed. 3. The District will provide appropriate levels of funding to maintain appropriate and functional technology systems, including infrastructure, hardware, and software needs for staff and students.	7/1/22	Superintendent Building Principals Safety Coordinator	List of capital project needs for each building	<input type="checkbox"/>

## Collaborative Cultures

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

**SMART Goal:**

Recruit, attract, develop, and retain highly qualified staff to carry out the District mission, goals, and objectives.

**Rationale:**

The District wants to prepare, develop, and support effective educators.

**Researched Based Strategy(ies) for Implementation:**

- The District will establish professional development standards and opportunities for teachers and administrations to develop their capacity to effectively integrate technology into teaching and learning at least 30% of the time.
- The District will provide a high quality mentor program for new certificated staff.

**Funding Source(s):** Local Funds, Title V

**MSIP Standard(s):** TL-2.1, TL-2.2, TL-2.7, TL-2.8, G-3.2

**Measurable Adult Behaviors:**

- Curriculum to Include Technology-Enhanced Instruction
- Schedule of mentoring programs
- Schedule of professional development opportunities for staff

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<p><b>60 Days:</b></p> <p>1. Teachers will use up-to-date technology tools and resources to support curriculum objectives.</p> <p>2. Tools and resources are readily available for teacher and student use, as well as training in the use of tools and resources.</p> <p>3. The District will provide specific guidelines and timelines for first and second year mentoring programs.</p> <p>4. Additional professional development days will be included in the calendar.</p>	9/1/22	Building Principals Teachers PDC Coordinator Superintendent	Technology Tools Technology Resources Curriculum Mentoring guidelines	<input type="checkbox"/>

<b>SMART Goal:</b>				
Promote, facilitate, and enhance parent, student, and community involvement in District educational programs.				
<b>Rationale:</b>				
The District wants to utilize all stakeholders to ensure all students graduate college and career ready.				
<b>Researched Based Strategy(ies) for Implementation:</b>				
<ul style="list-style-type: none"> <li>The District will provide electronic communication for 100% of parents and guardians.</li> <li>The District will develop and enhance opportunities by 20% for parents, students, and community to be involved in the education programs of the district.</li> </ul>				
<b>Funding Source(s):</b> Local funds				
<b>MSIP Standard(s):</b> I-3.4, I-11.1, I-11.3, G-4.4, G-6.2				
<b>Measurable Adult Behaviors:</b>				
<ul style="list-style-type: none"> <li>A log of parent contact kept by teachers to be turned in at the end of the school year to the building principals</li> </ul>				
<b>Action Steps</b>	<b>Start Date</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Complete/Date</b>
<b>60 Days:</b> 1. Each school will conduct an Open House/Meet the Teacher Night and at least one parent/teacher conference during the year. 2. The junior high/ high school requires advisory teachers to contact the parents of each of their students at the beginning of the year with a positive and introductory phone call.	8/15/22	Principal Teachers	Student/Parent Handouts School Supply List Handbooks	<input type="checkbox"/>
<b>90 Days:</b> 1. An annual Parent/Student Orientation will be held for 7 <sup>th</sup> grade students and parents 2. Each building will ask parents to participate in a Student/Parent/Teacher Compact.	8/15/22  10/27/22	Principal Counselor Jr. High teachers	Student/Parent Handouts Student/Parent/Teacher Compact	<input type="checkbox"/>
<b>Long Range:</b> 1. The District will use the Blackboard Connect program, District Facebook Page, and District Website to notify all guardians/parents as needed to keep them informed of school activities. 2. Each building will use various types of media, newsletter, radio broadcasts, newscasts, school website, etc. which will highlight activities at each grade level, recognize students, and include a calendar of events.	8/15/22	Superintendent Principals Teachers	TextCaster School/Teacher Websites Calendar of Events	<input type="checkbox"/>

## Curriculum and Assessment

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

**SMART Goal:**

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

**Rationale:**

The District wants all students to graduate college and career ready.

**Researched Based Strategy(ies) for Implementation:**

- The District will develop and implement an RtI (Response to Intervention) Team at the junior high and high school. (An RtI Team already exists at the elementary level.)
- Students in the 8<sup>th</sup> Grade create a career plan with the guidance of the counselor.

**Funding Source(s):** Title IV.A, Local Funds

**MSIP Standard(s):** I-3.1, I-3.2, I-3.3, I-3.5, I-6.3, I-6.4

**Measurable Adult Behaviors:**

- RtI meeting dates scheduled throughout the year
- Student documentation of intervention plans for at-risk students
- Schedule of professional development opportunities for staff

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<p><b>60 Days:</b> 1. The RtI Referral process and intervention strategies will be reviewed with all staff.</p>	8/15/22	Building Principals	Research-based intervention strategies	<input type="checkbox"/>
<p><b>90 Days:</b> 1. The RtI Team will develop an intervention plan to help identify appropriate interventions for students who are at-risk of educational failure. The intervention plan will be a guide of intervention strategies available at each level to help struggling students before considering a referral for special services or an alternative learning program.</p>	8/1/22	Building Principals Title I teachers	Research-based intervention strategies	<input type="checkbox"/>
<p><b>Long Range:</b> 1. The RtI Team will meet at least once every 7 weeks to review referrals, determine interventions to be implemented, and monitor progress of RtI students. 2. All staff will be provided with professional development opportunities in the areas of meeting the academic needs of at-risk students. 3. All 8<sup>th</sup> grade students create a four-year plan that aligns with a chosen career goal. This plan is revisited each year and revised as needed.</p>	9/1/22	Building Principals Title I teachers Classroom teachers Counselor	Research-based intervention strategies Progress monitoring tool	<input type="checkbox"/>

**Researched Based Strategy(ies) for Implementation:**

- The District will improve academic performance of all students in order to meet Adequate Yearly Progress in all subgroups and to meet all MAP/EOC standards on the district’s Annual Performance Report.
- 80% of all students will master 85% of Communication Arts and Mathematics grade level objectives by the conclusion of the 2022-23 academic year.

**Funding Source(s):** Local Funds, Title II.A

**MSIP Standard(s):** R-1.1, R-1.2, R-2.1, R-2.5, R-3.2, TL-2.6, I-1.1, I-1.2, I-1.3, I-1.4, I-1.5, I-1.6, I-1.7, I-1.8, I-1.9, I-2.1, I-2.2, I-2.3, I-2.4, I-3.3, I-3.5, I-4.2, I-4.4, I-5.2, I-5.3, I-5.6

**Measurable Adult Behaviors:**

- Adequate Yearly Progress measures
- Annual Performance Report
- Progress monitoring for students

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<p><b>60 Days:</b></p> <p>1. K-12 will create a yearly plan of instruction for the year. Teachers will develop a yearly outline of units to be taught, objectives, and Missouri Learning Standards to be covered.</p> <p>2. Research-based instructional strategies will be implemented district-wide. Continue implementation of RtI and differentiated instruction. The elementary will continue implementation of CBL (Comprehensive Balanced Literacy).</p> <p>3. Strategies will be researched and implemented district-wide to increase instructional Depth Of Knowledge and to improve students’ critical thinking skills.</p>	9/1/22	Building Principals Teachers	Missouri Learning Standards Research-based instructional strategies Depth of Knowledge	<input type="checkbox"/>
<p><b>90 Days:</b></p> <p>1. The principals and teachers will analyze MAP/EOC achievement data, including, but not limited to, Clear Access Data, Mastery Manager, Item Benchmark Descriptions, Longitudinal Studies, and Disaggregated Data Reports, to determine areas of concern.</p>	9/1/22	Building Principals Teachers Title I teachers Counselor	MAP/EOC achievement data MAP/EOC reports	<input type="checkbox"/>
<p><b>Long Range:</b></p> <p>1. Students in grades K-12 will attend tutoring for the purpose of remediation with requirements based upon individual school performance standards.</p> <p>2. Teachers will incorporate MAP/EOC-style performance activities/assessments and test taking strategies into instruction in all subject areas.</p> <p>3. The District continues to align curriculum to the Missouri Learning Standards</p>	9/1/22	Building Principals Teachers Title I teachers	Research-based intervention strategies Acuity 12 Ways to Answer a MAP Question (district-created) Missouri Learning Standards	<input type="checkbox"/>

**Effective Instruction**



**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:**

All students will engage in rigorous instruction driven by technology-enriched curriculum that meets students' assessed needs, results in high levels of academic achievement and performance, and fosters lifelong learning.

**Rationale:**

The District wants all students to graduate college and career ready.

**Researched Based Strategy(ies) for Implementation:**

- The District will implement Student Learning Objectives (SLOs) beginning 2022-23.
- Teacher observations will be conducted district-wide by building administrators using the Missouri Educator Evaluation System.
- The District will provide time for staff collaboration and professional development during the school year.

**Funding Source(s):** Local Funds, Professional Development

**MSIP Standard(s):** TL-1.1, TL-1.2, TL-2.1, TL-2.2, TL-2.3, TL-2.4, TL-2.5, TL-2.6, TL-2.8, I-1.5, I-2.1, I-2.2, I-2.3

**Measurable Adult Behaviors:**

- Documentation of Student Learning Objectives
- Documentation of teacher observations
- Schedule of professional development opportunities for staff

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<p><b>60 Days:</b>  <b>1.</b> Teachers will have common plan periods during the school year to collaborate on instruction.  <b>2.</b> There are half days built into the calendar for professional development in the areas of differentiated instruction and developing units of writing to align with Missouri Learning Standards.</p>	8/15/22	Superintendent Building Principals Teachers	Book-Lucy Calkins' Units of Study in Argument, Information, and Narrative Writing Book-Leading and Managing A Differentiated Classroom Book-Assessment and Student Success in a Differentiated Classroom	<input type="checkbox"/>
<p><b>90 Days:</b>  <b>1.</b> Student Growth Data (SLOs) will be collected on all teachers, at all grade levels and in all content areas.  <b>2.</b> Teachers will be observed a minimum of 8 times a year and provided meaningful feedback and guidance to enhance the instruction for students.</p>	9/1/22	Building Principals Teachers	Acuity Study Island Star Assessment	<input type="checkbox"/>
<p><b>Long Range:</b>  <b>1.</b> Revise curriculum annually based on results of the Student Growth Data.</p>	9/1/22	Building Principals Teachers	Missouri Learning Standards Student Growth Data MAP/EOC Data	<input type="checkbox"/>