

East Buchanan C-1



*Continuous School
Improvement Plan (CSIP)*

*Board Approved:
September 18, 2023*

Table of Contents

<u>CSIP Information</u>	3
<u>CSIP Committee Members</u>	3
<u>CSIP Committee Members, continued</u>	4
<u>Planning Process</u>	4
<u>Belief Statements</u>	5
<u>Vision</u>	5
<u>Mission Statement</u>	5
<u>Key Issues</u>	6
<u>Prioritized Needs</u>	6
<u>Description of Equity of Educational Experiences</u>	6
<u>Unique Characteristics of District/Charter</u>	7
<u>Leadership</u>	8-10
<u>Effective Teaching and Learning</u>	11-12
<u>Collaborative Climate and Culture</u>	13-15
<u>Data Based Decision Making</u>	16-17
<u>Alignment of Standards, Curriculum and Assessment</u>	18-19
<u>Equity and Access</u>	20-21
<u>Other</u>	22-23

Continuous School Improvement Plan (CSIP)

Date: September 29, 2023		
<input checked="" type="checkbox"/> District/Charter Plan District/Charter Name: East Buchanan C-1		
County/District/Charter Code: 011-076		
<i>or</i>		
<input type="checkbox"/> School/Charter Plan	Building/Charter Name:	Building/Charter Code:
Grades Served: PK-12		
Date of Board approval: September 18, 2023		
Superintendent Signature:		

CSIP Committee Members

Name	Position
1. Melea Atha	Parent
2. Ken Pike	Mayor
3. Corey Klein	Parent, Business Owner
4. Randy Frye	Pastor
5. Bill Terry	Community Member
6. Betsy Campbell	Business Owner, Parent of EB alumnus
7. Rachel Smith	Business Owner, Parent of EB alumnus
8. George Watts	Pastor
9. Seth Mason	Pastor
10. Bob Elliott	Community Member, Parent of EB alumnus
11. Andrea Walkup	Teacher, Parent of EB alumnus, DLT
12. Leigh Anne Sharp	Teacher, Parent of current EB students, DLT
13. Sheila McMillen	Teacher, Parent of EB alumnus, DLT
14. Cori Elms	Curriculum Director, Parent of current EB students, DLT
15. Doug Miller	High School Principal
16. Rebecca Schilling	Middle School Principal
17. Josh Barker	Elementary School Principal
18. Jade Lewis	Teacher, Parent of current EB student, DLT
19. Chris Painter	Teacher, DLT
20. Amy Kelsey	Teacher, Parent (current and alumnus), DLT
21. Amber Kriley	Teacher, Parent of current EB students, DLT
22. Tabatha Craft	Teacher, Parent of current EB students, DLT
23. Heidi Shoemaker	Special Services Director
24. Eric Wright	Technology Director
25. Deanna Mathews	Counselor, Parent (current and alumni), DLT

CSIP Committee Members, continued

Name	Position
26. Jodie Parkhurst	Teacher, Parent of EB alumni, DLT
27. John Newell	Superintendent
28. Dean Walkup	Board President
29. Jesse Fisher	Board Vice President
30. Andrea Wilson	Board Member
31. Lori Caylor	Board Member
32. Ryan Harper	Board Member
33. Kyle McCoy	Board Member
34. Beth Gregory	Board Member

Planning Process

Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan:

Data has been collected from several sources (surveys, assessment data, facilitated discussion, individual stakeholder meetings) to inform the planning process. The District Leadership Team, which is comprised of teachers from across the District, spent a full day reflecting on the status of our District, our core beliefs, and on where our status and beliefs do and do not align.

Out of this beginning, conversations were taken to the Admin Team, whole staff, and the Board of Education. Additionally, superintendent met with several community members/leaders to learn about their perspective on the District and what they believe needs to be improved.

This has been the start of a cyclical process that we will use as part of a continuous improvement plan. Throughout development of the goals of the plan, the DLT, Admin Team, Staff, and Board have been engaged in a recursive process of creation and review.

The Board will be involved in the accountability plan by receiving a minimum of quarterly updates about the plan during regular Board Meetings.

Staff will be given information and the ability to provide feedback through: Building Staff Meetings, The Monthly Staff Newsletter, Direct Communication from superintendent/principals, and through the District and Building Leadership Teams.

Community stakeholders will be informed through: The District Newsletter, Direct Communication from the District, and Regular Board of Education Meetings.

Belief Statements:

- All students are capable of learning.
- We have an impact on students.
- We are responsible for creating equitable opportunities for students.
- We provide safe environments for students (physically and emotionally)
- We grow, “whole,” student
- We hold our students and ourselves to high expectations.

Vision:

Foundation-Cultivation-Ignition-Innovation

Foundation: Laying the groundwork for success

Cultivation: Guiding and Encouraging

Ignition: Providing Inspiration

Innovation: Sparking critical thinking and creativity

Mission:

Family, Community and School Working Together for the Success of All

Key Issues:

Issues identified from annual performance data and local assessments:

- Student Group achievement—across content areas/buildings
- Student Growth—all students and student group across content areas/buildings

Issues identified from internal and external factors (e.g. survey):

- Behavior Intervention Planning
- Social/Emotional Learning
- RTI at all levels
- Building Improvements
- Attracting/Retaining Teachers
- Consistent Communication

Prioritized Needs for the District/Charter/School:

1. Increasing student growth in all areas
2. Social/Emotional Learning
3. Attracting/Retaining high quality staff
4. Creating comprehensive communication plan
5. Facility Planning

Description of equity of educational experiences:

Due to our size, equity of experience often comes in the form of everyone having the same experience. To improve equity of experience, we need to develop ways to expand our offerings and meet the individual needs of students in a more strategic manner. The focus of our improvement plan in regards to equity is centered on reading. Since reading is foundational to all academic success, it is critical that all students have a strong foundation of reading and are capable of reading on grade level.

The District has invested in the NWEA program to help assess status and monitor growth of individual students. The level of data that will now be available will allow us to create RTI actions that are appropriate for individual students and monitor their effectiveness in short intervals. The goal is to remove barriers and overcome obstacles to have equitable experiences of all students.

Unique Characteristics of District/Charter:

East Buchanan is uniquely situated between St. Joseph and Kansas City. We are a small rural community; however, our proximity to larger metropolitan areas provides opportunities for our students and community members that are not typical of many rural Missouri areas. Our goal is to leverage these opportunities to our advantage and to make sure that we are helping students realize their full capabilities.

Leadership:

Leadership is comprised of the following descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety

SMART Goal: The District will create, through a collaborative effort of the administration, staff, school board, and community, a comprehensive communication plan that addresses: communication channels, emergency communication, social media, climate/culture information, and engagement of all stakeholders in the communication process. A draft plan will be complete by the end of December 2023 and a final plan approved by March of 2024.

Rationale:

1. Communication is the foundation of all relationships, both internal and external.
2. Perception is the reality of individual stakeholders.
3. All goals of the District have a connection to communication.
4. Only by having effective, ubiquitous communication can we:
 - a. Tell our full story
 - b. Receive timely and useful feedback
 - c. Keep our stakeholders informed and engaged
 - d. Work together with all stakeholders for continuous improvement

Evidence Based Strategies for Implementation:

1. Utilize authentic, active engagement throughout the creation process to increase understanding of the why and how of the plan. This also allows for commitment through ownership versus buy-in.
2. Create metrics for success prior to implementation.
3. Implement and monitor using pre-created metrics.
4. Modify as needed based on feedback/experience.

5. Set up scheduled review and modification cycle.

Funding Source(s) The majority of the work will be done by existing staff, paid with state and local funds. Additional costs will be covered by local funds. Funds are included in the FY24 budget for communication and the intention is to continue to fund communication efforts.

MSIP indicator(s):L8A L8B
L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. Review and catalog all existing District communication channels 2. Gather stakeholder input on communication needs 3. Create priorities/goals to be included in plan 4. Create committee (or utilize existing committees) to work on plan	10/1/2023	Superintendent Building Administration Board of Education	Existing staff and material resources of the District	<input type="checkbox"/> Goal for completion is 10/16/2023

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
60/90 Days: 1. Research effective communication strategies and review example plans 2. Customize best practices to the needs of the District 3. Create full communication plan draft	10/16/2023	Superintendent Assigned Committee(s) Building Administration Board of Education	Existing staff and material resources of the District Collaboration with other school districts Missouri Association of Secondary Administrators	<input type="checkbox"/> Goal for completion is 12/18/2023
Long Range: 1. Have comprehensive communication plan approved by Board 2. Implement plan with fidelity 3. Monitor implementation/adjust	1/3/2024	Superintendent Assigned Committee(s) Building Administration Board of Education	Existing staff and material resources of the District	<input type="checkbox"/> Goal for completion is 3/18/2024

Effective Teaching and Learning:

Effective teaching and learning is comprised of the following descriptors: success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

SMART Goal: The district will increase the number of early childhood students served, either through ECSE or as an Integrated Peer, from 1 ECSE student to 15 ECSE and/or Integrated peers within the 2023/2024 school year.

The District will complete a Feasibility Study to determine options for expanding Early Childhood opportunities to all preschool age children within the district.

Rationale:

- Through individual meetings with key community stake holders
- Through community surveys
- Kindergarten Observation Form (KOF) Data indicates deficits in areas of Language and Literacy, Social Emotional Development and Formative Items

Evidence Based Strategies for Implementation: Early Childhood Education has consistently been shown as one of the highest return on investment activities a District can undertake to improve academic outcomes for students. The District has implemented the Integrated Peer Model for the 23/24 school year. Since Early Childhood Education is highly beneficial for all children, we are exploring how we can expand these opportunities to more students.

Funding source(s): State/Federal reimbursements for Integrated Peer Model. Local funds for feasibility study.

MSIP indicator(s):

TL2 - The school system ensures the birth through pre-kindergarten population has access to high-quality early learning experiences.

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. Preschool Screening 2. Identification of potential students for the program. 3. Purchase of curriculum	July 2023	Parents as Teachers Educator Speech Pathologist Director of Special Services Curriculum Director Early Childhood Special Education Teacher ECSE Paraprofessional	Really Great Reading Emerging Language & Literacy Curriculum Dial 4	<input type="checkbox"/>
60/90 Days: 1. Feedback from current Integrated Peer Families 2. Professional Development 3. Continuous screening and placement of students	September 2023	Parents as Teachers Educator Speech Pathologist Director of Special Services Curriculum Director Early Childhood Special Education Teacher ECSE Paraprofessional	Really Great Reading Emerging Language & Literacy Curriculum Dial 4 NWRPDC PDC Survey	<input type="checkbox"/>
Long Range: 1. Feasibility Study 2. Funding Sources 3. Facility Needs 4. Staffing Needs	November 2023	Parents as Teachers Educator Speech Pathologist Director of Special Services Curriculum Director Early Childhood Special Education Teacher ECSE Paraprofessional Superintendent	Internal Staff Resources DESE Website Site Visits	<input type="checkbox"/>

Collaborative Climate and Culture:

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent, guardian involvement.

SMART Goal: The District will assess the climate and culture of each building and implement age-appropriate strategies to ensure that there is continuous culture improvement throughout the district. The district will utilize the Plan-Do-Study-Act model to have ongoing monitoring of the culture and implementation of improvement strategies.

The Goal of the District is to have a climate and culture at all levels that:

1. Is accepting of all individuals
2. Is premised on the ideal that all students have intrinsic value and are capable of learning
3. Fosters collaboration between colleagues, students, and all stakeholders
4. Is physically and emotionally safe
5. Combines high expectation with appropriate support
6. Celebrates excellence, growth, creativity, innovation, and worth of all individuals

The District has utilized and will continue to utilize the DESE surveys for students, staff, and parents. The District also utilizes the NEE principal survey that is completed by staff members. Spring 2023 data will be used for baseline. The District will look for improving trends across all categories, and especially in the areas of social/emotional health and conflict resolution.

NEE and DESE/MU surveys will be utilized annually at a minimum. Additionally, the District will utilize narrowly-focused surveys to assess and address specific concerns as they arise.

Rationale:

1. DESE survey results from Spring of 2023 indicate that behavior is a concern of parents and students at all levels.
2. Individual stakeholder meetings with the superintendent in Spring of 2023 revealed a concern among several with social/emotional health and behavior.
3. Individual stakeholder meetings with the superintendent in Spring of 2023 revealed concern for making sure all students/staff feel valued/included.

Evidence Based Strategies for Implementation:

A collaborative climate and culture has long been recognized as an essential element of the most effective schools and institutions. Getting authentic feedback on a regular basis is a critical step in this process. It is also critical to respond to that feedback and use proven strategies for building a collaborative culture, such as:

- Shared Leadership
- Data-Based Decision Making
- Authentic Engagement with Stakeholders
- Ensuring physically and emotionally safe environments

Funding Source(s): The costs are included in state/local funding for staff and in local funding used to participate in NEE. Supplies should be minimal and will be paid from District supply accounts.

MSIP Standard(s): CC2
The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. Comprehensive review of existing survey data determine baselines in each category. 2. Creation of groupings of survey items into meaningful categories. 3. Administer Fall 2023 DESE survey to students, staff, and parents	10/1/2023	Superintendent Building Administrators	DESE survey	<input type="checkbox"/>

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<p>60/90 Days:</p> <p>1. Develop specific action items to address needs identified in analysis of data.</p> <p>2. Analyze Fall 2023 data once available.</p> <p>3. Implement actions based on Spring and Fall 2023 data and other local data points.</p>	11/6/2023	<p>Superintendent</p> <p>Building Administrators</p> <p>Building Leadership Teams</p> <p>District Leadership Team</p>		<input type="checkbox"/>
<p>Long Range:</p> <p>1. Enshrine the process of continuous climate/culture assessment and improvement into District's collective conscious</p>	1/3/2024	<p>Superintendent</p> <p>Building Administrators</p> <p>Building Leadership Teams</p> <p>District Leadership Team</p>		<input type="checkbox"/> Ongoing

Data Based Decision Making:

Data based decision making is comprised of the following descriptors: data submission, continuous and innovative improvement, climate and culture data, and collaborative teams.

<p><i>SMART Goal:</i></p>	<p>The East Buchanan School District will increase the number of students who have shown growth in Math as measured by the NWEA Assessment, from 40.6% of students who are at grade level or above to 55% of students at grade level or above by the end of the 2023/2024 school year. Goals will be reevaluated on an annual basis.</p> <p>The East Buchanan School District will increase the number of students who have shown growth in ELA as measured by the NWEA Assessment, from 44.6% of students who are at grade level or above to 60% of students who are at grade level or above by the end of the 2023/2024 school year. Goals will be reevaluated on an annual basis.</p>
<p><i>Rationale:</i></p>	<p>From review of our MAP data and district assessments, information was lacking and not providing the information necessary to inform instruction and to track a student's development over the years.</p> <p>NWEA is a K-12 system allowing the district to track students Math and ELA data across grade levels and over multiple years. The data can be sorted by gender, ethnicity, and programs. This data is more specific to students' skills and areas needing introduction, development and reinforcement.</p>
<p><i>Evidence Based Strategies for Implementation:</i></p>	<p>Implementing Formative Assessment and affiliated RtI with fidelity will be essential to the success of this goal. The NWEA provides a powerful tool to use in this process; however, it will be the efforts of individual staff and collaborative teams of staff that will determine the level of success the District is able to achieve with this goal. To this end, the District will use best practices of professional development to introduce, support, monitor, and revise the process using the data provided by NWEA testing and the appropriate responses to the data.</p> <p>Funding Source(s): Local funds MSIP Indicator(s): DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.</p>

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
Completed Steps: 1. Research assessment companies 2. Board Approval 3. Purchase District Wide Assessment	Spring 2023	Curriculum Director Building Administrators Assessment Committee School Board	NWEA	Completed Summer 2023
30/45 Days: 1. Onboard/training of staff on how to administer assessment and how to read reports and data	8/15/2023	Curriculum Director Building Administrators Teachers Students	NWEA NWRPDC	<input checked="" type="checkbox"/> September 18, 2023
60/90 Days: 1. Determine student needs and placement 2. Family and Community Education 3. Planning of RTI lessons and Data Teams for All Staff	9/18/2023	Curriculum Director Building Administrators Teachers	NWEA NWRPDC Florida Institute Georgia	<input type="checkbox"/>
Long Range: 1. Continue training for staff on student goal setting 2. Reassess in Winter and Spring to reevaluate RTI placement 3. Evaluate effectiveness of interventions 4. Analyze relationships between NWEA and MAP outcomes	December 2023	Curriculum Director Building Administrators Teachers	NWEA PDC NWRPDC	<input type="checkbox"/>

Alignment of Standards, Curriculum and Assessment:

Alignment of standards, curriculum and assessment are comprised of the following descriptors: viable curriculum aligned to the Missouri Learning Standards, and assessment aligned to the Missouri Learning Standards.

SMART Goal: The district will align formative and summative assessments with the Missouri Learning Standards through the use of the Curriculum Revision Cycle.

By May of 2024, the scope and sequence of all courses K-12 will be reviewed, refined, and placed on the District's website for public review.

By May of 2026, a complete curriculum map for all courses including pacing guidelines will be completed.

Rationale: Better communication with District Patrons

MAP/EOC Data along with Item Analysis Report demonstrate a need to evaluate alignment of standards and assessments

Evidence Based Strategies for Implementation:

1. Curriculum should be created by teaching staff with support from curriculum director and informed by best practices
2. Curriculum development should be informed by approved learning standards
3. Continuous Plan, Do, Study, Act model of implementation for maximizing effectiveness of curriculum on student outcomes

Funding Source(s): Local/State Funds
 MSIP Standard(s): AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. Curriculum Check List 2. HMH Training 6 th – 12 th 3. Gains Model (Building Leadership)	August 2023- September 2023	Curriculum Director Building Administrators Teachers	NWRPDC HMH	<input type="checkbox"/> August 16, 2023
60/90 Days: 1. Gains Model (District Wide) 2. Instructional Strategies 3. Learning how to utilize DESE resources	October 2023	Curriculum Director Building Administrators Teachers	Item Specs (DESE) MOLEAP Blocks (DESE) NWRPDC MSTA	<input type="checkbox"/>
Long Range: 1. Curriculum Mapping Training and Implementation 2. BOY, MOY, EOY Assessments 3. Assessment Training	October 2023	Curriculum Director Building Administrators Teachers	NWEA Proficiency Scales NWRPDC Vertical Teams	<input type="checkbox"/>

Equity and Access: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

Equity and access is comprised of the following descriptors: academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.

<i>SMART Goal:</i>	The district will see growth for students who have a reading success plan in the targeted focus areas of reading. Growth data from the 23-24 SY will be used as baseline data. Growth goals for 24-25 SY and beyond will be set using the baseline data.
<i>Rationale:</i>	<ul style="list-style-type: none"> • Reading is foundational for success in all academic areas • MAP assessment data and NWEA data show that we have a high number of students not on grade level for reading • All students, from all demographic groups need strong reading skills
<i>Evidence Based Strategies for Implementation:</i>	<p>The Reading Success Plan are an evidence-based intervention that allows for the District to target resources at our students who are most at-risk of struggling academically due to reading skills that are not on grade level.</p> <p>Assessment data will allow for the tracking of students on success plans to determine level of effectiveness and what changes are needed.</p> <p>Funding Source(s): Local/State funding MSIP indicator(s): EA4</p> <p>The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.</p>

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. NWEA Training of Teachers/Admin 2. Benchmark Assessment 3. Data Team training for Building Leadership Teams	August 2023	Curriculum Director Building Administrators Teachers	State Funding NWEA Professional Development Substitutes NWRPDC	<input type="checkbox"/> September 15, 2023
60/90 Days: 1. NWEA Essential Report Training 2. Data Team meetings 3. RTI Groupings 4. Additional resources for Data Collection for struggling readers	September 2023	Curriculum Director Building Administrators Teachers	NWEA Professional Development PDC	<input type="checkbox"/>
Long Range: 1. Developing Progress Monitoring and Small Group instruction 2. Data Team training for entire staff 3. RSP Training and implementation 4. MOY/EOY Benchmark Assessments 5. NWEA Goal Setting training	November 2023	Curriculum Director Building Administrators Teachers	NWEA Professional Development NWRPDC PDC	<input type="checkbox"/>

Other:

Districts/Charters may choose to add other measures – ex. Social-emotional, capital projects/building facilities, all hazards plan, etc.

SMART Goal: The District will create a comprehensive facility planning guide for short, medium, and long-term goals of the District. The guide will be developed with stakeholder input in collaboration with the Board of Education. The guide will be ready for initial implementation in January 2024 and will be reviewed and updated at least quarterly.

Rationale: The District has many needs and wants for facility improvements/additions. The District also has ongoing maintenance needs for all existing facilities. Financial and time resources are not unlimited; therefore, it is critical that the District have a comprehensive plan to prioritize the expenditure of capital funds and prioritization of time utilized by staff members to make improvements. A strong plan gives a guide to base tough financial decisions on, and provides a basis for what does not get done.

It also helps keep the focus on the priorities set forth with deliberation and thought when a new opportunity presents itself. The new opportunity can be judged against the existing priorities. The District has been engaged in this process for a few years; however, it has been mostly centered on the Board. A comprehensive plan will allow for more communication and engagement with staff and community members.

Evidence Based Strategies for Implementation: The District will use best practices of communication and engagement to ensure that input from all stakeholders is considered in the creation of the plan.

Funding Source(s): *Local funds*

MSIP indicator(s):

L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
30/45 Days: 1. Survey staff to gather input on what priorities they have for facility improvements. 2. Survey community on projects they would like to see completed. 3. Get list from Board of desired projects to be completed.	10/1/2023	Superintendent Building Principals	District Electronic Resources (Google Forms, Email, etc.)	<input type="checkbox"/>
60/90 Days: 1. Schedule work session with Board of Education to determine priorities. 2. Draft plan. 3. Board review/feedback on draft plan.	11/1/2023	Superintendent Board of Education	District Electronic Resources (Google Forms, Email, etc.)	<input type="checkbox"/>
Long Range: 1. Create final plan. 2. Board approves final plan. 3. Implement plan. 4. Review/update plan at least twice per year.	1/3/2024	Superintendent Building Principals Board of Education	District Electronic Resources (Google Forms, Email, etc.)	<input type="checkbox"/>