



Calhoun R-VII School District

Comprehensive School

Improvement Plan 2024-2029

(CSIP)

Calhoun R-VIII School District Mission & Vision

The Calhoun R-VIII School District Mission was reviewed by the Comprehensive School Improvement Team during the CSIP revision process. The CSIP team determined the current Mission still holds value for our stakeholders as it reflects the goals and values that our school represents and aims to nurture.

The **MISSION** of the Calhoun R-VIII School District is **Preparing Motivated, Responsible, Productive, and Lifelong Learners**

The **VISION** of the Calhoun R-VIII School District is **To ensure all students have a quality education and sense of direction.**

Calhoun R-VIII School District **believes:**

- In accountability and responsibility of everyone involved in the educational process.
- We believe in developing relevant learning opportunities for each student.
- We believe that current technology is imperative to prepare students in the future.
- We believe seeking and retaining student-centered faculty and staff is essential.

BACKGROUND & DEVELOPMENT

Ensuring each Student achieves excellence is an exciting challenge for our students and community. The Calhoun R-VIII School District is committed to producing future-ready students and excellent educators, as growing opportunities and the expansion of technology pushes us to learn and think differently about how we prepare our children for success in life.

Our team embraced the challenge to design our future in the 2024-2029 Calhoun R-VIII School District Continuous School Improvement Plan (CSIP). We identified critical opportunities for focus over the next five years. The CSIP represents priorities for improvements to existing practices as well as new initiatives of focus. The CSIP is a fluid document that will continue to be refined and developed. The district will be updating our CSIP members annually on the completion of strategies and goals as we move toward completion of this CSIP.

Working together, we will continuously improve and achieve excellence in our five focus areas:

- ★ Future-ready Students
- ★ Excellent Educators
- ★ Culture of Safety & Well-Being
- ★ Responsible Governance
- ★ Community Engagement

The CSIP results from a comprehensive and collaborative development process, inclusive of stakeholders throughout the Calhoun community. Over the course of several months, the team collaborated to create an ambitious plan for continuous improvement. The team was represented by all critical stakeholder groups, including students, parents, business leaders, community leaders, staff, teachers, counselors, administrators, and board of education members. Additionally, data analysis was conducted using the following artifacts:

Internal Information

- School Report Card
- Annual Performance Report
- District Needs Assessment
- MAP Assessment Information
- iReady
- Special Education Report
- Culture and Climate Survey for staff and students

External Information

- Revised Missouri Learning Standards
- School Demographic Information
- Revisions from State and Federal laws
- State Funding Resources
- Culture and Climate Survey for parents/community/students

The Calhoun R-VIII School District CSIP Plan for 2024-2029 was established to align with the latest edition of the Missouri School Improvement Plan, MSIP-6, from the Department of Elementary and Secondary Education (DESE).

CSIP Development Team	
Mr. Shane Stocks	Superintendent
Mrs. Stacy Rusche	Instructional Coach/Teacher/Community Member
Mr. Ron Kreisel	Community Member/Retired Teacher
Mr. Tim Holman	School Counselor/Teacher
Mrs. Laura Shriner	Title 1 Teacher
Mr. Mike Lamb	Middle School Teacher
Mrs. Ladonna Burgen	Special Education Teacher
Mr. Chuck Fields	Community Member/Parent
Mrs. Kim Cooper	School Board President/Parent
Mrs. Anita Calhoun	Elementary Teacher

CSIP Timeline

July 2023	Board of Education review and discussion of current CSIP and renewal needs
July 2023	Meeting dates determined
July 2023	CSIP team developed
August 2023	The CSIP Team met to work on the mission and vision statements. Belief statements were developed.
August 2023	The CSIP Team met for SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The current CSIP and available data and resources were reviewed by the committee. The Mission and Vision were finalized.
September 2023	The CSIP Team met. Members identified top priorities and SMART goals (Specific, Measurable, Achievable, Relevant, Time-Bound) for each priority.
September	The CSIP Team continued working on smart goals and developing action steps. Metrics and measurements were developed for each SMART goal
October 2023	The CSIP Team and Board of Education reviewed the preliminary CSIP
November 2023	Superintendent presented the CSIP plan to the Board of Education. The BOE approved the CSIP plan.

NEEDS ASSESSMENT

The Calhoun R-VIII School District uses needs assessments to systematically examine performance gaps as well as identify and prioritize the needs that must be addressed to improve categorical outcomes for all students. These data points also assist the district in identifying gaps between current conditions (what is) and desired outcomes (what should be); prioritizing gaps or needs; implementing strategies, practices, and evidence-based interventions aligned to the identified gaps or needs; and targeting resources to address the identified gaps or needs. The needs assessments provide alignment between data points and determined goals within the CSIP. The following data points are used within the needs assessment process:

- Deploying District Continuous Improvement Climate and Culture Surveys to stay abreast of stakeholder concerns and global shifts in expectations:
 - Students Survey (grades 3-8)
 - Parent/Guardian Survey
 - Faculty and Staff Survey
 - District Patrons Survey
 - Professional Development Survey
 - Needs Assessment
 - State/Interim/Local Assessments and Data points
 - Developmental Indicators for the Assessment of Learning Fourth Edition(DIAL 4)
 - Locally Created Common Formative Assessments, Pre-tests, and Post-tests aligned to grade-level Missouri Learning Standards (K-8)
 - Heggerty Phonics (K-4)
 - iReady Diagnostic and Growth Monitoring Reading and Math (K-8)
 - Grade-Level MAP Data (3-8)
 - Behavior Referrals (K-8)
 - Individual and District-wide Attendance Tracking (K-8)
 - At-Risk Data (K-8)
 - Homeless Data (K-8)
 - Title I Surveys (K-8)
 - Reading Success Plan (K-6)

DISTRICT CONTINUOUS IMPROVEMENT CLIMATE AND CULTURE SURVEY

The Calhoun R-VIII School District has developed locally-designed climate and culture surveys to measure perceptions in areas such as communication, environment, school-family partnerships, school/student safety, inclusion, equity, behavioral expectations, academic expectations, extra-curricular/co-curricular activities, facilities, collaborative partnerships, parent/guardian involvement, and social/emotional well-being. Surveys are voluntary and anonymous. The goal of the surveys is to ensure a positive school climate to help the faculty, staff, and students feel socially, emotionally, and physically safe in our schools. The District Continuous Improvement Climate and Culture Surveys will be used each fall annually to collect perceptions from students, parents, faculty and staff, and patrons of the Moberly School District. This data will help building and district leaders identify areas of success through categorical growth as well as determine areas where improvements could be made or where additional resources are needed. Building and district leaders, in collaboration with the Board of Education, will then use the data collected from the surveys to guide the District in developing and monitoring CSIP goals, objectives, action steps, data points, progress, completion, and funding. The locally developed surveys include the required essential survey indicators requested as outlined in MSIP 6.

CSIP MONITORING AND REPORTING

The Superintendent is responsible for overall monitoring of the CSIP to ensure progress monitoring is used to assess the plan performance, to quantify the rate of improvement based on goals and objectives, and to evaluate the effectiveness of the progress in order to make recommendations for improved objectives, action steps, and strategies. In addition, the Superintendent is responsible for informing the Board of Education on CSIP progress in order to drive decision making and funding consideration. The Superintendent along with the board will utilize the CSIP as a guide in developing the budget to address identified outcomes. The board will be updated on ongoing CSIP goals quarterly in addition to being updated annually on academic performance. This process provides direct and explicit communication between the Board of Education and the District Leadership Team to ensure a highly engaged BOE within the CSIP monitoring process.

ADDITIONAL PLANS

The following plans are monitored and reviewed/revised annually in order to meet the needs of the stakeholders in the district as well as to ensure compliance with state/federal mandates and requirements. Plan revision and/or updates are presented to the Board of Education annually.

- District Wellness Plan
- District Assessment Plan
- District Curriculum Development Plan
- District Professional Development Plan
- District Literacy Plan
- District Mentoring Program Plan
- District Continuous Improvement Climate and Culture Survey Calendar
- District ESEA/Title Plans
- Safety Plan

SWOT Analysis Results

SWOT analysis was conducted to determine the Strengths, Weaknesses, Opportunities, and Threats to the district. During the 2023 CSIP planning process, the following areas were identified in the SWOT analysis:

Strengths:

- Low turnover
- Small class size
- Content certified teachers
- Technology
- Facilities
- Safety
- Updated curriculum and materials
- Strong and supportive school board

Weaknesses/Opportunities:

- Lacking business partnerships
- Everyone wears multiple hats/stretched thin
- Collaboration time limited
- Parent involvement
- Lack of activities
- Low academics/student motivation

Threats:

- Funding
- Legislature
- Teacher shortages
- Bus driver shortages
- Substitute teacher shortages

District Goal 1: Future Ready Students

Strategy 1.1: District MAP/EOC scores will show cohort growth annually.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
<p>Review, update and approve curriculum and ensure alignment vertically and horizontally.</p> <ul style="list-style-type: none"> Teachers meet vertically annually to review data and work on curriculum development. Teachers will focus on aligning priority standards. Use MAP data to assist in curriculum alignment. 	<ul style="list-style-type: none"> *Vertical team agendas *Working curriculum *Board approved curriculum *Collaborative Learning Time 	<ul style="list-style-type: none"> *Supt *Instructional Coach *Teachers 	<p>Completed and BOE approved by June 2028 with due dates for subjects annually</p> <ul style="list-style-type: none"> *ELA June 2025 *Math 2026 *Science 2027 *Social Studies 2028 	Local, State, Title 1
<p>Provide teachers with professional development to support research-based instruction based on needs assessment.</p> <ul style="list-style-type: none"> Use needs assessment to provide needed professional development (PD). Time built into district calendar for monthly professional development. District will utilize professional development funds to allow certified staff to seek out needed PD. Use student data to drive PD needs. 	<ul style="list-style-type: none"> *Needs assessment *Calendar *Data team information *Professional Development Committee Manual 	<ul style="list-style-type: none"> *Supt of *Instructional Coach *Professional Development Committee 	<p>Completed annually by June each year</p> <p>Needs assessment reviewed and changes made annually</p>	Local, State, PD, Title 1
<p>Increase scores in Math.</p> <ul style="list-style-type: none"> Utilize instructional coach in classrooms and planning for grades K-4. Continue math data teaming led by administrators. Utilize data team information intentionally in instruction. Provide additional professional development as needed according to needs assessments. 	<ul style="list-style-type: none"> *PD agendas *Data team scores and summaries *Needs assessments 	<ul style="list-style-type: none"> *Supt of *Instructional Coach *Teachers *Professional Development Committee 	Data shared with BOE annually	Local, State, PD, Title 1

<p>Increase ELA scores.</p> <ul style="list-style-type: none"> Grade K-8 classroom teachers and ELA teachers will work with Missouri Reading Initiative on professional development. LETRS training for K-5 teachers, Title teacher and SPED teacher. Continue data teaming/assessment walls. Utilize RPDC literacy coach in classrooms and planning. <ul style="list-style-type: none"> Continue data teaming led by administrators. Utilize data team information intentionally in instruction. Provide additional professional development as needed according to needs assessments. 	<ul style="list-style-type: none"> *PD agendas *Data team scores and summaries *Needs assessments 	<ul style="list-style-type: none"> *Supt *Instructional Coach *Teachers *Professional Development Committee 	<p>Complete training and work by June 2028 LETRS training to be completed with all named staff by 2025, continue training new teachers as they are hired Data shared with BOE annually</p>	<p>Local, State, PD, Title 1</p>
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Strategy 1.2: Student attendance will meet the 90/90 proportional attendance rate annually.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
<p>Maintain parent contact for students who have attendance issues.</p> <ul style="list-style-type: none"> Attendance letters sent as required by handbooks. Daily phone calls home when students are absent. Follow all steps of attendance policy systematically. 	<ul style="list-style-type: none"> *Attendance records *Attendance letters *Parent contact logs 	<ul style="list-style-type: none"> *Building Administrator *Counselor 	<p>June 2024</p> <p>Attendance checked and contact made daily</p> <p>Data shared with BOE annually</p>	<p>Local, State</p>
<p>Host semiannual or as needed Interagency Meetings to support at risk/trauma students and families.</p> <ul style="list-style-type: none"> Meeting with all partnership agencies quarterly to discuss student/family needs. Assist families in making referrals to agencies to assist with needs. Utilize district resources to assist students/families with attendance concerns. 	<ul style="list-style-type: none"> *Interagency Agendas 	<ul style="list-style-type: none"> *Supt *Counselor 	<p>June 2024</p> <p>Semiannual Interagency Meetings</p>	<p>Local, State</p>

Strategy 1.3: Provide students a variety of avenues to achieve academic success.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
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<p>Promote college and career experiences for students.</p> <ul style="list-style-type: none"> ● Increase exposure to events like the college fair and career path exploration. ● Provide experience for career readiness. ● Promote social competence and life skills among students. ● Continue to utilize the Missouri Connections program to help explore career paths at the middle school. ● The Individual Career & Academic Plan (ICAP) in 8th Grade helps students develop an education plan tailored to their career goals. 	<ul style="list-style-type: none"> *MAP scores *Shadowing Opportunities *Pre-ACT *Mock Interviews 	<ul style="list-style-type: none"> *Supt *Counselor 	<p>June 2024</p> <p>Data shared with BOE annually</p>	<p>Local, State, Federal</p>
<p>Continue to identify and support students in at-risk areas.</p> <ul style="list-style-type: none"> ● Attendance intervention ● Social Emotional Learning Curriculum implemented K-8 ● Interagency ● Trauma-Informed ● Care Team ● Early Childhood Intervention ● Title I Intervention ● Utilizing best practice in the classroom 	<ul style="list-style-type: none"> *Recovery numbers *Committee Meeting documents *Student Discipline Data *Evidence of clearly-defined Tiered Intervention 	<ul style="list-style-type: none"> *Supt *Counselor *SPED director 	<p>June 2024</p> <p>Progress Monitoring Annually</p>	<p>Local, State, Title</p>

District Goal 2: Hire/Retain Excellent Educators

Strategy 2.1: Recruit, attract, develop, and retain quality staff to effectively carry out the mission, vision, values, and goals of Calhoun R-VIII to meet the needs of each student in every classroom.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
Provide a supportive work environment, competitive compensation, and benefit packages to attract and retain quality staff. <ul style="list-style-type: none"> • Evaluate annually our district position in comparison to surrounding schools in the following areas: • Compensation • Benefits • Substitute Pay 	*Salary Schedule *Climate Surveys	*Superintendent *Board of Education	Goal Date 2024 Progress Monitoring Annually	Local, State, Title, Federal

Strategy 2.2: Identify incentives for recruitment and retention of certified teachers.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
Develop partnerships and promote collaboration with community stakeholder groups, involving staff in the community. <ul style="list-style-type: none"> • Continue the District mentoring program. • Develop positive working relationships with local colleges and universities to identify quality candidates. 	*Mentor feedback surveys *Job fair attendance *New Teacher kick-off day	*Academic coaches *Supt	Goal Date 2024 Progress Monitoring Annually	Local, State

District Goal 3: Culture of Safety and Well Being

Strategy 3.1: Provides the support to meet the emotional and behavioral needs of staff and students.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
<p>Increase coordination of mental health services/supports to support work life balance of our staff</p> <ul style="list-style-type: none"> ● Provide social emotional support through professional development ● Provide support through the counseling department ● Provide additional support to staff through resource coordinators and behavior supports 	<ul style="list-style-type: none"> *Staff bulletins and newsletters *PD menu options *Survey Results 	<ul style="list-style-type: none"> *Supt *Guidance Counselor 	<p>All programs and screens will be utilized and in place by June 2026</p>	<p>Local, State</p>
<p>Increase coordination of mental health services/supports to address the growing mental health needs of our students across all grade levels.</p> <ul style="list-style-type: none"> ● Implement SEL programming as determined through needs assessment and screeners. 	<ul style="list-style-type: none"> *Social-emotional resource *Social-emotional learning (SEL) screener *Student surveys 	<ul style="list-style-type: none"> *Supt *Guidance Counselor 	<p>All programs and screens will be utilized and in place by June 2026</p>	<p>Local, State, Title</p>
<p>Increase coordination of behavior intervention and strategies to support student academic and social emotional learning.</p> <ul style="list-style-type: none"> ● District leaders will guide building level teams in supporting student behavioral needs. ● Evaluate and determine the need for additional behavior support (i.e. alternative placement for students with behavior needs, trauma-informed care, diversity training, anti-bullying programs). 	<ul style="list-style-type: none"> *Office Discipline Referrals(ODR) *Alternative Placement Team *Bullying report forms *Social-emotional resource *Social-emotional learning(SEL) screener *Behavioral Intervention 	<ul style="list-style-type: none"> *Supt *Guidance Counselor 	<p>June 2027</p> <p>Monthly Building meetings</p> <p>Data shared with BOE annually</p>	<p>Local, State, Title</p>

Strategy 3.2: Provide well-maintained, secure, and safe facilities.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>

<p>Improve facilities to meet the needs of student and staff safety.</p> <ul style="list-style-type: none"> ● Maintenance and administration will create/utilize a building and grounds needs assessment. ● Create a safety team to evaluate the needs of district buildings. ● Safety team reviews, updates, and shares all safety plans and concerns. 	<p>*Safety checklist</p> <p>*Needs assessment</p> <p>*School safety drills: earthquake, tornado, intruder, fire</p>	<p>*Safety Team</p> <p>*Supt</p> <p>*Maintenance</p>	<p>June 2024 Evaluation</p> <p>June 2025 Review</p> <p>Bi-annually after June 2025</p> <p>June 2026 Needs Assessment</p>	<p>Local, State</p>
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District Goal 4: Responsible Governance

Strategy 4.1: The Calhoun R-VIII Board of Education will govern the school district in an efficient and effective manner, demonstrating fiscal responsibility and good stewardship of resources.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>
<p>The school board and administrators participate in professional development.</p> <ul style="list-style-type: none"> • Superintendent plans board professional development annually. • The board will complete a self-evaluation. • Utilize board self-evaluation and needs assessment to attain information in helping develop areas of interest to be addressed in the plan. • All board members complete all legally required board training within the mandated time frame. 	<ul style="list-style-type: none"> *Board self-evaluation *Certificates for all completed mandated trainings *CSIP 	<ul style="list-style-type: none"> *Board President *Superintendent *Board Secretary *Board of Education Members 	<p>Goal Date: 2024</p> <p>Progress Monitoring</p> <p>Annually</p>	Local
<p>The board adopts, monitors, and annually reviews the CSIP plan that focuses on district performance and improvement.</p> <ul style="list-style-type: none"> • The board reviews the CSIP quarterly. • The board reviews academic performance annually • The board monitors CSIP progress and outcomes annually. • The board uses the CSIP to develop the annual budget. • All required district plans aligned to CSIP. 	<ul style="list-style-type: none"> *Board minutes *CSIP *Budget *District plans *Board Policy 	<ul style="list-style-type: none"> *Superintendent *Board of Education 	<p>June 2028</p> <p>Review quarterly</p> <p>Progress Monitoring</p> <p>Annually</p>	Local

Strategy 4.2: The local board and the superintendent regularly evaluate governance team strengths and opportunities for improvement.

<i>Objectives and Action Steps</i>	<i>Data Points or Artifacts</i>	<i>Person/Team Responsible</i>	<i>Goal Date and Progress Monitoring</i>	<i>Funding Sources</i>

<p>Maintain a strong working relationship between the school board, superintendent, and district leadership team (DLT).</p> <ul style="list-style-type: none"> ● Board does all required training annually. ● Explore opportunities for Superintendent to make rounds with staff and report to stakeholders quarterly through newsletter. ● Survey questions regarding board effectiveness will be included in annual culture survey. 	<ul style="list-style-type: none"> *Board Self-Evaluation *Questions on district culture survey and/or other *Reflection Sheet *Board Policy *District Culture Survey 	<ul style="list-style-type: none"> *Superintendent *Board of Education *District Leadership Team 	<p>Goal Date: 2025</p> <p>Progress Monitoring Annually</p>	<p>Local</p>
<p>Maintain board policy accountability for district communication, flowing from the board through the Superintendent and vice versa.</p> <ul style="list-style-type: none"> ● Superintendent or designee meets with board members for onboarding to guide interactions, communication, and expectations. ● Superintendent utilizes written correspondence with the board to provide continual updates. 	<ul style="list-style-type: none"> *Board Policy *Board Self-Evaluation *Communication between the Superintendent & Board 	<ul style="list-style-type: none"> *Superintendent *Board of Education 	<p>June 2026</p> <p>Progress Monitoring Annually</p>	<p>Local</p>