

Ridgeway R-V School District

# Continuous School Improvement Plan



Ridgeway R-V School 041-005 ● 305 Main Street ● Ridgeway, MO ● 64481

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## **Ridgeway R-V School District Improvement Participants:**

<b>Name:</b>	<b>Position:</b>
Jonnie Beavers	Superintendent
Chris Thomas	School Principal
Sara Linthacum	Board of Education
Kaitlyn Vandivert	School Counselor
Devon Kilton	Teacher
Sharon Reynolds	Teacher
Brooke Hecker	Teacher/Parent
Ginger Bennett	Teacher
Kelsey Freeman	Assessment Coordinator
Shelly Lovitt	PAT Teacher
Brandon Underwood	Parent
Dana Underwood	Parent
Tiffany Rinehart	Parent
Todd Jennings	Local Business Professional
Jodi Thomas	Community Member
Gloria Craig	Retired Teacher

# Ridgeway R-V School District

## Continuous School Improvement Plan

The Continuous School Improvement Plan, or CSIP, is a detailed plan of actions for accomplishing the district goals. Creating and sustaining a high performance education environment takes both dedication and thoughtful planning. The CSIP is a planning document, featuring both broad-based perspectives on the priorities of our district as well as specific learning goals for our students. These goals provide an important measure of accountability.

The CSIP describes the commitment of the Ridgeway R-V School District to achieve high levels of performance. The CSIP details the district's plan to reallocate resources, redefine, maintain, and/or eliminate less effective programs and services, and/or incorporate any new programs and services identified to produce higher student performance as measured by the MSIP (Missouri School Improvement Program) pillars and performance indicators.

### **Goals and Action Steps Development**

One of the first tasks for our team was to develop and review our district's vision, mission, and goals. The group discussed what potential the Ridgeway R-V School District has and what measurable steps need to be made to reach our full potential. This was done by the School Improvement Participants and grew into larger collaborative dialogue. These first conversations created a list of objectives and the development of a new district vision.

The initial study of data and pertinent information was conducted by committees based upon the six pillars in MSIP 6. An administrator chose the pillar in which they wished to work, and the other School Improvement sub-group participants also chose the committee on which they wanted to work. Each sub-group met, looked at data pertaining to the performance standards of their specific pillar and identified strengths and areas of concern. Data-based needs assessment were conducted that analyzed the following:

Dibels/STAR	Teacher evaluation scores
MAP/EOC/ACT Scores	District Report Card
Staff climate surveys	Student attendance
Parent surveys	Teacher Recruitment and Retention Data
Student surveys	

Once identified, the areas of concern were isolated and the leadership group began to identify possible goals for improvement. The draft goals were shared with staff through discussion to gather input. Once goals were finalized, the leadership group developed strategies to accomplish those goals. Once again, time was allowed for reflection and input from stakeholders. Educational equity was ensured by the engagement of dialogue within the planning team about all student groups that exist within our mission to provide ‘opportunity’ to grow in ‘wisdom’ while ‘learning’ the roads to ‘success’. The members worked from these core beliefs identified by the group after reviewing strengths and weaknesses of the district.

### **Monitoring Processes**

The CSIP will continuously be monitored by each building, the board of education, and the CSIP stakeholders. This evaluation will be done in a variety of ways.

The district's professional development plan, technology plan, early learning plan, building improvement plans, assessment plan, ESEA (Elementary and Secondary Education Act) consolidated plan, counseling plan and annual budget will reflect the key priorities of the CSIP. These plans will be presented to the Board of Education for final approval with scrutiny from the Board on the alignment to the CSIP. The above listed plans will be reviewed, adjusted, and presented to the Board:

- Professional Development Plan - October 2023
- Literacy Plan (SB 681)- October 1 2023
- Technology Plan - February 2023
- Early Learning Plan - May 2023
- Building Improvement Plan - September 2023
- Assessment Plan - October 2024
- 21st Century Grant Program-Before and After School Program-September 2023
- ESEA Consolidated Plan - July (annually per federal program requirements)
- Annual Budget - June (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. These plans will also be linked to the district website for easy access to staff and community. Information about the plans will be included on the district website along with public access to the paperless board site.

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 or adaptation of SMART goals.. The 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.

Data Committee Teams meet bi-weekly in each building to analyze student scores, progress, and recommend interventions. Teams include teachers (elementary grouped by levels, and secondary grouped by subject area), administration, para educators, and early childhood instructors. Collaboration is planned monthly to discuss data point determinations. Improvements to the building improvement plan are revised and reflect the most current findings of each team. Teachers then write their professional development plan to meet the updated needs and further their instruction. This provides an adaptable and growing plan for the future.

Professional development requests are solicited to the professional development committee and must align to the most current building improvement plan as well as the district CSIP. This will satisfy that needed training is taking place as identified by the data teams and professional development committee.

Throughout the process of building and maintaining the plan(s), the board will be updated. Quarterly progress reports will outline goals of the CSIP and building improvement plan. Academic data will be presented quarterly to the board by the district test coordinator, Title I teacher, and/or teachers regarding progress monitoring. The counselor, principal, and superintendent will provide mental health and well-being data to the board semiannually. This data will include student and parent surveys, discipline statistics, and any counseling visits that are pertinent to the data. Any data that will reflect or change the budget will be reported in June and any revisions or additions to the plan will also be requested at this time.

## Goals and Strategies

**Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%. (funding sources; Title I, Title II, PD, ESSR).**

- Develop and implement multi-tiered systems of support districtwide. Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into the junior high as well.
- Offer tutoring to all students and implement mandatory tutoring for students on the D/F list. As well as added Study Skills and ACT Prep.
- Continue to develop a vertically aligned curriculum and District Assessment Plan.
- Utilize research based strategies (LETRS) to focus on foundational skills grades PreK-8
- Assessment of all students grades K-3.
- The district will review attendance data on students to determine if literacy development has impacted any student with chronic absenteeism.

**Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff etc...) by 5% annually. (funding sources; local funds, PD, title II)**

- Increase student support services personnel by 1 FTE.
- Provide training for staff to identify students who need additional social and emotional services.
- Partner with the local Health Department to provide further assistance and/or training.

**Goal 3: By the fall of 2027, the district will attract and/or retain 100% 'highly qualified' staff per DESE certification standards (funding sources; local, state, PD, title I, title II).**

- 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.
- Explore options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance.
- Develop and conduct an annual survey for all staff regarding pay, benefits and the culture/climate of each respective building and the district.

**Ridgeway's Core Beliefs:**

**Opportunity.**  
**Wisdom.**  
**Learning.**  
**Success.**



**Ridgeway's School Mission:** The Ridgeway R-V School District consistently strives for academic achievement by promoting a positive learning environment. We promote citizenship, communicate high expectations, and recognize success.

**Ridgeway's Vision:**

Ridgeway R-V graduates will be productive, successful citizens who are able to thrive in an ever changing society.

Ridgeway R-V will provide all students with the highest quality education and opportunities, allowing them to be successful.

Ridgeway R-V will provide student-centered educational programs that challenge all students to perform at their highest potential.

Ridgeway R-V will foster an environment to nurture students, staff, and communities academically, socially, and emotionally as well as build a culture of inclusion and positivity.

**Priority: Student Learning and Success**

SMART Goal/Objective 1:

Student Achievement: Annually, students will increase achievement by 3% of proficient or advanced scores on the state assessment in each content/grade level to a level of 80% by Spring 2026

Purpose: To utilize MAP/EOC achievement data to track student performance on state benchmark assessments.

Monitoring: Goal will be reviewed and critiqued, as needed, by the Board of Education during the regular monthly meeting in January and May, after release of local and state level student achievement data.

Action Steps	Person(s) Responsible	Funding Source(s) *Title 1, Title II, PD, ESSR)	Completion Date	Plan Alignment
Develop and implement multi-tiered systems of support districtwide.	Building Principal, Lead Teacher, Counselor	Local	Spring 2024	PD, BIP
Continue progress monitoring and benchmark assessments to direct instruction for elementary and junior high.	Building Principal, Data Team(s)	Local	Spring 2024	Assessments
Offer tutoring to all students and implement mandatory tutoring for students on the D/F list. As well as added Study Skills and ACT Prep.	Teachers, Building Principal	Local State Federal	Spring 2024	21st Century Grant ESSER III
Continue to develop a vertically aligned curriculum and District Assessment Plan.	Building Principal, Assessment Coordinator, Teacher(s)	Local State	Spring 2026	Assessment Plan
Utilize research based strategies (LETRS, Title I) to focus on foundational skills grades PreK-8.	Building Principal, Title I Teacher, Teacher(s)	Local State Federal	Spring 2024	ESEA, BIP
District will address reading proficiency, review early elementary absenteeism and its impact on literacy development, and staff will increase pd in the area of reading to address reading proficiency by grade 3, all students reading below grade level will have a reading success plan to address development.	Building Principal, Title I Teacher, Teacher(s)	Local State Federal	October 2023	Attendance Records, Dibels/STAR, District Reading Assessments



**Priority: Safety and Security for Students and Staff (Physical Emotional)**

SMART Goal/Objective 2:

Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff, etc) by 5% annually.

Purpose: To corroborate adequate support and resources are equitably disseminated to all students and staff to support social and emotional security across the district.

Monitoring: Goal will be reviewed and critiqued, as needed, by the Board of Education during the regular monthly meeting in October and March of each fiscal year.

Action Steps	Person(s) Responsible	Funding Source(s) *Title 1, Title II, PD, ESSR)	Completion Date	Plan Alignment
Increase student support systems personnel by 1 FTE	Superintendent, Board of Education	Local State Federal	Fall 2024	Counseling, Wellness, Climate and Culture Survey
Furnish training for staff to identify students who need additional social and emotional services.	Superintendent, Building Principal, Data Team(s)	Local State Federal	Spring 2023	Counseling, PD Plan
Partner with the local county Health Department to provide more opportunity to students, staff, and families, access to mental health support.	Superintendent, Building Principal, Data Team(s), Counselor	Local	Fall 2024	Counseling, PD Plan, Safety Plan

**Priority: Student Learning and Success**

SMART Goal/Objective 3:

By the fall of 2026, the district will attract and/or retain 100% 'highly qualified' staff per DESE certification standards.

Purpose: To ensure the district is providing the highest quality teachers and instruction to positively impact student learning and achievement.

Monitoring: Goal will be reviewed and critiqued, as needed, by the Board of Education during the regular monthly meeting in September and April.

Action Steps	Person(s) Responsible	Funding Source(s) *Title 1, Title II, PD, ESSR)	Completion Date	Plan Alignment
Conduct exit survey for departing district staff.	Superintendent	Local	Spring 2024	PD Plan
Provide ample professional development for staff that supports individualized learning and increases student learning capacity.	Building Principal, Data Team(s)	State PD 1%	Spring 2024	PD Plan
Enhance mentor/mentee program and orientation for new teachers.	Building Principal, PD Committee, CTA	Local State	Spring 2024	PD Plan, Mentoring Plan
Expand options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance.	Superintendent, Building Principal, CTA	Local State	Spring 2024	District Budget