

Princeton R-V School District



Every kid. Every day. Every way.

Continuous School Improvement Plan

2023-2028

Board Approved: August 8, 2023

**Princeton R-V School District
Continuous School Improvement Plan**

Introduction

The Continuous School Improvement Plan (CSIP) is a “long-range plan” which focuses on school improvement taking into account multiple areas of concern. Comprehensive planning involves creating a vision consisting of what the Princeton R-V School District seeks to achieve over an extended period of time and identifies a set of strategies and specific action steps necessary to follow to bring the vision to life.

The CSIP describes the commitment of the Princeton R-V School District to achieve high level of academic performance. The Princeton R-V School District revolves around five main goals identified to produce higher student performance as measured by the MSIP-6 performance indicators. The Princeton R-V School District CSIP will focus on three specific areas: student learning & success, staff & student well-being, and teacher recruitment & retention.

The Planning Process

The Princeton R-V CSIP will be reviewed annually by the committee and approved by the Princeton R-V School Board of Education.

The district’s school improvement plan creates the focus and framework for all improvement efforts at the district, building, department/program levels. The participation of staff members and patrons is imperative for meaningful change to take place within our schools. The following individuals played a crucial role in the development of Princeton R-V’s CSIP:

CSIP Planning Team Members

Steve Johnson, NW RPDC Facilitator	Tiffany Otto, NW RPDC Facilitator
Marcie Davis, Board Member	Ron Parsons, 2023-2024 Board President
Jerry Girdner, Superintendent	Wes Guilkey, Elementary Principal
Brent Mitchell, Junior High/High School Principal	Dr. Merideth Ussery, Special Education & Curriculum Director
Dr. Kristin Henke, Junior High/High School Counselor	Lori Puls, Elementary
Heather Hall, JH/HS Teacher	Dale Bagley, JH/HS Teacher
Toni Powell, Elementary Teacher	Ranae Shahan, Elementary Teacher
Jason Bears, Maintenance staff	Hilary Girdner, Speech and Language Pathologist
Maggie Hickman, Student	Andrew Rhoades, Student
Marcia Cox, Community Business Leader	Tracie Ellsworth, Parent
Mary Collins, Parent	Mike Tipton, Non-Profit Organization
April Meighen, Parent	Rafaela Johnson, Parent
Derek Power, Community Member	

Princeton R-V School District Mission

Every kid. Every day. Every way.

Vision

The Princeton R-V School District strives to foster the academic and social/emotional development of all children by setting levels of high expectations for learning and teaching and by providing a safe, collaborative, and orderly school environment.

Princeton R-V School District Beliefs

- Our District believes all students can learn.
- Our District believes in providing an environment where all students and staff feel safe and supported academically, physically, emotionally, and socially.
- Our District believes that students should be the focus of every decision.
- Our District believes that the needs of all learners should be met through high-quality and rigorous instruction.
- Our District believes in attracting and retaining high-quality faculty and staff.
- Our District believes that parents, school staff, students and community members share in the responsibility to educate our youth.
- Our District believes that students excel when there is a wide variety of academic and extracurricular learning experiences.
- Our district has positive community support.

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

The Princeton R-V School District's administrative team attended trainings through DESE and the RPDC during the summer of 2022 and the fall of the 2022-2023 school year. The team then administered the Climate and Culture surveys to students, staff, and parents and compiled the data. The CSIP planning committee began working collaboratively in January 2023 with guidance from Steve Johnson and Tiffany Otto through the Northwest RPDC. The group engaged in three large group meetings over the course of three months. At the first meeting, each member was assigned to a subcommittee led by the district administrative team. Each small group was aligned to one of the six pillars of standards and indicators found in the MSIP 6 Guidance Document (Appendix A). Each small group met in between the large group meetings to review data and bring back ideas and suggestions to the large group session. Each group was asked to identify strengths and weaknesses of the district in its alignment to the assigned pillar.

The first large group meeting focused on identifying common values and beliefs. From this meeting, a district mission was developed. The second session centered around strengths and weaknesses each sub-committee found from reviewing various sources of data. Areas of growth were listed with the purpose of identifying themes for improvement and allowed the administrative team to draft SMART goals to be approved by the large group during the third meeting. During the final meeting, the committee focused on identifying strategies or action steps for each goal to improve areas of growth.

The CSIP planning team utilized the following data sources through the process to define goals and action steps:

- MSIP-6 Guidance Document
- MAP/EOC Assessment Data
- DESE Report Card
 - Enrollment Data
 - Attendance Data
 - Graduation Data
 - Salary Comparison Data
 - Teacher Data
 - Subgroup Demographic Data
- Climate and Culture Survey Data (Developed Locally)
- Local Assessment Data
 - Gates-MacGinitie Reading Assessment
 - easyCBM
 - Iowa Assessments
- APR Score Reports
- Professional Development Needs Assessment Survey

The Princeton R-V School Board of Education will monitor the implementation and outcomes of the CSIP. Monthly program evaluations and administrative reports will be presented to the school board each regularly scheduled Board of Education meeting with a focus on at least one of the CSIP goals. Goal 1 will be formally reviewed during the October (or regular meeting following the release of state-level achievement data), January, and May meetings. Goal 2 will be reported on during the September, February, and April board meetings. Goal 3 will be reported on during the August, November, and March meetings. Goal 4 will be reported on during the August, December, and May meetings.

The CSIP Development Team will be assembled, on an annual basis, during the Spring semester, to review CSIP progress monitoring. The team members will be replaced by a person of similar role, as needed. (example: when a student graduates, the opening will be replaced by another student). The school board will be presented and will review and approve the CSIP in its entirety during the July meeting each year to ensure a continuous plan is in place at the beginning of each school year.

The CSIP guides the development and implementation of other district plans. The Program Evaluation Plan, Literacy Plan, Professional Development Plan, Assessment Plan, Technology Plan, Grow Your Own Plan, Teacher Retention Plan, ESSER III Plan, Building Level Plan, Career Ladder Plan, and School Safety Plan will all be reviewed and revised throughout the 2023-2024 school year to ensure alignment with the current approved CSIP. The board of education will approve these plans annually once they are revised.

The Princeton R-V Board of Education and Superintendent of Schools will work to allocate sufficient funding to ensure resources are available to meet the needs of all students. Budget planning will reflect the resources needed in all classrooms and allocate funds according to the CSIP goals.

Key issues identified from annual performance data and local assessments.

State assessment data indicates that the district performs consistently higher on the MAP assessments in grades 3rd-6th than in grades 7th-8th in all assessed areas. 7th and 8th grade students score consistently low in the area of mathematics and are inconsistent in the areas of ELA and science. High school students

consistently score below the state average in ELA, Algebra I, government, and biology. The district has districtwide assessments to support student progress in the area of reading at the elementary level. The district lacks collecting local curriculum based data beyond 6th grade.

Key issues identified from internal and external factors including stakeholder meetings and the climate & culture survey.

Stakeholder group meetings revealed the following concerns:

- Lack of a vertically and horizontally aligned curriculum to the Missouri Learning Standards
- Staff professional development lacks structure and focus
- Lack of collaboration time for teachers
- Difficulty hiring and retaining highly qualified staff
- District does not maintain specific plans (building plans, technology plans, professional development plans, etc.) to help guide improvement efforts
- Communication between all stakeholders needs to be improved
- Lack of program opportunities for struggling learners and accelerated learners
- Rigor of instruction

A climate/culture survey was given to students, staff and parents. The surveys included the three essential indicators required by DESE: 1) the school system assures student voices are heard and respected; 2) the school system provides school culture and climate data and reports periodically to all stakeholders; 3) educator teams address positive classroom learning environments. The parent survey was sent to 378 emails and we had 90 responses. We had 50 out of 74 staff surveys completed and 229 out of 243 4th- 12th grade students responded.

The parent survey indicated a high level of satisfaction with the majority of the questions. The questions that had less than 80% agreement were relating to communication, bullying, levels of expectation/rigor, discipline, and assuring student voices are heard. The staff survey revealed similar concerns. Questions with less than 80% agreement included questions relating to communication, collaboration, clarity of district mission, vision, and goals, discipline, professional development, bullying, and assuring student and staff voices are heard. According to the student surveys, students indicated that there is room for improvement in assuring student voices are heard, bullying, discipline, and providing high quality instruction.

Prioritized Needs for the LEA

1. Student Learning and Success
2. Staff and Student Wellbeing (physical and emotional)
3. Recruiting and Retaining High Quality Staff

SMART Goals

1. Students will show a 3% achievement increase annually in the percent of proficient or advanced scores on the state assessment in each content/grade level by the Spring of 2028.
2. An increase of 5% of staff will report that the district provides a safe, collaborative, positive, and supportive work environment as measured by the annual climate and culture survey by 2028.
3. An increase of 5% of students will report that the district provides a safe and supportive school environment as measured by the annual climate and culture survey by 2028.
4. By 2028, 80% of teachers will be appropriately certified for their assigned roles within the district.

**Princeton R-V School District
Continuous School Improvement Plan
Goals/Objectives, Strategies, & Action Steps**

Priority: Student Learning and Success				
SMART Goal 1: Students will show a 3% achievement increase annually in the percent of proficient or advanced scores on the state assessment in each content/grade level by the Spring of 2028.				
Purpose: Utilize local and state achievement data to track student performance and growth throughout the year. Data will be collected and analyzed by teachers and administrators to make instructional decisions and adjustments as needed.				
Monitoring: The goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting immediately following the release of local and state-level student achievement data and in January and May of each fiscal year.				
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 data will be communicated to parents when it becomes available each year. Achievement data will be shared with parents/guardians at least three times per year.				
Action Steps/Strategies	Person(s) Responsible	Funding Source(s)	Projected Completion Date	Plan Alignment
Review and revise curriculum and pacing guides to ensure alignment with the Missouri Learning Standards using Larry Ainsworth’s common curriculum model.	Principal, Teachers, Curriculum Director	Local State	Spring 2028	Professional Development
Develop a vertically aligned curriculum through guided collaboration time using Larry Ainsworth’s common curriculum model.	Principal, Teachers	Local State	Spring 2028	Professional Development
Implement <i>Teach Like a Champion</i> research-based instructional strategies districtwide. The district will focus on the following techniques: No Opt Out, Right is Right, name the Steps, Threshold, Radar/Be Seen, Strong Start, and Precise Praise. Administrators will evaluate the effectiveness of these techniques through classroom observations using the NEE system and focusing on standards 2.3 and 5.1 during observations.	Principal, Teachers, Curriculum Director	Local State	Spring 2024	Professional Development
Provide all students with strategies to improve test-taking skills districtwide using data to identify areas of strength and weakness. Individual student conferences will be held with students annually to discuss MAP data.	Principals, Teachers, School Counselors	Local State	Spring 2024	Professional Development
Provide small group interventions to students who are 15 points from moving to the next level on MAP assessments. (RTI strategies)	Principals, Teachers, School Counselors	Local State	Spring 2024	Professional Development
Targeted tutoring and interventions will be provided to students based on local and state achievement data.	Teachers	Local State Career Ladder	Spring 2024	Career Ladder
Address reading proficiency by reviewing early elementary absenteeism and its impact on literacy development, increase professional development in the area of reading, and create reading success plans for students found to be reading below grade level.	Principals, Teachers, Curriculum Director	Local State	Spring 2024	Professional Development Literacy

Priority: Staff & Student Well-Being				
SMART Goal 2: An increase of 5% of staff will report that the district provides a safe, collaborative, positive, and supportive work environment as measured by the annual climate and culture survey by 2028.				
Purpose: To ensure adequate support and resources are provided to staff in order to promote a positive climate and culture and to ensure district staff feels safe and supported by the school district.				
Monitoring: In 2023, 81.96% of staff reported that they felt the district provides a safe, collaborative, positive, and supportive work environment on the annual climate and culture survey. Aggregated data from the district’s climate and culture survey was used to create a baseline. The same set of data will be used to monitor annual growth. Goal 2 will be reported on during the regularly scheduled September, February, and April board meetings.				
Engagement: The district will engage staff by encouraging and supporting staff on a daily basis. The district will provide additional time for collaboration for teachers as research shows this practice is effective in improving the work environment. Furthermore, the district will aim to focus professional development on a common theme throughout the school year based on teacher input. The district will also promote positive interactions between staff and the school board by having teachers present to the school board about their courses/programs. The district will finally work towards improving the climate of each building by providing more staff appreciation.				
Action Steps/Strategies	Person(s) Responsible	Funding Source(s)	Projected Completion Date	Plan Alignment
Provide teachers time to collaborate on vertical and horizontal teams using district data to align classroom instruction and using the Collaborative Teams model introduced on DESE’s Virtual Learning Platform.	Principals, Teachers	State PD 1%	Spring 2024	Professional Development
Create a focused professional development plan focusing on student engagement, collaboration, and <i>Teach Like a Champion</i> strategies.	Superintendent, Principals, Teachers, Professional Development Committee	State PD 1%	Spring 2025	Professional Development
Improve communication at all levels by communicating and enforcing the chain of command.	School Board, Superintendent, Principals, Teachers, Support Personnel	State Local	Spring 2024	District Handbooks Board Policy
Provide evidence of staff appreciation through team building, a staff gathering/outing, rewards, and increased posts about teachers on district social media sites and the district website.	School Board, Superintendent, Principals	State Local	Spring 2024	Teacher Retention
Ensure teachers have the necessary teaching resources by following the district developed textbook rotation.	Superintendent, Principals	State Local	Spring 2025	Board Policy
Create and implement an annual schedule for program/course review by the board of education.	School Board, Superintendent, Principals	State Local	Spring 2024	Board Policy

Priority: Staff & Student Well-Being				
SMART Goal 3: An increase of 5% of students will report that the district provides a safe and supportive school environment as measured by the annual climate and culture survey by 2028.				
Purpose: To ensure adequate support and resources are provided to all students to support social and emotional well-being across the district.				
Monitoring: In 2023, 78.14% of students reported that they felt the district provides a safe and supportive school environment on the annual climate and culture survey. Aggregated data from the district’s climate and culture survey was used to create a baseline. The same set of data will be used to monitor annual growth. Goal 3 will be reported on during the August, November, and March meetings.				
Engagement: The district will engage with students on improving their social and emotional state through the development and implementation of a mentor program, mental health training, and environmental awareness training. The district will also review its current procedures for reporting and addressing bullying. The district will then communicate this procedure to students and parents. Staff will participate in trauma-informed training to ensure students in crisis are identified and assisted. The district will communicate programs dealing with social and emotional wellness to parents and community members through email, Facebook posts, and the school’s website. The district will continue to provide school counseling services to all students districtwide as needed and will collaborate with community partners for students requiring additional outside services.				
Action Steps/Strategies	Person(s) Responsible	Funding Source(s)	Projected Completion Date	Plan Alignment
Develop a mentor program for students to help build relationships. The district will use Check and Connect as the foundation of its mentor program.	Principals, School Counselors, Teachers, Professional Development Committee	Local State PD 1%	Spring 2026	Professional Development
Provide students with mental health training throughout the school year. (Mental health, suicide awareness, suicide prevention, bullying, etc.)	Principals, School Counselors	Local State	Spring 2024	Safety Plan
Provide staff with training in trauma-informed care strategies and provide strategies to be a first responder to a child in crisis.	Principals, School Counselors, Teachers, Professional Development Committee	Local State PD 1%	Spring 2024	Professional Development
Develop and communicate a procedure to report and address bullying.	Superintendent, Principals, School Counselors	Local State	Spring 2024	Safety Plan
Develop a Care Team at both buildings to help identify and serve at-risk students district wide.	Principals, School Counselors, SPED Director, School Nurse	State Local	Spring 2025	Professional Development
Provide environment awareness training to staff & students annually.	Principals, School Counselors, Teachers, Professional Development Committee	Local State PD 1%	Spring 2024	Safety Plan
Priority: Staff Recruitment & Retention				

SMART Goal 4: By 2028, 80% of teachers will be appropriately certified for their assigned roles within the district.

Purpose: To ensure the district is attracting and retaining high-quality teachers to positively impact student learning and achievement.

Monitoring: During the 2022-2023 school year, 72.5% of teachers were appropriately certified for their teaching assignments. Goal 4 will be reported on during the August, December, and May school board meetings.

Engagement: 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. The district will work towards providing competitive pay to attract and retain teachers to the district. The district will work with local universities and education agencies to build relationships and attract new teachers.

Action Steps/Strategies	Person(s) Responsible	Funding Source(s)	Projected Completion Date	Plan Alignment
Building principals will conduct exit interviews with departing staff.	Principals, Superintendent	Local State	Spring 2024	Teacher Retention
Enhance orientation programs for teachers who are new to the district using the B-TAP I & B-TAP II programs offered through the Northwest RPDC. The district will also provide in-district mentors for teachers new to the district who have already completed the B-TAP program.	Principals, Superintendent, Professional Development Committee	State PD 1% Career Ladder	Spring 2025	Professional Development Career Ladder
Review the pay scale annually to create competitive pay for district staff.	Superintendent, School Board	Local State	Spring 2024	Teacher Retention Grow Your Own Plans
Develop a recruitment plan that develops relationships with local universities and provides incentives for local students to return after graduation.	Principals, Superintendent, Administrative Team	Local State	Spring 2025	Teacher Retention Grow Your Own Plan
Provide tuition reimbursement to teachers who are working towards certification in the area they are teaching.	Superintendent, Principals	Federal Local	Spring 2024	Teacher Retention Grow Your Own Plans