

# Alton R-4 Comprehensive School Improvement Plan (CSIP)

Written with the Consideration of MSIP 6 Standards and Indicators

<input type="checkbox"/> <b>Date: August 15, 2022</b>	<input checked="" type="checkbox"/> <b>District Plan</b>	District Name: Alton R-IV PS	County/District Code: 075-087
---	--	------------------------------	-------------------------------

<b>Regional School Improvement Team</b> <i>See guidance for all individuals who need to be included in the regional school improvement team.</i>
---

Name	Position
1. Mike Whittaker	1. Area Supervisor
2. Julie Williams	2. Superintendent
3. Holly Reese	3. Director of Special Programs
4. Regional Representative	4. Regional Representative
5. Kelly Stubblefield	5. District Board Member
6. Larissa Stanton	6. Principal
7. Watson, Rodney	7. Building Personnel

<b>Local School Improvement Team</b> <i>See guidance for all individuals who need to be included in the local school improvement team.</i>
---

Name	Position
------	----------

Stubblefield, Kelly: School Board Member Sallings, Deborah: School Board Member Staton, Larissa: Elementary Principal Steele, Joby: High School Principal Reese, Holly: Director of Special Programs Williams, Julie: Superintendent Miller, Stephanie: High School Assistant Principal Clary, Anna: Teacher Hunt, Brandon: Teacher Watson, Rodney: Teacher Burnett, Molly: Teacher	Thompson, Lisa: Teacher Barr, Jennifer: Teacher Trantham, Amy: Teacher Willard, Tonya: Teacher Weyland, Leslie: Nurse Ledgerwood, Brenda: Special Educator Wheeler, Sara: Parent Bland, Natalie: Parent Clary, Adrian: Parent Roberts, Leslie: Parent Warren, Casey: Parent	Swift, Erin: Representatives of local business/industry Barton, Garland: University Rackley, Kristie: Representatives of local business Clary, Rob: Representatives of local business/industry Sallings, Thomas: Representatives of local business Hollis, Norm: Representatives of local business Trantham, Andy: Ministerial Alliance Haddock, Paul: Mayor Haney, Glennette: Nurse Practitioner
---	---	---

<p><i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i></p>	<p>Using the MSIP 6 Outline and guide, each local representative of the CSIP process was contacted first by email and then phone. A number of meetings occurred on Google Meet or Zoom while others took place face-to-face. Each stakeholder was polled for a convenient time to meet and the times which were most convenient for all were chosen.</p> <p>The MSIP 6 Response to Standards was shared with all in conjunction with the CSIP Pre-Planning Guide, Template, Scoring Guide, and the responses to the Climate and Culture Survey which administered to the entire community.</p> <p>The CSIP team works collaboratively to digest and give input for the development of the CSIP Plan.</p>
<p><i>Beliefs/Vision/ Mission Statement</i></p>	<p><i>Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.</i></p> <p><i>Our mission is to challenge and support students to be the best they can be.</i></p>

<p><i>Key issues identified from annual performance data and local assessments.</i></p>	<p>After careful evaluation of annual performance data, it was determined that the following issues need to be addressed:</p> <ol style="list-style-type: none"> <li>1. Missouri Assessment Program scores show that: <ol style="list-style-type: none"> <li>a. less than 30% of students are at a proficient level or higher in math (3-8; Algebra 1).</li> <li>b. less than 40% of students are at a proficient level or higher in ELA (3-8).</li> <li>c. less than 25% of students are at a proficient level or higher in science (3-8; Biology).</li> </ol> </li> <li>2. K-4 i-Ready Diagnostic Results show that more than 50% of the students are one or more grade levels behind in vocabulary and comprehension.</li> <li>3. The district lacks uniform benchmark and common assessments utilized by teachers in mathematics and science.</li> <li>4. Research based diagnostic testing should be used districtwide in mathematics and science.</li> </ol>
---	--

***Key issues identified from internal and external factors.***

147 stakeholders responded to the community pre-CSIP survey. The key issues identified from internal and external factors are below.

1. School leaders, district leaders, and members of the BOE maintain constant communication regarding the important goals and priorities of the district. 52.4% disagree
2. The School District maintains focus on providing access, engagement, and academic rigor where all students can achieve their goals. 60.5% agree
3. The School District maintains a focus on maintaining and providing good facilities. 74.1% agree
4. The School District hires and maintains the best staff and work team. 58.5% agree
5. The School District provides a safe physical work environment and social-emotional learning environment. 76.2% agree
6. When a student is not making academic progress and requires additional time and support, the school district does an efficient job of supporting them. 53.3% agree
7. When students excel academically and require higher challenges, the school district provides enrichment and an opportunity for expansion with increased rigor for their learning. 61.2% agree
8. I trust the Alton R-IV School District. 61.2% agree
9. Students and educational staff feel safe in the Alton R-IV School District. 80.3% agree
10. Alton has one of the lowest tax levies in Missouri at 2.75. If the district could increase the quality of services, facilities, and programs for our students, in addition to increasing the pay scale for our teachers, would you be in favor of a tax levy increase? 75.5% yes
11. Please let us know what you perceive to be the strongest or the best thing about the Alton R-IV School District.
  - a. Staffing
  - b. Leadership
  - c. Finance
12. Please let us know what policy, process, or protocol you find to be least favorable about the district.
  - a. Communication
  - b. Staff
  - c. Discipline & Policy
  - d. Leadership
  - e. Instructional Programs
13. Please let us know what you believe we may do to give our students, staff, and community a better opportunity.
  - a. Administration
  - b. Fairness/Equality
  - c. Programs
14. Please let us know what you perceive to be the greatest threat to the school district that would prevent us from maintaining good educational facilities for students, staff, and the community.
  - a. Staffing
  - b. Leadership
  - c. Finance

213 students in grades 7-12 responded to the student pre-CSIP survey. The key issues identified from internal and external factors are below.

1. How long have you been a student in Alton Schools?
  - a. 62% since Kindergarten
  - b. 19.7% started later than kindergarten but in elementary school.

- c. 10.3% started in the school district in junior high school.
  - d. 8% started school in the district during high school.
2. I have friends at school that support and care about me. 90.1% agree; however, that means 8.9% of the students do not feel friend support.
  3. I regularly talk to or connect with friends from school. 92% agree; which means 8% report they do not have friends at school to whom they may talk.
  4. I am comfortable asking my teachers or other adults (e.g., parents, counselor, other family member) for help with my schoolwork. 20.2% convey they do not feel comfortable asking for help.
  5. At my school, there is at least one teacher or other adult who listens to what I have to say. 12.6% of students don't feel as though they are heard.
  6. I work hard on all assignments even if they will not affect my grade. 11.3% say they do not work hard if not graded.
  7. At least one of the topics we are studying is interesting and challenging to me. 14.5% of students do not find any of their school topics interesting.
  8. I like the breakfast choices in the cafeteria. 25.4% of those who eat do not like the menu choices.
  9. I like the lunch menu in the cafeteria. 39% of those who eat do not like the menu choices.
  10. During the past few years, a parent or other adult in my home lost their job or was worried about losing their job. 23% of our students reported fear of job security for their parent(s)
  11. My teachers notice if I have trouble learning something. 40.9% of students report that teachers do not notice if they are not learning
  12. Even when things are tough, I can perform quite well. 18.8% do not believe they perform well when things are tough.
  13. Our school system hires high-quality, student-centered teachers. 25.4% of our students do not believe Alton R-IV hires high-quality, student-centered teachers.
  14. I feel safe while at school. 25.8% report they do not feel safe at school
  15. I think our school and school grounds are well cared for. 84.1% agree
  16. The school system assures student voices are heard and respected. 35.7% do not agree they are heard or respected

30 teachers responded to the teacher pre-CSIP survey (15 HS, 15 JH). The key issues identified from internal and external factors are listed below.

1. Evidence-based instructional practices are implemented to ensure the success of each student. (TL6) 94.4% agree
2. The school's schedule allows adequate time for teacher collaboration, preparation, and planning. 30% report they do not have adequate time for collaboration, preparation, or planning.
3. The School District maintains focus on providing access, engagement, and academic rigor where all students can achieve their goals. (CC2) 86.7% agree
4. The School District maintains a focus on maintaining and providing good facilities 86.7% agree
5. The school environment is clean and in good condition. I take pride in the appearance of the school. 86.7% agree
6. Students at this school are well behaved. 16.7% of respondents do not think students are well-behaved
7. I spend a great deal of time dealing with students' social and emotional challenges. 73.3% of teachers report spending a great deal of time dealing with social and emotional challenges of students.
8. School system and building leaders are intentional agents of continuous and innovative improvement providing relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.(DB2) 86.7% agree
9. The system intentionally engages parents/guardians to create effective partnerships that support the development and

achievement of their students.(CC4) Only 73.3% of teachers believe the system intentionally engages parents or creates partnerships.

10. The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.(L9) The best teachers and staff are retained at this school. 90% agree
11. Educator teams address positive classroom learning environments.(DB4) 93.3% agree
12. The school system assures student voices are heard and respected. 93.3% agree
13. The school system provides school culture and climate data and reports periodically to all stakeholders. 23.3% disagree
14. School administrators involve teachers in decision-making and problem solving. 26.7% disagree
15. 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. (EA4) 86.7% agree
16. Students and educational staff feel safe in the Alton R-IV School District. 90% agree
17. Please let us know what you perceive to be the strongest or best thing about the Alton R-IV School District. The most common threads are listed below
  - Caring Staff
  - New Leadership
  - School Pride
  - Safety
18. Please let us know what policy, process, or protocol you find to be least favorable about the district. (This is specific to processes and you should not mention people or names). The most common threads are listed below
  - Lack of High School students' adherence to policies and procedures
  - Communication
  - Time to Plan and Prep
19. Please let us know what you believe we may do to give our students, staff, and community a better opportunity. (Do not mention the name of a person)
  - Align policies and use them
  - Additional staff planning and collaboration time
  - Family opportunities
  - Increased vocational opportunities locally (i.e., auto mechanics)
  - Increase rigor opportunity for students
  - Invest in high-quality teachers
20. Please let us know what you perceive to be the greatest threat to the school district that would prevent us from maintaining good educational facilities for students, staff, and the community.
  - Facilities and grounds
  - Lack of communication
  - Inability to hire quality staff

***Prioritized Needs for the district***

1. Communication  
L8-B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.
2. Personnel  
L9-B. The school system maintains a system of recruitment and support to ensure a high-quality, student-centered staff.
3. Multi-Tiered System of Support  
TL7-The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.
4. Culture of High Academic and Behavioral Expectations  
CC2-The school system establishes a culture focuses on learning, characterized by high academic and behavioral expectations for each student.  
CC2-A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
5. Equity and Access (EA)  
EA-1.B. The performance of each student on each assessment and students identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.

## Core Elements for Student Achievement

### COMMUNICATION

**L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.**

#### SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The Alton R-IV school system will communicate regularly to all stakeholders about the progress in attaining the system's mission, vision, and goals.

#### SMART GOAL 1:

The Superintendent will work with the administration and stakeholders to develop a comprehensive communications plan.

#### SMART GOAL 2:

The Superintendent, building level administration, and instructional staff will provide for two-way, reliable, and representative communication with all stakeholders.

#### Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Per the community stakeholder Pre-CSIP survey, stakeholders responded to whether school leaders, district leaders, and members of the BOE maintain constant communication regarding the important goals and priorities of the district.

52.4% disagree

#### Research Based Strategy(ies) for Implementation:

- (1) School staff will proactively reach out to parents at the beginning of the year to understand their preferred methods of communication and convey that collaborating with families is a priority (Garbacz et al., 2020). Proactive outreach to parents about school behavior support systems and practices predicts reduced student problem behavior at School (Garbacz et al., 2020) and sharing positive messages about students' behaviors and performance in school can improve classroom behavior and enhance parent-teacher communication (Fefer et al., 2020).
- (2) In addition to bidirectional communication, the school will can empower parents and other stakeholders to collaborate in school-based decision-making by establishing structures for shared governance (Garbacz, 2020).
- (3) The superintendent of schools will present to the board for approval, a district communications plan.
- (4) The superintendent of schools will openly share BOE notes and events with the public via the internet, email, and recorded messages.  
Fefer, S. A., Hieneman, M., Virga, C., Thoma, A., & Donnelly, M. (2020). Evaluating the effect of positive parent contact on elementary students' on-task behavior. *Journal of Positive Behavior Interventions*, 22(4), 234-245.  
Garbacz, S. A. (Ed.). (2020). *Establishing family school partnerships in school psychology: critical skills*. Routledge.

**Funding Source:** District Funds

**MSIP Standard:** L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

**Measurable Adult Behaviors:**

1. Teachers will **document** the number of contacts with parents throughout the year.
2. Post **survey** parental perceptions will indicate whether the communication efforts have increased.
3. The superintendent of schools will **retain and document** district and BOE communication efforts.
4. The BOE will approve a district communication plan.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. Meet with MASA to develop a district communications plan</li> <li>2. Update the district website for ease of usability for communication</li> <li>3. Teachers keep logs of the positive communications with parents-and communications of concern</li> </ol>	10/2022	<ol style="list-style-type: none"> <li>1. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>2. District Tech Director, Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>3. All staff</li> </ol>		<input type="checkbox"/>
<p><b>60 Days:</b></p> <ol style="list-style-type: none"> <li>1. Share rough draft of communication plan</li> <li>2. Gather feedback on the district website upgrades</li> <li>3. Teachers share positive interactions with other staff at building level meetings</li> </ol>	11/2022	<ol style="list-style-type: none"> <li>1. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese, share with MSIP 6/CSIP District Committee</li> <li>3. Building Administrators and Staff</li> </ol>		<input type="checkbox"/>
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. Finalize Communications Plan</li> <li>2. Use feedback to improve district website</li> <li>3. ?</li> </ol>	12/22	<ol style="list-style-type: none"> <li>1. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>2. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>3. All Stakeholders</li> </ol>		<input type="checkbox"/>
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. Prominently display the district Communications Plan on the website</li> <li>2. Maintain the district website</li> <li>3. Host ongoing PD in communication for all staff</li> </ol>	05/22	<ol style="list-style-type: none"> <li>1. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>2. Superintendent, Dr. Julie Williams; Director of Special Programs, Holly Reese</li> <li>3. All Stakeholders</li> </ol>		<input type="checkbox"/>



## PERSONNEL

**L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.**

### SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The Alton R-IV School system will maintain a system of recruitment and support to ensure a high quality, and highly effective, student-centered staff.

#### SMART GOAL 1:

The Superintendent will create a systematic plan to gather exit data for all departing employees in order to identify and mitigate factors that may improve employee retention.

#### SMART GOAL 2:

The Superintendent will conduct an audit and comparison of all employee salary schedules and benefits to present in a written report for the Superintendent and Board of Education.

#### SMART GOAL 3:

The Superintendent will collect and examine class assignment practices and class-size data in order to produce a report for and Board of Education.

#### SMART GOAL 4:

The Superintendent in conjunction with the building-level administrators will ensure all staff are certified and highly effective in the content area to which they are assigned as determined by the teacher's MODESE state certification and long-term student performance on state required assessments.

#### SMART GOAL 5:

The central office and building principals will administer leadership surveys as a mechanism for receiving feedback relative to key indicators of responsibility from a representative balance of respondents. The results inform professional growth.

### Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Per the community stakeholder Pre-CSIP survey, polled stakeholders responded to which policy, process, or protocol they find to be least favorable about the district. Staffing is the top concern.

### Research Based Strategy(ies) for Implementation:

1. **Strategy:** Analyze and provide proper payment scales with the resources allotted.
2. Goldhaber et al.'s (2010) analysis suggests that teachers will need paid more to get them to teach and stay in challenging schools (See et al., 2020, p.687).
3. **Strategy:** Improve the quality of building culture through Administrative channels  
Waters-Weller (2009) conducted a study, which found that teachers would stay in a school with an excellent administrator regardless of pay (See et al., 2020, p. 688).
4. **Strategy:** Ensure a quality mentor for each new teacher.  
An evaluation of a mandatory mentoring system (Anthony, 2009) reported an increase of teacher retention (See et al., 2020, p. 689).
5. **Strategy:** Focus on Improving teacher efficacy

Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their students, overall school cohesion and enhanced status of the teaching profession (Toropova et al., 2021, p. 71).

6. **Strategy: Focus on Improved Working Conditions**

Bascia and Rottmann (2011) reinstate the importance of working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn (Toropova et al., 2021, p. 74).

**Funding Source:** District Funds

**MSIP Standard: L9** - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system’s vision, mission, and goals.

**Measurable Adult Behaviors:**

1. Superintendent presents exit data to the BOE for evaluation.
2. Superintendent presents salary comparative schedule to the BOE when considering staff salaries.
3. Superintendent presents class-size data to the board.
4. Leadership survey data presented to all stakeholders.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. Internal budget analyses of all district expenditures. 2. Make action to board on unnecessary expenditures. 3. Begin Review of Current Salaries and Benefits	August 15, 2022	Dr. Williams and the Board of Education	SISFIN, Core DATA, DESE Missouri Comprehensive School Database	<input type="checkbox"/>
<b>60 Days:</b> 1. Begin conversations regarding long0term financial goals including introduction of programs and salary increases. 2. Analyze salaries and benefits statewide 3.	November 2022	Dr. Williams and the Board of Education	SISFIN, Core DATA, DESE Missouri Comprehensive School Database	<input type="checkbox"/>
<b>90 Days:</b> 1. Superintendent devise multiple salary scenarios. 2. Meet with salary committee to determine which scales are feasible with a tax increase and without a tax increase. 3. Determine future teacher placement	January 2022	Dr. Williams, Salary Committee, Board of Education	SISFIN, Core DATA, DESE Missouri Comprehensive School Database	<input type="checkbox"/>
<b>Long Range:</b> 1. Determine if salary scale increase. 2. Determine teacher placement for 2022-2023 3. Superintendent administers exit data	April-June 2022	Dr. Williams, Salary Committee, Board of Education, all staff	SISFIN, Core DATA, DESE Missouri Comprehensive School Database, Levy results, Leadership survey	<input type="checkbox"/>

## MULTI-TIERED SYSTEMS OF SUPPORT

TL7-The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

### SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The Alton R-IV Elementary, Middle School, and High School will establish learning and behavioral supports identified, coordinated, and implemented with fidelity at the classroom, building, and system level.

### SMART GOAL 1:

The Superintendent, Director of Special Programs, building administrators, and certified staff will devise a process to study and train educators on the Multi-Tiered Systems of Support (MTSS) in order to determine how to phase in the practices of MTSS (universal screening, progress monitoring, data teams, decision protocols, high-quality Tier 1 instruction, including behavior, interventions, etc.).

### Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Through the Pre-CSIP community survey, respondents were asked if a student is not making academic progress and requires additional time and support, the school district does an efficient job of supporting them. Only 53.3% agree that the school was doing a sufficient job in establishing learning support for students.

### Research Based Strategy(ies) for Implementation:

**Strategy:** Focus on improving teacher efficacy by providing feedback and exposure to instructional strategies.

Javius, E. (2020). Coaching up at every level: Inside the system of support to improve Tier I. Leadership, 49(4), 24–27.

**Strategy:** Screen and progress monitoring data to form an understanding of students' strengths and needs.

Al Otaiba, S., & Young-Suk Grace Kim. (2022). Monitoring Student Responsiveness: Early reading instruction using a response to instruction framework. *Literacy Today* (2411-7862), 39(3), 18–20.

**Strategy:** Provide explicit and systematic instruction to ensure students master foundational skills including phonemic awareness, phonics, and spelling; provide additional practice to mastery

Al Otaiba, S., & Young-Suk Grace Kim. (2022). Monitoring Student Responsiveness: Early reading instruction using a response to instruction framework. *Literacy Today* (2411-7862), 39(3), 18–20.

**Funding Source:** District Funds

**MSIP Standard:** TL7-The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

### Measurable Adult Behaviors:

The Superintendent drives the directive for MTSS through administrative expectations and evaluation.  
 Building level administrators provide MTSS professional development for staff and develop a student success team (SST).  
 Administration and the SST:

- Assess the current state of the school.
- Gather current data.
- Develop a plan for intervention that addresses identified needs.
- Come up with a plan for delivering instructional and behavioral support services
- Choose evidence-based interventions that are aligned with goals and objectives

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. Superintendent introduces MTSS topic at back-to-school teacher orientation. 2. Principals created their initial MTSS outline to roll-out 3. Principals meet with instructional stakeholders to outline the criteria for placement and instruction	August 15, 2022  August 22, 2022  September 15, 2022	Superintendent Director of Special Programs Principals Staff	Title Monies, District Funds to allow for formative assessments;	<input type="checkbox"/>
<b>60 Days:</b> 1. Elementary teachers, Director of Special Programs, counselor, sped director, and principal meet to discuss MTSS student referrals every week 2. High school teachers, Director of Special Programs, counselor, and principal meet to discuss MTSS student referrals bimonthly 3. Evaluations, Data Analysis, and student placement begins	September 25, 2022  October 10, 2022  October 22, 2022	Director of Special Programs Principals Staff	Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.	<input type="checkbox"/>
<b>90 Days:</b> 1. Elementary teachers, Director of Special Programs, counselor, sped director, and principal meet to discuss MTSS student referrals and progress every week 2. High school teachers, Director of Special Programs, counselor, and principal meet to discuss MTSS student referrals and progress bimonthly 3. Evaluations, Data Analysis, and student placement continues	Third & Fourth Quarter	Director of Special Programs Principals Staff	Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.	<input type="checkbox"/>
<b>Long Range:</b> 1. Adopt MTSS Protocol ongoing for each year 2. Improve Tier 1 instruction to reduce tier 2 and tier 3 placement 3. Analytics reveal decreased behavior referrals	August 1, 2023	Director of Special Programs Principals Staff	Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.	<input type="checkbox"/>

## CULTURE OF HIGH ACADEMIC AND BEHAVIORAL EXPECTATIONS

CC2-The school system establishes a culture focuses on learning, characterized by high academic and behavioral expectations for each student.

### SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

#### SMART GOAL 1:

Leadership and staff will develop a systematic process for establishing and maintaining a positive learning climate to develop and retain faculty, staff, and administrators.

#### SMART GOAL 2:

Building level administration, led by the Director of Special Programs and Superintendent, will work with staff to establish and maintain a higher level of academic rigor and instructional expectation. Instructors will assess students formatively and summatively by benchmarks aligned with the Missouri Standards. (*greater than DOK 1*)

### Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Leadership is one of the main concerns in multiple areas of the Pre-CSIP survey. Stakeholders responded to the greatest threat and what policy, process, or protocol each find to be least favorable about the district. Leadership is one of the top concerns in both areas.

District academic performance on the Missouri Assessment Program results are below the state average in all areas.

### Research Based Strategy(ies) for Implementation:

The importance of leadership for directing, driving, and developing high-performing organizations is acknowledged by researchers and practitioners alike (Van Wart, 2013). “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood et al. 2004, p. 5).

1. **Strategy:** Administrators will allow teachers, students, and staff to inform systems and school processes.
2. **Strategy:** Administrators will use behavioral, academic, and attendance data to inform practice.
3. **Strategy:** The administrative team will develop incentives for rewarding staff and students.

**Funding Source:** District Funds, Donations, Foundation

**MSIP Standard:** C2-The school system establishes a culture focuses on learning, characterized by high academic and behavioral expectations for each student.

**Measurable Adult Behaviors:**

1. Teachers with the aid of the Director of Special Programs will ensure all district curriculum is paced and aligned with the Missouri Learning Standards (MLS) or CTE standards.
2. Teachers will create and monitor pacing guides to ensure all MLS are taught and assessed.
3. Teachers with the same content area or grade level will meet at least twice per month to review student data and align curriculum/assessments.
4. Building level administrators will discuss level of rigor and content with each teacher during their evaluation.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. Teachers each produce a pacing guide for the year to reveal when each MLS priority standard or CTE standard are taught.</li> <li>2. Teachers create weekly lesson plans to ensure rigor of instruction aligned with the MLS.</li> <li>3. Building level administrators have reviewed each teacher's pacing guide and lesson plans.</li> </ol>	8/22/2022	Director of Special Programs Building Level Administrators Classroom Teachers	District Adopted Programs Google Drive Student Data	<input type="checkbox"/>
<p><b>60 Days:</b></p> <ol style="list-style-type: none"> <li>1. Teacher collaborative meetings have begun with data analysis and pacing review.</li> <li>2. Teachers align assessments with their pacing guides.</li> <li>3. Building level administrators continue to review student data and teacher lessons/assessments.</li> </ol>	10/24/2022	Director of Special Programs Building Level Administrators Classroom Teachers	District Adopted Programs Google Drive Student Data	<input type="checkbox"/>
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. Teachers of the same content review common assessment data to find areas of deficit.</li> <li>2. Teachers continue to meet, align assessments, and review pacing guides.</li> <li>3. Building level administrators continue to review student data and teacher lessons/assessments.</li> <li>4. Begin curriculum meetings for realignment</li> </ol>	01/27/2023	Director of Special Programs Building Level Administrators Classroom Teachers	District Adopted Programs Google Drive Student Data	<input type="checkbox"/>
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. Teachers of the same content review common assessment data to find areas of deficit.</li> <li>2. Teachers continue to meet, align assessments, and review pacing guides.</li> <li>3. Building level administrators continue to review student data and teacher lessons/assessments.</li> </ol>	08/01/2023	Director of Special Programs Building Level Administrators Classroom Teachers	District Adopted Programs Google Drive Student Data	<input type="checkbox"/>

## EQUITY AND ACCESS

**EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.**

### SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Goal: EA-1.B. The performance of each student on each state assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.

#### SMART GOAL 1:

The Alton R-IV administrative team and staff will build explicit systems regarding student wellness, teaching, assessment, and learning in order to provide consistent and equitable learning opportunities across the District that propel student achievement, participation, and post-secondary options.

#### SMART GOAL 2:

Administrators and Classroom instructors will monitor student progress through local/state/federal formative and summative assessments to ensure improved student learning outcomes over time. Attention will be given to avoiding deficit thinking associated with demographics by using intentionality in avoiding assumptions about students.

### Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Fairness, instructional programs, and equity are the top of the list of concerns identified by community stakeholders on the Pre-CSIP survey. Stakeholders believe in order to give students a better opportunity; we must improve the quality of our programs and increase fairness and equity.

### Research Based Strategy(ies) for Implementation:

**Strategy:** Data Driven Reform to avoid deficit thinking.

Datnow, A. & Park, V. (2018). Opening or closing doors for students? Equity and data use in schools. *Journal of Educational Change*, 19 (2), 131-152.

**Strategy:** Use Learning Analytics to improve data driven decision making

Francis, P., Broughan, C., Foster, C., & Wilson, C. (2020). Thinking critically about learning analytics, student outcomes, and equity of attainment. *Assessment & Evaluation in Higher Education*, 45(6), 811–821. <https://doi.org/10.1080/02602938.2019.1691975>

**Funding Source:** District Funds, Donations, Foundation

**MSIP Standard:** EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

**Measurable Adult Behaviors:**

1. The academic leader, Mrs. Holly Reese, will work with administrators to set the culture for academic improvement by demonstrating alignment expectations.
2. Administrators will ask staff to align and deliver instruction aligned to state standards.
3. Mrs. Reese and administrators will ensure formative assessments are used to inform instructional improvement.
4. Staff will use MTSS to find any students who need increased rigor or other differentiated instruction.
5. Dr. Steele works with Mrs. Reese to develop an ACT prep class.
6. Dr. Williams works with DESE and BOE to reintroduce auto mechanics 2023 and woodworking 2024.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><b>30 Days:</b></p> <ol style="list-style-type: none"> <li>1. Conduct Survey to find weaknesses in curricular offerings</li> <li>2. Offer attendance and behavioral incentives</li> <li>3. Monitor student progress through formative and summative assessments to redesign effective teaching practices</li> <li>4. Pull top 10% of MAP students for enrichment coursework</li> </ol>	<p>August 15, 2022</p> <p>August 22, 2022</p> <p>September 1, 2022</p>	<p>Superintendent Director of Special Programs Principals Staff</p>	<p>Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.</p> <p>Budget attendance and behavior incentives with local funds</p>	<input type="checkbox"/>
<p><b>60 Days:</b></p> <ol style="list-style-type: none"> <li>1. Review data from top 10% enrichment placement for perceptual and quantitative feedback</li> <li>2. Instructors align all assessments with MLS curriculum, and instruction</li> <li>3. Monitor student progress through formative and summative assessments to redesign effective teaching practices</li> </ol>	<p>October 14, 2022</p> <p>October 1, 2022</p> <p>Ongoing</p>	<p>Superintendent Director of Special Programs Principals Staff</p>	<p>Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.</p>	<input type="checkbox"/>
<p><b>90 Days:</b></p> <ol style="list-style-type: none"> <li>1. Introduce ACT Prep Class</li> <li>2. Complete necessary paperwork and grant work to prepare for 2023-2024 Auto mechanics courses</li> <li>3. Monitor student progress through formative and summative assessments to redesign effective teaching practices</li> </ol>	<p>02/2023</p> <p>02/2023</p> <p>Ongoing</p>	<p>Superintendent Director of Special Programs Principals Staff</p>	<p>Data tracking with Google Sheets etc. Formative assessments such as IXL, Iready, EGSI, and MAP practice tests.</p> <p>Training expenses for ACT prep course with college board.</p>	<input type="checkbox"/>
<p><b>Long Range:</b></p> <ol style="list-style-type: none"> <li>1. The district will increase the number of CTE courses such as auto mechanics offered on-campus</li> <li>2. Increase individual student progress on the MAP</li> <li>3. Evaluate long range trajectory of ACT performance and impact of 2023 ACT Prep efforts</li> </ol>	<p>August 1, 2023</p> <p>May 2023</p> <p>May 2023</p>	<p>Superintendent Director of Special Programs Principals Staff</p>	<p>Enhancement grants; engineering grants; local expenditures for instruction;</p>	<input type="checkbox"/>