

**STANBERRY R-II SCHOOL DISTRICT**  
**2022-2027**

**CONTINUOUS SCHOOL  
IMPROVEMENT PLAN  
(CSIP)**

Board Adopted: December 19, 2022



# TABLE OF CONTENTS

Improvement Plan Summary.....	2
Improvement Plan Development Team.....	5
Improvement Plan Timeline.....	6
Motto/Mission/Vision/Core Beliefs.....	7
Goal Framework	
Priority Area 1: Student Learning and Success.....	8
Priority Area 2: Teacher and Student Preparation.....	9
Priority Area 3: Student and Staff Well-Being.....	10
Priority Area 4: Retaining High Quality Teachers and Staff.....	11
Continuous Improvement and Monitoring the CSIP.....	12

# IMPROVEMENT PLAN SUMMARY

The Continuous School Improvement Plan (CSIP) is a five year strategic plan that provides the Stanberry R-II School District with a clear direction and purpose to ensure that the academic success of all students is a priority. The CSIP plan was developed with thoughtful input from stakeholders from the Stanberry family, including parents, community members, business members, students, and the dedicated educators of Stanberry. This committee lives and breathes our district motto: School - Community - Family.

On page 5 and 6 of this document is a list of the stakeholders who participated in the CSIP Development Team, as well as the timeline for development. What follows is a brief summary of the CSIP development process.

At the beginning of August 2022, the school board was notified about the final draft and changes to the Missouri School Improvement Program, edition #6 (MSIP6). A major component of the revised MSIP6 was the implementation of a monitoring system to ensure that school districts have a systematic plan for improvement; the Continuous School Improvement Plan. At this time, plans were made to form a development team to create our CSIP. It was important to the school board and district leaders that this committee not only include representatives from the district, such as teachers and administrators, but it should also include the voices of students, parents, board members, and the business community. Recruitment of stakeholders began, and shortly after the committee was formed.

The committee's first task was to work collaboratively to develop our district's mission statement. Each member was asked to identify words and statements that signified what it meant to be a "Stanberry Bulldog." The team wanted to ensure that their mission statement would be reflected in our Stanberry core beliefs and would be a statement that all stakeholders could remember. After much discussion, the stakeholders decided on the following statement: "**P**repare, **R**espect, **I**nspire, and **D**edicate ourselves to **E**ducate all as lifelong learners." The authenticity of this statement was validated when one of our students read the statement and immediately noticed "P.R.I.D.E." embedded in the statement. The student went on to say that her teachers often talk about Bulldog Pride and what it means to our school, community, family. Our mission statement makes it clear to students, parents, staff, and the community what our purpose is and that our actions and decisions must be in harmony with one another.

The committee then shifted their focus to a variety of data sources, including some resources that were internal (within our control) and others that were external (outside our control). Another distinction made between the sources was whether they were quantitative (MAP Scores, attendance, salaries, etc.) or qualitative (survey perception questions, graduation follow-up conversations, etc). Both sets of data were equally important, and together they provided a clearer picture of the district as a whole.

In order to get an in-depth look at the data, the larger committee was broken into six (6) subcommittees: Leadership; Collaborative Climate and Culture; Alignment of Standards, Curriculum and Assessments; Effective Teaching and Learning; Data-Based Decision Making; and Equity and Access. It was important that the subcommittees were created because it gave each group a narrow and more focused set of criteria to use. As with the larger CSIP committee, the subcommittees were an eclectic group comprised of the different categories of stakeholders. In order to sift through the many sources of data, a Google Site was created that had links to all documents. This site could be accessed during the larger committee meeting, during smaller subcommittee meetings, and at home during the stakeholders' own time.

From the data sources, each member identified the district's strengths, weaknesses, and areas for improvement. The data that was used in this process is found below:

Local Assessments	Special Education State Profile
Guidance Documents	Graduate Follow-up Survey
Surveys - Staff, Student, Parent	DESE Report Card
MSIP 6 Guidance Document	-Attendance Data
MAP/EOC Data	-Enrollment Data
Current District Plans	-Graduation Rate
ASBR	-Salary Comparison Data

Further clarification about the survey used for the CSIP must be addressed. The survey chosen for the CSIP plan was developed by the United States Department of Education. It was intentionally chosen with the hopes that one day our survey results could be compared to other districts across the nation who chose to take the same survey, comparing our survey data with other districts not for the sake of determining rank order, but rather to have conversations with other districts across the state and nation on how they have achieved their results, and vice versa. It is the desire of the Stanberry School District to use all sources of information and communication with other school districts to ensure that our students, families, and staff members succeed.

The information gathered from the data sources helped each of the subcommittees to develop focused and targeted goals. As a result of each subcommittee developing their own list of goals, there were a total of twenty-one (21) goals for the larger committee to sort through and prioritize. As the committee discussed the potential goals, we realized that many of the goals were either very similar or were, in fact, an action step that could be used to achieve another goal. After careful consideration, four goals were created to address the three (3) priority areas: student achievement, student preparation, and the health and well-being of our students and staff at Stanberry.

The following SMART Goals were developed from the priority areas:

**Goal #1: Student Learning and Success:** Annually, students will show a 3% achievement increase in the percent of proficient or advanced scores on the state assessment in each content EOC and grade level MAP by Spring 2027.

**Goal #2 Teacher and Student Preparation:** By Spring 2026, at least 95% of the certified staff members will feel supported through professional development to effectively meet the expectations of their role, as measured by monthly and annual surveys.

**Goal #3 Student and Staff Well-Being:** The Stanberry School District will provide for the well-being of 100% of the students and staff through a safe, orderly, and caring environment by May 2025.

**Goal #4 Retaining High Quality Teachers and Staff:** By the fall of 2027, the district will attract or retain 100% “highly qualified” staff, per DESE certification standards.

The last step of the development process was to determine how each goal would be measured and accomplished through various action steps. It was during this process that the staff members, parents, community members, and students had the opportunity to collaboratively develop action steps that would drive instruction, assessment, professional development, and the everyday operations of the district. This CSIP will be a living guide that will set a direction for changing and energizing the course of learning and success in the Stanberry School District. This team will work in unison to ensure that the plan is systematically monitored and reviewed for continuous improvement.

# Improvement Plan Development Team

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Dr. John Davison	Superintendent	Kristi Porterfield	Teacher - Elementary
Lisa Craig	Principal - High School	Abbey Rankin	Teacher - Gifted
Tammy Graham	Principal - Elementary	Becky Heyde	Parent - HS/JH
Jason Dias	Director - Athletics	Debbie Steinhauser	Parent - Elementary
Karla McQueen	HS/JH Counselor	Ashley Shisler	Local Business Owner
Kali Newcomer	Elementary Counselor	Amber Schieber	Parent - HS/JH
Korinne Noble	Teacher - Agriculture	Rachel McMillan	Parent - JH/Elementary
Roxanne Hoover	Teacher - High School	Tim Steinhauser	Non-Profit Organization
Sidney Eckard	Teacher - Business	Colby McQuinn	Student - High School
Kirsten Maronde	Teacher - Junior High	Kolton Dias	Student - High School
Kristine Palmer	Teacher - Junior High	Josi Moffat	Student - Junior High
Shelbi Luke	Teacher- Elementary	Brookelynn Robinson	Student - Junior High
Kate Wiederholt	Teacher - Special Education	Kaitlin Porterfield	Student - Junior High
Rachael Luke	Teacher - Special Education	Marci Messner	Board Member
Kelli Hilton	Librarian	Shawna VanDraska	Board Member
Kendle Luke	Teacher - Elementary		

# IMPROVEMENT PLAN TIMELINE

August 2022	Board of Education review of MSIP6 and discussion of current CSIP revision
September 2022	Facilitator and process was determined as well as meeting dates set
October 2022	CSIP Committee was developed
October 2022	Formation of district mission statement and initial review of data at first committee meeting
October 2022	Subcommittees met throughout the month to review various data sources to determine strengths, weaknesses, and opportunities for growth
November 2022	SMART goals (Specific, Measureable, Achievable, Relevant, and Time-Bound) were created by the committee.
November 2022	Action steps were discussed and the district's vision and core beliefs were developed
December 2022	District leadership met to review preliminary CSIP plan
December 2022	CSIP sent to Development Team for review and feedback
December 2022	Formatted the reviewed CSIP plan
December 2022	Board of Education approved the Stanberry CSIP
December 2022	Communication strategy was developed and implemented so that all stakeholders have access to the CSIP

# MOTTO, MISSION, VISION, CORE BELIEFS

## MOTTO

School - Community - Family

## MISSION

Prepare, **R**espect, **I**nspire, and **D**edicate ourselves to **E**ducate all as lifelong learners.

## VISION

To intentionally prepare and challenge students through learning experiences to empower future success.

## CORE BELIEFS

- 1) We believe that a strong partnership with families and the community is central to the success of all students
- 2) We believe educators and students can be lifelong learners, who are excited to engage in learning together.
- 3) We believe relationships and communication are driving forces in education.
- 4) We believe critical thinking, real world problem-solving, and engaged learning are crucial to learners' success now and in the future.
- 5) We believe the skillful use of technology can enhance learning experiences.

# GOAL FRAMEWORK

<b>Priority: Student Learning and Success</b>			
<b>Goal #1:</b> Annually, students will show a 3% achievement increase in the percent of proficient or advanced scores on the state assessment in each content EOC and grade level MAP by Spring 2027.			
<b>Purpose:</b> To utilize local and state achievement data to track student performance and growth at multiple points throughout the year. Data will be collected, communicated, and utilized by data teams to make instructional decisions and adjustments as needed.			
<b>Monitoring:</b> This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the monthly meetings following the release of local and state level student achievement data, including EOC and MAP scores. This data will be prepared by the district staff and presented to the board during the January and May board meetings.			
Action Steps	Person(s) Responsible	Funding Source(s)	Projected Completion
Update curriculum and pacing guides to ensure alignment to the Missouri Learning Standards. (C & I/Assessment Plans)	Teachers Principals	Local State	Spring 2025
Create a district assessment plan and utilize progress monitoring of benchmark and formative assessments to drive instruction at all levels. (Assessment Plan)	Teachers Principals	Local State	Spring 2026
The district will provide job embedded PD time to meet collaboratively in order to align formative assessment to current Missouri requirements. (PD/Assessment Plan)	BOE Superintendent PD Committee Principals	State	Spring 2026
Utilize research-based strategies to focus on foundational skills in all grades, such as Kagan, LETRS, Marzano, and Hattie. (C & I/ PD Plan)	Teachers Principals	Local State	Fall 2025
Promote student and parent ownership of assessment scores through student data tracking. (Assessment/C & I Plan)	Teachers Principals Students Parents	Local	Spring 2027
Develop and implement multi-tier systematic support at all levels, including monthly data team meetings to analyze data and determine instructional strategies. (C & I/Assessment Plan)	Teachers Principals	Local	Spring 2027

<b>Priority: Teacher and Student Preparation</b>			
<b>Goal #2:</b> By Spring 2026, at least 95% of the certified staff members will feel supported through professional development to effectively meet the expectations of their role, as measured by monthly and annual surveys.			
<b>Purpose:</b> To ensure that staff members are provided with relevant, engaging, and appropriate professional development in order to best meet the academic goals and needs of all students.			
<b>Monitoring:</b> This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the May Board of Education meeting.			
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Funding Source(s)</b>	<b>Projected Completion</b>
Based upon staff surveys, relevant professional development will be planned and implemented to all certificated personnel and paraprofessionals. (PD Plan)	Principals Teachers Superintendent BOE PD Committee	Local State	Spring 2023
Opportunities will be provided for teachers to observe other teachers within the district as well as in other districts to enhance instructional best practices. (PD Plan)	Teachers Principals Superintendent	State Federal	Spring 2024
Teachers will be given designated time to plan, research, and share their professional development activities with their colleagues. (PD Plan/C & I Plan)	Principals Teachers PD Committee	Local State Federal	Spring 2025
Provide staff members professional development opportunities that support individualized learning and are aligned to research based best practices such as Kagan, LETRS, Marzano, and Hattie to increase student learning capacity. (PD Plan/C & I Plan)	Teachers Principals PD Committee	Local State	Spring 2026
Seek consultation and professional development from NWRPDC as determined by the district leadership team. (PD Plan)	Teachers Principals PD Committee	Local State	Spring 2027
Provide time and opportunities for teachers to collaborate on strategies to engage learners through the use of technology. (Technology/PD Plan)	Teachers Principals PD Committee Technology Committee	State	Spring 2027

**Priority: Student and Staff Well-Being**

**Goal #3:** The Stanberry School District will provide for the well-being of 100% of the students and staff through a safe, orderly, and caring environment by May 2025.

**Purpose:** To ensure adequate support and resources are equally disseminated to all students and staff to support social and emotional well-being across the district.

**Monitoring:** This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the August and February Board of Education meetings.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Funding Source(s)</b>	<b>Projected Completion</b>
Provide multiple opportunities throughout the year to conduct meaningful surveys to students, families, and staff members. (Safety/Wellness Plan/Culture & Climate)	Principals Superintendent	Local	Spring 2025
The district will provide school counseling services to support the career, academic, and social/emotional needs of all students. (Wellness Plan)	Counselors Superintendent	Federal State Local	Fall 2025
Improve Student/Teacher relationships through the implementation of SEL curriculum, such as Conscious Discipline and Character Strong. (Wellness Plan/Culture and Climate Plan)	Principals Teachers Counselors	Local	Fall 2024
District safety team will meet quarterly to review safety procedures and obtain feedback from students and staff in regard to the safety needs of the district. (Safety Plan)	Safety Team	State Local	Fall 2024
Build capacity in teachers and staff through professional development opportunities to support schoolwide behavioral and social-emotional learning and trauma. (PD/Wellness Plan)	Superintendent Teachers PD Committee	State Local	Spring 2025

**Priority: Retaining High Quality Teachers and Staff**

**Goal #4** By the Fall of 2027, the district will attract or retain 100% 'highly qualified' staff per DESE certification standards.

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

**Monitoring:** This SMART goal will be reviewed and adjusted, as needed, by the Board of Education during the regular monthly meeting in December and March of each fiscal year.

Action Steps	Person(s) Responsible	Funding Source(s)	Projected Completion
Conduct exit survey/interviews to assist perception data for employees transitioning out of the district. (HR Plan)	Superintendent	Local	Spring 2023
Maintain competitive salaries and insurance benefits as compared to districts with similar demographics. (Annual Budget)	BOE Superintendent	Federal State Local	Spring 2023
Maintain and improve teacher mentoring programs by providing orientation, professional development, observations, weekly and monthly meetings, and in-district/out-district observations. (PD Plan/C & I Plan)	Principals	Local	Spring 2024
Solicit and implement ideas from all staff members to maintain a positive work environment. (Culture and Climate Plan)	Principals Superintendent	Local	Spring 2023
Develop/maintain a strong relationship with area college and university teacher preparation programs. (HR Plan)	Principals Counselors Superintendent	Local	Spring 2025
Develop a Grow Your Own Teachers Program to assist with recruitment and certification. (HR Plan)	Principals Superintendent BOE Counselors Teachers	State	Spring 2026

# MONITORING AND ADJUSTING THE CSIP

The Stanberry CSIP is the foundational document that drives every aspect of the Stanberry district: academic success, teacher development, recruitment and retention of qualified staff, and the mental and social health of both students and staff. Through the consistent implementation and monitoring of this plan, we are confident that every student in the Stanberry R-II School District will succeed. This CSIP is also the guiding document that supports the districts' various plans; professional development, culture and climate, wellness, assessment, facility, curriculum and instruction, technology, ESEA consolidated plan, human resources plan, and the annual budget. These plans are presented to the school board each year for review and final approval. In order for the plans to be approved, careful consideration and discussion is centered around each of the CSIP goals and action steps. Each action step has been linked to a district plan and will be reviewed in conjunction with the plan review date. Below are the months in which the previously mentioned plans will be reviewed, adjusted, and presented to the Board on an annual basis. These plans will be included in the monthly Board of Education meeting agenda and will be uploaded to the district website to ensure fidelity and transparency with all stakeholders.

Assessment Plan - August	ESEA Consolidated Plan - May
Culture/Climate Plan - August	Professional Development Plan - May
Wellness Plan - November	Curriculum/Instructional Plan - May
Facility Plan - February	Annual Budget - June
Technology Plan - March	Safety Plan - June
HR Plan - March	

In addition to the annual review of the district plan, the district leadership team will present an update at each board meeting in regard to one of the four (4) goals. The schedule for review is indicated on the Stanberry goal pages. The updates will either be presented by the district leadership team, staff members, community members, parents, or a combination of the various stakeholders. Finally, in May of each year, the CSIP committee will reconvene to discuss the progress of each goal and action items. It will be at this meeting where the actions steps will be reviewed, amended, and prepared for the Board of Education in June for the annual review.

As previously mentioned, the district budget will be reviewed in conjunction with the CSIP. All funding sources will be used to achieve the goals, with the bulk of funding coming from the state and local levels. In order for each action step to be implemented with fidelity, the appropriate amount of funding must be allocated to the action step. It will be the responsibility of district leadership and the school board to work closely with one another to ensure that once an action step has been met, proper funding can then be shifted to another action step. Keeping this in mind, district leaders were diligent to prioritize completion dates based upon several factors: budget allocations, impact of each action step towards the goal, current teacher learning capacities, and the scaffolding of skills from one action step to the next.

Over the course of the next 5 years, the CSIP will evolve and change as the School Board and district teams meet to review our progress towards each goal. The work that the Development Team did at the beginning of this process is not complete. Each year this team will meet to review the progress of the plan. Through the continuous improvement cycle, it is anticipated that goals and action steps may be adjusted, added, or deleted from the CSIP, as we continue to focus our attention on the ever-changing strengths, weaknesses, and areas for growth within our district. It is equally important to note that district plans may change over time during the implementation. For example, after the goals and action steps were developed by the CSIP and district leadership team, two district plans were not in existence: the Curriculum and Instruction Plan (C & I) and the Climate and Culture Plan (C & C). It was our initial thought that the goals and action plans for this CSIP would be addressed in our previous plans; however, after some discussion and reflection, the leadership team felt that these two areas were so vital to the success of our district that they should be addressed in their own plans. The Culture and Climate Plan will feature specific ways in which the district will be an environment in which all stakeholders feel valued, supported, and have a sense of purpose. The Curriculum and Instruction plan will focus on the key components of a fully implemented curriculum that includes researched-based practices for instruction. We anticipate that these newly developed plans will make a substantial impact in all of our three priority areas: student achievement, student preparation, and the health and well-being of our students and staff at Stanberry.

Throughout this continuous improvement cycle, it is the responsibility of district administration and building leaders to ensure that all teachers are prepared and are able to deliver quality and effective instruction to all students. It is the responsibility of the teachers to provide meaningful feedback on their needs as their instructional practices evolve throughout this plan. It is the responsibility of the entire district to ensure that the Stanberry R-II Mission Statement is embedded in all aspects: “**P**repare, **R**espect, **I**nspire, and **D**edicate ourselves to **E**ducate all as lifelong learners.” #bulldogpride

**BULLDOG PRIDE**



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