**MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP 6)**

**CONTINUOUS IMPROVEMENT RESPONSE TO STANDARDS**

LEA NAME Centerville R-I School District DATE 19 December 2022

The MSIP 6 Response to Standards reports Continuous Improvement Standards and Indicators that can only be measured by LEAs “telling their story.” These responses provide an opportunity for LEAs to showcase best practices in: Leadership; Effective Teaching and Learning; Collaborative Climate and Culture; Data-Based Decision Making; Alignment of Standards, Curriculum and Assessment; and Equity and Access. Please provide no more than a one page response to each of the following six questions.

Strengths and innovations identified through your responses may support your LEA’s application for an exemplary status.

**LEADERSHIP**

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| Leadership |
| L1 – The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices. |

### *1) Describe the local board and superintendent/chief executive officer’s professional learning experiences in your LEA. Share how these practices have enhanced the systems of governance.*

### The Centerville R-I Board of Education understands the importance of leadership in the district. The Board of Education (BOE) recognizes that a commitment to professional learning at all levels has a positive impact on student achievement. The members of the board receive their initial training within the first year of being elected to the board. The BOE participates in annual training and are members of the Missouri School Board Association. The BOE receives monthly updates regarding legislative issues, grant opportunities, trends in education, and professional development opportunities. The BOE participates in setting and reviewing the district goals each year and is updated quarterly, by the administration or various district committee chairpersons, on the progress of these goals.

### The superintendent is a member of Missouri Association of School Administrators, the Missouri Association of Rural Education, the Missouri K-8 Association, and Southeast Area Superintendent Association. The Superintendent also collaborates with other area superintendents as part of the Black River League Conference. As part of ongoing professional learning the Superintendent participates in annual trainings as the district Homeless Liaison, the Safety Coordinator, the Federal Programs Coordinator, and Special Education Director. As well as, Law Seminars, Food Service training, PAT training, seclusion and restraint trainer training, and LETRS training for administrators. The Superintendent also attends the annual Administrators Conference hosted by DESE each year.

### EFFECTIVE TEACHING AND LEARNING

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| High Quality Early Learning |
| TL1 – Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standards and/or demonstrating significant measureable improvement. TL2 – The school system ensures the birth through prekindergarten population has access to high quality early learning experiences.  |
| High Quality Career Education |
| TL3 – The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students’ ICAPs |
| Intra and Interpersonal Skills |
| TL4 – The school system prepares students through the development of essential intrapersonal and interpersonal skills.  |
|  Teacher/Leader Standards |
| TL5 – The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.  |
| Effective Instructional Practices |
| TL6 – Evidence-based instructional practices are implemented to ensure the success of each student.  |

### *2) Highlight the success ready measures Pre-K-12 that ensure students are ready for their next educational or work experience.*

### The Centerville R-1 School District implements a variety of measures to ensure that students are success ready and academically prepared for the next step in their journey as life long leaners. The district uses STAR and I-Ready diagnostic assessments, in conjunction with the results of the Missouri Assessment Program, at the beginning of each year to create an Individual Growth Plan for each student. These plans are developed by teams that include the student’s previous teacher, current teacher, the principal and other faculty that play a vital role in the success of each student. The growth plans are then used to guide decisions in the use of extra classroom supports if needed, tutoring goals, and any other academic interventions that may be necessary to help each student be successful. The growth plans are used to track student progress through the year and are updated in December and early March with the results of additional student diagnostic assessments. After school tutoring in an individual or small group setting is provided for students that may need additional assistance or support. Analyzing state assessment data, as well as, multiple diagnostics throughout the year also highlights strengths and weaknesses within our curriculum and instructional processes. The districts curriculum is aligned to the Missouri Learning Standards and is periodically reviewed and updated.

### The district does have in place, board adopted teacher/leader standards to ensure that students are receiving high quality instruction.

### The District recognizes that early learning opportunities are imperative to build a solid academic foundation for our students. Centerville R-I is a small K-8 district and does not have a preschool program. However, the District contracts with a neighboring district to provide PAT services to families with younger children in the area. The District has also partnered with another nearby school district to provide ECSE services for our families as needed.

### Eighth grade students create academic and career plans to aid them in future decisions and are provided opportunities to tour neighboring high schools and local colleges.

### The District recognizes that in order to provide a well-rounded academic experience it is necessary to address the social and emotional needs of our students. To that end, we have partnered with the local behavioral health group FCC to provide support as needed to our families, our students and our staff. District personnel are also engaged in professional development such as, DLACE training and comprehensive surveys to improve and maintain a positive culture within the district, VTace training to aid in character education in the classroom, and the PAL program through eMINTS to train teachers in pro-social and active learning strategies.

### COLLABORATIVE CLIMATE AND CULTURE

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| Culture of High Academic and Behavior Expectations |
| CC2 – The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.  |
| Parent/Guardian Involvement |
| CC4 – The system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.  |

### *3) a. Describe what systems the LEA has in place that focus on high academic and behavioral expectations of students.*

### *b. Share strategies the LEA uses to engage parents.*

The Centerville R-1 School District is committed to providing our students and families with a positive culture and a collaborative climate that helps to foster good citizenship, academic achievement, and a desire for life-long learning. The District has established an improvement process that strives to engage stakeholders from all parts of the community. Because the district is very small, all teachers serve on every committee. The CSIP committee meets quarterly to analyze progress towards district goals and identify areas for potential growth or improvement. Parents, students, school board members, and other stakeholders from throughout the community are invited and encourage to attend and participate in the CSIP process, as well as, other committees throughout the year.

Individual Growth Plans are created for every student using data obtained from the Terra-Nova, the Missouri Assessment Program and base-line diagnostics that are completed at the beginning of each year. These growth plans allow student, parents and teachers to identify areas for academic growth and easily monitor progress throughout the year. Weekly, quarterly, and yearly incentives have been put in place to encourage academic achievement, attendance, and good student behavior. The Board of Education has adopted policies to ensure high academic achievement for students, and high expectations of behavior for staff, students and community members while on campus.

Family and community engagement are critical for academic and behavioral success for all students and for overall success for the district. There are several ways the District works to encourage parent and community involvement. Parents have access to their student’s grades at any time through our student information system and maintain communication with the teachers and the central office using Class Dojo. The District host a Family Fun Night each quarter. Parents and students join the administration and staff for dinner and learning activities that are designed to encourage parent participation in their students academic success. Parents and community members are invited to attend quarterly and year-end awards ceremonies. The District has policies and procedures in place that allow for parent volunteers to help in the classrooms, and parents, teachers, and students all sign a compact each year that has clearly stated responsibilities and expectations for each party.

Between breakfast and the beginning of the school day, students and teachers at all levels walk around the gym for about ten minutes to allow all teachers to become familiar with all students, and older students and younger students to become familiar with each other. Periodically, the older students come to the elementary building to listen to the younger students read.

The District surveys students, parents and staff members annually to ensure that everyone in the district feels safe and welcome.

**DATA BASED DECISION MAKING**

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| Continuous and Innovative Improvement |
| DB2 – 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.  |
| DB4 – School based collaborative educator teams, inclusive of all educators, are operational and focus on effective programs.  |

### *4) Describe the systems your LEA uses that encourage continuous improvement of students and staff.*

### Centerville R-1 is a small K-8 district with one administrator that serves as the district Superintendent and Principal. All teachers serve on every committee. Each teacher is the chairperson of at least one committee. The administrator and the teachers are very familiar with the state of the district. The CSIP committee, along with other community stakeholders, meets quarterly to assess the implementation of CSIP goals and the effectiveness of individual strategies. At each CSIP meeting the chairperson of each district committee is present. This includes the Professional Development Committee, the Curriculum/Assessment Committee, the Technology Committee, the At-risk Committee, the Incentive Committee, the Crisis Prevention Committee, the Textbook Committee, and the Advisory Committee. Each of these committees utilizes multiple sources of data and research-based strategies to make decisions that focus on the most student centered, success ready educational experience possible.

**ALIGNMENT OF STANDARDS, CURRICULUM AND ASSESSMENT**

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| Assessments Aligned to Missouri Learning Standards |
| AS2 – The school system implements a comprehensive assessment system including state-required and locally selected assessments.  |

### *5) Describe your comprehensive assessment system. How does the LEA use data to inform teaching and learning. Has this data resulted in improved student performance?*

### Assessment is a critical part of school improvement and student learning. The district assessment program allows the district to gather information for a variety of purposes. Assessment involves sampling student performance, decisions can be made concerning individual students, groups of students, and educational programs. The validity of the decisions that are made depends on the wise choice of assessment procedures and the appropriate administration and interpretation of these procedures. The primary justification for assessment is that the information obtained can be used to make better and more informed educational decisions. Well-designed and appropriately used assessments provide the following benefits:

### Teachers gain information about individual students’ strengths and weaknesses.

### Teachers can evaluate the effectiveness of their instruction

### Students are made aware of their individual strengths and weaknesses

### Teachers, parents, students, and policy makers make more informed decisions.

### Programs can be evaluated for their impact on learning and instruction to state standards and key concepts

### The district as a whole can report on academic progress, performance and improvement to

### the public

### The District Assessment Program consists of a variety of assessments. The primary goal of the assessment program is to monitor and improve student performance and achievement. A second equally important role of assessment is to provide the necessary information to improve curriculum and instructional practices. These two goals are inextricably linked and cannot be considered apart from each other.

### No single assessment or assessment type can serve all of the needs for information; therefore, the assessment program includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement

### The Assessment Plan includes components as specified in the Missouri School Improvement Process (MSIP) Instructional Standards along with their respective indicators: Alignment of Standards, Curriculum, and Assessment

### The data from the District’s assessment program has resulted in teachers better recognizing their own strengths and weaknesses and that of their students, and this data also allows the students to see the areas that they excel in academically, as well as, those areas in which they have room to grow.

**EQUITY AND ACCESS**

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| Equity and Access Experiences |
| EA4 – 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.  |

### *6) Describe how your LEA ensures all students have access to rigorous instruction, meaningful supports, and relevant educational experiences. Explain how the LEA is addressing challenges to assure all students have equitable opportunities to experiences and resources.*

### The Centerville R-I School District has in place a number policies and practices to ensure that every student has access to a rigorous and relevant educational experience. The allocation of funds through the district is driven by the needs of our students. The District’s curriculum is continuously revised and updated. Centerville R-I uses a variety of summative and formative assessments, as well as student, parent and staff surveys, to guide instruction for students and professional development for teachers.

### Centerville R-I partners with neighboring districts to provide PAT services, ECSE, and a Head Start program in an effort to provide meaningful early childhood educational experiences and opportunities.

### The district works in cooperation with the behavioral group FCC to provide social, emotional, and mental health supports for our students. Students determined to be eligible for special education services through either a 504 or IDEA processes have individualized plans designed by educational teams that further explore and define their learning needs based on additional testing and/or clinical/medical diagnosis and by parent and teacher input.

### All students in grades K-3 are screened for dyslexia at least three times a year. Any students identified as struggling receive Title I services.