

Avenue City School District

002-090-4020

18069 Highway 169

Cosby, MO 64436

www.avenuecityschool.org



Comprehensive School Improvement Plan
2023-2027

Grades Served: PreK – 8th Grade

Approved by the Board of Education: 6/15/23

INTRODUCTION

The Comprehensive School Improvement Plan (CSIP) is a long-range plan which focuses on the continual improvement of the district. Comprehensive planning involves creating a vision of what Avenue City School District hopes to achieve in the future and identifies a set of goals and strategies to bring about that vision.

The CSIP describes the commitment of the Avenue City School District to achieve high levels of performance in the following areas as defined by Missouri School Improvement Program #6: Leadership (L); Effective Teaching and Learning (TL); Collaborative Climate and Culture (CC); Data-Based Decision Making (DB); Alignment of Standards, Curriculum, and Assessments (AS); and Equity and Access (EA).

PROCESS

The Avenue City School District is in a constant process to revise its Comprehensive School Improvement Plan.

This comprehensive plan represents the vision of the district's staff, parents, students, board of education, and key stakeholders in the community. The plan includes Board of Education approved goals, long-range improvement objectives, strategies, and specific actions to be considered over an extended period of time. The Avenue City School District Comprehensive School Improvement Plan will be used to guide the development of long-range and annual building and program plans.

A CSIP committee was formed with representation from the following stakeholder groups: board of education members; teachers; support staff; parents; students; local business leaders; and community members. *(list of members and their representation group is found below).*

CSIP COMMITTEE STAKEHOLDERS:

Name	Stakeholder Role	Contact Info	
Becky Grimes	Administration	bgrimes@avenuecityschool.org	Internal
Chase Holcumbrink	Board Member	cholcumbrink@savannah3.com	Internal
Tim Jones	Support Staff	tjones@avenuecityschool.org	Internal
Heather Huff	Support Staff	hhuff@avenuecityschool.org	Internal
Russell Phillips	Support Staff	rphillips@avenuecityschool.org	Internal
Beth Forney	Teacher, Parent	bforney@avenuecityschool.org	Internal
Taylor Ellis	Teacher, Parent	tellis@avenuecityschool.org	Internal
Justin Palmer	Board Member, Parent	justinpalmer@hotmail.com	Internal
Ashley Davis	Teacher, Parent	adavis@avenuecityschool.org	Internal
Nick Salmons	Non-Profit or cultural organization	nsalmons@crane-construction.com	External
Metchel Rosmolen	Business Owner	metch33@yahoo.com	External
Austin Nold	Business Owner	austin@noldbryant.com	External
David Schultz	Parent	dschultz38@gmail.com	External
Jessica Yingling	Parent	jessicag1@hotmail.com	External

The district monitors different information to help make decisions. Administration gathered external and internal data and shared the analysis with the CSIP committee. Administration analyzed the following external and internal data. The CSIP committee met numerous times via an electronic system. The committee reviewed data that included internal and external data listed below:

Internal Data	External Data
Annual Performance Report School Accountability Report Card District Special Education Profile Attendance Rates Assessment Data (MAP, STARR, Stanford, ESGI, Pathways) Disaggregated Data District Budget & Financial Reports & Purchasing Professional Development Schedule & Agendas Core Data Reports Class Schedules Inventory BOE Minutes Contracts Discipline Reports PAT Visit Tracker Student Information System (SIS)	Interviews / Surveys Board of Education Policies State & Federal Legislation MSIP 6 Guidelines DESE Regulations Insecurities and fluctuation with state / federal funding Missouri Learning Standards Consideration of school & community demographics Literacy-Based Senate Bills 681 & 662 Reference Guide

EVALUATION

Administration completed the CSIP and it was approved by the Board of Education on 6/15/2023. The CSIP will be formally evaluated quarterly by the district at a Board of Education meeting with a written progress report submitted by administration. (Months of evaluation are: August, November, March, June) Progress is also submitted through review of program evaluation each month at Board Meetings.

PHILOSOPHY

The Board of Education, staff, and patrons of the Avenue City School District believe that all students can learn and should be provided an education. Students have fundamental rights to education regardless of age, race, sex, religion, national origin, socio-economic status, or handicapping condition.

We intend for our program to develop self-reliant learners and workers who not only master the basics, but who have the skills to compete in today's quickly changing and fast paced world. These include, but are not limited to, communication skills, technology skills, research skills, problem solving, critical thinking skills, and the abilities required to be flexible and adaptable. In the end, we hope to produce active, intelligent, well-adjusted, responsible citizens or good character.

We feel that in order to accomplish our goals we must cultivate a positive self-image in each student. To do this we must teach an awareness of the whole being and a need to maintain a healthy balance in the social, emotional, physical, and intellectual areas.

In order to reach these goals the district must provide an environment conducive to meeting these needs. First, we must provide employees who can meet the needs of a wide variety of students. We expect our people to be honest, caring, congenial, energetic, active, progressive, flexible, and competent people who have the needs of our students as the focus. Their skills should allow them to accommodate for individual differences as we encourage students to strive to attain their potential.

We will provide for a physical environment conducive to learning. This includes making sure the school is safe and comfortable. Our building should be inviting to students and provide adequate space and equipment to accommodate our educational program. This includes keeping our building in the best possible condition while making plans to accommodate growth in population and programs.

The Avenue City School District believes firmly in the concept of teamwork. Our program must actively seek community participation in our district's educational process. The strength of our organization depends on ability, loyalty, dedication, enthusiasm, and cooperation of each stakeholder. The community, parents, and staff will encourage all students to reach their potential by taking part in progressive, stimulating, and challenging program designed to develop students into life-long learners. When students, staff, parents, and community work together, we have the best chance for success.

MISSION

The Avenue City School District, in cooperation with its students, staff, parents, board of education, and community will:

- Create a learning environment that is accepting, stimulating, challenging, and worthwhile to students.
- Produce students who have mastered the basic skills, become adept in problem solving and responsible decision making, and have the ability to adapt to meet future challenges.
- Encourage students to become healthy, caring, ethical citizens who are productive members of society.
- Help students develop self-discipline required for success.

VISION

The district envisions the following for students, parents, and staff of the Avenue City School:

- 100% of students will read at grade level.
- All parents will nurture and support their children.
- The district will meet the needs of all different types of learners, from the at-risk learner to the gifted learner.
- The community recognizes the value and supports the school.
- All educators will grow professionally.
- Students will leave the 8th grade with all skills that are demanded for them to be successful in high school.
- All students will become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making, and aesthetic appreciation.
- All students develop knowledge and understanding in the process of developing a healthy lifestyle through physical activity, recreation and the development of a positive attitude toward health, nutrition, and safety.
- All students will develop the skills to participate in civic affairs including community and government processes.

BELIEFS:

The Avenue City School District believes:

- Each student is unique and educational opportunities should reflect that.
- Education is essential to a democratic society.
- Parents / guardians / students have definite responsibilities in the educational process of the community.
Cooperation between parents and the school is critical to the success of the students and the educational process.
- English Language Arts and Mathematics are the foundation of the district's educational process.
- Every student must have the opportunity to develop physically, emotionally, and intellectually.
- High quality educators are crucial to student success.
- Students learn best in a safe and positive atmosphere.
- Early childhood experiences have a profound effect on successful learning.
- Opportunities to use different kinds of technology will prepare students for the future.

STRENGTHS

STRENGTHS	DATA REVIEWED
Teachers use assessment information to plan instruction.	PD Agendas, Schedules, RTI Folders, Assessment Reports, Survey
Average Daily Attendance is high. (95.8%)	APR; SIS Reports
The district's librarian to student staffing ratio meets desirable standards.	MSIP6 Table 105
The district's principal-to-student ratio meets desirable standards.	MSIP6 Table 103
100% of staff interviewed said that they often have the supplies needed for successful teaching	Survey
The district has created a positive climate for learning and established a focus on academic achievement.	Survey
100% of staff take pride in district's accomplishments.	Survey
The district identifies and provides appropriate services for gifted and special education students.	Contracts, Schedules. Disaggregated Data
District invests funds for technology that is appropriate for instruction.	Inventory, Interviews, Financial Reports
The Board of Education establishes policies and permits administration to implement these policies.	Board of Education Policies/ Procedures / Minutes
The district provides extra instruction in Reading to students who are At Risk of not reading at grade level. This includes a Response to Intervention Program that includes different tiers of instruction.	Schedules, Contracts, STARR Results
The district preschool and the Parents as Teachers Program offer opportunities for school-readiness success.	Schedules, Attendance Reports, Core Data, DIAL and SGI Results, Visit Tracker
The school system ensures that PK class sizes are 10 students per one staff as recommended by DESE.	MSIP 6 Table 106

AREAS OF IMPROVEMENT

AREAS OF IMPROVEMENT	DATA REVIEWED
The district's counselor-to-student ratio does not meet desirable standards.	MSIP 6 Table 104
As district continues to gain more students, increased class size will be an area that will need to be addressed. Additional staff and classroom will be needed.	MSIP 6 Table 106
As population grows, additions and remodeling to existing facilities will be needed. Board of Education will need to monitor facility needs.	District Financial Reports and classroom size reports
Staff survey suggests that teachers need more time for vertical teaming and collaboration.	Climate and Culture Survey 2022
District needs to provide more opportunities for community involvement.	Community Survey 2022
District does not offer remedial math opportunities for students.	Scheduling, Assessment Scores
District MAP scores need to show growth.	MAP test results
Attendance rates dropped during the 21-22 school year	District Report Card
Development of guide for for literacy-based instruction that meets Senate Bill 681 and 662	Reference Guide for Senate Bills 681 & 662 DESE

Alignment of Standards, Curriculum, and Assessment:

Alignment of standards, curriculum, and assessment is comprised of the following descriptors: viable curriculum aligned to the Missouri Learning Standards, and assessment aligned to the Missouri Learning Standards.

Goal #1

100% of curricular areas will be aligned externally to all Missouri Learning Standards and internally between grade levels.

Rationale

Staff survey suggests that teachers need more time for vertical teaming and collaboration. District MAP scores must show growth. Curriculum alignment significantly boosts both student and faculty engagement; significantly boosts student transitions from one grade to the next; and will boost growth on state assessments.

Funding Sources

Local, State, Federal

MSIP Indicators

TL8; DB4; AS1

Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
Avenue City School Staff will regularly update curriculum and instructional materials based on district assessment data and curriculum review schedule. <ul style="list-style-type: none"> • <i>Social Studies</i> • <i>Science / Health</i> • <i>Math</i> • <i>ELA</i> • <i>Visual Art, Music, PE</i> • <i>Computer Literacy</i> • <i>Electives</i> • <i>Guidance</i> • <i>Library Media</i> 	8/23 8/23 8/27 8/27 8/24 8/23 8/26 8/22 8/23 8/27	Classroom teachers Principal	Missouri Learning Standards	
Staff will participate in professional development on aligning instruction with assessment data.	8/23	PDC	MAP assessment data	
Scheduled quarterly vertical teaming will be implemented so that staff can review and internally align curriculum. (scheduled each quarter of school year)	8/23	Principal; PDC	MAP assessment results	

<p>Use the statewide literacy plan to guide development of a District Literacy Plan</p> <ul style="list-style-type: none"> • <i>Formulate a team to evaluate instructional materials for evidence-based reading alignment.</i> • <i>Use list of instructional materials that align with evidence based reading instruction identified by DESE to identify new materials.</i> • <i>Provide professional learning on how to implement the instructional materials with fidelity.</i> • <i>Monitor and analyze building reading data</i> 	8/24	Instruction Staff; Principal	Literacy Based Senate Bills	
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Evaluation				
<p>The CSIP will be formally evaluated quarterly by the district at a Board of Education meeting with a written progress report submitted by administration. Written evaluation will be conducted during the following months each school year:</p>				
	August	November	March	June

Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors: success ready students, high quality early learning, high-quality career education, intra- and interpersonal skills, teacher/leader standards, effective instructional practice; multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media service, and class size and assigned enrollments.

Goal #2

By the fall of 2024, 100% of students will show adequate progress in the areas of Mathematics and English Language Arts as measured by grade-level benchmark assessments.

Rationale

Based on benchmark assessment, students need to improve adequately yearly progress. Benchmark testing evaluates students, in math and reading, against specific Missouri grade-level standards. It can be used to identify a student's strengths and weaknesses, allowing teachers to accurately and effectively plan learning activities that will improve learning outcomes.

Funding Sources

Local, State, and Federal

MSIP Indicators

TL6; TL7; TL8; CC2; DB4; AS1

Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
Staff will participate in professional development on aligning instruction with assessment data.	8/23	PDC	Benchmark assessment data NWRPDC	
Scheduled quarterly vertical teaming will be implemented so that staff can review local assessment results and use data to effectively plan for students' needs. (scheduled each quarter of school year)	8/23	Principal; PDC	Benchmark assessment results	
Staff will analyze benchmark assessment data and based on quarterly results offer tiered levels of instruction.	10/1/23	Principal; PDC	Benchmark assessment data; Scheduling	
According to district literacy plan, develop a reading success plan that includes intensive interventions for any student who exhibits a substantial deficiency in reading.	8/24	Instruction Staff; Principal	Literacy Based Senate Bills 681 & 662	

Evaluation				
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Leadership

Leadership is comprised of the following descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety.

Goal #3

By Spring 2025, the district will deliberately allocate both fiscal and non-fiscal resources to align parameters to guide the development and completion of a building addition. The addition will align to district needs as regularly reviewed in long-range planning by the Board of Education and community survey.

Rationale

Based on district financial reports, growth of district population, classroom size reports, and community survey results the district is in need of more classroom and community space. The completion of this building addition will not only remove obstacles to learning and teaching, but provide a comfortable environment in which students can excel, teachers can explore new methods and approaches, and the community can congregate.

Funding Sources

Local

MSIP Indicators

L2; L4; L10; DB2;

Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
Proposition placed on ballot for April 2023	January 2023	BOE / Admin	LJ Hart Budget planning guide / Architecture Drawings	
Voters approve proposition	April 2023	Community Members		
Board of Education Members and Administration will analyze bids and building proposal to ensure that security and safety procedures are actively addressed.	May 2023	BOE/ Admin	Architecture Drawings	
Bids Solicited and Accepted	June 2023	BOE / Admin	Bids	
Construction Begins	July 2023	General Contractor	Building Time Line Proposal	

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Collaborative Climate and Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

Goal #4

Staff and students will share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of attendance. 90% of students will have 95% or above attendance rate.

Rationale

Based on 2022 District Report Card, student attendance rate went down. It is very important for children to regularly attend school, as it will lead to better performance not only in school but also throughout their lives. Consistent attendance helps children get better grades, develop healthy life habits, avoid dangerous behavior, have a better chance of graduating, and will add to the collaborative climate and culture of our district.

Funding Sources

Local, State, Federal

MSIP Indicators

L10; CC2

Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
Teachers and Administrators will track individual absences and review chronic early elementary absenteeism for its impact on learning, especially literacy development.	8/23	Principal	SIS software SB 681 & 662	
Award system will be developed for students who have 95% attendance or better.	8/23	Principal	SIS software	
Administration will work with local business partners to develop award system for students who have 95% of attendance or better.	10/23	Principal	Business Partners, SIS	
Upon a student's absence, office personnel will call home for confirmation of reason.	8/23	Office Personnel	SIS software	
Administration will work with families and proper authorities to improve attendance.	8/23	Principal	SIS Software, BOE policy/regulation 2310	

Evaluation				
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Data-Based Decision Making

<i>Data-based decision making is comprised of the following descriptors: data submission, continuous and innovative improvement, climate and culture data, and collaborative teams,</i>
Goal #5
100% of instructional staff will work with district-based collaborative teams to analyze student data and to provide appropriate data-driven interventions for students' instructional and behavioral needs.
Rationale
Based on survey results and assessment data, multi-tiered instruction should be added to school day so that student learning will increase and student's individual needs will be met. Data-driven decision making will dramatically improve teacher responsiveness to students and ensure instruction is relevant. Working on district-based collaborative teams will lead to more innovation and will aid staff in meeting the needs of all learners in our district.
Funding Sources
Local, State, Federal
MSIP Indicators
TL7, TL8, DB2, DB3, DB4
Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
Scheduled quarterly vertical teaming will be implemented so that staff can review data and local assessment results.	8/23	Principal; PDC	Benchmark assessment results	
Staff will analyze benchmark assessment data, SIS data, and based on quarterly results offer tiered levels of instruction.	10/1/23	Principal; PDC	Benchmark assessment data; Scheduling	
CARE team will meet bi-monthly to monitor student social/emotional health and develop tiered services when needed.	9/1/23	School Counselor/ Nurse/ Principal	List of outside resources, SIS, anecdotal notes behavior records	

<p>Provide students who are identified as having a substantial deficiency in reading with intensive instructional supports as based in in the district reading success plan.</p> <ul style="list-style-type: none"> • <i>Four times per year, notify parents and/or guardians of academic progress being made by each student who requires a reading success plan.</i> 	8/24	Instruction Staff; Principal	Literacy Based Senate Bills	

Evaluation				
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Equity and Access

Educational equity exists when there is an intentional focus on learning outcomes and the allocations of resources ensures that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. Equity and access are comprised of the following descriptors: academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.

Goal #6

95% of students will be involved in a relevant educational experience outside of the school day as measured by parent survey. These students will demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, and community based activities.

Rationale

Based on parent / student survey many students are not involved in extracurricular learning opportunities. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well rounded education.

Funding Sources

Local, State, Federal

MSIP Indicators

TL1, TL4, EA4

Action Plan

Action Step	Start Date	Person Responsible	Resources	Date Completed
The school system will initiate and promote collaborative relationships with community partners, agencies, and institutions that will provide extracurricular activities.	8/22	Principal	Agency Referrals (GS, BS, Sports Leagues, etc.)	
CARE team will meet bi-monthly to monitor student participation in activities and provide resources to parents as needed. (Counselor/Nurse/ Admin)	9/1/23	School Counselor/ Nurse/ Principal	List of outside resources, SIS, anecdotal notes behavior records	
District leadership will provide allocation of resources to purposefully engage students in extracurricular activities.	8/1/23	Admin; BOE	Budgets; list of approved activities	

Available staff will promote and offer approved extracurricular activities and track student participation. Staff will report student participation to administration.	9/1/23	Staff; BOE	List of activities; List of participants	
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Evaluation				
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