

Continuous School Improvement Plan (CSIP)

X District/Charter Plan Grades Served: PreK - 12		District/Charter Name: Summersville R-II Date of Board approval: July 2025		County/District/Charter Code: 107-153	
Superintendent Signature: <i>Amber Hunt</i>					
Name	Position	Name	Position		
1. Amber Hunt 2. Dessie Bird 3. Amanda Newby 4. Rhonda Smith 5. Becky Wuertley 6. Michael Conner 7. Nate Cooper 8. Priscilla Bradshaw 9. Sharon Vaughn 10. Janay Heiney 11. Marissa Mocca 12. Jewel Holloway 13. Nathaniel Karr	Superintendent Elementary Principal Secondary Principal Elementary Counselor Teacher School Board Member School Board Member/Pastor School Board Member/Parent Media Parent Teacher/Parent Special Services Coordinator Technology Coordinator	14. Hunter Ashlock 15. Kaylin Heiney 16. Whitney Michel 17. Lisa Howell 18. Amanda Michel 19. Josh Ashlock 20. Dena Keeling 21. Julie Craig 23. Natalie Manier 24. Cindy Pirch 25. Cathy Tuttle	Student Student Student Business Owner MSTA/Teacher School Resource Officer Retired Teacher Retired Counselor Parent/Teacher MRTA Representative Chamber of Commerce		
<i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i>	The Summersville R-II School District faculty, staff, and Board of Education are committed to utilizing stakeholder feedback, assessment data, survey results, and program evaluations to determine areas of strengths and weaknesses. The Missouri Comprehensive School Improvement Program provides the necessary framework and structure for ensuring weaknesses become a focus of professional development, curriculum, and the budget. The CSIP also identifies district strengths to be celebrated and expanded upon. The CSIP committee works collaboratively to analyze internal and external data and give input for the development of the CSIP. This collaboration takes place through emails, phone calls, and in-person meetings. The CSIP is posted on the school website, is approved by the Board of Education quarterly, and				

	reviewed with stakeholders annually.
<i>Beliefs/Vision/ Mission Statement</i>	<p>VISION STATEMENT: Learning today, leading tomorrow.</p> <p>MISSION STATEMENT: The Mission of the Summersville School District is to direct each student's learning so that he or she can become a productive citizen in our changing world.</p> <p>EDUCATIONAL PHILOSOPHY: Education is a lifelong process during which each student develops at an individual rate in physical, mental, social, emotional, and academic areas.</p> <p>The Summersville School R-II District believes all students have a right to a quality education. Students should have the opportunity to participate in advanced classes of academia that align with their ability and aptitude. We also believe instructional programs should be housed in facilities which are safe, well maintained, and conducive to learning. Extracurricular activities should be available as an extension of the regular classroom to permit experience in sports, music, student government, and departmental related student organizations.</p> <p>The Summersville R-II School District aims for student success in academic work, moral guidance, and self-awareness. The end result should be training that prepares the Summersville R-II graduate to become a successful member of society.</p> <p>The Summersville R-II School District believes its professional staff should be dedicated to the youth of our school district and be prepared to teach academics, provide effective discipline, and promote ethical behavior. The staff is encouraged to stay abreast of curriculum development in their area of expertise and of developments in education as a whole.</p> <p>LEARNER GOALS AND OBJECTIVES: Consistent with the Missouri Teaching Standards, students in the Summersville R-II School District will acquire the knowledge and skills to:</p> <ol style="list-style-type: none"> 1. Gather, analyze, and apply information and ideas. 2. Communicate effectively within and beyond the classroom. 3. Recognize and solve problems. 4. Make decisions and act as responsible members of society.
<i>Key issues identified from annual performance data and local</i>	<ol style="list-style-type: none"> 1. Analysis of MAP and EOC data indicate that while percent proficient and advanced in English, Math, and Science have made slight gains, they are still lower than desired.

<i>assessments</i>	<div><div>2. Overall, in grades K-8, benchmark scores reveal that approximately 30% of Summersville students are performing two grade-levels behind in reading.</div><div>3. Overall, in grades K-8, benchmark scores reveal that approximately 32% of Summersville students are performing two grade-levels behind in math.</div><div>4. At the Summersville Elementary level, reading benchmark scores reveal that 25% of students are performing two grade-levels behind in vocabulary.</div><div>5. At the Summersville High School level, reading benchmark scores reveal that 43% of students are performing two grade-levels behind in informational text.</div><div>6. District ACT scores fall below the state average.</div></div>			
<i>Key issues identified from internal and external factors (survey)</i>	<div>Survey results from March, 2025, indicate the following key issues:</div> <div>Weaknesses identified:<div><div>1. Student surveys indicate 38% disagreed when asked to respond to the statement “The school system assures student voices are heard and accepted.”</div><div>2. Parent surveys indicate 34% agreed when asked to respond to the statement “My child has been teased or bullied this year.”</div><div>3. Staff surveys indicate 29% disagreed when asked to respond to the statement “Educators work in collaborative teams to develop curriculum and/or design lessons.”</div></div></div> <div>Strengths identified:<div><div>1. Student surveys indicate 95% agreed when asked to respond to the statement “I have goals and plans for the future.”</div><div>2. Parent surveys indicate 100% agreed when asked to respond to the statement “My child feels physically safe at school.”</div><div>3. Staff surveys indicate 100% agreed when asked to respond to the statement “This school recognizes and acknowledges student academic achievement.”</div></div></div> <div>Survey Participants:</div> <table><tr><td>Elementary Stakeholders</td><td>Participation</td><td>Participation Percentage</td></tr></table>	Elementary Stakeholders	Participation	Participation Percentage
Elementary Stakeholders	Participation	Participation Percentage		

	Parents	30/203	15%
	Students (Grades 3-5)	NA	NA
	Teachers	20/22	91%
	High School Stakeholders	Participation	Participation Percentage
	Parents	39/214	18%
	Students (Grades 6-12)	127/214	59%
	Teachers	19/21	90%
<i>Prioritized Needs for the District/Charter/School:</i>	<ol style="list-style-type: none"> 1. Improve and increase communication with all stakeholders. 2. Improve district MAP and EOC scores in mathematics and ELA. 3. Improve reading levels district wide. 4. Recruit and retain highly qualified educators. 5. Make data-based decisions that prioritize student needs. 		
<i>Unique Characteristics of district/charter.</i>	<ol style="list-style-type: none"> 1. Summersville R-II School District is located in a rural area. This makes it challenging to attract and retain highly qualified staff. 2. Primary employers for Summersville R-II families are the school district and the logging industry. 3. Summersville R-II is a public school district serving approximately 400 students PreK -12. 		

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.

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

The local school board, working with the superintendent, will govern the district in an efficient and effective manner by ensuring policies and program evaluations are 100% updated and these updates are communicated to stakeholders in a timely manner.

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

Program evaluations are often completed as needed instead of annually or as frequent as required to maintain compliance and accuracy.
Policy updates need to be documented in a timelier manner and communicated to stakeholders.
Additional policies not provided by MSBA need to be created prior to situations that require board approved policies.

Evidence Based Strategy(ies) for Implementation:

1. Decisions are based on established policies and procedures.
2. All programs are routinely evaluated.
3. The CSIP is reviewed quarterly by the Board of Education.
4. The Board of Education utilizes the CSIP to drive budget allocations.
5. Policy updates given by MSBA are adopted at the following Board of Education meeting.
6. Once policies are adopted, documentation is made within one week through Simbli.
7. Policy updates are shared with stakeholders through the public portion of Simbli and posted on the school's website when necessary.

Funding Source(s): Fund 1 - general fund

MSIP indicator(s):

L1C - The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.

L1D - The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.

L2A - The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.

L2B - The local board adopts and adheres to its policy on legal and professional ethics for school board members.

L4C - The budget is developed through a transparent process that complies with law and is approved by the local board.

L4E - The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.

L5A - The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.

L5B - The local board, administration, and staff implement and enforce policy when conducting school system business.

L5C - The local board approves documents and reports as required by policy and law.

L5D - The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.

L7D - The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.

L7E - The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.

L8A - The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: 1. The district policy manual will be updated as needed in a timely manner. 2. Policy updates will be documented on Simbli.	August 2022	Board of Education, Superintendent, Central Office Secretary	Symbli, MSBA policy updates	July - August annually
60/90 Days: 1. The Board of Education will evaluate programs according to the program evaluation schedule. 2. The Board of Education will review the CSIP quarterly.	August 2022	Board of Education, Superintendent	Program Evaluation Schedule	July - August annually
Long Range:	July	Superintendent, Board of	Symbli, Program Evaluation	July - August

1. Policies will be administered fairly, consistently, and in accordance with the law. 2. The Board of Education and the superintendent will utilize the CSIP to make budget decisions. 3. Any new programs will be evaluated annually or more frequently if required by law.	2022	Education	Schedule, Annual Budget	annually
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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-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

Data Based Decision Making

Data based decision making is comprised of the following descriptors; data submission, continuous and innovative improvement, climate and culture data, and collaborative teams.

Alignment of Standards, Curriculum and Assessment

Alignment of standards, curriculum and assessment are comprised of the following descriptors; viable curriculum aligned to the Missouri Learning Standards, and assessments aligned to the Missouri Learning Standards.

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

The Summersville R-II School District strives for 75% of students to achieve proficient or advanced in communication arts, science, social studies, and math as evidenced by performance or improvement.

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

Local and state assessments indicate below state average performance in ELA and Mathematics.
Local assessments indicate many students are reading below grade level.
High school ACT scores have been consistently below the state average.

Evidence Based Strategy(ies) for Implementation:

1. Proficiency target levels are reviewed annually through the Annual Performance Report (APR) with all key stakeholders and the board of education.
2. Priority standards are identified for every content area or grade level and updated annually.
3. Curriculum maps are established for every content area or grade level.
4. Title services, iReady & STAR (diagnostic screenings), My Math (K-5), ALEKS (7-12 math) and internal formative assessment are utilized.
5. Tiered intervention groups for Math and ELA (K-5) using district assessments and proficiency scales are reviewed quarterly.
6. LETRS Professional Development Learning is completed for all K-5 teachers to gain knowledge of the foundations of reading and reading instruction is a priority at all grade levels.
7. Professional Development Plan focused on increasing academic success and learning across math and ELA.
8. Implementation of Elementary, Junior, and Senior Beta Clubs, MAP/EOC awards assembly, and honor roll to recognize and celebrate academic accomplishments.
9. Implementation of MAP/EOC committees as high school and elementary to review testing data, make plans for improvement, and monitor progress toward goals.

Funding source(s):

Federal Programs: Title IA, Title IIA, Title IVA, SPED Part B

Fund I – General Fund

Fund II – Certified Salary Fund

MSIP indicator(s):

TL1 – Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.

TL6 – Evidence-based instructional practices are implemented to ensure the success of each student.

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.

AS2 – The school system implements a comprehensive assessment system, including state-required and locally selected assessments.

DB2- The school system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success for each student and can meet the changing demands of the world around them.

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.

L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: <ol style="list-style-type: none"> 1. Build curriculum maps across grade levels and content areas. 2. Identify priority standards for each grade level and content area. 3. Publish documents for stakeholders. 4. Incorporate a focus on increasing reading abilities at all grade levels. 	August 2022	Classroom teachers, building principals	State and local assessment data, state standards, curriculum maps	May 2023
60/90 Days: <ol style="list-style-type: none"> 1. Review district curriculum and assessment resources. 2. Share national, state, and local assessment data with BOE. 3. Share curriculum maps with BOE. 	December 2022	Board of Education, administrators, curriculum teams, teachers, and district testing coordinators	State assessment data, APR, state assessment data, curriculum maps	May 2024
Long Range: <ol style="list-style-type: none"> 1. Continuous revision of curriculum maps based on data review by district curriculum teams. 	January	Principals, teachers, curriculum teams	State and assessment data, district curriculum maps, observational data	August - July Annually

2. Instructional decisions and strategies adjustments based on student performance.	2023			
3. Administrator observation and feedback to support teachers.				

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.

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

The Summersville R-II School District will assure that stakeholder perception of school climate and safety are always above 90% as measured through annual surveys of students, staff, and parents and encourage students, parents, teachers, and community members to contribute to a safe, nurturing, orderly, and equitable environment conducive to teaching and learning.

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

The district's EOP (Emergency Operations Plan) needs to be updated and shared with stakeholders.
Threat Risk Assessment team meetings need to be more frequent and have plans for follow up of identified students.
District-wide safety assessments need to be performed annually.

Evidence Based Strategy(ies) for Implementation:

1. Expand the district school safety program.
2. Upgraded district camera system.
3. Upgraded external door lock system.
4. Repair windows at both campuses.
5. Established a Care-to-Learn program to meet the needs of students.
6. Partner with the local goodwill.

Funding Source(s):

Federal Programs: Title IA, Title IIA, Title IVA, SPED Part B

Fund I – General Fund

School Safety Grant

COPS Grant

Local funds

MSIP Standard(s):

L4 – The school system manages school operations and resources to promote each student’s academic success and well-being in accordance with priorities established in the CSIP.

L10 – The school system actively addresses school safety and security in all facilities.

CC1 – The school system provides a safe and caring environment that supports teaching, learning, and student success.

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

CC4- The system intentionally engages parents/ guardians to create effective partnerships that support the development of and achievement of their students.

L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: 1. Finalize Emergency Operations Plan (EOP). 2. Update SRO MOU with counties and city.	July 2024	Administration, SRO, City/County Officials	Emergency Operations Plan, SRO MOU, survey feedback, staff input	August 2025
60/90 Days: 1. Reestablish Treat Risk Assessment Team. 2. Implement Emergency Operations Plan.	May 2024	Administration, Board of Education, staff, SRO	Emergency Operations Plan, Threat Risk Assessment Template	December 2025
Long Range:				

1. Implementations of Threat Risk Assessment Team suggestions and updates. 2. Continue to employ SRO and implement school safety program. 3. Complete exterior door lock upgrade. 4. Replace windows at both campuses.	August 2024	Board of Education, administration, SRO, staff	School Safety Plan, Emergency Operations Plan, Threat Risk Assessment training by Glen Moore from MSBA	July - August annually August 2026 (complete exterior door lock upgrade) August 2027 (replace windows)
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Equity and Access

Equity and access is comprised of the following descriptors; academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.

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

Student attendance will be no lower than 90% on a yearly basis as measured by attendance data.

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

Attendance has been a concern at the high school level for several years. Post COVID 19, attendance has become a concern at the elementary level as well.

19.7% of students K-12 had attendance less than 90% during the 2022-2023 school year.

Poor attendance prevents some students from being able to qualify for the A+ program.

Poor attendance requires several students to attend summer school each year.

Low attendance directly correlates with lower academic performance.

Evidence Based Strategy(ies) for Implementation:

1. Communicate quickly when attendance for a particular student falls below 93%.

2. Established incentives for attendance above 95%.
3. Communicate attendance requirements for the A+ program multiple times throughout the year.
4. Highlight the attendance policy in the handbook at open house, parent/teacher conferences, and student meetings throughout the year.
5. Make 90% attendance a requirement for students to be eligible to attend the career center or participate in work-study programs during their junior and senior year.
6. Continue to utilize the counseling department to evaluate student social and emotional needs and provide additional support when necessary to encourage increased attendance.

Funding Source(s):

Fund 1 - general fund

Student incentive (Students 1st) account (local funds)

Incentive donations from community businesses

MSIP indicator(s):

TL1B - Beginning in elementary school, students demonstrate regular school attendance.

CC2A - Leadership develops a systematic process for establishing and maintaining a positive learning climate.

CC2B - Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: <ol style="list-style-type: none"> 1. Communicate attendance policy changes, incentives, and requirements to stakeholders via social media, student handbook, and the district website. 2. Communicate A+ program requirements to stakeholders via social media, student handbook, and the district website. 	August 2022	Building principals, counselors, technology director	Student handbook, district website, A+ Program Handbook	August 2024
60/90 Days: <ol style="list-style-type: none"> 1. Begin notifying students and parents when attendance falls below 93%. 2. Establish an attendance committee to create 	August 2022	High school principal, counselors, staff	Infinite Campus (SIS), Attendance Committee meeting notes	August-May Annually May 2023

incentives for students \geq 90% attendance.				(established attendance committee)
Long Range: 1. Update career center and work/study policy to reflect 90% attendance requirement. 2. Continue to utilize the attendance committee to implement attendance incentives and fundraising ideas.	August 2022	High school principal, counselors, staff	Career Center Policy, Work Study Policy, Attendance Committee meeting notes	August - July Annually