Green City R-I School District

Five-Year Comprehensive School Improvement Plan 2023-2028

Approved September 13, 2023
Updated September 2024
Updated July 2025
Updated February 2026
Updated October 2026

Building Foundations for Successful Lives

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Description of the Planning Process

The administration attended several meetings hosted by the Department of Elementary and Secondary Education (DESE) in preparation for the process of developing the Comprehensive School Improvement Plan. During the spring of 1996, Green City R-1 participated in a Goals 2000 program that assisted our district in the development of a school improvement plan. The initial plan was drafted and completed in June of 1996. This document is the result of further planning and revisions to the original document in an effort to maintain a continuous cycle of school improvement.

The CSIP planning team is comprised of a cross section of the community, which represented teachers, board members, administrators, patrons, business representatives, parents, and students.

To keep this document a working tool for the district, the administration began the CSIP revision during the fall of 2022. A planning meeting was held with teachers, parents, students and the board of education being invited to participate.

The following is a list of the individuals currently on the District's CSIP Planning Team. **Additional individuals were invited to be a part of the team. Multiple parents were invited, but declined to attend.**

CSIP Planning Team

Name	Role	Date of Membership	Notes
Tennille Banner	Superintendent	07/2022	
Dallas Halley	Principal	08/2023	
Alice Heidenwith	Principal	08/2023	
Jamie Halley	Staff Member	07/2022	Switched Roles
Jamie Tipton	Principal & Parent	07/2022-7/2023	Left District
Kellen Hatcher	BOE Member & Parent	07/2022	
JT Thomas	BOE Member & Parent	07/2022	
Brody Lunsford	Student	07/2022-7/2023	Graduated
Pam Carte	Community Member	07/2022	
Teresa Dolan	Staff Member	07/2022	
Wendy Eberhardt	Staff Member	07/2022	
Amber Liebhart	Staff Member	07/2022	
Tammy Jacques	Staff Member	07/2022	
Megan Lunsford	Staff Member & Parent	07/2022	
Donovan Edwards	Staff member	09/2026	Added to Committee
Misti Hullinger	Staff Member & Parent	09/2026	Added to Committee

Review of the Plan & Process for Review

Members of the committee will be updated annually. The CSIP planning team will meet annually and more often if needed to review and revise the plan. Quarterly updates will be sent out to all committee members.

Once adopted, the plan will be reviewed quarterly by the Green City R-1 Board of Education. These reviews will consist of a written "snapshot" of work that has been completed since the last review. The reviews will happen at the February, May, August, and November board meetings. In September of each year the Board of Education will review the entire CSIP discussing points of progress and reviewing items that have been completed. Feedback will be gathered regarding additional items the committee should consider for addition to the CSIP. This timing will allow for the alignment of approving changes needed for the implementation of upcoming goals/action steps for the next fiscal year.

The CSIP will be posted to the school website. A one-page snapshot of the goals will be shared with families and community each school year via district social media. Updates related to the progress of the goals will be shared with the community via the CSIP webpage and social media as appropriate.

District/LEA Plans

All district plans will work in tandem. Additional district and building plans with interwoven goals are listed below. The plans are specifically referenced with the goals they support.

- Assessment Plan
- Career Ladder Plan
- ESEA Plan
- Literacy Plan
- Local Compliance Plan for Special Education
- Parents as Teachers Plan
- Professional Development Plan

Mission
"Building Foundations for Successful Lives."

Vision
The Green City R-I administration, faculty, staff, students and community members will partner to provide academic excellence for all students by delivering a challenging instructional curriculum to foster the growth of positive citizenship in a safe and supportive environment.

The following statements are intended to provide the standards that Green City R-I should strive to achieve and maintain to become an exemplary school. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

Curriculum

- Make data-driven decisions to improve individual student instruction
- Use evolving, proven curriculum to maximize student learning
- Align curriculum with state and local standards to best prepare students for post-secondary endeavors
- Involve students in personal, academic goal setting

Climate

- Take pride in and responsibility for our school and community
- Celebrate achievements and accomplishments
- Develop a safe and supportive environment of mutual respect and tolerance
- Encourage positive attitudes and relationships
- Collaborate to provide the best learning environment

Academic Excellence

- Communicate student academic performance to students and their parents
- Collaborate with peers and field experts to achieve academic excellence
- Use innovative technology to promote high achievement
- Promote intellectual curiosity, creative thinking, and problem-solving
- Challenge students to strive for their full potential

Citizenship

- Encourage and model positive character
- Promote extra-curricular and co-curricular involvement
- Promote and model school and community service

Needs Assessments

A district wide climate and culture survey will be completed annually. This information will be used to assess any items currently in the CSIP plan and provide focus for any updates and/or revisions needed for the plan.

Climate/Culture Survey

In October of 2022 and Winter of 2025, Green City R-1 sent out a climate and culture survey to students grades 3-12, all families, and to staff. Results of the survey can be found below.

Elementary Student Survey (Grades 3-5)

	2022 40 respondents	2025 52 respondents
Respondents report they do not or only sometimes ask for help from their teachers when they need it.	49%	33%
Respondents report they do not or only sometimes actively take part in class.	33%	51%
Students report teachers do not or only sometimes notice if a student is having trouble learning something.	51%	46%
Students report they are unable or only sometimes able to work well in groups with people who differ from them.	40%	29%
Students report they do or only sometimes believe they are treated fairly at school.	33%	29%
Students report that students are bullied or sometimes bullied at school.	34%	62%
Student reported their school is not or sometimes not clean.	40%	19%
Students report they do not or sometimes do not get along well with others.	45%	33%
Students report they sometimes or do not know how to get along with others if they disagree with them.	36%	31%
Students report they do not or sometimes do not feel socially accepted.	24%	31%
Students report they do not or sometimes do not know how to help solve problems among friends in a positive way.	35%	18%

Students report they do not or sometimes do not know how to disagree without starting a fight or an argument.	40%	35%
Students report they are not or sometimes not good at solving conflicts with others.	47%	33%

High School Student Survey (Grades 6-12)

	2022 80 respondents	**2025 116 respondents**
Students reported they do not believe teacher believe all students can do challenging school work.	31%	21%
Students report their teachers and administrators do not value their opinion.	32%	40%
Students reported they did not like going to this school.	30%	35%
Students reported they do not believe they are treated fairly at the school.	29%	23%
Students report they are often bullied at school.	50%	38%
Students report they do not believe discipline is handled fairly.	35%	49%
Students report they do not believe the school is clean.	35%	25%
Students report they do not believe the school system assures student voices are heard and respected.	33%	32%
Students reported the would attend a different school if they could.	39%	50%

Family Survey

	2022 55 Respondents	2025 58 Respondents
Families reports their child has been teased or bullied this school year.	26%	40%
Families report they do not receive information about the educational services available to their child.	22%	16%
Families report they are not asked for input about school decisions.	29%	33%
Families report they do not believe the school prioritizes closing achievement gaps among students.	23%	22%
Families report they do not feel that all children are treated the same regardless of their background.	39%	33%
Families report they do not feel the school handles discipline fairly.	21%	36%

Certified Staff Survey

	2022 22 Respondents	2025 23 Respondents
Certificated staff do not believe there is open channels of communication among students, staff, and administrators.	23%	9%
Certificated staff do not believe staff help formulate school-wide decisions and policies.	27%	9%
Certificated staff do not believe educators work in collaborative teams to develop curriculum and/or design lessons.	29%	15%
Certificated Staff do not believe there are school-wide practices to foster self-care and wellbeing among staff.	23%	33%
Certificated staff believe bullying via electronic means or devices is a problem at this school.	24%	24%
Certificated staff believes bullying is a problem at this school.	24%	25%

Certificated Staff do not believe there is a school plan to handle emergencies that addresses the mental health needs of students and staff in crisis.	29%	4%

Public Discussion Data

Throughout the 22-23 school year multiple community surveys were sent regarding a four-day school week. Collected with those surveys and through the community meetings, as well as feedback received during the CSIP planning process was anecdotal information related to overall needs of the school district. Below is a list of common themes heard throughout the conversations.

- Hiring and retaining quality school personnel is crucial to the success of students.
    - Recruiting students to enter the field of education and return to our community will assist with recruitment and retention.
    - Finding ways to support our current staff will assist with retention efforts.
- High-quality instruction is crucial to our students.
    - Providing hands-on training is of particular importance to the community.
    - Providing life skills is an important component for all high school graduates.
- Providing students with opportunities to learn about a variety of post-high school opportunities is important.
    - Sharing career opportunities to entice individuals to remain in our community is important.
    - Expanding the exploration of post-secondary options for all students is a priority.

Review of Academic Data

The process for review of academic data is completed in a variety of ways throughout each school year.

MAP Data

- Individual scores are shared with students and families within 2 weeks of the data being received.
- Classroom specific data is shared with the relevant staff when results are received.
- All (non-identifiable) student and class specific data is shared with the board during a regularly scheduled board meeting, typically in November.

Classroom Data

- Student specific grades are shared with parents throughout the school year via the parent portal with parent-teacher conferences being held in the fall.
- High school data related to the number of students receiving a D or F is shared with the Board of Education at mid-quarter, end of quarter, and end of the semester.
- STAR Reading and Math scores for grades K-8 are shared at least quarterly to the Board of Education.

MAP Data for Spring 22

- Scored above the state average in ELA in grades 3, 6 and 8 and in English II (4 of the 7 tested areas); 39% of students scored advanced or proficient
- Scored above the state average in Math in grades 3, 6, 7, 8 and Algebra I (5 of the 7 areas); 51% of students scored advanced or proficient
- Scored above the state average in Science in grade 8 (1 of 3 tested areas); 33% of students scored advanced or proficient
- Scored above the state average in Social Studies in 0 of the 1 tested area; 38% of student scored advanced or proficient

MAP Data for Spring 23

- Scored above the state average in ELA in grades 3 and in English II (2 of the 7 tested areas);34% of students scored advanced or proficient
- Scored above the state average in Math in grades 4, 5, 7, 8, Algebra I and Algebra II (6 of the 8 areas); 50% of students scored advanced or proficient
- Did not score above the state average in Science in any grades (0 of 3 tested areas); 27%36% scored advanced or proficient
- Did not score above the state average in Social Studies in the 1 tested area (Government) ; 62% of student scored advanced or proficient

MAP Data for Spring 24

- Scored above the state average in ELA in grades 3 and in English II (3 of the 7 tested areas); 43% of students scored advanced or proficient
- Scored above the state average in Math in grades 3, 6, 7, 8 and Algebra I (5 of the 7 areas); 48% of students scored advanced or proficient
- Scored above the state average in Science in grade 8 (1 of 3 tested areas); 36% scored advanced or proficient
- Scored above the state average in Social Studies in 1 of the 1 tested area (Government) ; 47% of student scored advanced or proficient

MAP Data for Spring 25

- Scored above the state average in ELA in grades 5 and English II (2 of the 7 areas); 33% of students scored advanced or proficient
- Scored above the state average in Math in grades 5, 6, 8, and Algebra I (4 of the 7 tested areas); 45.7% of students scored advanced or proficient
- Scored above the state average in Science in grade 5, 8, and Biology (3 of 3 tested areas); 51.2% of students scored proficient or advanced
- Scored above the state average in Social Studies in Government (1 of 1 tested area); 75% of students were proficient or advanced

MAP Data for Spring 26

- Scored above the state average in ELA in grades 3, 5, and 6 and at the state average in English II (4 of the 7 areas); 41.1% of students scored advanced or proficient
- Scored above the state average in Math in grades 3, 6, 7, and Algebra I (4 of the 7 tested areas); 41.6% of students scored advanced or proficient
- Scored above the state average in Science in grade 5 (1 of 3 tested areas); 47% of students scored proficient or advanced
- Scored above the state average in Social Studies in Government (1 of 1 tested area); 65% of students were proficient or advanced

Classroom Grade Data for 22/23 School Year

- In grades 6-12
    - 67.65% of all semester grades were A or A-
    - 2.69% of all semester were a D+ or low (0.8% are an F)
- In grades 1-5
    - 75% of students were meeting STAR Reading Scaled Score Grade Expectations at the end of the school year.
    - 68.18% of students were meeting STAR Math Scaled Scores Grade Expectations at the end of the school year.

Classroom Grade Data for 25/26 School Year

- In grades 6-12
    - 67% of all semester grades were A or A-
    - 2.69% of all semester grades were a D+ or lower (0.125% were an F)
- In grades 5-12
    - STAR Reading—Percent of Students Meeting or Exceeding Benchmark
        - Kindergarten 71%
        - 1st Grade 64%
        - 2nd Grade 83%
        - 3rd Grade 45%
        - 4th Grade 58%
        - 5th Grade 80%
    - STAR Math—Percent of Students Meeting or Exceeding Benchmark
        - 2nd Grade 56%
        - 3rd Grade 60%
        - 4th Grade 46%
        - 5th Grade 55%

GOAL:
TEACHER RETENTION AND RECUITMENT

1A) Green City R-1 will have a 3-year teacher retention rate of 75% or higher.

1B) When surveyed, Green City R-1 employees will show a 90% satisfaction rate with the school district.

2A) Green City R-1 will have 2-3 applicants for every open position.

2B) Green City R-1 will ensure all newly hired staff members are appropriately certified (or become certified within the first 18 months of employment) for the position for which they are hired.

3) Ten percent of graduating Seniors will consider a career in education or supporting career field.

MSIP Standards

- Leadership
    - 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.
        - B. The school system uses professional educator standards when making decision on employing, evaluating, and retaining instructional staff and administrators.

- Effective Teaching and Learning
    - TL5-The school system implements board-adopted teacher/leaders standards to ensure effective instructional staff for each student.
        - A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.

- Collaborative Climate and Culture
    - CC2-The school system established a culture focused on learning, characterized by high academic and behavioral expectations for each student.
        - A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.

Goal 1A: Green City R-1 will have a 3-year retention rate of 75% or higher.
Goal 1B: When surveyed, Green City R-1 employees will show a 90% satisfaction rate with the school district.

Objective: Create a positive working environment.

Action Step	Timeline	Person Responsible	Notes & Updates
1. Create a staff appreciation committee that works to provide appreciation activities throughout the school year.	Implement August 2023 Full Functional August 2024	Administration PR Committee	
2. Create a recognition program for staff members.	Implement October 2023 Revise & update yearly	Administration PR Committee	
3. Create a promotional campaign highlighting staff members through the school year.	Implement October 2023 Revise & update yearly	Administration PR Committee	
4. Create a staff relaxation area within the school district.	Implement Winter 2024 Competed by August 2025	Administration PR Committee	
5. Add a paid position on the Extra Duty Schedule for a Staff Activity Coordinator	Implement July 2024	Administration	
6. Investigate funding streams to increase teacher salary	Implement January 2024	Administration Board of Education	

Measurement Tools for Goal 1A & 1B

Measures	The implementation and/or effectiveness of action steps	If goal was met
Staff Climate Culture Survey	X	X
Exit Surveys	X	
Retention Rate Annual Statistical Data		X
Budget Analysis	X	
Extra Duty Scale Analysis	X	

Budget Information

1. $10,000 has been placed in the school budget to sustain staff relation activities.
    - Action Step 1, 2, 3, 4
2. The district will consider adding a staff activity coordinator to the extra duty schedule. This would be funded with through local and state funds and would cost the district approximately $2500.
    - Action Step 5
3. Additional Budget Items need to be added for future years.
    - Action Step 4, 5

Results

Retentions Rates

FY20	86%	**3 Year Average**	
FY21	84%		
FY22	80%	FY20-22	84.4%
FY23	71%	FY21-23	78.6%
FY24	83%	FY22-24	78%
FY25	92%	FY23-25	82%
FY26	91%	FY24-26	89%

Satisfaction Rate (# in parenthesis is number who disagree or strongly disagreed)

Question	Satisfaction 2022	Satisfaction 2025
50. I usually look forward to each working day as an educator.	91% (2 people)	100%
54. I feel like I belong at this school.	95% (1 person)	91% (2 people)
55. I am treated with respect at this school.	95% (1 person)	100%

Goal 2A: Green City R-1 will have 2-3 applicants for every open position.
Goal 2B: Green City R-1 will ensure 90% of all newly hired staff members are appropriately certified for the position for which they are hired.

Objective: Promote Green City R-1 to a wide-variety of potential candidates for teaching positions.

Action Step	Timeline	Person Responsible	Notes and Updates
1. Create a video highlighting the school district to share with potential candidates.	Begin September 2023 Completion January 2024 Update and Revise Yearly	Administration PR Committee	
2. Investigates the best ways/places to advertise for teaching candidates.	Begin September 2023 Completion January 2025	Administration PR Committee	
3. Partner with the local S-MSTA and S-NEA groups at colleges to promote our school district and potential openings.	Begin August 2023 Completion August 2026	Administration PR Committee CTA/MSTA	
4. Explore a variety of recruitment strategies. *Professional Development Plan	Begin October 2022 Completion August 2027 Update and Revise Yearly	Administration PR Committee	Did a few updates for Northwest Career Day (February 24) Attended Northwest Career Day and MOJOE teacher recruitment day (FY25)

5. Explore ways to have business or community members "adopt" a staff member (specifically 1st year teachers) and find ways provide financial support for classroom items or activities	Begin January 2024 Completion August 2027 Update and Revise Yearly	Administration PR Committee CTA/MSTA	Attempted in 23-24 school year with limited results
6. Update the materials and items that are used when attending teacher recruitment days. *****Professional Development Plan	Begin November 2023 Update and Revise Yearly	Administration PR Committee	Used updated materials for Northwest Career Day February 2024
7. Create a promotional campaign highlighting the best things about Green City R-1.	Begin September 2023 Completion July 2027 Update and Revise Yearly	Administration PR Committee	Had staff provide statements which are posted to website. 23/24
8. Research paid advertisement opportunities to provide job openings to a large pool of candidates.	Begin November 2023 Completion August 2024	Administration PR Committee	
9. Explore ways to involve students in the recruitment process.	Begin November 2023 Completion June 2027 Update and Revise Yearly	Administration PR Committee Student Councils	Intro to Teaching class made video highlighting our school

Measurement Tools for Goal 2A & 2B

Measures	The implementation and/or effectiveness of action steps	If goal was met
Analytical Data of Applications Received	X	X
Final products tangible items	X	
Notes of Research Process	X	

Budget Information

1. The advertising budget will be used for teacher recruitment purposes.
    - Action Step 1, 2, 6, 7, 8
2. No associated costs
    - Action Step 3, 4, 5, 9

Results

Average Applications Received

FY24	2.4
FY25	2.6
FY26	2.0
FY27	
FY28	

Appropriately Certified

FY24	86% 6 of 7 All have teaching certificate
FY25	66% 2 of 3 All have teaching certificate
FY26	50% 1 of 2

Goal 3: Ten percent of graduating Seniors will consider a career in education or supporting career field.

Objective: Provide a variety of opportunities for students to explore the possibility of teaching as a career field.

Action Step	Timeline	Person Responsible	Notes and Updates
1. Establish a Future Teachers of America or Educators Rising Club.	Begin September 2022 Implement October 2023 Complete August 2027	Administration FTA Advisor	
2. Establish a Pathways to Education course to be taught at the high school level.	Begin January 2024 Implement August 2024 Update Yearly	HS Principal Counselor	Class offered for 24-25 school year
3. Offer a careers class at the Junior High level that includes a unit on educational career opportunities. *Assessment Plan	Begin March 2023 Implement August 2023	HS Principal Counselor	Offered to 7th grade for the 23/24 school year
4. Establish a dedicated bulletin board within the school to provide information about careers in the teaching field.	Implement October 2023	FTA Advisor MSTA	
5. Make 1 video per year promoting our teaching staff and the career field they have chosen.	Begin September 2023 Implement March 2024	Principals	

6. Provide a college/career fair specific to jobs in the field of education. *ESEA Plan *Assessment Plan	Begin February 2024 Implement October 2024	HS Principal Counselor	
7. Teach an "If I were an Educator" unit to elementary students.	Begin January 2024 Implement March 2024	El Principal Counselor	
8. Promote teaching activities during American Education Week.	Begin November 2023 Implement	Administration FTA CTA/MSTA	CTA participated in the 23/24 school year

Measurement Tools for Goal 3

Measures	The implementation and/or effectiveness of action steps	If goal was met
Final products of tangible items	X	
Senior Decision Day Plans List		X
Minutes of Club Meeting	X	
School Calendar	X	
Class Schedule	X	
Lesson Plans	X	

Budget Information

1. The district will consider adding a FTA sponsor to the extra duty schedule. This would be funded with local and state funds and would cost the district approximately $1000.
    - Action Step 1
2. High School textbook budget and elementary textbook budget may be used to purchase necessary items for new classes.
    - Action Step 2, 3, 7
3. If needed, budgetary items for supplies may need to be added for support of the FTA group.
    - Action step 4, 5, 6
4. The CTA dues will be used to cover the cost of activities for National Education Week.
    - Action step 8

Results

Interested in pursing a career in education

FY24	18% 3/17
FY25	11% 3/28 students
FY26	8% 1/12 students

GOAL :
POST HIGH SCHOOL PREPAREDNESS

4) Ninety percent of graduating seniors will indicate confidence in having the skills needed to be productive members of society.

5) Ninety-five percent (or 2 students or less per year) of individuals identified in the graduated follow-up survey are viably employed or attending a post-secondary institution.

MSIP Standards

- Effective Teaching and 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 measurable improvements.
        - H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or Seal of Bi-Literacy.

- Effective Teaching and Learning
    - TL3-The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional students based on students' ICAPs.
        - B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging curriculum developed with industry professionals.
        - C. The school system implements broadly based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.

- Collaborative Climate and Culture
    - CC3-The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities for the benefit of students and educators.
        - A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable

organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.

Goal 4: 90% of graduating seniors will indicate confidence in having the skills needed to be productive members of society.

Objective: Expose student to a variety of life skills necessary to productive citizens.			
Action Step	**Timeline**	**Person Responsible**	**Notes and Updates**
1. Implement Junior Achievement curriculum	Obtain March of 2023 Implement January 2024	Counselor	Curriculum has been obtained by the district
2. Offer a Life Skills class for all students at the junior and senior level *Assessment Plan	Begin planning March 2024 Implement August 2024	HS Principal Counselor	Class offered to Seniors in FY26
3. Participate in the "Life" simulation every 3 years	Schedule for February 2025	HS Principal Counselor Business Teacher	Attended Build My Future Participated in Life Simulation in FY26
4. Implement curriculum at all grade levels which assist students in handling disagreements and conflict resolution	Implement January 2024	Administration Counselor	

Measurement Tools for Goal 4

Measures	The implementation and/or effectiveness of action steps	If goal was met
Final products of tangible items	X	
Counseling Lesson Plans	X	
School Calendar	X	
Senior Exit Interview/Survey		X

Budget Information

1. High School textbook budget and elementary textbook budget may be used to purchase necessary items for new classes.
    - Action Step 1, 2
2. The high school activities account will be used for assemblies.
    - Action Step 3
3. No associated costs.
    - Action Step 4

Goal 5: 95% of individuals (or 2 students or less per year) identified in the graduate follow-up survey are viably employed or attending a post-secondary institution.

Objective: Students will be provided with a wide-variety of career exploration opportunities.

Action Step	Timeline	Person Responsible	Notes and Updates
1. Offer a careers class at the junior high level	Plan March of 2023 Implement August 2023	HS Principal Counselor	Class is offered to 7th grade during the 23/24 and 24/25 school year.
2. Create a rotating schedule of tours for college campuses; including tours for middle school and high school students *Assessment Plan	Implement October 2023	HS Principal Counselor	Attending State Technical College in the Spring 2025
3. Establish a plan to provide opportunities for LOCAL career opportunities *ESEA Plan *Assessment Plan	Begin October 2025	HS Principal Counselor	Attended Build My Future
4. Provide opportunities to explore online career opportunities *Assessment Plan	Begin January 2026	HS Principal Counselor	
5. Establishing a job shadowing program *ESEA Plan *Assessment Plan	Begin planning October 2024 Implement March 2025	HS Principal Counselor	Sophomores participated in Oct. 2023
6. Extend opportunities for CTSO organizations such as FCCLA, DECA, etc. *Assessment Plan	Begin planning October 2024 Implement August 2025	HS Principal HS Staff	
7. Host a career fair at both the elementary and high school levels *ESEA Plan	Begin planning February 2024 Host October 2024	HS Principal EL Principal Counselor	

8. Include Job Shadowing as a part of the School of Economics Unit *ESEA Plan	Begin planning March 2024 Implement September 2024	EL Principal Counselor Classroom Teachers	

Measurement Tools for Goal 5

Measures	The implementation and/or effectiveness of action steps	If goal was met
DESE 5 Year Follow Up Data		X
Class Schedule	X	
School Calendar	X	X

Budget Information

1. High School textbook budget and elementary textbook budget may be used to purchase necessary items for new classes.
    - Action Step 1, 8
2. The high school activities account will be used for field trips.
    - Action Step 2
3. The district will consider adding sponsors for extra-curricular activites to the extra duty schedule. This would be funded with through local and state funds and would cost the district approximately $3500.
    - Action Step 6, 7
4. No associated costs
    - Action Step 3, 4, 5

Results

Graduate Follow-Up (Employed or attending school/training)

FY24	100%
FY25	87.5%% 14/16 students
FY26	97% 28/29 students
FY27	
FY28	

GOAL:
Academic Improvement

6) Less than 20% of students in 2nd and 3rd grades will have a reading success plan. (Students with a medical diagnosis of Dyslexia are excluded from the data set.)
7) MAP scores will be 5% above the state average in all required testing areas.
7A) Fifty percent of students will scored advanced or proficient in each of the required testing areas.
7B) Sixty-five percent of score at grade-level or above in each of the required testing areas.

MSIP Standards

- Effective Teaching and Learning
    - TL6-Evidence-based instructional practices are implemented to ensure the success of each student.
        - A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.
    - TL7-The school system provides a comprehensive multi-tiered system of support that addressed the academic, emotional, behavioral, social, and physical needs of each student.
        - D. The school system uses targeted student assessments and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.

- Alignment of Standards, Curriculum, and Assessments
    - AS2-The school system implements a comprehensive assessment system including state required and locally selected assessments.
        - C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
        - E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative and summative assessment data and other student work.

Goal 6: Less than 20% of students in 2nd and 3rd grades will have a reading success plan.

Objective: Seventy-five percent of elementary students in grades 1-5 who are reading below grade level, will average an increase of 1.0 grade equivalency on Star Reading benchmark assessments from the beginning to the end of the academic year.

Action Step	Timeline	Person Responsible	Notes and Updates
1. Administer Star Reading and Star Early Literacy Benchmark Assessments *Literacy Plan	First thirty days and the last thirty days of school	Teachers EL Principal	Implemented yearly
2. Progress Monitor Star Reading and Star Early Literacy Assessments *Literacy Plan	Monitoring will take place every 2-6 weeks; dependent upon the level of need	Teachers EL Principal	Implemented yearly
3. Provide Tier 2 and Tier 3 Intervention *Literacy Plan	After benchmark testing	Teachers EL Principal	Implemented yearly
4. Data Team Meetings to analyze data and plan intervention *Literacy Plan	Meet monthly to analyze effectiveness of instruction	Teachers EL Principal	Implemented yearly
5. After-school Tutoring 2 times per week *Literacy Plan	Start after first benchmark	Teachers EL Principal	Implemented yearly

Measurement Tools for Goal 6

Measures	The implementation and/or effectiveness of action steps	If goal was met
Star Reading and Star Early Literacy Assessment	X	X
Tutoring Logs	X	
Data Team Minutes	X	

Budget Information

1. Annual Cost of Assessments in federal programs budget
    a. Action Step 1, 2
2. Budget cost of tutoring program in federal programs budget and additional amount in local funds
    a. Action Step 3, 5
3. No associated costs
    a. Action Step 4

Results

2nd & 3rd Grades students with Reading Success Plans

FY24	25%
FY25	35% 16/45
FY26	32% 12/38
FY27	
FY28	

Goal 7: MAP Scores will be 5% above the state average in all required testing areas.
7A) Fifty percent of students will scored advanced or proficient in each of the required testing areas.
7B) Sixty-five percent of score at grade-level or above in each of the required testing areas.

Objective: Implement high-quality curriculum and provide effective instruction in all courses

Action Step	Timeline	Person Responsible	Notes and Updates
1. Update/finalize curriculum in all subject areas.	Begin September 2024 Continue in the 25-26 School Year Update/Revise Regularly	Principal Teachers	Worked on curriculum in the FY25 School Year
2. Update/Supplement course materials in all required testing areas.	Begin in September 2025	Principal Teachers	
3. Provide academic intervention during school hours.	Continuation from Previous Academic years	Principals	RTI time in elementary and Intervention at lunch in the high school
4. Provide academic intervention before and after school hours.	Continuation from Previous Academic Years	Principals Teachers	After school tutoring offered
5. Analysis of IBD reports from MAP data	Begin in September 2025	Principals Teachers	

Measurement Tools for Goal 7

Measures	The implementation and/or effectiveness of action steps	If goal was met
MAP Scores		X
Curriculum	X	

Budget Information

1. Prioritize curriculum work in the Professional Development budget.
2. Budget cost of updating textbooks/course supplies in the budget

Results

	Goal 7	Goal 7A	Goal 7B
FY23	Above in 8/18 areas		
FY24	Above in 7/18 areas		
FY25	Above in 6/20 areas		
FY26	Above in 6/18 areas	**43.7% Overall** 41.1 % in ELA 41.6% in Math 47.3% in Science 65% in Social Studies	No Data provided by DESE at this time
FY27			
FY28			

GOAL:
SOCIAL-EMOTIONAL WELL-BEING

8) When surveyed, eighty percent of students will report positive feedback regarding social connectedness and self-regulation.

MSIP Standards

- Effective Teaching and Learning
    - TL4- The school system prepares students through the development of essential intrapersonal and interpersonal skills.
        - C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.
    - TL7- The school system provides a comprehensive multi-tiered system of support that addressed the academic, emotional, behavioral, social, and physical needs of each student
        - F. the school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.
    - TL10-The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
        - D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social-emotional needs.

Goal 8: When surveyed, eighty percent of students will report positive feedback regarding social connectedness and self-regulation.

Objective: Provide explicit instruction and opportunities for practice of self-regulation skills while promoting an inclusive environment for students.

Action Step	Timeline	Person Responsible	Notes and Updates
1. PK-5th grade students will participate in a unit in Counseling that will teach a variety of calm-down strategies	Implement January 2024 Update and revise curriculum regularly	Elementary Principal Counselor	Happening regularly
2. Implement a "peer helpers" program in which students are trained to assist fellow students who are having difficulties with social connectedness and self-regulation.	Investigate throughout the 25-26 school year Implement July of 2026	Principals Counselors Student Council Sponsors	
3. Celebrate Mental Health Awareness week with a variety of activities. This will be a student-led event.	Implement October of 2025	Principals Counselor Student Council Sponsors	
4. Update signage throughout the building emphasizing positive mental health strategies.	Implement June 2025 Complete July 2027	Principals Custodial Staff	
5. 6th-12th grade students will participate in monthly lesson during flex time in which students are explicitly taught self-regulation strategies and ways to handle difficult situations.	Begin March 2026 Implement August 2026 Update and revise curriculum regularly	High School Principal Counselor Teachers	

6. Implement a monthly "mix-up" day in which students are strategically placed with people "outside their circle" during the lunch period.	Begin January 2026 Assess for complete/regular implementation by January 2027	Principals Classroom Teachers Counselor	

Measurement Tools for Goal 8

Measures	The implementation and/or effectiveness of action steps	If goal was met
Culture/Climate Survey		X
School Calendar	X	
Signage Posted	X	
Lesson Design	X	

Budget Information

1. Cost of for the purchase of and training for the Peer Helpers program and for additional signage will be added to the FY 25 budget. Expected cost are $5000.
    a. Action Step 2, 4
2. Student council funds will be used for student activities.
    a. Action Step 3
3. No associated costs.
    a. Action Step 1, 5, 6