Osage County R-1 School District

Continuous School Improvement Plan

Approved by Osage County R-1 School Board: 11/9/2022

OSAGE CO. R-I SCHOOL DISTRICT

MISSION

Empowering students to exceed their goals.

VISION

Osage Co. R-I will Inspire a passion for learning through supportive relationships, personalized and relevant experiences with a focus on a bright future.

BELIEFS

We believe in building brighter futures because each child matters and deserves equitable opportunities.

We believe all students and staff can be leaders and learners in the school community.

We believe in high expectations and accountability through the use of goal setting and appropriate data.

We believe in creating a diverse and inclusive culture where everyone is open-minded.

We believe that everyone deserves a physically and emotionally safe learning environment that is engaging, equitable and supportive.

We believe that positive climate, culture and relationships are necessary to establish a successful learning environment.

We believe in recruiting, developing and retaining a high quality staff that equips students with the tools necessary to be successful.

We believe in leading by example.

PRIORITY AREAS
Effective Teaching & Learning ▪ Culture & Climate ▪ Leadership

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OSAGE CO. R-I SCHOOL DISTRICT

CSIP
Plan Development, Implementation, and Monitoring

District Enrollment: 142 Students PK-12th
Number of Certified Staff: 24
Number of Support Staff: 13
Number of Administrators: 2
General Location: Chamois, MO (Osage County) Size of district 105 sq mi

CSIP Board of Education Approval Date: **Nov 9, 2022**

Date of last board review: November 9th, 2022

CSIP Committee included stakeholders from the following groups:
- Board Members
- Teachers
- Support Staff
- Parents
- Representatives from local businesses
- Charitable, non-profit organizations
- Students

Describe how the CSIP utilizes input from key internal and external stakeholders and how the stakeholders are continually engaged (or expected to be) in ongoing CSIP progress monitoring and/or development.

The school district believes in the importance of seeking input from both internal and external stakeholders when developing the district CSIP. The district invited representatives from various groups that included parents, teachers, the Leadership Team, Board members, community members, students, and various other groups. In total, eighteen people agreed to participate at the beginning of the CSIP development process. Some of the recruitment efforts included the following: personal visits to local businesses, invitations through social media posts, discussion at school board meetings, and discussion at staff meetings.

The stakeholders were included in all four of the CSIP planning meetings. Group emails were also sent out periodically to update members who were unable to attend the meetings.

The school board was updated at each regular meeting throughout the development process. All staff members were updated on the plan development during monthly staff meetings.

The CSIP Committee will meet annually in September to review the district CSIP. The committee will review the following:

- District Mission and Vision
- Priority Areas
- Goals
- Progress on reaching goals.
- Revisions or additions if necessary.

Culture and Climate Survey
The district utilized a locally developed [survey](#) that was administered to:

- Students in grades 7-12.
- Parents/Community
- Staff

The surveys were administered in the 1st Semester of the 2022-23 school year.

Describe the data sources (i.e. quantitative and qualitative data, internal and external data, and needs assessment) that were used to determine the goal areas. Describe the processes utilized in collecting and analyzing the data when developing CSIP goals.

The CSIP Committee reviewed multiple data sources to determine priority areas and goals for the district plan. The data sources included:

- MAP/EOC Scores at District and Building Level
- ACT Scores
- District Report Card Data Review
- Annual Secretary of the Board Report (Finance)
- Student/Staff/Parent Surveys
- Formative Reading Assessment - Elementary

The committee used a SWOT (Strength, Weakness, Obstacle, Threat) Analysis based on the aforementioned data and first hand perspectives of the various members.   The results of the SWOT Analysis guided the committee to identify the CSIP priority goal areas of:

- **Effective Teaching and Learning**
- **Culture and Climate**
- **Leadership/Governance**

Summary of Strengths and Weaknesses

Strengths	Weaknesses
- A+ - Dual Credit - Career and Postsecondary Education - Student Government - Program Offerings - Dual Credit - Student Organizations CTSO - Support Services - Professional Development - Schedules (Elementary Break Time) - District Continuous Improvement - Early Childhood - Focuses on whole child development - Inclusion - Focus on Life Skills - Community Support - Community Support - Experienced Staff - Balance - Collaboration (Small Staff Number) - Dedication - Administrative Support - Diversity (School Board) - Student-staff ratio - Financial Support	- Test scores - Curriculum - Human Resources - Collaboration - Set in ways - Class Size 1 teacher per grade - Enough Opportunities - Same routines - Socioeconomic status - Expected responsibilities of the teachers from the parents - Trauma - Child Services - Home environment - For some - Emergency Services - Lack of diversity - Staff - Students - Parental Support - Location - Recruitment of staff - Excuses - Multiple Hats - Communication - Time frames and having the time to do everything - Substitute Teachers - Funding - Pay - Age of the facilities

The committee continued the process of developing goals that aligned with the priority areas, SWOT Analysis, data review, vision, and mission.

Describe how the local board is engaged in the CSIP process.

The Osage Co. R-I Board of Education is, and will be, continually involved in the CSIP process. The school board committed financial resources to utilize a facilitator to assist the district in developing a quality CSIP. School Board members served on the planning committee, and attended planning committee meetings. The CSIP was adopted by the school board in November 2022. Review of the CSIP will be added to the program review schedule of the school board, and occur once per quarter.

Describe how the local board ensures that the CSIP focuses on academic preparation of students.

The Osage Co. R-I Board of Education is committed to a focus on academic preparation and performance of district students. Members of the school board serve on the CSIP committee and participate in identifying priority areas, which include effective teaching and learning. The entirety of the board reviews the plan and approves the plan for implementation. The plan is then reviewed throughout the year by the school board.

Explain how the local board is engaged with monitoring of academic performance data.

The school board will review the CSIP four times per year as part of the program review schedule for the school board. Each review will update the school board on progress of the plan, including any academic performance data that is available. The school board will annually review district performance on state assessments (EOC/MAP).

Describe how the CSIP addresses the well-being of each student.

The Osage Co. R-I District believes the social and emotional well-being of students plays an important role in overall success of the student. The CSIP planning committee included student representatives. Student surveys were administered and the results were reviewed during the planning process. The committee identified Culture and Climate as one of the three plan priority areas. The Culture and Climate priority area includes goals focused on 1) student social and emotional safety at school, and 2) staff interactions with students.

Describe how the CSIP drives leaders and teachers in the development and implementation of academic instruction for each student.

The Osage Co. R-I CSIP identifies Effective Teaching and Learning as one of the three plan priority areas. Goals that address academic instruction are aligned to this particular priority area. Action steps are outlined with practices that will increase the level of effective teaching and learning in the school district. Professional development aligned to goals will be implemented district wide. Groups or individuals responsible for action steps have been identified in the plan, as well as financial resources required for implementation. The plan implementation has built in accountability during plan review by the school board and annual CSIP Committee review meeting. District programs and practices are to be aligned with district goals.

Describe the process used to develop a clear mission and vision statement.

The CSIP Committee developed a clear mission and vision statement for the district. Members developed the mission and vision statement by:

- Discussing the purpose of the mission and vision statement.
- Understanding components of the mission and vision statement.
- Identifying educational beliefs that are important to the district.
- Reviewing the current mission and vision statement.
- Committee members formed small groups to draft statements.
- The committee as a whole selected two acceptable mission statements.
- Staff voted on which statement they preferred for the mission.
- The committee reviewed the survey and selected the mission statement.
- The committee then organized feedback and collaborated on a vision statement to support the mission.

Describe the procedures used to develop and manage progress on goals and objectives, evidence-based strategies, and timelines.

The CSIP Committee developed draft goals, action steps, and timelines to support the plan. The District Leadership Team, along with the CSIP facilitator, collaborated to further define these plan components. The school board gave final approval of the CSIP in November 2022. The plan goals contain:

- Action Steps
- Timelines
- Person/Group Responsible for Monitoring.
- Funding Sources

Progress will be monitored in multiple ways. The school board will review progress once each quarter. The district will hold an annual CSIP Committee review meeting to inform all stakeholders on progress and discuss any revisions if necessary. The District Leadership Team will include a CSIP agenda item at each meeting. Building administration will review building plans and programs to check for CSIP alignment. Staff will be updated at monthly meetings on CSIP progress by administration. Building administrators will continually collect building data associated with goals, and monitor building activities for CSIP alignment.

Describe the LEA's budget development and funding sources support the CSIP goals and evidence-based strategies.

Action steps and strategies associated with CSIP goals have been aligned to funding sources. Funding sources identified in the CSIP are aligned to sources of funds in the district budget. The district annual budget development process will include a review of CSIP goals and action steps. The superintendent will collaborate with building administrators, the PDC, Leadership Team, and other necessary staff to best align budget resources with CSIP implementation. The district budget narrative will reference alignment to the CSIP.

Describe how the local board monitors the implementation and outcomes of the CSIP. Describe who is involved and how often are updates shared with the local board.

The local school board will review plan implementation once every quarter. The CSIP will be added to the program evaluation schedule of the Board of Education. Updates will be provided by the District Leadership Team, Building Administration, and District Administration. The review will occur at a regularly scheduled board meeting.

Describe how the LEA uses plan goals to guide in decision-making for operations, governance, and budgeting.

The Osage Co. R-I District will align district and building plans to the CSIP. Administrators and the school board will review plans or practices for alignment prior to approval. School Board agenda items will be reviewed for CSIP alignment.

Describe how the CSIP is used to guide the development, implementation and monitoring of other required LEA plans (i.e. building level plans, assessment plan, ESSA plan, professional development plan, technology plan).

Building and district administrators will review plans to check for CSIP alignment. Administrators will work with staff responsible for plan development to identify areas in which plans could be aligned. The school board will review plans for alignment prior to any necessary school board approval.

Osage Co. R-I School District will align other district and building plans to the CSIP. The following are examples of plans that will be aligned:
- Professional Development Committee
- Title I LEA Plan   Title I School Plan
- District Assessment Plan
- District Counseling Plan
- District Budget
- District Leadership Team Plan

Describe the procedures in place to monitor the fidelity of all plans.

The Osage Co. R-I School District believes implementation of the plan with fidelity is important to the success of the students within the district. The following procedures are in place to monitor fidelity of plans:

- Plans will be developed in a collaborative environment.
- Building administrators will monitor building plans.
- District administrators will monitor district level plans.
- Plans will be incorporated into program reviews for the board of education.
- Plans will be submitted to DESE as required.

2022 CSIP Committee Participants

Name	Role
Jenny Ulrich	Fired Up Facilitator
Lyle Best	Superintendent
Jeremy McKague	K-12 Principal, Parent
Sherry Connor	Paraprofessional
Meghan Birmingham	Counselor
Angela Hagenhoff	School Board
Kara Keilholz	Teacher
Becca Mehmert	School Board, Parent
Kate Kuschel	Ag Teacher, Parent
Misty Hilkerbaumer	Elementary Teacher
Sam Mitchem	Library Media, Parent
Katie Troesser	Elementary Teacher
Jim Wiegand	Technology Director
Marsha Slack	Parent
Mike Nolting	Community-Business
Rylee Davis	Student
Madeline Gerloff	Student
Steve Cramer	School Board, Parent
Sabra Paulsmeyer	Community - Faith Based Organization, Retired Teacher
Kris Wuelling	School Board

SMART Goal #1 The proficiency level of staff implementing Data Based Decision Making (DBDM) will increase by 20% each year as measured by the Self-Assessment Practice Profile (SAPP) and Collaborative Work Implementation Survey (CWIS) by 2025.

Rationale: The district leadership team identified DBDM as a priority area of our District Continuous Improvement (DCI). Benefits of DBDM include- Emphasizes using data to improve instruction for all students, not only those who are struggling. Promotes commitment to deep reflection, process, and follow-through. Relies on evidence of learning (data) to guide collaboration. DB2, DB4

Baseline Data: 9% of teachers surveyed on Spring 2022 DBDM SAPP responded as proficient.

ETL 1	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
Y1.1	● **First Semester** 　○ District Continuous Improvement (DCI) focus will include implementation strategies for DBDM.Staff will complete DACL and DBDM Self Assessment Practice Profile.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff Jill Brown Consulting	ESSER III PDC Title I	Dec 31, 2022
Y1.2	○ Elementary Staff will train with reading consultants on collecting and interpreting data.			
Y1.3 Y1.4	● **Second Semester** 　○ Review and identify high school interim assessments.	Leadership Team (DLT), Coaching Support Team (CST) Teaching Staff	ESSER III PDC Title I Local	June 30, 2023
	○ Review and identify elementary interim assessments in collaboration with reading consultants.			
Y1.5	○ Review and identify ELA resources for Tier I and intervention groups.Aligned to Literacy Plan			
Y1.6	○ Staff will continue to participate with the DCI Coaching Team in developing foundations of DBDM. This includes completing Spring SAPP and CWIS.	Jill Brown Consulting		
Y1.7	○ Review DBDM progress on SAPP.			
Y1.8	○ DLT will attend DCI Summit			
ETL 1	Action Steps Year Two 2023-24 School Year			
Y2.1	● **First Semester** 　○ Create schedules/calendar to support Data Teaming	Leadership Team (DLT), Coaching Support Team (CST) Teaching Staff Administration BOE	ESSER III PDC Title I/II Local	Dec 31, 2023
Y2.2	○ Response to Intervention will be implemented with structures to support (schedules, data, resources)			
Y2.3	○ Implement interim assessment across all grade levels. Priority on ELA/Reading.			

Y2.4 Y2.5 Y2.6 Y2.7 Y2.8 Y2.9 Y2.10 Y2.11	○ DCI will continue to focus on DBDM facilitated by the CST. Staff and CST will focus on the essential functions of DBDM. A Fall SAPP will be completed. ○ Staff will begin to receive training on interim assessments, progress monitoring, and use of interventions. ● **Second Semester** 　○ Create Instructional Plans for students based on interim assessment results 　○ Data Teams are in place, meet as scheduled, and document review of data. 　○ DCI will continue to focus on DBDM facilitated by the CST. Staff and CST will focus on the essential functions of DBDM. A Spring SAPP/CWIS will be completed. 　○ Review DBDM progress toward goal. 　○ Review framework for RTI in Junior High and High School with reading consultants. 　○ DLT DLT will attend DCI Summit	Jill Brown Consulting RPDC Leadership Team (DLT), Coaching Support Team (CST) Teaching Staff Jill Brown Consulting RPDC	ESSER III PDC Title I/II Local	June 30, 2024
ETL 1 Y3.1 Y3.2 Y3.3 Y3.4 Y3.5 Y3.6 Y3.7	**Action Steps Year Three 2024-25 School Year** ● **First Semester** 　○ Create schedules/calendar to support Data Teaming 　○ Data Based Decision Making will be fully implemented at all grade levels with continued use of interim assessment results 　○ Finalize and adopt formal RTI Plan for K-6 ELA. 　○ Align Junior High/High School ELA assessment and data tracking with Elementary. 　○ DLT and CST will evaluate data to determine ongoing support for DBDM and identifying new areas for improvement. ● **Second Semester** 　○ Assessment of interim assessment results compared to MAP/EOC results for prior year 　○ Assessment of district DBDM	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff Reading Consultants RPDC Leadership Team (DLT), Coaching Support Team (CST)	PDC Local Title I/II PDC Local Title I/II	Dec 31, 2024 June 30, 2025

Y3.8	processes/schedules/resources ○ Create Instructional Plans/RTI for students based on data for JH/HS ELA.	Administration Teaching Staff			
Y3.9	○ Complete Spring SAPP and CWIS	Reading Consultants			
Y3.10	○ Review DBDM progress of SAPP to goal.				
Y3.11	○ DLT attend DCI Summit	RPDC			

Priority Area: Effective Teaching and Learning

SMART Goal #2: <u>S</u>tudents scoring in the Below Basic Category on state assessments will decrease annually by 2-3% as measured by MAP and EOC scores by 2025.

Rationale: The district has prioritized having a sustained growth in student achievement. Data shows inconsistent growth as measured by MAP/EOC. TL1, TL6,TL8,AS1,AS2

Baseline Data: 2022 District Data - Percent of students below basic on MAP/EOC. ELA 20%. Math 30%. Science 26%. Social Studies 0%.

ETL 2	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○ Review previous year MAP/EOC data to measure toward goal progress.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Wilson Language Trainers	ESSER III PDC Title I	Dec 31, 2022
Y1.2	○ Increase DACL practices (rubrics, assessments, feedback) as part of DCI priority area.			
Y1.3	○ Use Instructional Resources with fidelity			
Y1.4	○ K-4 teachers will begin Fundations training			
Y1.5	○ K-5 and reading support teachers will begin LETRS Training.			
	● **Second Semester**			
Y1.6	○ Continue to receive training and implement components of DACL as a DCI priority. Complete Spring SAPP/CWIS.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Wilson Language	ESSER III PDC Title I/II	June 30, 2023
Y1.7	○ K-5 and reading support teachers complete Year 1 LETRS Training.			
Y1.8	○ Review constructed response writing criteria in JH/HS across content areas.			

Y1.9 Y1.10 Y1.11	○ Research and identify a new reading series for grades K-6. ○ K-4 teachers complete Yr1Fundations training ○ Coaching sessions with RPDC Math Consult.	Trainers		
ETL 2 Y2..1 Y2.2 Y2.3 Y2.4 Y2.5 Y2.6 Y2.7 Y2.8 Y2.9	**Action Steps Year Two 2023-24 School Year** ● **First Semester** ○ Review previous year MAP/EOC data to measure toward goal progress. ○ Expand extended learning opportunities for students. ○ Expanding *Just Words t*raining to teachers in grades 4-12 ○ K-5 and reading support staff will participate in year 2 LETRS training ○ PIlot reading series in K-6. ○ Intermediate and high school teachers will receive professional development on reading across content areas ○ JH/HS Teachers will use DBDM process to implement writing criteria for constructed response aligned with DACL. ○ Revise district curriculum plan/process and identify priority standards aligned with DACL practices. ○ Implement Math practices such as Numbers Talk and Building Thinking Classrooms	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Reading Consultants	PDC Local Title I/II ESSER III	Dec 31, 2023
Y2.10 Y2.11 Y2.12 Y2.13 Y2.14 Y2.15	● **Second Semester** ○ Continue,research-based training in math classrooms as supported by RPDC. ○ K-5 and reading support staff complete year 2 LETRS training ○ Provide PD for staff on curriculum writing/revision to support DACL practices. ○ Develop curriculum to include course description, objectives, priority standards, and essential units. ○ JH/HS Teachers will use DBDM process to implement reading/writing across content areas.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Reading Consultants	PDC Local Title I/II ESSER III	June 30, 2024

	○ Research/purchase JH/HS math instructional resources such as Desmos or Illustrative Math.			
ETL 2 Y3.1 Y3.2 Y3.3 Y3.4 Y3.5 Y3.6 Y3.7	**Action Steps Year Three 2024-25 School Year** ● **First Semester** ○ Review previous year MAP/EOC data to measure toward goal progress. ○ Create an onboarding plan for new staff to receive FUNdations and LETRS training. ○ Adopt a new reading series and receive training for fidelity. ○ Adopt new math instructional resources and receive training for fidelity. ○ Develop curriculum to include course description, objectives, priority standards, essential units, assessment, instructional resources, and proficiency levels. . ○ Continue to implement DACL practices as observed through walkthroughs and DBDM. ○ Implement schedule/calendar to support training and data teaming.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Reading Consultants BOE	PDC Local Title I/II	Dec 31, 2024
Y3.8 Y3.9 Y3.10 Y3.11 Y3.12	● **Second Semester** ○ Assess the effectiveness of the new reading series. ○ Adopt curriculum based on district plan timeline. ○ Evaluate extended learning opportunities for effectiveness. ○ JH/HS will use DBDM to assess reading/writing across content areas based on district criteria. ○ Review end of year MAP/EOC data to measure toward goal progress.	Leadership Team (DLT), Coaching Support Team (CST) Administration Teaching Staff RPDC Reading Consultants BOE	PDC Local Title I/II	June 30, 2025

SMART Goal #3:Student scores will increase to 21 on the ACT exam over a 3 year average by 2025.

Rationale: The district believes in providing a high quality education to students that assists students in being college and career ready when they graduate. Improved performance as measured by the ACT will present more options to graduates and offer a better opportunity for success after graduation. EA3, TL10, TL3

Baseline Data: District prior 3 year average was 19.

ETL 3	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○　Form committee to review/revise ACT district incentives such as student recognition and cost reimbursement.	Administration Counselor Staff BOE STUCO	Local ESSER III	Dec 31, 2022
Y1.2	○ Research and select ACT test prep resources such as On to College.			
	● **Second Semester**			
Y1.3	○ Implement ACT test prep into schedule for Juniors and Seniors.	Administration Counselor Staff STUCO	Local	June 30, 2023
Y1.4	○ Host informational session for students about the link between college tuition and ACT score			
Y1.5	○ Implement incentive and recognition activities as determined by committee such as newspaper recognition, school publications, social media posts, and cost reimbursement.			
Y1.6	○ Review district ACT results from prior spring/fall testing windows. Compare progress to goal.			
	Action Steps Year Two 2023-24 School Year			
	● **First Semester**	Administration Counselor Staff	Local	Dec 31, 2023
Y2.1	○ Implement ACT prep strategies using selected resources in JH/HS core classes.			
Y2.2	○ Implement ACT prep into the schedule for 10th-12th grade students.			

Y2.3 Y2.4 Y2.5 Y2.6 Y2.7 Y2.8	○ Host informational session for students about the link between college tuition and ACT score. ● **Second Semester** 　○ Implement ACT prep strategies using selected resources in JH/HS core classes. 　○ Implement ACT prep into the schedule for 10th-12th grade students. 　○ Continue recognition and incentive programs. 　○ Provide career exploration/internship opportunities for students 　○ Review district ACT results from prior spring/fall testing windows. Compare progress to goal.	Administration Counselor Staff	Local	June 30, 2024
ETL 3 Y3.1 Y3.2 Y3.3 Y3.4 Y3.5 Y3.6 Y3.7	**Action Steps Year Three 2024-25 School Year** ● **First Semester** 　○ Provide career exploration/internship opportunities for students. 　○ Continue ACT prep and instructional strategies in grades 7-12. ● **Second Semester** 　○ Continue recognition and incentive programs. 　○ Provide career exploration/internship opportunities for students. 　○ Review district ACT results from prior spring/fall testing windows. Compare progress to goal. 　○ Review ACT resources and evaluate for effectiveness. 　○ Continue ACT prep and instructional strategies in grades 7-12.	Administration Counselor Staff Administration Counselor Staff	Local Local	Dec 31, 2024 June 30, 2025

SMART Goal #1 Increase the percentage of students who feel physically, socially and emotionally safe at school as measured by the annual student survey by 10% by 2025.
Rationale: The district believes that everyone deserves a physically and emotionally safe learning environment that is engaging, equitable and supportive. Students and staff must feel emotionally and physically secure in order to achieve high academic standards. .
CC1,CC2,DB3,L10

Baseline Data: Student survey conducted in Fall 2022. 78% of students reported as agree/strongly agree they feel safe at school.

CC1	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○ .Administer student survey to determine a baseline.	Administration		
Y1.2	○ Form student committee to discuss strategies to improve physical, social, emotional safety.	Counselor STUCO	Local ESSER III	Dec 31, 2022
Y1.3	○ Establish relationships with community organizations such as Council Drug Free Youth and Osage County Anti-Drug Community Action Team.	Staff		
Y1.4	○ Contract with licensed therapists for students most in need of additional support.			
	● **Second Semester**			
Y1.5	○ Implement a student support box and establish procedures for reporting, asking for help, and monitoring.	Administration Counselor	Local Local Non- profits	June 30, 2023
Y1.6	○ Identify methods to increase celebration and recognition of student/group accomplishments through social media, print media, and in-person events..	STUCO Staff OCADCAT		
Y1.7	○ Students participate in Missouri Student Survey and OCADCAT local survey. District will review results in the spring.			
Y1.8	○ Increase awareness of Courage 2 Report and how to use the hotline.			
CC1	**Action Steps Year Two 2023-24 School Year**			
	● **First Semester**			
Y2.1	○ Administer annual student survey and review results.	Administration	PDC	Decr 31, 2023
Y2.2	○ Implement new speakers/awareness programs aligned to social and emotional learning for students. with collaboration through community non-profits.	Counselor STUCO Staff	Local Local Non- profits	
Y2.3	○ Intruder training for staff and students facilitated by law enforcement or certified providers.	OCADCAT CDFY	ESSER III SRSA	

Y2.4	○ Plan safety and wellness simulations/programs for all students such as DWI simulations, safety awareness, empathy programs, life simulations.	RPDC CMCA		June 30, 2024
Y2.5	○ Contract with licensed therapists for students most in need of additional support.			
	● **Second Semester**			
Y2.6	○ Students participate in the Missouri Student Survey and OCADCAT local survey. District will review results in the spring.	Administration Counselor STUCO	PDC Local Local Non-profits	
Y2.7	○ Continue with safety and wellness simulations.	Staff	ESSER III	
Y2.8	○ Review use of the student support box and evaluate impact and benefit.	OCADCAT CDFY	SRSA	
Y2.9	○ Establish student advisory committee focused on social/emotional/physical wellness of students.	RPDC CMCA Advisory Council		
CC1	**Action Steps Year Three 2024-25 School Year**			
	● **First Semester**			
Y3.1	○ . Administer annual student survey and review results as compared to goal. .	Administration Counselor	PDC Local	Dec 31, 2024
Y3.2	○ Student advisory council continue to focus social/emotional/physical wellness.	STUCO Staff	Local Non-profits	
Y3.3	○ Members of advisory council/STUCO participate in Red Ribbon Week conference with OCADCAT.	OCADCAT CDFY	SRSA	
Y3.4	○ Plan safety and wellness simulations/programs for all students such as DWI simulations, safety awareness, empathy programs, life simulations.	CMCA Advisory Council PDC		
Y3..5	○ Continue to implement methods to increase celebration and recognition of student/group accomplishments through social media, print media, and in-person events..			
Y3.6	○ Staff will receive training to increase awareness of student drug/alcohol/other substances, and how to maintain a safe environment.			
	● **Second Semester**			June 30, 2025
Y3.7	○ Students participate in the Missouri Student Survey and OCADCAT local survey. District will review results in the spring.	Administration Counselor STUCO	PDC Local Local Non-profits	
Y3.8	○ Review methods used to increase celebration and recognition of student/group accomplishments through social media, print media, and in-person events..	Staff OCADCAT CDFY	SRSA	

Y3.9	○ Review safety and wellness simulations/programs and discuss impact.	CMCA Advisory Council RPDC PDC			

Priority Area: Culture and Climate

SMART Goal #2: Increase student survey results regarding "Teachers, principals and ALL staff members are respectful to students" to 90% by 2025.
Rationale: The district believes that positive climate, culture,and relationships are necessary to establish a successful learning environment.
CC1, CC2, CC4
Baseline Data: Student survey conducted in Fall 2022. 86% of students reported as agree/strongly agree with the statement.

		Person Responsible	Funding Source	Completion Date

CC2
 	
Y1.1
Y1.2
 	
Y1.3
 	
Y1.4
Y1.5
 	
Y1.6
	Action Steps Year One 2022-23 School Year
	  ● **First Semester**
	    ○ Include NEE Indicator 5.3b on teacher evaluation.
	    ○ Review with staff what the criteria and look for's are for indicator 5.3b.
	  ● **Second Semester**
	    ○ Review family engagement policies/plans for elementary and high school. Include plans for engagement as related to Title I plans.
	    ○ Continue NEE evaluations containing indicator 5.3b.
	    ○ Review trend data on indicator 5.3b with staff and discuss strategies for improvement.
	    ○ Implement a student campaign to increase school spirit and student participation in activities.
		Administration
		Staff
		
		Administration
		Staff
		Title I Team
		STUCO
			Local
			PDC
			
			Local
			PDC
			Title I
				Dec 31, 2022
				
				June 30, 2023

CC2
 	
Y2.1
 	
Y2.2
Y2.3
 	
Y2.4
	Action Steps Year Two 2023-24 School Year
	  ● **First Semester**
	    ○ Staff receive training on SEL strategies from RPDC to implement in the classroom.
	    ○ Continue NEE evaluations containing indicator 5.3b.
	    ○ Staff will use NEE training resources to better understand indicator 5.3b and how to implement strategies.
	    ○ Administer student survey and review results as related to goal.
		RPDC
		Administration
		PDC
		Staff
		STUCO or other student committees
			Local
			PDC
			Title I
				Dec 31, 2023

Y2.5
 	
Y2.6
 	
Y2.7
 	
Y2.8
 	
Y2.9
 	
Y2.10
 	
Y2.11
	○ Implement family engagement practices that were identified in the engagement plan.
	○ Implement strategies of student campaign to increase school spirit and student participation in activities.
	○ Administer parent/community survey in the fall and share data with staff and BOE.
	
	● **Second Semester**
	  ○ Increase staff performance on NEE indicators aligned with teacher/student interaction (5.3b).
	  ○ Review trend data on indicator 5.3b with staff and discuss strategies for improvement.
	  ○ Staff implement SEL strategies from training in the first semester.
	  ○ Continue to implement family engagement practices as identified, and review/revise plan in the spring. Include feedback from Title I review of engagement activities.
		RPDC
		Administration
		PDC
		Staff
		STUCO or other student committees
		Title I Team
			Local
			PDC
			Title I
				June 30, 2024

CC2
 	
Y3.1
 	
Y3.2
 	
Y3.3
Y3.4
 	
Y3.5
	Action Steps Year Three 2024-25 School Year
	● **First Semester**
	  ○ Staff receive training on SEL strategies from RPDC to implement in the classroom.
	  ○ Administer student survey and review results as related to goals.
	  ○ Continue NEE evaluations containing indicator 5.3b.
	  ○ Implement strategies of student campaign to increase school spirit and student participation in activities.
	  ○ Administer parent/community survey in the fall and share data with staff and BOE.
		RPDC
		Administration
		PDC
		Staff
		STUCO or other student committees
			Local
			PDC
			Title I
				Dec 31, 2024

Y3.6
 	
Y3.7
 	
Y3.8
 	
Y3.9
	● **Second Semester**
	  ○ Review implementation of SEL strategies in the classroom and discuss next level of implementation with RPDC.
	  ○ Continue to implement family engagement practices as identified, and review/revise plan in the spring. Include feedback from Title I review of engagement activities.
	  ○ Review trend data on indicator 5.3b with staff and discuss strategies for improvement.
	  ○ Review effectiveness of student campaign to increase school spirit and student participation.
		RPDC
		Administration
		PDC
		Staff
		STUCO or other student committees
		Title I Team
			Local
			PDC
			Title I
				June 30, 2025

SMART Goal #3: Teacher survey results will increase by 2-3% in strongly agree, agree categories in culture and climate questions on an annual basis by 2025.

Rationale: The district believes in creating a diverse and inclusive culture where everyone is open-minded. DB3, CC2

Baseline Data: Survey administered to staff in Fall 2022. 68% of responses answered agree/strongly agreed on questions related to culture and climate.

CC3	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○ Administer staff survey.	Administration	Local	Dec 31, 2022
Y1.2	○ Assign a committee to research strategies for staff appreciation and culture improvement.	DLT CTA	Title II ESSER	
	● **Second Semester**			
Y1.3	○ Implement *monthly staff appreciation. (Jean day, snack day, soda, donut, teacher highlight)*	Administration DLT	Local Title II	June 30,2023
Y1.4	○ Utilize *CTA to recognize staff, birthdays, fun activities w/incentives.*	CTA Ed Rising Chapter	ESSER GYO	
Y1.5	○ Educator Rising to assist with staff recognition activities to promote the profession.			
Y1.6	○ Utilize DLT and CTA to develop school calendar that meets educational, collaborative, and culture needs of district.			
Y1.7	○ DLT will share and disseminate survey results to staff and BOE.			
CC3	Action Steps Year Two 2023-24 School Year			
	● **First Semester**			
Y2.1	○ Administer staff survey and review results as compared to goal.	Administration DLT	Local Title II	Dec 31, 2023
Y2.2	○ Implement monthly staff appreciation. (Jean day, snack day, soda, donut, teacher highlight)	CTA Ed Rising Chapter	ESSER GYO	
Y2.3	○ Utilize *CTA to recognize staff, birthdays, fun activities w/incentives.*			
Y2.4	○ Educator Rising to assist with staff recognition activities to promote the profession.			
Y2.5	○ DLT will share and disseminate survey results to staff			

		and BOE.			
Y2.6		● **Second Semester** ○ Utilize *CTA to recognize staff, birthdays, fun activities w/incentives.*	Administration DLT CTA Ed Rising Chapter	Local Title II ESSER GYO	June 30,2024
Y2.7		○ Educator Rising to assist with staff recognition activities to promote the profession.			
Y2.8		○ Utilize DLT and CTA to develop school calendar that meets educational, collaborative, and culture needs of district.			
CC3		**Action Steps Year Three 2024-25 School Year** ● **First Semester**			
Y3.1		○ Administer staff survey and review results as compared to goal.	Administration DLT CTA Ed Rising Chapter	Local Title II	Dec 31, 2024
Y3.2		○ Implement monthly staff appreciation. (Jean day, snack day, soda, donut, teacher highlight)			
Y3.3		○ Utilize *CTA to recognize staff, birthdays, fun activities w/incentives.*			
Y3.4		○ Educator Rising to assist with staff recognition activities to promote the profession.			
Y3.5		○ DLT will share and disseminate survey results to staff and BOE.			
Y3.6		● **Second Semester** ○ Utilize *CTA to recognize staff, birthdays, fun activities w/incentives.*	Administration DLT CTA Ed Rising Chapter	Local Title II	June 30,2025
Y3.7		○ Educator Rising to assist with staff recognition activities to promote the profession.			
Y3.8		○ Utilize DLT and CTA to develop school calendar that meets educational, collaborative, and culture needs of district.			
Y3.9		○ Conduct a spring staff survey to collect final data on culture and climate progress.			

SMART Goal #1 Maintain 38%fund balance by end of the 2025 Fiscal Year.

Rationale: The district believes in high expectations and accountability through the use of goal setting and appropriate data. The district used the DESE fund balance analysis tool to guide the target of 38%. The district, in conjunction with this goal, intends to increase the Fund 4 balance. L4

Baseline Data: Fund balance at end of 2022 FY was 57%.

L1	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○ Amend budget to increase revenue placement in Fund 4 and account for updated revenue and expenditure data.	Administration Finance Staff BOE	Local	Dec 31, 2022
Y1.2	○ Review ASBR with the school board to set future fund balance goals.			
	● **Second Semester**			June 30, 2023
Y1.3	○ Review current investments and increase investing district funds. .	Administration Finance Staff	Local	
Y1.4	○ Implement Zero Based Budgeting Process for the budget to reflect what is needed to carry out goals of the district.	BOE		
Y1.5	○ Transfer maximum $162,326 or 7%xSATxWADA each year.			
Y1.6	○ Transfer maximum Transportation Transfer each year.			
Y1.7	○ Review facility goals/plans with BOE to prioritize projects for the next year.			
L1	**Action Steps Year Two 2023-24 School Year**			
	● **First Semester**	Administration Finance Staff	Local	Dec 31, 2023
Y2.1	○ Develop investment schedule, and commit funds to allowable investments	BOE		
Y2.2	○ Consult annually with financial advisors on district financial status, tax levy, capital project funding..			
Y2.3	○ Amend budget to increase revenue placement in Fund 4 and account for updated revenue and expenditure data.			
Y2.4	○ Review ASBR with the school board to set future			

Y2.5	fund balance goals. ○ Consult with district architect on status of facility plans. ● **Second Semester**				
Y2.6	○ Implement Zero Based Budgeting Process for the budget to reflect what is needed to carry out goals of the district.	Administration Finance Staff BOE	Local	June 30, 2024	
Y2.7	○ Transfer maximum $162,326 or 7%xSATxWADA each year.				
Y2.8	○ Transfer maximum Transportation Transfer each year.				
Y2.9	○ Review facility goals/plans with BOE to prioritize projects for the next year.				
L1	**Action Steps Year Three 2024-25 School Year** ● **First Semester**	Administration Finance Staff BOE	Local	Dec 31, 2024	
Y3.1	○ Develop investment schedule, and commit funds to allowable investments				
Y3.2	○ Consult annually with financial advisors on district financial status, tax levy, capital project funding..				
Y3.3	○ Amend budget to increase revenue placement in Fund 4 and account for updated revenue and expenditure data.				
Y3.4	○ Review ASBR with the school board to set future fund balance goals.				
Y3.5	○ Consult with district architect on status of facility plans. ● **Second Semester**				
Y3.6	○ Implement Zero Based Budgeting Process for the budget to reflect what is needed to carry out goals of the district.	Administration Finance Staff BOE	Local	June 30, 2025	
Y3.7	○ Transfer maximum $162,326 or 7%xSATxWADA each year.				
Y3.8	○ Transfer maximum Transportation Transfer each year.				
Y3.9	○ Review facility goals/plans with BOE to prioritize projects for the next year.				

SMART Goal #2 Annually retain 96% of certified staff who are offered reemployment by 2025.

Rationale: We believe in recruiting, developing and retaining a high quality staff that equips students with the tools necessary to be successful. L9,L7

Baseline Data: District retained 87% of certified staff at the end of 2022 academic year.

L2	Action Steps Year One 2022-23 School Year	Person Responsible	Funding Source	Completion Date
	● **First Semester**			
Y1.1	○ PDC will review and revise mentoring plan for new staff.	Administration PDC	Local	Dec 31, 2022
Y1.2	○ Ensure new teachers participate in beginning teacher assistance programs, including district mentoring.	Staff	PDC Title II	
	● **Second Semester**			
Y1.3	○ Annually revise district PD Plan and Mentoring Handbook to meet current needs.	Administration PDC	State Local	June 30, 2023
Y1.4	○ Systematically increase staff salary and benefit packages.	Staff Ed Rising	PDC Title II	
Y1.5	○ Implement recruitment strategies: ■ Grown Your Own Program ■ Showcase district at career fairs	BOE RPDC	ESSER Teacher Baseline Grant	
Y1.6	○ PDC/Mentors will participate in mentor training delivered by RPDC.			
Y1.7	○ Survey first and second year teachers on experiences in the district.			
Y1.8	○ Review retention data as compared to goal.			
Y1.9	○ Principal will implement and review PD plans with all 1st and 2nd year teachers using NEE.			
L2	Action Steps Year Two 2023-24 School Year			
	● **First Semester**	Administration PDC	Local PDC	Dec 31, 2023
Y2.1	○ Implement mentor training for teachers serving as mentors to new staff	Staff Ed Rising	Title II ESSER	
Y2.2	○ Provide beginning teacher assistance programs, including district mentoring.	RPDC		
Y2.3	○ Implement retention strategies: ■ Support for continuing education			

Y2.4
 	
Y2.5
 	
Y2.6
 	
Y2.7
 	
Y2.8
Y2.9
	■ Recognition of staff accomplishments
	■ Offer leadership opportunities to staff serving on committees and DLT
	● **Second Semester**
	  ○ Survey first and second year teachers on experiences in the district.
	  ○ Annually revise district PD Plan and Mentoring Handbook to meet current needs.
	  ○ Systematically increase staff salary and benefit packages.
	  ○ Implement recruitment strategies:
	    ■ Grown Your Own Program
	    ■ Showcase district at career fairs
	  ○ Review retention data as compared to goal.
	  ○ Principal will implement and review PD plans with all 1st and 2nd year teachers using NEE.
		Administration
		PDC
		Staff
		Ed Rising
		BOE
		RPDC
			State
			Local
			PDC
			Title II
			ESSER
			Teacher
			Baseline
			Grant
				June 30, 2024

L2
 	
Y3.1
 	
Y3.2
 	
Y3.3
	Action Steps Year Three 2024-25 School Year
	● **First Semester**
	  ○ Implement mentor training for teachers serving as mentors to new staff
	  ○ Provide beginning teacher assistance programs, including district mentoring.
	  ○ Implement retention strategies:
	    ■ Support for continuing education
	    ■ Recognition of staff accomplishments
	    ■ Offer leadership opportunities to staff serving on committees and DLT
	  ○
		Administration
		PDC
		Staff
		Ed Rising
		RPDC
			Local
			PDC
			Title II
				Dec 31, 2024

Y3.4
 	
Y3.5
 	
Y3.6
 	
Y3.7
 	
Y3.8
	● **Second Semester**
	  ○ Survey first and second year teachers on experiences in the district.
	  ○ Annually revise district PD Plan and Mentoring Handbook to meet current needs.
	  ○ Systematically increase staff salary and benefit packages.
	  ○ Implement recruitment strategies:
	    ■ Grown Your Own Program
	    ■ Showcase district at career fairs
	  ○ Review retention data as compared to goal.
		Administration
		PDC
		Staff
		Ed Rising
		BOE
		RPDC
			State
			Local
			PDC
			Title II
			Teacher
			Baseline
			Grant
				June 30, 2025

Y3.9	○ Principal will implement and review PD plans with all 1st and 2nd year teachers using NEE.				

SMART Goal #3 Effective district leadership communication will increase by 5% by June 2025, as measured by an annual staff survey.
Rationale: The district believes in leading by example, and that all students and staff can be leaders and learners in the school community. As such, district leadership has identified increased communication as a priority goal. L3,L8
Baseline: Staff survey conducted Fall 2022. 87% responded as agree/strongly agree with the statement that leadership communicates effectively.

	Action Steps	Person Responsible	Funding Source	Completion Date

L3
 	
Y1.1
Y1.2
 	
Y1.3
 	
Y1.4
 	
Y1.5
 	
Y1.6
	Action Steps Year One 2022-23 School Year
	● **First Semester**
	  ○ Administer staff survey and review results.
	  ○ Include Board Report summary in monthly staff meetings.
	  ○ Include monthly reports from CTA, STUCO to BOE.
	● **Second Semester**
	  ○ Review process for community engagement with the Board of Education.
	  ○ Develop BOE schedule to systematically review CSIP all all district programs to increase appropriate staff communication with the BOE.
	  ○ Make publicly available policy for community engagement with BOE and program review schedule.
		BOE
		Administration
		CTA
		STUCO
		Staff
		
		BOE
		Administration
		Staff
			Loca
			
			Local
				Dec 31, 2022
				
				June 30, 2023

L3
 	
Y2.1
Y2.2
 	
Y2.3
Y2.4
 	
Y2.5
	Action Steps Year Two 2023-24 School Year
	● **First Semester**
	  ○ Implement updated BOE Program review schedule.
	  ○ Align BOE meeting items to CSIP goals on a monthly basis.
	  ○ Review process for monthly communication to BOE.
	  ○ Develop, implement, and revise annual student, parent, and staff surveys.
	    ■ BOE annually reviews results and compares them toward the goal.
	  ○ BOE identifies resources for continued training focused on district communication.
		BOE
		Administration
		Staff
			Local	Dec 31, 2023

	Y2.6 Y2.7 Y2.8	● **Second Semester** ○ Continue to implement BOE program review schedule ○ Continue to implement Board reports at monthly staff meetings. ○ BOE participates in leadership/communication training.	BOE Administration Staff	Local	June 30, 2024
L3	 Y3.1 Y3.2 Y3.3 Y3.4 Y3.5 Y3.6 Y3.7	**Action Steps Year Three 2024-25 School Year** ● **First Semester** ○ Implement updated BOE Program review schedule. ○ Align BOE meeting items to CSIP goals on a monthly basis. ○ Review process for monthly communication to BOE. ○ Develop, implement, and revise annual student, parent, and staff surveys. ■ BOE annually reviews results and compares them toward the goal. ● **Second Semester** ○ Continue to implement BOE program review schedule ○ Continue to implement Board reports at monthly staff meetings. ○ BOE participates in leadership/communication training.	BOE Administration Staff BOE Administration Staff	Local Local	Dec 31, 2024 June 30, 2025