

FOCUS AREA
Effective Instruction

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

1. The overall goal of the Effective Instruction focus area is to develop and enhance quality educational/instructional programs to improve overall and individual student academic success.
- 1.1 Ensure all students are at least proficient in grade-level literacy [reading/writing].

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

1. District data and state assessments show an overall lack of proficiency in literacy and communication arts.
2. District scored at the Floor or Approaching levels on the 2019 APR for English Language Arts. (Bottom two levels)
3. District believes students who are proficient in literacy skills will have greater academic growth.

Research Based Strategy(ies) for Implementation:

- 1.1.1 Establish teacher collaboration teams focused on literacy instruction and student data. Train team members on collaboration and leadership. Research, implement assessment tools.
- 1.1.2 Establish grade level/course level priority standards and district developed assessments for standards.

1.1.3 Develop and implement Response to Intervention Program to include flex scheduling, accelerated learning, and tiered instruction.

1.1.4 District participation in District Continuous Improvement Model.

Measures to Determine Success:

1. MAP and APR data

2. Data from locally developed assessments, formative assessments, and benchmarking data.

3. CWIS and SAPP as part of DCI (Teacher Behaviors).

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
<p>30 Days:</p> <p>1. Introduce Data Based Decision Making/CFA and Collaborative Teams to staff.</p> <p>2. Review MLS for literacy and grade level alignment</p> <p>3. Review currently used tools to gather literacy data and what is being assessed.</p>	August 2020	<p>Leadership Team, DCI consultants</p> <p>Elementary Staff, JH/HS core staff</p> <p>Leadership Team, staff, principal.</p>	<p>Training DBDM Guides CT Guides</p> <p>Past assessment data, MLS</p> <p>Past data and sources of data.</p>	
<p>60 Days:</p> <p>1. Select priority standards for K-6 and 7-12 for literacy.</p>	October 2020	District Leadership Team, Teaching Staff	Past literacy data. Teacher collaboration.	

2. Research literacy assessments for use by data teams.		Teaching Staff, Principal	List of commonly used assessments and evidence of success. Standard alignment.	
3. Evaluate criteria for DBDM/CT/CFA and self-assess each building.		DLT, staff, DCI consultants	DBDM/CT practice profiles, rubrics	
90 Days: 1. Select Data Team Leader	December 2020	Administration	Screening process for selection. Criteria and responsibility of leader.	
2. Establish priority standards and assessments to be used to measure proficiency.		DLT, Teaching Staff	Review of assessments. Priority standards selected and CFA's.	
3. RTI plan developed and reviewed.		Admin, Teaching staff, team leader.	Needs assessment. Summary of research/observations.	
Long Range: 1. Data Team Leader coordinates team meetings to review student data and instructional practices.	August 2021	District Leadership Team, Teaching staff	Training through DCI model.	
2. Elementary staff implement RTI schedule based on student data,	August 2021		Research, PD, observation on <ul style="list-style-type: none"> • Data Teams • RTI/Innovating Scheduling • Leadership Training 	

flex grouping, and acceleration. 3. Building staff will reflect applicable CWIS and SAPP scores as part of individual and building evaluations.	May 2022		CWIS/SAPP access.	
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Effective Instruction

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

1. The overall goal of the Effective Instruction focus area is to develop and enhance quality educational/instructional programs to improve overall and individual student academic success.
- 1.2 Ensure all students are at least proficient in grade-level numeracy.

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

1. District data and state assessments show an overall lack of proficiency in mathematical related concepts.
2. District scored at the Approaching or On Track level on the 2019 APR Mathematics Section. (Bottom two levels)
3. District believes students who are proficient in mathematical skills will have greater academic growth

Research Based Strategy(ies) for Implementation:

- 1.2.1 Establish teacher collaboration teams focused on math instruction and student data. Train team members on collaboration and leadership. Research, implement assessment tools.
- 1.2.2 Establish grade level/course level priority standards and district developed assessments for standards.
- 1.2.3 Develop and implement Response to Intervention Program to include flex scheduling, accelerated learning, and tiered instruction.
- 1.2.4 District participation in District Continuous Improvement Model.

1.2.5 Embed STEM content and standards into math curriculum.

Measures to Determine Success:

1. MAP and APR data

2. Data from locally developed assessments, formative assessments, and benchmarking data.

3. CWIS and SAPP as part of DCI (Teacher Behaviors).

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
<p>30 Days:</p> <p>1. Introduce Data Based Decision Making/CFA and Collaborative Teams to staff.</p> <p>2. Review MLS for math and grade level alignment</p> <p>3. Review currently used tools to gather math data and what is being assessed.</p>	August 2020	<p>Leadership Team, DCI consultants</p> <p>Elementary Staff, JH/HS core staff</p> <p>Leadership Team, staff, principal.</p>	<p>Training</p> <p>DBDM Guides</p> <p>CT Guides</p> <p>Past assessment data, MLS</p> <p>Past data and sources of data.</p>	
<p>60 Days:</p> <p>1. Select priority standards for K-6 and 7-12 for math.</p>	October 2021	District Leadership Team, Teaching Staff	Past math data. Teacher collaboration.	

2. Research math assessments for use by data teams.		Teaching Staff, Principal	List of commonly used assessments and evidence of success. Standard alignment.	
3. Evaluate criteria for DBDM/CT/CFA and self-assess each building.		DLT, staff, DCI consultants	DBDM/CT practice profiles, rubrics	
<p>90 Days:</p> <p>1. Select Data Team Leader</p> <p>2. Establish priority standards and assessments to be used to measure proficiency. Include STEM standards.</p> <p>3. RTI plan developed and reviewed.</p>	December 2021	<p>Administration</p> <p>DLT, Teaching Staff</p> <p>Admin, Teaching staff, team leader.</p>	<p>Screening process for selection. Criteria and responsibility of leader.</p> <p>Review of assessments. Priority standards selected and CFA's.</p> <p>Needs assessment. Summary of research/observations.</p>	
<p>Long Range:</p> <p>1. Data Team Leader coordinates team meetings to review student data and instructional practices.</p> <p>2. Elementary staff implement RTI schedule based on student data,</p>	<p>August 2022</p> <p>August 2022</p>	District Leadership Team, Teaching staff	<p>Training through DCI model.</p> <p>Research, PD, observation on</p> <ul style="list-style-type: none"> • Data Teams • RTI/Innovating Scheduling 	

flex grouping, and acceleration. 3. Building staff will reflect applicable CWIS and SAPP scores as part of individual and building evaluations.	May 2023		<ul style="list-style-type: none">• Leadership Training CWIS/SAPP access.	
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FOCUS AREA

Leadership

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

1. The overall goals of the Leadership Focus Area are: to provide each student with a relevant education in a safe and caring environment; to attract, retain, and develop a high-quality staff; and to improve internal and external stakeholder communication, manage district growth, and set policy.
- 2.1 Develop reliable processes to recruit and hire individuals who possess and can apply effective instructional, technological and/or leadership knowledge and skills.

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

1. District ranked 52 (54) in base salary in Central Missouri Region. Ranked 65 (67) in Master's Minimum salary in Central Region (MSTA). State average base salary for districts under 300 enrollment is \$30,398. Master's Minimum average for under 300 enrollment is \$32,972. (MSTA)
2. Decrease in applications for certified positions.
3. Reduction in enrollment in teacher education programs. Reduction in state teaching certificates issued. Lack of interest or support to consider teaching as a profession from students and parents. (DESE statistics from Teacher Workforce Data)

Research Based Strategy(ies) for Implementation:
<p>2.1.1 Increase base pay to minimum of \$32,000 and be representative of the average state base salary for districts under 300 enrollment by 2025. Increase Master's minimum base to \$35,000 and be representative of the average state minimum for districts under 300 enrollment by 2025.</p> <p>2.1.2 Develop a comprehensive teacher recruitment campaign that includes attending job fairs, utilize social media, student-led videos, and implementing a cadet teacher program or similar grow your own campaign.</p>
Measures to Determine Success:
<ol style="list-style-type: none"> 1. Evaluate district salary comparisons using data bases such as MSTA, MNEA, MSBA, South Central, etc. 2. Evaluate number of applicants for each available position on an annual basis. 3. Monitor growth of high school participants in teacher cadet programs.

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
<p>30 Days:</p> <p>1. Complete annual state association surveys on salary. Complete annually.</p> <p>2. Form teacher recruitment committee</p>	October 2020	<p>Administration</p> <p>Administration</p>	<p>Present salary/benefit data. Survey forms.</p> <p>Committee structure/goals.</p>	

60 Days: 1. Recruitment committee develop strategies to target prospective teachers. 2. Research teacher cadet program for our high school students. 3.	November 2020	Admin, committee Recruitment committee, counselor	District data, tech resources, student participation Program goals, school examples	
90 Days: 1. Register for spring job fairs and organize recruitment resources. 2. Promote teaching as profession to students. 3. Survey student interest in cadet program. 4 Build cadet program into master schedule 5 Review salary data with staff and budget projections for increase of salary	January 2021	Recruitment committee, administration Counselor, Recruitment committee Counselor, recruitment committee Admin, Counselor Superintendent	Job fair dates, print and tech resources. Guest speakers, career benefits Surveys, access to students Student interest, past schedules, supervisors State data, financial outlook, budget status	

Long Range: 1.Recognize HS students who complete cadet program. 2.Establish regional recruitment presence for prospective teachers. 3 Budget for incremental salary increases to meet goals.	January 2022	Counselor, admin Recruitment committee, admin Superintendent BOE	Recognition items. Promotional materials, social media, psa, etc Financial data, state surveys and reports	
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FOCUS AREA
Leadership

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

2. The overall goals of the Leadership Focus Area are: to provide each student with a relevant education in a safe and caring environment; to attract, retain, and develop a high-quality staff; and to improve internal and external stakeholder communication, manage district growth, and set policy.
- 2.2 Increase staff retention by utilizing effective recognition strategies that create a culture of support and continuous learning.

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

1. Prevalence of teacher turnover in district.
2. 50% of Missouri Teachers have 10 years or less of experience.
3. Low base pay for certificated staff.

Research Based Strategy(ies) for Implementation:

- 2.2.1 Establish a district leadership team/committee representative of all staff demographics. Team/committee will aim to strengthen staff collaboration, provide for staff input for administration, develop staff ownership of district goals and needs.
- 2.2.2 Establish a Teacher Recognition Committee. Committee will develop procedure to recognize achievements of staff, develop Teacher/Staff member of the year program, highlight important events associated with staff members.
- 2.2.3 Provide a comprehensive district based mentoring program to support new staff.

Measures to Determine Success:
<ol style="list-style-type: none"> 1. Annually evaluate retention rate of staff. 2. Annually survey staff on culture of support and continuous learning. 3. Completion interviews with staff exiting mentoring program.

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
30 Days: 1. Survey interest in retention committee efforts. 2. Set goals for existing leadership team. 3. PDC review of mentoring program.	January 2021	Administration DLT PDC	Surveys DCI Framework Mentoring handbook, post mentor surveys	
60 Days: 1. Form retention committee. Set goals 2. Revise role and qualifications of mentors. 3. DLT needs assessment for following year.	February 2021	Administration, Committee PDCS DLT	Past surveys, handbook District data, goals, surveys	
90 Days: 1. Present retention plan goals to staff	April 2021	Committee	Access to staff, materials	

2. Secure training program for mentors 3 DLT set goals/priority and present		PDC DLT	Funding, training source Materials, access to staff	
Long Range: 1. Mentors provide supportive and effective program to develop new staff. 2. Retention committee oversees culture building for staff. 3 DLT meets regularly and reviews progress on district initiatives.	August 2021	PDC Committee, Admin DLT	Funding, training, collaborative time, committee support. Materials, access to staff, funding Collaborative setting, data, feedback, training.	

FOCUS AREA

Collaborative Climate and Culture

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

3 The overall goals of the Collaborative Climate and Culture Focus Area are: to create a culture of high academic and behavior expectations; form collaborative partnerships with school and community resources; and to provide quality opportunities for parents to learn about the developmental needs of their children.

3.1 Increase career and college readiness skills by developing systems of support to monitor, intervene, and evaluate academic, behavioral, emotional, and social needs of students.

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

1. District academic programs should be rigorous, and yet contain supports needed by some students to provide an equitable opportunity for success. Academic programs should reflect alignment with state standards, current and future career competencies, requirements for post-secondary education, and trends in career opportunities.
2. Mental and social wellness programs lead to increased attendance, improvement in academic programs, promote safe and welcoming environment, and reduce behaviors that negatively impact students.
3. District staff concerned with increase in referrals for counseling and behavioral services. District staff believes student barriers to academic achievement have increased with growing need for behavior and wellness services.

Research Based Strategy(ies) for Implementation:
<p>3.1.1 Review and update high school course offerings and curriculum, including CTE programs, to reflect career trends, rigor, and student interest from Missouri Connections.</p> <p>3.1.2 CTE programs will annually complete Common Criteria and Quality Indicator Self-Assessment and implement improvement strategies.</p> <p>3.1.3 Develop structures and practices that promote student character traits and student accomplishments (character assemblies, Leader In Me 7 Habits, etc).</p> <p>3.1.4 Implement guidance programs that address early signs of at-risk students, establish referral process for out of district services, and reduce barriers to academic programs.</p>
Measures to Determine Success:
<ol style="list-style-type: none">1. MOSIS Data- CTE program completers, graduate follow-up data2. CCQI Scores3. Attendance Rate, Discipline Referrals, Graduation Rate4. Student Organization/Club Participation (CTSO, etc)

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
<p>30 Days:</p> <p>1. CTE programs establish advisory committees</p> <p>2. Review course offerings to reflect current practices.</p> <p>3. Research character based programs such as 7 Habits Leader In Me.</p>	October 2020	<p>CTE advisors</p> <p>Guidance/Principal</p> <p>Guidance/Teacher Committee</p>	<p>CCQI forms</p> <p>Course Handbook</p> <p>Research program. https://www.leaderinme.org/</p>	
<p>60 Days:</p> <p>1. CTE complete CCQU and meet with advisory committee.</p> <p>2. Administer MO Options to students. Analyze career trends/course offerings.</p> <p>3. Complete book study for 7 Habits LIM or like program.</p>	November 2020	<p>CTE advisors/committee</p> <p>Guidance Dept.</p> <p>Guidance/Teacher Committee</p>	<p>CCQI</p> <p>Access to program, results</p> <p>Books, training docs</p>	
<p>90 Days:</p> <p>1. CTE develop plan based on CCQI and advisory committee.</p>	January 2021	CTE, committee	Program data, CCQI, student career interests	

<p>2.Develop course and program schedule/offerings to align with career interest.</p> <p>3. Train staff on character program such as LIM.</p>		<p>Guidance, principal</p>	<p>Schedules, student data</p>	
		<p>Guidance, PDC, committee</p>	<p>Training, materials, training funds</p>	
<p>Long Range:</p> <p>1. CTE programs annually conduct CCQI and meet with advisory groups to meet student needs and show growth.</p> <p>2.Schedule and course offerings are reviewed annually to reflect career interest and align with higher education programs.</p> <p>3. Character program implemented K-12 and embedded in curriculum to support all students including those at-risk of low performance.</p>	<p>August 2021</p>	<p>CTE, advisory group</p>	<p>Program data, CCQI, student career interests</p>	
		<p>Guidance, principal</p>	<p>Schedules, student data, higher ed entry standards</p>	
		<p>Guidance, principal, staff</p>	<p>Training, materials</p>	

FOCUS AREA

Collaborative Climate and Culture

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

3. The overall goals of the Collaborative Climate and Culture Focus Area are: to create a culture of high academic and behavior expectations; form collaborative partnerships with school and community resources; and to provide quality opportunities for parents to learn about the developmental needs of their children.

3.2 Implement culturally responsive programs that will lead students to be proficient in learning competencies such as collaboration, communication, creativity, and critical thinking.

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

1. Post-secondary education and career fields require students to display competencies in collaboration, communication, creativity, and critical thinking.
2. Student engagement is higher when instruction is designed with the before mentioned competencies and traits. Increased engagement leads to increased achievement.
3. Teacher and student performance increase when opportunities are connected to community and parent engagement.

Research Based Strategy(ies) for Implementation:
<p>3.2.1 Maintain district involvement in District Continuous Improvement Model as it relates to teacher behaviors that promote learning competencies.</p> <p>3.2.2 Implement after school/before school programs that will improve learning competencies in students.</p> <p>3.2.3 Increase availability of various forms of educational technology in each classroom, in conjunction with improved teacher oversight of effective technology use in the classroom.</p>
Measures to Determine Success:
<ol style="list-style-type: none">1. CWIS, SAPP, and DCI scoring rubrics2. NEE indicators focused on competencies and technology integration3. MAP and APR Data4. Afterschool Program Participant Data

Action Steps-	Start Date	Persons Responsible	Resources Needed	Complete/Date
<p>30 Days:</p> <p>1. Develop definition and “look fors” for the 4 C’s.</p> <p>2. Identify where 4 C’s can be found within DCI instructional practices.</p> <p>3. Review 4 C’s within current curriculum.</p>	January 2021	<p>Admin, Teaching staff</p> <p>Leadership Team</p> <p>Teaching Staff</p>	<p>None</p> <p>DCI guide, rubrics</p> <p>Content curriculum guide</p>	
<p>60 Days:</p> <p>1. Develop outline of extended learning programs and funding sources.</p> <p>2. Review CWIS and SAPP data as related to 4 C’s (teacher data)</p> <p>3. Review student data on 4 C alignment with higher ed and workforce skills.</p>	February 2021	<p>Title I, admin, teachers</p> <p>Leadership Team</p> <p>Guidance</p>	<p>Grant resources, DESE extended learning, needs assessments</p> <p>Survey data</p> <p>Follow up data, discussion with higher ed institutions</p>	
<p>90 Days:</p> <p>1. Establish partnership with higher ed and workforce mentors to develop 4 C skills.</p>	April 2021	<p>Guidance, admin</p>	<p>Agreements, program outcomes</p>	

<p>2.Implement 4 C into curriculum and teacher/student practices. 3.Secure funding and establish final program structure for extended learning. 4. Secure needed technology to increase student/teacher effectiveness of 4 C's.</p>		<p>Teacher, LT</p> <p>Title I, admin, teachers, Program Director</p> <p>IT, admin</p>	<p>Curriculum guides, priority standards, rubrics, teacher evals</p> <p>Grant resources, DESE extended learning, needs assessments, district data</p> <p>Funding identified, needs assessments, training</p>	
<p>Long Range: 1. Consistently offer extended learning programs for students to develop learning competencies such as 4 C's. 2. Maintain sufficient technology to assist students in developing competencies for post secondary experiences.</p>	<p>August 2021</p>	<p>Program Director, admin</p> <p>IT, admin</p>	<p>Funding, program outcomes, student data</p> <p>Funding identified, needs assessments, training, follow up data</p>	

3 All instructional programs implement curriculum and instructional practices embedded with 4 c components.		LT, teachers	Curriculum guides, power standards, teacher evals	
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