



Comprehensive School Improvement Plan

WORTH COUNTY R-III SCHOOL DISTRICT

2022-2027

510 EAST AVENUE | GRANT CITY, MO 64456 | 660-564-3389

“Preparing Today’s Students for Tomorrow’s Citizenship”

OUR CORE VALUES

- ✓ Respect
- ✓ Resiliency
- ✓ Reliability

MISSION -

The mission of the Worth County R-III Schools is to equip students with the character traits and academic skills to be productive, caring, problem-solving adults in our society.

OUR VISION -

To be the premier rural education system that prepares today’s students for tomorrow’s citizenship.

Goal 1: Equip Students for Success (S)

Outcome S1: Based on data, Worth County students will increase their abilities to see themselves as learners by increasing their exposure to and their success with real-world problems.

Outcome-based Key Results (OKRs):

1. Increase in students' perception of themselves as learners
2. Increase in MAP/EOC scores on DOK 3/4 questions.
3. Increase in students' abilities to solve problems

Implementation and Monitoring				
Action Step/Strategy	Timeline	Persons responsible	Funding Source	Status of action step
S.1 - Select teachers will create a student survey that identifies student perception of themselves as learners or find an already created survey, like the AQ or the one listed below	March 2021	Ashton, Kelley, Brittany, Chris, Megan, Julia	None	
S.2 - Elementary teachers in grades 3 and 6 and seminar teachers for grades 9 and 12 will survey students using the perceptual survey created (see S.1)	May 2021 and annually thereafter	Building Principals Elementary teachers 3,6 Seminar teachers 9,12	None	
S.3 - Collaborative Data Teams (K-2, 3-6, 7-9, 11-12) will review student surveys and summarize for the District Leadership Team (DLT)	September 2021	Principals/ Collaborative Teams and DLT	None	
S.4 - Building principal will lead staff in reviewing MAP/EOC data from 2021 MAP/EOC assessments for DOK 3 or DOK 4 items to create baseline data for how students perform on these types of questions.	September 2021	Building Principals All teachers by content area and grade level	\$0 if done on a PD Day	
S.5 - A select group of teachers will select or create a	September 2021	Ashton, Kelley,	\$0 if done on a	

student assessment that assesses 4th-graders' abilities to solve a multistep problem		Brittany, Chris, Megan, Julia	PD Day	
S.6 - A select group of teachers will select or create a student assessment that assesses 8th-graders' abilities to solve a multistep problem	September 2021	Ashton, Kelley, Brittany, Chris, Megan, Julia	\$0 if done on a PD Day	
S.7 - Teachers will administer district-created student assessments (see S.5 / S.6) and summarize the results to share with building staff and DLT.	January 2022	4th grade, & 8th grade teachers	None	
S.8 - Building staff and the DLT will review assessment results, looking specifically at how the students perform and discuss strategies to build students' skills on DOK 3 and DOK 4 type questions.	February 2022	Building Principals/ District Leadership Team	\$0 if done on a PD Day	
S.9 - The district PDC will provide 4 hours for teachers to understand what DOK 3 or 4 level questions are, collaborate or build performance events that are DOK 3 or 4 level	January or February 2022	PD Committee	\$0 if done on a PD Day	
S.10 - Classroom teachers will expose students to a DOK 3/4 performance event each semester. Teachers are encouraged to work collaboratively (cross-curricular)	January - May 2022 and semi-annually thereafter	Building principals/ All teachers	None	
S.11 - The district will provide 1 hour for teacher collaboration to evaluate & reflect on their students' performance on their performance events	May 2022	PD Committee	PD budget can pay for traveling subs for collaborative teams to meet, if needed	
S.12 - Teachers will submit a reflection of their DOK 3/4 events (to include the questions that they used and a summary of the student performance) at the end of year checkout with the principal.	May 2022	Building Principals/ All teachers	None	

Goal 2: Develop/Retain Effective Teachers (T)

Outcome 2:1 Over five (5) years, Worth County teachers will use a variety of effective instructional practices to encourage and improve students' critical thinking, problem-solving, and performance skills.

Outcome-Based Key Results (OKRs):

1. Increase in the district teachers' scores on the SAPP (Self-Assessment Practice Profiles)
2. Increase in the district teachers' response to the CWIS (Collaborative Work Instruction Survey) processes
3. Increase the number of teacher/peer observations, using the SBIC (School-Based Implementation Coaching) strategy
4. Increase in student engagement perception score from AQ (Advanced Questionnaire) survey
5. Increase the number of teachers performing in the exemplary or proficient categories based on Developing Assessment Capable Learners (DACL) administrative walk-thru observations
6. Teacher survey Problem-solving indicators

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of action step
T.1 - Teachers will take the self-assessment practice profile (SAPP) on School-based Implementation Coaching (SBIC) to identify baseline district score on this strategy for school improvement. District Leadership team will review the results.	August/Sept PD 2021	DLT/PDC Administrators Teachers	PD or Federal, if needed	
T. 2 - Coaching Support Team (CST from DCI Cadre) will train teachers on the purpose, use, and implementation of SBIC strategy.	August 2021 PD day and selected days during the 2021-2022 school year	PDC/Administration	No Cost	
T. 3 - DLT or Administrators will assign teachers to a SBIC Team. Each teacher observes teachers within assigned team and teams meet during PD days to practice the strategies learned in the T.2 PD training.	During 2021-2022 PD days	DLT/Administrators/Teachers	Title 2 funds for substitutes if needed, or for more SWIVL	

			cameras.	
T.4 - Teachers take CWIS (Collaborative Work Implementation Survey). The DLT will review the results.	August/Sept PD each school year	DLT/ Administration	Federal funds	
T. 5 - District staff will administer the Advanced Questionnaire each spring to students, staff, parents.	Yearly in March	Administration	PD Purchased Service through University of Missouri	
T. 6 - Administrators will use the Developing Assessment Capable Learners (DACL) walkthrough tool to assess teachers' applications of the DACL strategies.	Through out the school year, minimum quarterly	Administration	none	
T.6.a - Based on observations from the DACL walk-thru tool administrators will create DACL working groups	Yearly	Administration	none	
T.6.b. Meet in DACL groups for 30 mins each PD day to share what teachers have found successful.	Monthly PD days	PDC/ Teachers	none	
T.7 - District Technology Committee will survey teachers on technology training needs as part of the end-of-year checkout.	May 2021 and annually	District Technology Committee/Tech Director/Teachers (Emiley, Chris, April, Rachel, Jamie)	none	
T.7a. District provides PD Training based on survey needs.	PD days and other days as needed throughout the year	District Technology Committee/ Tech Director/ PDC	PD Funds or Title IV Funds	
T.8 - 1st and 2nd-year teachers will be assigned a mentor and participate in a beginning teachers' assistance program (BTAP) through the Northwest Regional Professional Development Center (NWRPDC.)	Yearly	Building Principals	PD Funds	
T. 9 - The professional development committee (PDC) will	May 2021 and annually	PDC Chair/	PD funds	

develop and present a Professional Development Plan with a budget that is based on district focus and specific teacher's needs annually by May 1.	thereafter	Superintendent		
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Goal 3: Provide High-Quality Career-Technical Education (CTE)

Outcome CTE 1: Worth County Schools will systematically provide relevant, high-quality career and technical education aligned to Worth County students' Individual Career Academic Plans (ICAPs)

Outcome-based Key Results (OKRs):

1. Align and Approve all curriculums for district-offered CTE courses
2. Complete Annual Program Evaluation using the Common Criteria and Quality Indicators (CCQI)
3. Increase in the district's College and Career Readiness score on the district Annual Performance Review (APR)

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of action step
<p>CTE.1 - The district counseling staff will implement portfolio-based elementary and middle school career awareness and exploration programs, which prepare students for the development of Individual Career and Academic Plan</p> <p>Key Performance Indicators:</p> <ol style="list-style-type: none"> 1. 100% of elementary students will create a career exploration portfolio 2. 100% of high school students will annually update their ICAP 	<p>Begin September 2021 and annually thereafter.</p>	Counselors	Counseling Budget	
<p>CTE.2 - The district-wide CTE committee will:</p> <ol style="list-style-type: none"> a. annually evaluate Worth County CTE programs based on Common Criteria and Quality Indicators (CCQI) b. present to the board of education at the November Board Meeting 	<p>September 2021 and annually thereafter</p> <p>November 2021 and annually thereafter</p>	CTE Committee HS Principal	N/A	
<p>CTE.3 - The school system ensures appropriate Career Technical Student Organization (CTSO) is affiliated with</p>	<p>September 2021 and annually thereafter</p>	CTE Teachers	Vocational Budgets	

<p>the state and national organizations and is an intra-curricula element of CTE programs</p> <p>Key Performance Indicator: 1. Each CTE area is 100% affiliated with State and National CTSOs</p>				
<p>CTE.4 - All CTE concentrators will attain an industry-recognized credential or entry into the workplace or a postsecondary program as demonstrated on their CCR score</p>	<p>Annually</p>	<p>CTE Committee</p>	<p>N/A</p>	

Goal 4: Improve District Climate and Culture (CC)

Outcome CC1: Worth County Schools will create a culture of high academic and behavioral expectations.

Outcome-based Key Results: (OKRs):

1. Decrease the number of students failing 1 or more classes
2. Increase in the number of students attending school 90% of the time
3. Decrease the number of days students assigned to ISS/OSS
4. Increase percentage of students on honor rolls

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of action step
<p>CC.1 - Teachers will Improve tutoring & intervention program efficiencies</p> <ol style="list-style-type: none"> 1. Make seminar more efficient by having the tutoring teacher go get the students who are supposed to be in tutoring so that they don't get lost in transition 2. Promote the after school tutoring program to both teachers and students 3. Begin gathering student data for intervention purposes 4. Use professional development time to refresh teachers on accommodations and modifications 	Start beginning of school year 2021-2022 and revisit annually	Special Education, Administration, and teachers	Possibly Title funds for after school tutoring, PD fund	
<p>CC.2 - District staff promote individual accountability on attendance and provide consequences & rewards</p> <ol style="list-style-type: none"> A. Make sure to send out a district provided letter to parents of students who have missed more than 6 days of school/semester reminding them that they 	Begin school year 2021-2022 and revisit annually	Administration & Counselors	SA Student Incentives	

<p>can't miss more than 8 days and remind them of the consequences</p> <p>B. Remind all teachers that after 8 days of absences the student is to receive 0's for that day's work until the time has been made up. Everyone needs to be consistent.</p> <p>C. Enforce Saturday school and after school tutoring to get time made up as soon as possible so that students can't continue to build up missing hours</p> <p>D. Reward students who don't miss any days of school with a field trip/fun day or other type of reward as incentive (needs to be an actual incentive)</p>				
<p>CC.3 - Teachers consistently follow a good classroom management plan</p> <p>A. Provide, either on a PD day or during staff meetings, professional development about what a good classroom management plan should have in it and what is reasonable</p> <p>B. Principals will check-in and look at teacher's classroom management plans/ rules and suggest things that may be missing or need attention</p>	<p>Beginning of school year 2021-2022 and revisit annually</p>	<p>Administration & Teachers PDC</p>	<p>PD Funds</p>	
<p>CC.4 -Building staff will develop a plan that continues to recognize student achievements</p> <p>A. Recognize all students who are on high and regular honor roll by taking their picture after each quarter and semester, Send the picture and their names to local newspapers and post on our school social media outlets</p> <p>B. Reward honor roll students with a prize of</p>	<p>Continue the honor roll recognition that started in January 2021, revisit annually</p> <p>Elementary continue to recognize the class of the month</p>	<p>Administration & Teachers</p>	<p>SA Student Incentives</p>	

<p>some sort</p> <p>C. Elementary staff will continue to recognize the class of the month with the Tiger Tokens</p> <p>D. High School staff will implement a system to recognize a Student of the Month where teachers receive a form to nominate a student based on good behavior and doing the right thing. Students receiving this honor will receive a prize or privilege.</p>	<p>Begin the Student of the Month at the beginning of school year 2021-2022 and revisit annually</p>			
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Goal 5: Increase Parent/Community Engagement (PC)

Outcome PC1: Worth County teachers will use effective means to work intentionally and consistently with parents/guardians to effectively work together to provide support for the development and achievement of their students.

Outcome-based Key Results (OKRs):

1. The district complies with Federal Requirements for stakeholder involvement
 - a. Title 1
 - b. Title 4
 - c. Parents As Teachers
 - d. Wellness (USDA)
2. Community and parents have a positive relationship with the school district.

Key Performance Indicators

1. Documentation of meetings, including attendance and role of participant
2. Review parental surveys/polls (Title 1 End of Year Survey, AQ survey)
3. Quarterly wellness newsletters provided to parents
4. Increase number of hits to our district website
5. Increase the number of followers to our social media accounts.

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of action step
PC.1 - District administration will meet with the District PACE Committee each year Key Performance Indicator: 1. Documentation of meetings, including attendance and role of participant	Semi-Annually October 2021 March 2021	Superintendent/ Title 1 Coordinator		

2. Review parental surveys/polls (Title 1 EOY survey, Advanced Questionnaire Survey)				
<p>PC.2 - District PACE committee will review and update as needed the School-Parent- Child Compact annually during its April meeting</p> <p>Key Performance Indicator:</p> <ol style="list-style-type: none"> 1. Documentation of meetings, including attendance and role of participant 2. Reviewed/ Updated School-Parent-Child Compact 	April 2021 and yearly thereafter.	Superintendent/ Building Administrators/ PACE Committee		
PC.3 - Elementary staff will hold the fall Title 1 parent meeting to discuss the purpose of being a Title 1 School-wide Building each school year	September 2021 and annually thereafter	Elem Principal/ Title 1 staff	Parent Involvement funds	
PC.4 - District personnel will conduct an annual Title I parent survey each March summarizing the results and sharing them with the PACE committee	March 2021 and annually thereafter	Superintendent/ Elem. Principal, Title Coordinator		
PC.5 - District staff will meet annually no later than April 30 to review survey data for all Federal Programs with the PACE committee	April 2022 and annually thereafter	Superintendent/ Building Administrators		
PC. 6 - The school district will use social media to engage positively with parents and the community by posting about one classroom activity per month	September 2022	Building principals, tech staff, or other designees		

Goal 6: Develop District Leadership Capacity (L)

Outcome 6(L.1): The local board of education and the superintendent engage in ongoing professional learning and conduct a self-evaluation each year in order to strengthen the governance practices of the school district.

Outcome-based Key Results (OKRs):

1. All board members trained per legal requirement and timeline.
2. Board members complete quarterly board governance training.
3. Board Members complete annual self -assessment.

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of Action Step
L1.1 - Local board members will complete all legally required board training within 6 months of election and annually thereafter	By October annually	Board President	BE Travel	
L1.2 - Each March the board of education will conduct the board self-evaluation from the Missouri School Boards Association	March 2021/annually thereafter	Board President/ Superintendent	BE Purchased Services	
L1.3- Each quarter the board of education and the superintendent will engage in professional learning designed to improve the board's governance practices as based on the board's needs assessment from March of the previous year.	By July 2021/ annually thereafter	Board President/ Superintendent	BE Purchased Services	

Outcome 6(L2): The local board of education adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

Outcome Key Results (OKRs):

1. Review of vision, mission, and goals of the district completed annually.
2. Quarterly review of goals.

Action Step/Strategy	Timeline	Persons responsible	Funding Sources	Status of Action Step
L.2.1 - The board of education will review the district's vision and mission annually.	September 2020, annually thereafter	Board President / Superintendent	NA	
L.2.2 - The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.	March 2020- March 2021	Superintendent	NA	
L.2.3 - The board of education will adopt CSIP goals for 2021-2026.	March 2021	Board President	NA	
L.2.4 - The board of education and the superintendent will review, and revise, as needed, the district's goals.	September 2021, annually thereafter	Board President / Superintendent	NA	