

**Lamar R-I School District
Continuous School Improvement Plan
2022-2023**



Table of Contents

Team Members and Process Description.....page 3

Mission Statement and Beliefs.....page 5

Data and Goals.....page 6

Core Element - Leadership.....page 8

Core Element - Collaborative Climate and Culture.....page 11

Core Element - Alignment of Standards, Curriculum, and Assessment.....page 15

Core Element - Effective Teaching and Learning.....page 18

Core Element - Data-Based Decision Making.....page 22

Appendix A - School Calendar 22-23.....page 26

Appendix B - List of Survey Tools Used.....page 27

Appendix C - Lamar R-I Professional Development Plan.....page 28

Appendix D - Lamar R-I Curriculum Plan.....page 32

Appendix E - Action Step Spreadsheet.....page 38

Lamar R-I Continuous School Improvement Plan (CSIP)

Initial Approval Date: 5/20/2021	
Board Review: 11/16/22	
<input checked="" type="checkbox"/> District Plan	District Name: Lamar R-1 County/District Code: Barton 006-104 Grades Served: Prek-12
Accountability Plan Due To: <input type="checkbox"/> Priority School <input type="checkbox"/> Focus School <input type="checkbox"/> Risk Factors <input checked="" type="checkbox"/> Other - CSIP	
Regional School Improvement Team <i>See guidance for all individuals who need to be included in the RSIT team.</i>	
Name	Position
1. Randy Day, Board President	District Board Member
2. Dr. Zach Harris	Superintendent
3. Piper Stewart	Executive Director of Special Services
4. Jennifer Beem	High School Principal
5. Brian Gillis	LCTC Director
6. JD Gee	Middle School Principal
7. Carlie Brown	West Elementary Principal/ Parent
8. Zach Lemert	East Elementary Principal
9. Claire Plank	Board Secretary
10. Samantha Williams	Instructional Coach K-5/ Parent
11. Darcy Reed	Instructional Coach 6-12/ Parent
12. Kari Worsley	Building Personnel/ LCTC
13. Diane Riegel	Building Personnel/ East
14. Angela Schneider	Coordinator of Academic Services/ Parent
15. Ruth Wydick	Building Personnel/ Middle School
16. Shannon Hill	Building Personnel/ West Elementary
17. Shelly Haag	Parent/ Community Member/ Business Owner
18. Jerod Morey	Non-Profit Organization/ Parent

<p><i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i></p>	<p>Through the collaboration of the Board of Education, community leaders, parents, and district personnel, the Comprehensive School Improvement Plan (CSIP) will be the road map for school improvement.</p> <p>On September 13, 2006, a group of individuals from a cross-section of the community met to organize and begin the process of developing the new Comprehensive School Improvement Plan. Subcommittees were formed and met in small groups to focus on specific goals. The entire CSIP committee assembled again on November 29, 2006 to review the work of each subcommittee and to develop the final version of the plan. On December 21, 2006, the plan was submitted to the Lamar Board of Education for final approval. The plan was formally reviewed in the fall of 2014.</p> <p>In the spring of 2021, a group consisting of board members, administrators, parents and teachers reviewed current data and developed updated elements. The following subcommittees were formed: Leadership, Collaborative Culture, Curriculum and Assessment, and Effective Instruction. The Lamar R-1 School District is grateful to the individuals who have given their time to this endeavor and to the many parents, businesses, organizations, and community members who are so supportive of our school.</p> <p>From January – March, 2021, the subgroups of the committee met in order to identify focus areas, goals, objectives and action steps. This plan serves as the district’s vision through collaboration with all constituents. The Lamar R-I School District will use this Comprehensive School Improvement Plan to guide the district in its evaluation of program success and effectiveness of achieving long-range goals. The revised plan was submitted to the Lamar Board of Education for approval on May 20, 2021.</p> <p>Due to the implementation of MSIP 6, the committee reconvened to discuss modifications to the plan in October of 2022 to make sure our plan met new requirements.</p> <p>After approval, this plan will be monitored by district leadership at quarterly intervals and reviewed annually in March by the CSIP committee. All changes and modifications will be approved through the committee and, if changes are made, will be submitted to the Lamar Board of Education for re-approval.</p>

***Mission/Vision
Statements and Values***

The mission of the Lamar R-1 School District is to provide quality education for each student that will impact his or her life with meaningful purpose and successful direction.

The mission is based on the following vision and values:

ALL STUDENTS

- can learn
- need to be willing learners
- are responsible for personal decisions, actions, and behaviors with appropriate consequences
- are unique with varying learning styles, abilities, strengths, and interests
- should be offered opportunities to maximize their capabilities
- enhance learning through social interaction
- should be encouraged to develop their talents in school and other community activities
- want to succeed

ALL TEACHERS

- promote positive self-esteem to promote student achievement
- realize student success at each level of learning gives momentum leading to success at a higher level
- are key facilitators of learning and problem solving rather than just providers of information
- have a desire to learn
- should have positive relationships with students and the community

THE DISTRICT

- is committed to the selection and retention of highly qualified teachers
- shall foster open and honest communication among all parties in the educational setting for optimum development of relationships
- shall provide a safe environment for learning
- shall provide the tools necessary for education at all levels
- will ensure the curriculum addresses the requirements of the workplace and institutions of higher learning

ALL STAKEHOLDERS

- are accountable for success
- are responsible for supporting and nurturing students for optimal development
- are aware of and show consideration for individual and cultural differences
- realize change is essential for human growth

Key issues identified from annual performance data and local assessments (PDC surveys, Title surveys, and staff questionnaires).

District DATA

- Student Attendance (overall):
 - 2021: 86.6% 2020: 85.7% 2019: 89.4% 2018: 89.4% 2017: 89.8%
 -
- The graduation rate increased for 5 year grads from 2019 to 2021 but has declined from 2017.
 - 2021: 91.96% 2020: 90.43% 2019: 88.35% 2018: 90.53% 2017: 93.26%

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
■ Entering a 4yr. College/University	32.1%	43.4%	39.1%	48.2%
■ Entering a 2yr. College	13.8%	14.5%	13.0%	17.6%
■ Entering a Postsecondary (Technical) Institution	0.0%	0.0%	4.3%	1.2%
■ Entering Employment	37.6%	32.5%	20.7%	20.0%
■ Entering Military	2.8%	3.6%	3.3%	1.2%

- Teachers that are certified (Highly Qualified):
 - 2022: 99% 2019-2017: 100%
 -
- Teachers average years of experience:
 - 2021: 14.4% 2019-2017: 13 years
 -
- Teachers with master’s degree or higher:
 - 2021: 38.2% 2020: 37.9% 2019: 29% 2018: 31% 2017: 30%
- The overall percentage of student scoring proficient or advanced on MAP/EOC ELA
 - 2022: 35.1% 2021: 37.4% 2019: 42.7% 2018: 46.9% 2017: 58.9%
- The overall percentage of student scoring proficient or advanced on MAP/EOC MATH

	<ul style="list-style-type: none"> ■ 2022: 44.2% 2021: 38.3% 2019: 41.6% 2018: 46.2% 2017: 55.1% ○ MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have shown inconsistencies over the past 3 years in ENGLISH LANGUAGE ARTS <ul style="list-style-type: none"> ■ 2022: 12.8% 2019: 4.9% 2018: 13.9% 2017: 18.8% ○ MAP/EOC Achievement results indicate that subgroup students scoring proficient or advanced have fluctuated over the past 3 years in MATH. <ul style="list-style-type: none"> ■ 2022: 18%* 2019: 10.2% 2018: 7.3% 2017: 14.9% <p>*scores include COVID year as well District Report Card 2021-2017, preliminary 2022</p>																												
<p>Key issues identified from internal and external factors.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2022</th> <th style="text-align: center;">2021</th> <th style="text-align: center;">2020</th> <th style="text-align: center;">2019</th> <th style="text-align: center;">2018</th> <th style="text-align: center;">2017</th> </tr> </thead> <tbody> <tr> <td>Free & Reduced Rate</td> <td style="text-align: center;">49.3%</td> <td style="text-align: center;">49.5%</td> <td style="text-align: center;">54.2%</td> <td style="text-align: center;">54.4%</td> <td style="text-align: center;">53.7%</td> <td style="text-align: center;">53.7%</td> </tr> <tr> <td>Special Education Rate</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">17.5%</td> <td style="text-align: center;">18.6%</td> <td style="text-align: center;">16.0%</td> <td style="text-align: center;">15.3%</td> <td style="text-align: center;">14.5%</td> </tr> <tr> <td>Lamar Unemployment Rate</td> <td style="text-align: center;">3.4%</td> <td style="text-align: center;">4.3%</td> <td style="text-align: center;">3.9%</td> <td style="text-align: center;">3.3%</td> <td style="text-align: center;">3.3%</td> <td style="text-align: center;">5.8%</td> </tr> </tbody> </table> <p style="text-align: center;">(Economic Research http://research.stlouisfed.org/fred2/series/MOBART1URN)</p>		2022	2021	2020	2019	2018	2017	Free & Reduced Rate	49.3%	49.5%	54.2%	54.4%	53.7%	53.7%	Special Education Rate	18%	17.5%	18.6%	16.0%	15.3%	14.5%	Lamar Unemployment Rate	3.4%	4.3%	3.9%	3.3%	3.3%	5.8%
	2022	2021	2020	2019	2018	2017																							
Free & Reduced Rate	49.3%	49.5%	54.2%	54.4%	53.7%	53.7%																							
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<p>Identified Needs for the District</p>	<p>Goals</p> <p>The previously implemented CSIP outlined the following priority areas. These remain our areas of focus:</p> <ul style="list-style-type: none"> ● Leadership: The district will operate in an efficient and effective manner in line with state requirements. ● Collaborative Climate & Culture: The district will provide a safe environment for student learning. ● Alignment of Standards, Curriculum & Assessment: The district will earn Accredited with Distinction status for the district and all buildings. ● Effective Teaching & Learning: The district’s staff will strive to meet all students’ needs. ● Data-Based Decision Making: The district will use data to inform curricular implementation and instruction to increase student achievement. 																												

Core Elements for Student Achievement

Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve his or her leadership practice to provide for high academic achievement for all students.

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

The Lamar R-I School District will operate in an efficient and effective manner providing at least 90% Highly Qualified Staff (Leadership) and representation to benefit the students, staff, and patrons of the district each school year.

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

In order for Lamar R-1 School District to achieve academic success in our rural community, Leadership must continue to strive to recruit quality employees, seek to retain highly qualified certified and classified personnel, support ALL staff with professional development opportunities, and recognize staff achievements.

Research/ Evidence Based Strategies for Implementation:

1. The Board of Education will ensure that the approved programs efficiently achieve district goals.
2. The Board will continue to adopt and adjust policies and procedures, meet regularly, and secure the required training for its members.
3. The Board will establish and administrators will implement systematic procedures to ensure efficient fiscal management and accountability.
4. The district (Leadership) will employ appropriate procedures to assure the accurate and timely reporting of required data to local, state, and federal agencies.
5. The Board will evaluate governance team strengths and areas for improvement yearly through the adopted evaluation system.
6. District Leadership will be involved in ongoing professional development through appropriate avenues and share learning with administration and the Board.

Funding Source(s): Local, State and Federal Funds

MSIP 6 Standard(s): Leadership

L1: The local board and superintendent/chief executive officer engages in ongoing professional learning and self-evaluation in order to strengthen governance practices.

L3: The local board adopts, monitors, and annually reviews the implementation and outcomes of the CSIP that focuses on district performance and improvement.
 L4: The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.
 L5: The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.

Measurable Adult Behaviors:

1. The district will provide at least 20 hours annually of professional development opportunities throughout the school year to be evaluated by building administrators and the PDC committee. (L1)
2. The district will conduct a needs assessment annually with internal and external stakeholders that will guide the creation and modification of the CSIP plan as well as other district plans. (L4)
3. District leadership will survey school board members to obtain past professional development feedback to determine future district needs. (L1)
4. The Professional Development Committee will work with administration and the calendar committee prior to making recommendations to the Board of Education. (L4)
5. Teachers will complete a professional development survey to determine specific needs. (L4)
6. The Board Secretary will maintain Board minutes at each monthly meeting. (L5)
7. The CSIP team will measure objectives through quarterly review and annual evaluation in March and specified completion dates, and modify the CSIP as needed based on gathered data. (L3)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>30 Days:</i> <ul style="list-style-type: none"> • Communicate the CSIP plan with staff and community (L3) 	8/2022	<ul style="list-style-type: none"> • Administrators • Board of Education • Executive Director of Special Services 	CSIP Plan Prior Professional Development calendars	9/2022
<ul style="list-style-type: none"> • Set up Professional Development Committee and new teacher orientation. (L1) 	8/2022	<ul style="list-style-type: none"> • Professional Development Committee Chair • Calendar Committee 		

<ul style="list-style-type: none"> Implement beginning of year professional development week (L4) 		<ul style="list-style-type: none"> Instructional Coaches 		
<p><i>60 Days:</i></p> <ul style="list-style-type: none"> Survey school Board of Education members to obtain feedback to determine future district needs. (L3) 	9/2022	<ul style="list-style-type: none"> Superintendent 	<p>Past PD opportunities Calendar Committee District estimated PD Needs</p>	10/2022
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> Collaborate with Professional Development Committee and the calendar committee to determine professional development needs for the 2022-2023 school year. (L3) Survey staff on anticipated professional development needs (L1) Conduct needs assessment including all stakeholders (L4) 	10/2022	<ul style="list-style-type: none"> Executive Director of Special Services Instructional coaches Professional Development Committee Chair 	<p>Calendar Committee District estimated PD Needs/ Resources</p>	11/2022
<p>Long Range:</p> <ul style="list-style-type: none"> Continuously communicate the District's CSIP plan to staff and community (L3) Review staff survey results for future professional development (L1) Review district plans (Professional Development, Curriculum 	9/2022	<ul style="list-style-type: none"> Administrators Board of Education Coordinator of Academic Services 	<p>CSIP Plan and any updates</p>	<p>10/2022, 12/2022, 3/2023, 5/2023 3/2023</p>

Development, etc.) for alignment to CSIP (L5)				
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Collaborative Climate & Culture
Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

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

The Lamar R-I School District will provide a safe and caring environment as well as training for both students and staff that support effective teaching, social emotional learning, and academic success throughout the school year.

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

The current four-year graduation rate is 91.59% (2021). This rate will be maintained or improved through a collaborative culture where students feel safe and appropriate academic standards are taught.

Information from the Missouri Report Card/Lamar 2021

Graduation Rate

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Missouri					
All Students	89.21%	91.30%	90.86%	90.87%	90.85%
LAMAR R-I	91.59%	90.43%	88.35%	90.53%	93.26%

Drop-out Rate:

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Missouri					
TOTAL	1.6%	1.3%	1.9%	1.9%	2.0%
LAMAR R-I	3.8%	1.4%	2.7%	3.3%	3.6%

Years of Experience of Professional Staff

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Missouri	13.1%	12.6%	12.5%	12.4%	12.3%
LAMAR R-I	14.4%	13.7%	13.6%	13.4%	13.0%
Disciplinary Actions					
Missouri					
	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Suspensions of 10 or More Consecutive Days (number rate)	3,966 0.5%	8,236 0.9%	10,675 1.2%	11,023 1.2	9,193 1.0%
Expulsions (number rate)	6 0.0%	10 0.0%	26 0.0%	39 0.0%	48 0.0%
LAMAR R-I					
Suspensions of 10 or More Consecutive Days (number rate)	11 0.9%	3 0.2%	3 0.2%	2 0.2%	1 0.1%
Expulsions (number rate)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Research/Evidence Based Strategies for Implementation:

1. The district will implement trauma-informed methodologies, implement youth suicide awareness and prevention practices, and provide responsive services based on student need and local context.
2. The district will provide staff, teachers, parents/guardians, and students access to the district’s written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
3. The staff will equitably and consistently enforce the code of conduct during any school related activity whether on or off school property.
4. The district will promote respect for individual differences (e.g. diversity training, diversity awareness, policies and procedures).
5. The district will provide training on and ensure the implementation of effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.
6. The district will gather information about the percentage of students involved in extracurricular activities.
7. The district will provide opportunities for parents and community members to be involved in school activities to promote relationships.
8. The district will work with local businesses and post-secondary institutions to align outcomes with institution and industry standards.

Funding Source(s): Local, State and Federal Funds

MSIP 6 Standard(s): Collaborative Climate and Culture, Equity and Access

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

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

CC3: The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.

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

EA2: The school system ensures all students successfully complete high school.

EA3: The school system prepares all students and identified groups of students for postsecondary success.

Measurable Adult Behaviors:

- Administration and counselors will review discipline data on student violence, substance abuse, and bullying to be used to modify programs and strategies to ensure safe and orderly schools. (CC1, EA2)
- Counselors and staff will gather data on students involved in extracurricular activities at the middle school and high school. (CC3)
- All faculty will be actively engaged in the process of establishing and maintaining a culture of professional collaboration that focuses on a school climate of learning, characterized by high academic and behavioral expectations for each student. (CC2, EA2)
- Staff and students will share in the responsibility for learning by being actively engaged and demonstrating appropriate standards of behavior and attendance. (EA3)
- Teachers will be actively engaged in the instructional leadership of the district through professional development activities. (CC3)
- Leadership will create opportunities for parents and community members to be involved in educational activities, both academic and extracurricular. (CC4)
- Administration will ensure that educational outcomes are aligned to post-secondary institution and industry standards through continued communication and collaboration. (CC3)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><i>30 Days:</i></p> <ul style="list-style-type: none"> ● Check buildings for behavior matrix signage visible in all hallways and classrooms and/or make arrangements for distribution to students (CC2) 	8/2022	<ul style="list-style-type: none"> ● Building Administrators ● School Staff ● Counselors 	Behavior Matrix Required notices	9/2022

<ul style="list-style-type: none"> • Train staff in the behavior matrix and its use (CC2) • Counselors discuss graduation requirements with seniors (EA2) 				
<p><i>60 Days:</i></p> <ul style="list-style-type: none"> • Collaborate and learn through professional development and implementation of accountable behavior expectations (CC1, CC2) 	9/2022	<ul style="list-style-type: none"> • Professional Development Committee • Building Administrators 	PDC calendar Behavior Matrix	9/2022
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> • Train students in regards to violence-prevention instruction, including information on preventing and responding to harassment and bullying (CC2) • Survey students involved in extracurriculars (CC3, EA3) • Counselors check in with seniors on graduation progress (EA2) 	10/2022	<ul style="list-style-type: none"> • Professional Development Committee • Counselors • Building Administrators 	BOE policies DESE requirements Behavior Matrix Extracurricular survey	10/ 2022
<p><i>Long Range:</i></p> <ul style="list-style-type: none"> • Arrange building tours for students transitioning to the next school building and for those becoming eligible for CTE programs (CC3, EA3) • Conduct climate and culture survey of all stakeholders (CC4) 	3/2023	<ul style="list-style-type: none"> • Building Principals • Coordinator of Academic Services 	Behavior Matrix Climate and Culture survey	5/2023

Alignment of Standards, Curriculum & Assessment

Curriculum and assessments are comprehensive and aligned with the core academic standards.

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

The Lamar R-I School district will annually earn Accredited with Distinction status for the district and all buildings by reaching a minimum of 90% of available MSIP points on the APR.

- The district and each building will match or exceed the percentage of total students scoring proficient and advanced on the previous year's English Language Arts, Mathematics, Social Studies, and Science state standardized assessment or end of course exam.
- The district and each building will increase student achievement each year as demonstrated by increasing the numbers of students in the top two levels of achievement on standardized testing in English Language Arts, Mathematics, Social Studies and Science for all students in targeted subgroups, specifically, special education and low socioeconomic subgroups.

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

Achievement data collected by the district for the needs assessment indicates a need for specific reading strategy practice and implementation across all curricular areas. The data collected included progress monitoring in reading and math, and baseline MAP/EOC English Language Arts, Math, Science and Social Studies grade level assessment results.

- MAP/EOC Achievement results indicate that students scoring proficient or advanced have shown inconsistencies over the past 5 years in ENGLISH LANGUAGE ARTS (35.1% in 2022, 29.8% in 2019, 35.1% in 2018, 47.3% in 2017).
- MAP/EOC Achievement results indicate that students scoring proficient or advanced have shown inconsistencies over the past 5 years in MATH (44.2% in 2022, 32.1% in 2019, 36% in 2018, 42.5% in 2017).
- MAP/EOC Achievement results indicate that students scoring proficient or advanced have shown inconsistencies over the past 5 years in SCIENCE (38% in 2022, 33.6% in 2019, 45.3% in 2018, 40.3% in 2017).
- MAP/EOC Achievement results indicate that students scoring proficient or advanced have decreased over the past 5 years in SOCIAL STUDIES (31.5% in 2022. These are Field Test scores: 50% in 2018, 62.5% in 2017).
- APR status: 2018- 99.6%, 2017- 95.4%

Research/Evidence Based Strategies for Implementation:

1. The district will have a rigorous curriculum that includes the required components and is aligned to the most recent version of Missouri learning standards. Staff will review and revise the English Language Arts, Math, Science, and Social Studies curriculum annually based on MAP/EOC results, Missouri Learning Standards, and input from professional staff.
2. The district will create incentive for students to make their best efforts on state assessments.
3. The district will strive to improve parent involvement and community support throughout the district.

Funding Source(s): Local, State and Federal Funds.

MSIP 6 Standard(s): Alignment of Standards, Curriculum and Assessment; Equity and Access

AS1: Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

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

EA1: The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

EA4: The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

Measurable Adult Behaviors:

The district leadership and staff will evaluate and analyze state and local testing results annually.

Administration and teachers will:

- Align the curriculum to Missouri Learning Standards to ensure that students receive the same level of rigor and instruction provided at the building level (AS1)
- Align curriculum vertically in teams K-5 and 6-12 (AS1)
- Engage in provided opportunities for professional development regarding reading skills and strategies training, training in differentiated instruction, and viewing and discussing data reports (EA1)
- Develop and utilize common formative and summative assessments at appropriate levels that mirror MAP and EOC formats (AS2)
- Provide evidence of student progress toward mastery of standards and use data to inform instruction (EA4)
- Perform walk-through observations that will provide evidence of curriculum alignment (AS1)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><i>30 Days:</i></p> <ul style="list-style-type: none"> ● Set calendar for Content/Grade Level Team meetings (AS1) ● Assign grade level teachers to curriculum groups (AS1) ● Set assessment calendar (AS2, EA1) ● Share CSIP with staff through faculty meetings (EA4) 	8/2022	<ul style="list-style-type: none"> ● Executive Director of Special Services ● Content/Grade Level Teams ● Coordinator of Academic Services 	State Assessments Missouri Learning Standards Priority Standards	8/2022
<p><i>60 Days:</i></p> <ul style="list-style-type: none"> ● Establish annual pacing guides to ensure plans to assess MLS in grade level or content teams (AS1) ● Provide professional development time for content teams (AS1, EA4) 	9/2022	<ul style="list-style-type: none"> ● Building Principal ● SWRPDC ● PDC ● Building staff 	School calendar for 2022-2023 and 2023-2024 Template for district pacing guide	9/2022
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> ● Compare benchmark assessment data to end of year data (AS1) ● Arrange content/grade level team meetings to discuss data and impacts on instruction (EA4) ● Provide follow-up training and coaching on curriculum programs (AS1) 	10/2022	<ul style="list-style-type: none"> ● Content/Grade Level Teams ● Building staff/Principal ● Building staff/Counselor ● Building Leadership ● Superintendent 	Content Benchmarks MAP/EOC materials	2/2023
<p><i>Long Range:</i></p> <ul style="list-style-type: none"> ● Give state assessments to collect end of year data (EA1) ● Compare end of year student achievement data (AS1) 	3/2022	<ul style="list-style-type: none"> ● Building leadership ● Building staff ● PDC ● Curriculum committees 	State Assessment results District Assessment Plan	5/2023

<ul style="list-style-type: none"> ● Review the district’s written assessment plan to ensure it meets all state requirements (EA4) ● Provide ongoing professional development including summer opportunities (AS1, EA4) ● Make recommendations for curricular needs, professional development, and resources (EA4) 		<ul style="list-style-type: none"> ● Coordinator of Academic Services 		
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Effective Teaching & Learning

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

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

One hundred percent of the district’s staff will meet students’ needs by exhibiting research based instructional practices and knowledge of their instructional content.

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

Achievement data collected by the district for the needs assessment indicates a need for specific reading strategy practice across the curricular areas and implementation. The data collected included progress monitoring in reading and math, baseline MAP/EOC English Language Arts, Math, Science and Social Studies grade level assessment results.

- MAP/EOC Achievement results indicate that students scoring proficient or advanced have decreased over the past 5 years in ENGLISH LANGUAGE ARTS (35.1% in 2022, 34.9% in 2021, 40.8% in 2019, 45.3% in 2018, 56.9% in 2017).
- MAP/EOC Achievement results indicate that students scoring proficient or advanced have shown decreases over the past 5 years in MATH (44.2% in 2022, 47.3% in 2019, 46.4% in 2018, 51% in 2017).

- MAP/EOC Achievement results indicate that students scoring proficient or advanced have decreased in the past two years in SCIENCE (35.6% in 2022, 42.6% in 2021).
- MAP/EOC Achievement results indicate that students scoring proficient or advanced have decreased in the past two years in SOCIAL STUDIES (29.5% in 2022, 32.1% in 2021).
- According to MSIP 6 Resource Standards, the district’s guidance & counseling staff-to-student ratio at the elementary/middle school level is not at a desirable standard.

Research/Evidence Based Strategies for Implementation:

1. Teachers will be evaluated on a state approved teacher evaluation system and receive feedback on instructional practices. Administrators will also provide support in the development of individual professional growth plans.
2. The district will evaluate instructional programs annually to determine effectiveness and need.
3. Teachers will incorporate technology as an integral part of instruction within the classrooms throughout the district.
4. The district will continue to provide opportunities for professional development that will positively impact student performance.
5. The district will implement Positive Behavior Support strategies in grades K-12 to promote a positive learning environment in every building.
6. Staff members will increase their effectiveness in using data to inform and improve instruction.
 - a. All certified staff will participate in data team training
 - b. All certified staff will use data to document progress and inform instructional practices
7. Administration will provide increased time for professional collaboration for all employees.
8. The district will expose students to career and technical education opportunities available in the district.
9. The district will continue to support Parents as Teachers and preschool programs as integral parts of the Lamar School District.

Funding Source(s): Local, State & Federal Funding.

MSIP Standard(s): MSIP 6 Process- Effective Teaching and Learning, Equity and Access

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

TL2: The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.

TL3: The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.

TL4: The school system prepares students through the development of essential intrapersonal and interpersonal skills.

TL5: The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.
 TL6: Evidence-based instructional practices are implemented to ensure the success of each student.
 TL9: The school system ensures that technology effectively supports teaching and learning.
 TL10: The school system provides school counseling services to support the career, academic, and social-emotional development of all students
 EA2: The school system ensures all students successfully complete high school.

Measurable Adult Behaviors:

- Staff will attend district professional development and professional training identified in the MO Accountability Improvement Plan at a rate of 100%. (TL6, TL4)
- Teachers will develop and implement common formative assessments and summative assessments with the assistance of instructional coaches. (TL1, TL6)
- Teachers will prepare lesson plans that use specific differentiated instructional strategies.(TL6)
- Building administrators will complete teacher evaluations including walk-through observations that show evidence of comprehension/writing integration into the mathematical instruction and across the curriculum. (TL5)
- Teachers will develop and implement appropriate, evidence-based instructional strategies found to be effective for all students and subgroups. (TL6, TL9)
- Counselors will ensure all students are aware of career and technical education classes and will use ICAP results to help inform future planning. (TL3, TL10)
- Pre-K teachers will be included in all professional development and curriculum discussions. (TL2)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<i>30 Days:</i> <ul style="list-style-type: none"> ● Communicate CSIP plan with staff and the community (TL1) ● Set up Professional Development Committee and new teacher orientation (TL5) 	8/2022 8/2022	<ul style="list-style-type: none"> ● Administrators ● Board of Education ● Executive Director of Special Services ● Librarians 	CSIP Plan Calendar Committee District estimated PD Needs	8/2022

<ul style="list-style-type: none"> ● Train all staff and students in technology behaviors and best practices (TL9) ● Promote Parents as Teachers and preschool program through social media (TL2) 				
<p><i>60 Days:</i></p> <ul style="list-style-type: none"> ● Coordinate collaboration between the Professional Development Committee and the calendar committee to determine professional development needs for the 2022-2023 school year (TL6) ● Plan and implement regular counselor classroom lessons (building specific) (TL4) ● Teachers will create growth plans and discuss with administrators (TL5) 	10/2022	<ul style="list-style-type: none"> ● Superintendent ● Professional Development Committee Chair ● Counselors 	District & PD Calendar	10/2022
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> ● Review sample lesson plans through direct teacher observation (TL6, TL10) ● Provide mini-PD opportunities for teachers throughout the school year for immediate strategies and use (TL5) 	10/2022	<ul style="list-style-type: none"> ● Building Administrators ● Instructional Coaches ● Teacher leaders 	Sample lesson plans	10/2022, 12/2022, 3/2023
<p><i>Long Range:</i></p>		<ul style="list-style-type: none"> ● Administrators ● Board of Education 	CSIP Plan and any updates	3/2023

<ul style="list-style-type: none"> • Continue to communicate the District’s CSIP plan and progress to staff and community (TL1) • Administrators will complete teacher observations, and discuss results and growth plan progress with teachers (TL5) • Conduct tours of buildings for transitioning students including LCTC (TL 3) 				
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Data-Based Decision Making

Curriculum and assessments are comprehensive and aligned with the core academic standards.

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

By 2025, the Lamar R-I School District will have student achievement percentages in all APR/groups/subgroups scoring in the on track green section of the DESE model sliding scale.

- The district will match or exceed the percentage of total students scoring proficient and advanced on the previous year's ELA, Mathematics, Social Studies, and Science state standardized assessment or end of course exam.
- The district and each building will increase student success by raising the numbers of students in the top two levels of achievement on standardized testing each year by scoring at or above the state 3 year average in ELA, Mathematics, Social Studies, and Science for all students and targeted groups.

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

Achievement data collected by the district for the needs assessment indicates a need for individualized approaches for the buildings in various curriculum areas. The data collected included progress monitoring in reading and math as well as baseline MAP/EOC English Language Arts, Math, Science and Social Studies grade level assessment results as presented by DESE’s last viable APR.

- HS Mathematics previous 3 year average is 297.2 Approaching (2022 was 375.4)
- HS Subgroup Mathematic 3 year average is 262 Approaching (2022 was 315.4)
- HS ELA 3 year average is 338.9 Approaching (2022 was 378.9)
- HS ELA Subgroup in 2022 was 336.7
- MS ELA and Science 3 year data is 314.6 and 318.5 (MS ELA was 377.7 overall and 346.6 subgroup in 2022)
- West Elementary, Grades 3-5, 2019 MAP Achievement results confirmed performance expectations to exit the status as a FOCUS school as of the 2019-20 school year.
- The percentage of classes taught by Highly Qualified Teachers is 99% and continues to be above the MO average. Current state average is 98.4%.

*** 2022 data is preliminary and not yet public*

Research/Evidence Based Strategies for Implementation:

1. The district will have a rigorous curriculum that includes the required components and is aligned to the most recent version of Missouri Learning Standards. Staff will review Communication Arts, Math, Science, and Social Studies curriculum annually based on MAP/EOC results, Missouri Learning Standards, and input from professional staff.
2. Administration and teachers will collaborate and create incentive for students to make their best efforts on State Assessments.
3. Administration and teachers will strive to improve parent involvement and community support throughout the district by communicating through the district website and social media pages.

Funding Source(s): Local, State and Federal Funds.

MSIP 6 Standard(s): Data-Based Decision Making

DB2: School systems and building leaders are intentional agents of continuous and innovative improvements to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.

DB3: The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.

DB4: School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

Measurable Adult Behaviors:

- The district will evaluate and analyze state testing results annually. (DB4)
- Administration and teachers will align the curriculum to each respective building level curriculum to ensure that students receive the same level of rigor and instruction provided at the building level. (DB2)
- Building Level Data Teams by grade and subject area will meet regularly to best identify and utilize effective teaching practices. (DB4)
- Teachers will adopt or develop common formative and summative assessments in collaboration with instructional coaches. (DB2)
- Administration and instructional coaches will conduct walk-through observations that will demonstrate evidence of curriculum alignment. (DB2)
- The district will survey all stakeholders to gather climate and culture data. (DB3)

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<p><i>30 Days:</i></p> <ul style="list-style-type: none"> • Prepare MAP/EOC activities for the student's mindset and all staff who proctor tests in all buildings (DB3) • Plan a West/MS MAP spirit week, kickoff assembly, and after-MAP celebrations (DB3) • Plan HS EOC “Celebrate You Week” for after students have finished their EOCs (DB3) 	9/2022	<ul style="list-style-type: none"> • Certified staff • Paraprofessionals • School counselors • Building administrators 	MAP practice assessment, training for students and staff by counselors for mindset and proctoring, Instructional Coach	10/2023
<p><i>60 Days:</i></p> <ul style="list-style-type: none"> • Train teachers in creating EOC and MAP type questions and using priority standards (DB4) 	9/2022	<ul style="list-style-type: none"> • Certified staff • Paraprofessionals • School counselors • Building administrators 	DESE MAP/EOC practice assessments Priority Standards and item specifications	4/2023

<ul style="list-style-type: none"> ● Complete all summative assessments (DB2) ● Begin curricular review for identified content K-12 (DB2) 		<ul style="list-style-type: none"> ● Instructional Coaches 	Content and grade level assessments	
<p><i>90 Days:</i></p> <ul style="list-style-type: none"> ● Analyze results from all summative assessments for needed instructional adjustments (DB4) ● Continue curricular review per District Curriculum Plan (DB2) 	9/2022	<ul style="list-style-type: none"> ● Administrative Team ● Coordinator of Academic Services ● Instructional Coaches 	MAP and EOC data District Curriculum Plan	11/2022
<p><i>Long Range:</i></p> <ul style="list-style-type: none"> ● Plan formative assessments and progress monitoring tools for the 2023-24 school year (DB4) ● Arrange collaboration between East Primary and West Elementary to vertically align curriculum (DB4) ● Implement district-wide vertically aligned Math curriculum (DB4) ● Arrange collaboration between ELA teachers to vertically align curriculum during the 2022/23 school year (DB4) ● Discuss curricular changes/ needs for 2023-2024 school year (DB2) 	9/2022	<ul style="list-style-type: none"> ● Administrative Team with input from SPED ● Title and Content Area teachers ● Instructional Coaches ● Coordinator of Academic Services 	East/West - Dibels for Reading Fluency, Retell, and Early Literacy; STAR Reading and Math, Corrective Reading, Running Records, and teacher made assessments.	6/2023

Appendix A - Lamar R-I School Calendar 22-23

Lamar R-1 School 2022-23 School Calendar

August							January									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
	1	2	3	4	5	6	1	2	3	4	5	6	7			
7	8	9	10	11	12	13	8	9	10	11	12	13	14			
14	15	16	17	18	19	20	15	16x	17	18	19	20	21			
21	22	23	24	25	26	27	22	23	24	25	26	27	28			
28	29	30	31				29	30	31							
September							February									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
				1	2	3					1	2	3	4		
4	5	6	7	8	9	10	5	6	7	8	9	10	11			
11	12	13	14	15	16	17	12	13	14	15	16	17	18			
18	19	20	21	22	23	24	19	20	21	22	23	24	25			
25	26	27	28	29	30		26	27	28							
October							March									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
						1							1	2	3	4
2	3	4	5	6	7	8	5	6	7	8	9	10	11			
9	10	11	12	13	14	15	12	13	14	15	16	17	18			
16	17	18	19	20	21	22	19	20	21	22	23	24	25			
23	24	25	26	(27)	28	29	26	27	28	29	30	31				
30	31															
November							April									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
		1	2	3	4	5							1	2	3	4
6	7	8	9	10	11	12	2	3	4	5	6	7	8			
13	14	15	16	17	18	19	9	10	11	12	13	14	15			
20	21	22	23	24	25	26	16	17	18	19	20	21	22			
27	28	29	30				23	24	25	26	27	28	29			
December							May									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
						1							1	2	3	4
4	5	6	7	8	9	10	7	8	9	10	11	12	13			
11	12	13	14	15	16	17	14	15	16	17	18	(19)	20			
18	19	20	21	22	23	24	21	22x	23x	24x	25x	26x	27			
25	26	27	28	29	30	31	28	29	30	31						

Teacher's Contract Days

167 Days in session
 9 Professional Development Days
 1 Parent Teacher's Conference
 1 Floating PD Day**

178 Total Days

1 st Quarter	39 Days ends Oct. 18
2 nd Quarter	39 Days ends Dec. 20
3 rd Quarter	44 Days ends March 8
4 th Quarter	45 Days ends May 19

August 15-19 All Staff Professional Development
 August 18 Snooze Night
 August 22 1st Day of School
 August 25-26 No School - Fair
 September 5 Labor Day - No School
 October 25 Parent Conferences 3:30-6:30 Regular Dismissal
 October 26 Parent Conferences 3:30-6:30 Regular Dismissal
 October 27 Parent Conferences 1:15-3:00 Dismiss at 1:00
 October 28 No School
 November 21-25 Thanksgiving Break
 Dec 21- Jan 3 Christmas Vacation
 January 3 No School
 January 4 Professional Development - No Students
 January 16 MLK Day - No Students
 February 20 Professional Development
 February 20 Professional Development - No School
 March 13-17 Spring Break - No School
 April 7-10 Easter Break - No School
 May 19 Last Day of School, Dismiss at 1:00
 May 21 Graduation
 May 22 Professional Development
 May 29 Memorial Day
 January 16 Make Up Day
 May 22-26 Make Up Days

*If Professional Development Days are used as student makeup days, then PD days will be added to the end of the calendar to complete 178 days.

** Floating Professional Development Day

- Professional Dev. All Staff
- School Beginning & Ending
- () Partial Day - Dismiss 1 p.m
- X Make Up Day
- No School

Days in Session

August	6
September	21
October	20
November	17
December	14
January	19
February	19
March	18
April	18
May	15
Total	167

BOE Approved on 12/16/2021

Appendix B - List of Survey Tools Used

1. Needs Assessment Survey - Staff Development (annual)
2. Title I Parent Survey (annual)
3. Title II Staff Survey (bi-Annual)
4. Climate and Culture Survey (annual)

Appendix C - Lamar R-I Professional Development Plan

Lamar R-1 School District Professional Development Plan

Mission

Lamar R-1 School District believes comprehensive, on-going staff development is an integral part of each educator’s job and the key to continual school improvement and student success. As a means to that end, Lamar Schools promote continuous professional growth in a supportive environment by enhancing the knowledge and skills of all staff, with the expectation that doing so will raise the level of student performance.

Goals

District high-quality professional development will support the overall Comprehensive School Improvement Plan (CSIP) goals and the curricular and instructional targets of the district CSIP.

CSIP Alignment of Standards, Curriculum, and Assessment Goal: The District and each building will increase student achievement each year as demonstrated by increasing the numbers of students in the top two levels of achievement on standardized testing in ELA, Math, Social Studies, and Science for all students including those in targeted subgroups.

CSIP Leadership Goal: The Lamar R-I School District will operate in an efficient and effective manner providing at least 90% Highly Qualified Staff (Leadership) and representation to benefit the students, staff, and patrons of the district each school year.

CSIP Effective Teaching and Learning Goal: One hundred percent of the district's staff will meet students' needs by exhibiting research based instructional practices and knowledge of their instructional content.

Areas targeted by the district professional development to meet overall CSIP Goals:

1. Research-based strategies across the curriculum– Marzano, Kagan, etc.
2. Strategies to narrow the achievement gap between subgroups–Data teams, Co-teaching
3. Effective action plans developed, implemented, and assessed by learning communities
4. Effective standards-based curriculum developed, implemented, and assessed by learning communities

Essential Components

In alignment with the National Staff Development Council Standards, Lamar R-1 School District professional development:

- Fosters a norm of continuous improvement.

- Aligns with the district and school improvement plans.
- Is data driven with ongoing evaluation, using multiple sources of information.
- Provides the follow-up necessary to ensure improvement.
- Prepares educators to demonstrate high expectations for student learning.
- Provides adequate time during the workday for staff members to learn and work together.

Administrative Responsibilities in Professional Development

Administrators work cooperatively with the Professional Development Committee and all staff to assess needs, develop and implement the Growth plan, and evaluate professional development activities. District and building administrators work with teachers to plan, promote, and facilitate PD activities aligned with the district CSIP and BLIP goals, building-level or professional learning group action plans, and individual teacher Growth plans. Administrators also develop and implement a plan for their own professional growth. Along with building PD representatives, principals approve teacher requests for out-of district PD activities. Building principals also annually select mentor and buddy teachers as needed. Lamar R-1 School District provides a two-year mentoring program for beginning principals and assistants, career education directors, and special education directors, and a one-year program for superintendents and assistants who are beginning an administrative position. Mentors are trained and state regulations are observed to meet certification guidelines.

Professional Development Committee Responsibilities

The major responsibilities of the district Professional Development Committee as specified in the Excellence in Education Act of 1985 (section 168.400.4 and 5, RSMo.) include:

- Identify instructional concerns and remedies for beginning and experienced teachers
- Serve as a confidential consultant upon a teacher's request
- Assess faculty needs and develop in-service opportunities for certified school staff
(conduct annual needs assessment; develop and implement a mentor program and two-year assistance for beginning teachers and one year for veteran teachers new to the district; provide input for professional development opportunities at the school and district levels)
- Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district
(annually evaluate professional development, revise plan, and present to the Board of Education)

- Develop and administer the Professional Development budget using 100% of the 1% state foundation formula funds (funds support district initiatives in the CSIP through curriculum development and implementation, new teacher program, and professional development that supports effective instructional practices through the Building Level Improvement Plans)

Membership

The Lamar Professional Development Committee (PDC) will consist of one certified teacher representative from each school and ex officio members: one board member, one principal, and the assistant superintendent for instruction. Building representatives shall be full-time staff with at least three years of experience in the district and will be elected in their respective buildings to serve a three-year term. Election will be on a rotation basis to ensure continuity. In the event of a vacancy on the committee, the elected replacement will complete the unexpired portion of the three-year term. Training for new members will take place at the April and May meetings.

The chairperson of the district committee will be elected from the eight elected members during the April meeting. His/her responsibilities shall include taking a leadership role in implementing the responsibilities of the district PDC, keeping the assistant superintendent informed of activities and concerns, and serving as a resource to PDC members. A recording secretary will be appointed by the district committee membership to record meeting minutes and to notify members of upcoming PDC meetings.

Evaluation

Effective staff development programs result in positive changes in staff and student performance. Evaluation of professional development shall take place on five levels:

- 1: Participant reactions to the program
- 2: Participant learning from the program
- 3: Participant use of new knowledge and skills
- 4: Results - student performance
- 5: Organization support and change

Evaluation of the Lamar R-1 goals to determine if the district professional development plans and activities are achieving the desired outcomes is accomplished through formal and informal tools:

- Student performance (Annual Performance Report, Adequate Yearly Progress Report, and district assessment results)
- Teacher retention
- DESE high Quality Professional Development Survey
- Annual survey to include needs assessment and staff development evaluation

- Mentor/protégé documentation filed with professional development committee
- Documentation of activities through portfolios, sharing with peers, presentations
- Parent/community involvement/input
- Summative teacher evaluation ratings

Curriculum and Instruction Development Plan

Lamar R-I School District

Development

As indicated in Lamar Board Policy, “Curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community.” The Lamar R-I curriculum review committee consists of the assistant superintendent, building principal, instructional coaches, and teachers. “The Board will review and approve each curriculum guide developed by the district.” (Policy)

In addition Board Policy indicates, “the district will provide instructional resources and administrative support for curriculum development, evaluation and revision.” The district has a systematic plan for curriculum review, based on actual student needs and indications of student mastery.

Curriculum Development Process

The Lamar R-I School District will use the following process when developing or reviewing curriculum:

- Identify Missouri Learning Standards and Priority Standards
- Unwrap standards using item specifications (DESE)
- Organize standards into units
- Prepare pacing guide and align with grade above and below
- Develop Benchmark and Unit Assessments
- Construct daily lesson plans and determine instructional materials
- Utilize unit data to make curriculum revisions

Curriculum Review

As per policy:

CSIP Lamar 2021-2026

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. The curriculum pacing guide will be placed on the district website. The curriculum will meet the following guidelines:

- Articulates the curriculum content on a districtwide basis, K-12.
- Is written in specific terms and can be used by the respective professional staff members.
- Uses effective strategies for presenting the materials to the students.
- Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
- Makes use of current supplementary and enrichment materials.

Curriculum Revision

The purpose of revising curriculum is to maximize the quality and effectiveness of the written curriculum across and between grade-levels. These Guidelines define the curriculum revision process:

- The Lamar R- I District Office leads the curriculum process. A schedule is used to guide the review cycle. In addition, curriculum will be reviewed on an as needed basis following DESE guidelines and local policy.
- Changes and revisions to the curriculum are housed on a District site and distributed to all principals, associated teachers and curriculum leaders in each building where the curriculum is taught.
- The principal monitors the implementation of the curriculum with support from the District Office as appropriate and needed.
- Final curricular recommendations will be made to the board by the assistant superintendent.

The district has a plan in place to review and revise district curriculum on a five year cycle. The following schedule is utilized:

Subject	Year A	Year B	Year C	Year D	Year E
ELA	Curriculum Review or Adoption	Scope and Sequence Development Common Assessments analyzed	Unit Plans created/ modified	Review and Refine Curriculum	Review Data and Effectiveness of curriculum

Science	Review Data and Effectiveness of curriculum	Curriculum Review or Adoption	Scope and Sequence Development Common Assessments analyzed	Unit Plans created/ modified	Review and Refine Curriculum
Social Studies	Review and Refine Curriculum	Review Data and Effectiveness of curriculum	Curriculum Review or Adoption	Scope and Sequence Development Common Assessments analyzed	Unit Plans created/ modified
Math	Unit Plans created/ modified	Review and Refine Curriculum	Review Data and Effectiveness of curriculum	Curriculum Review or Adoption	Scope and Sequence Development Common Assessments analyzed
Electives	Scope and Sequence Development Common Assessments analyzed	Unit Plans created/ modified	Review and Refine Curriculum	Review Data and Effectiveness of curriculum	Curriculum Review or Adoption

Note: The timeline may be adjusted to meet district needs.

Primary and Supplementary Materials

The following definitions are used for clarification purposes:

- Primary materials - the main resource(s) (digital or print) identified in pacing guides and utilized to address state standards within the curriculum and approved yearly by the Board of Education
- Supplementary and enrichment materials - instructional materials that are designed to serve one or more of the following purposes:
 - To provide more complete coverage of one or more subjects included in a given course
 - To meet the various learning ability levels of students in a given age group or grade level
 - To use current, relevant technology that further engages interactive learning in the classroom and beyond

The district encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Lamar Board adopted instructional materials that serve as a primary learning resource.

Any supplementary and enrichment materials or activities sensitive in nature should be processed through the Instructional Review Process form and be approved by the building principal before implementation.

District Curriculum Alignment

The Lamar R-I curriculum is aligned to the Missouri Learning Standards (MLS). The district places a focus on priority standards developed by educational professionals in cooperation with the Missouri Department of Education and approved by the State Board of Education.

The Lamar R-I School District's website will include links to: Missouri Priority Standards, Missouri Learning Standards, Missouri Early Learning Standards, and curriculum pacing guides.

Selection and Adoption of Instructional Materials

The selection and adoption of instructional materials are based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Instructional Materials

Policy indicates, "Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12." (Board Policy ii.A, Adopted 10/19/2010)

As per policy,

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multicultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials. (Policy II.A)

External Process for Requesting Instructional Material Reconsideration

The Lamar R-I School has a curriculum development process in place. We value feedback from our community. Although it is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district, we value involvement from parents/guardians, members of the community and students. Community members and parents/guardians are welcome to submit requests using the linked [form](#).

Internal Process for Requesting New Primary Instructional Material

The following form will be completed when there is an internal request to add or replace a new primary instructional material to the district curriculum.

Internal process for requesting new primary materials to be used for instruction:

- Teacher will schedule a conversation with the building principal to discuss the following:
 - Grade level or subject area staff members who are requesting the new material
 - Budget and funding for this material
 - Instructional improvements which will be made by using the new material

- Upon approval from principal, gather documentation to complete the instructional materials request form
- After the form is complete, attach documentation and return the packet to the building principal.
- A review committee consisting of the assistant superintendent, building principal, instructional coach and teacher(s) will review the material for approval.
- The final decision will reside with the Board of Education through the curriculum approval process.

Appendix E - Action Step Spreadsheet Example

A1 | JX |

	A	B	C	D	E	F	G	H	I
1		Standard	Expected Completion	DISTRICT	East Primary	West Elementary	Middle School	High School	LCTC
2	LEADERSHIP								
3	Communicate CSIP plan with staff and community	L3	9/22	X					
4	Set up Professional Development Committee and new teacher orientation	L1	9/22	X					
5	Implement beginning of year professional development week	L4	9/22	X					
6	Survey school Board of Education members to obtain feedback to determine future district needs	L3	10/22						
7	Collaborate with PDC and the calendar committee to determine professional development needs for the 22-23 school year	L3	11/22	X					
8	Survey staff on anticipated professional development needs	L1	11/22						
9	Conduct needs assessment including all stakeholders	L4	11/22						
10	Continuously communicate the district's CSIP plan to staff and community	L3	10/22, 12/22, 3/23, 5/23						
11	Review staff survey results for future professional development	L1	3/23						
12	Review district plans (Professional Development, Curriculum Development, etc.) for alignment to CSIP	L5	12/22						
13	COLLABORATIVE CLIMATE AND CULTURE								
14	Check buildings for behavior matrix signage visible in all hallways and classrooms and/or make arrangements for distribution to students	CC2	9/22						
15	Train staff in the behavior matrix and its use	CC2	9/22						
16	Counselors discuss graduation requirements with seniors	EA2	9/22						
17	Collaborate and learn through professional development and implementation of accountable behavior expectations	CC1, CC2	8/22						
18	Train students in regards to violence-prevention instruction, including information on preventing and responding to harrasment and bullying	CC2	10/22	X					
19	Survey students involved in extracurriculars	CC3, EA3	10/22						
20	Counselors check with seniors on graduation progress	EA2	10/22						

21	Arrange building tours for students transitioning to the next school building and for those becoming eligible for CTE programs	CC3, EA3	5/23						
22	Conduct climate and culture survey of all stakeholders	CC4	5/23	X					
23	ALIGNMENT OF STANDARDS, CURRICULUM, & ASSESSMENT								
24	Set calendar for content/grade level team meetings	AS1	8/22						
25	Assign grade level teachers to curriculum groups	AS1	8/22						
26	Set assessment calendar	AS2, EA1	8/22	X					
27	Share CSIP with staff through faculty meetings	EA4	8/22						
28	Establish annual pacing guides to ensure plans to assess MLS in grade level or content teams	AS1	9/22						
29	Provide professional development time for content teams	AS1, EA4	9/22						
30	Compare benchmark assessment data to end of year data	AS1	2/23						
31	Arrange content/ grade level team meetings to discuss data and impacts on instruction	EA4	2/23						
32	Provide follow-up training and coaching on curriculum programs	AS1	2/23						
33	Give state assessments to collect end of year data	EA1	5/23						
34	Compare end of year student achievement data	AS1	5/23						
35	Review the district's written assessment plan to ensure it meets all state requirements	EA4	5/23						
36	Provide ongoing professional development including summer opportunities	AS1, EA4	5/23						
37	Make recommendations for curricular needs, professional development, and resources	EA4	5/23						
38	EFFECTIVE TEACHING & LEARNING								
39	Communicate CSIP plan with staff and the community	TL1	8/22	X					
40	Set up professional development committee and new teacher orientation	TL5	8/22	X					
41	Coordinate collaboration between the PDC and the calendar committee to determine professional development needs for the 22-23 school year	TL6	10/22						
42	Plan and implement regular counselor classroom lessons	TL4	10/22						
43	Teachers create growth plans and discuss with administrators	TL5	10/22						
44	Train all staff and students in technology behaviors and best practices	TL9	10/22						
45	Promote Parents as Teachers and preschool program through social media	TL2	10/22						

43	Teachers create growth plans and discuss with administrators	TL5	10/22					
44	Train all staff and students in technology behaviors and best practices	TL9	10/22					
45	Promote Parents as Teachers and preschool program through social media	TL2	10/22					
46	Review sample lesson plans through direct teacher observation	TL6, TL10	10/22, 12/22, 3/23	X				
47	Provide mini-PD opportunities for teachers throughout the school year for immediate strategies and use	TL5	10/22, 12/22, 3/23					
48	Continue to communicate the district's CSIP plan and progress to staff and community	TL1	3/23					
49	Administrators will complete teacher observations and discuss growth plan progress with teachers	TL5	3/23					
50	Conduct tours of buildings for transitioning students including LCTC	TL3	3/23					
51	DATA-BASED DECISION MAKING							
52	Prepare MAP/EOC activities for the student's mindset and all staff who proctor tests in all buildings	DB3	3/23					
53	Plan West/MS MAP Spirit Week, kickoff assembly, and after MAP celebrations	DB3	3/23					
54	Plan HS EOC "Celebrate You" week for post-EOCs	DB3	3/23					
55	Train teachers in creating EOC and MAP type questions and using priority standards	DB4	4/23	X				
56	Complete all summative assessments	DB2	4/23					
57	Begin curricular review for identified content K-12	DB2	4/23	X				
58	Analyze results from all summative assessments for needed instructional adjustments	DB4	10/22					
59	Continue curricular review per District Curriculum Plan	DB2	10/22					
60	Plan formative assessments and progress monitoring tools for 23-24 school year	DB4	6/23					
61	Arrange collaboration between East and West to vertically align curriculum	DB4	6/23					
62	Implement district-wide vertically aligned Math curriculum	DB4	6/23					
63	Arrange collaboration between ELA teachers to vertically align curriculum during the 22/23 school year	DB4	6/23	X				
64	Discuss curricular changes/needs for 23-24 school year	DB2	6/23					