

## Strategic Pillar: Our Students

**Superintendent's Area of Focus:** ☐ Finance ☐ Climate & Culture ☒ Student Achievement ☒ Communication

### Alignment with MSIP 6 Standards:

☐ Leadership ☒ Teaching & Learning ☐ Collaborative Climate & Culture ☒ Data Based Decision Making  
☒ Alignment of Standards, Curriculum, & Assessment ☐ Equity & Access

| CSIP Goal S1  | Specific   | Measurable  | Attainable   | Relevant   | Time-bound  |
|---|--|---|--|--|---|
| Establish a systematic plan whereby every curricular area will be regularly evaluated and updated, using student achievement data and current research as drivers for review. | The Superintendent and/or designee(s) will establish a calendar for curriculum evaluation and revision Kindergarten through 12th grades, beginning with literacy and math. | A written calendar for curriculum evaluation and revision will be produced and timed so that the process is completed prior to the fiscal year where funds are allocated for purchase of related instructional materials. | The Superintendent and/or designee(s) can establish a calendar for evaluation, and revision beginning with literacy and math then systematically working through all content areas and grade levels. | Board Policies and best practices dictate regular review and updates of curriculum based upon the Missouri Learning Standards (MLS) and student achievement data. Additionally, the Board of Education shall review and approve the curriculum that is subsequently developed, as required per Board Policy IF and IF-AP(1). | 2022-2023 -- A curriculum evaluation and revision calendar shall be established and communicated. 2023-2024 & Beyond -- The calendar developed will be implemented for the designated areas as indicated each year. |

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| CSIP Goal S2   | Specific   | Measurable   | Attainable  | Relevant  | Time-bound   |
|--|--|--|---|---|--|
| Create an action team to determine the opportunities in meeting the needs of ALL students ensuring equal access to all advanced placement, dual credit, as well as career and vocational training. | The Superintendent will establish an action team in order to make a recommendation to the Board of Education regarding increasing equality and access of district programming. | The Superintendent will present a plan based upon action team recommendations and cost analysis as part of a recommendation to the Board of Education. | The administrative team is able to conduct the analysis and make an appropriate recommendation to the Board of Education. | Equal access is an important and essential element of the district's responsibility in meeting the federal standard of the Free and Appropriate Public Education FERPA and in meeting the District's mission. | 2023-2024 -- Establish the action team.<br>2024-2025 & Beyond -- Make recommendations to the Board of Education. |

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| CSIP Goal S3  | Specific  | Measurable  | Attainable   | Relevant  | Time-bound  |
|---|---|---|--|---|---|
| The Superintendent or designee will conduct a curriculum audit of all areas to determine consistency of implementation, alignment with the Missouri Learning Standards (MLS). | The Superintendent or designee and educators will conduct a crosswalk with all current curriculum documents to the MLS, beginning with core content and report the outcomes to the Superintendent for presentation to the Board of Education. | Written documents will be prepared by grade level / course / content to be presented to the Board of Education. | The designated, existing personnel can use DESE and district documents, DESE Show-Me Curriculum Administrators Association (SMCAA), as well as other sources and tools to facilitate this process. | A crosswalk will provide a baseline of what curriculum areas need to be aligned so a curriculum review, rewrite, and subsequent curriculum adoption cycle can be established. | 2024-2025 -- The crosswalk should be accomplished during the 2024-2025 school year, particularly for core content, with timelines set for all curricular areas. Timelines for other curricular areas may extend to subsequent school years. |

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| CSIP Goal S4  | Specific   | Measurable  | Attainable  | Relevant   | Time-bound   |
|---|--|---|---|--|--|
| The Superintendent or designee will utilize a representative team to refine and develop the Board of Education approved written curriculum for all contents, grade levels, and courses. | <p>The Superintendent or designee will partner with administrators and district-wide teacher teams to develop or revise curriculum for each content, grade level, and course as appropriate. The curriculum will include the following components:</p> <ul style="list-style-type: none"><li>• Alignment to Missouri Learning Standards (MLS)</li><li>• Essential learning / power standards</li><li>• Curriculum maps and pacing guides</li><li>• Student learning objectives</li><li>• Formative and progress monitoring assessment strategies and tools</li><li>• Instructional tools and resources</li></ul> | Curriculum guides with references to all resources will be produced for every content-grade-course beginning with the core content areas (English/Language Arts, Mathematics, Science, Social Studies) and then all other curriculum areas. | The Superintendent or designee, in partnership with educators reflecting vertical teams, will produce a rigorous and viable written curriculum aligned to the MLS for presentation to the Superintendent and subsequent approval by the school board. | State Statute 160.514.1 RSMO states that "...each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies..." which are assessed by the Missouri Assessment Program (MAP) and End-of-Course (EOC) Assessments. The written curriculum will guide the instructional program of the District to assure cohesion, rigor, and equity of opportunity within the District. This topic was continuously referenced in stakeholder input. | 2025-2026 -- The curriculum will be presented to the Superintendent. The Superintendent or designee will present the curriculum to the school board. |

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| CSIP Goal S5   | Specific  | Measurable  | Attainable   | Relevant  | Time-bound  |
|--|---|---|--|---|---|
| The Superintendent or designee will establish an action team to examine student achievement data in the school district. | The Superintendent or designee will select a group of educators to form an action team to examine student achievement at the grade, department, building, and district level. The action team will make specific recommendations regarding comprehensive strategies to improve student achievement. | A specific written plan that addresses student achievement at all levels in the district will be created. | Under the direction of the Chief Teaching and Learning Officer, the creation of this plan is attainable. | Student achievement remains an area of focus for the school district. | 2025-2026 -- Create the action team, and create the written plan to share with the Superintendent and the school board. |

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| CSIP Goal S6   | Specific   | Measurable   | Attainable  | Relevant   | Time-bound  |
|--|--|--|---|--|---|
| A consistent framework to proactively teach and responsively manage behavior will be identified and supported with training for sustained, District-wide implementation. | The Superintendent and/or designee(s) will establish a process that reviews the behavior systems that have been implemented and research various systems in order to determine a methodical, evidence-based approach to supporting the behavior of students for beginning with Kindergarten through Middle School. | A committee will be convened to review research and processes in order to make a recommendation to the Board of Education to adopt a proactive, comprehensive behavior management framework for district-wide implementation and monitoring. | School administrators and teachers are skilled to examine referral and discipline data, consider historic practices, and review current research to make informed recommendations regarding the needs of students and training for faculty and staff in order to implement an evidence-based, comprehensive approach to support behavior. | Consistent implementation of a schoolwide system reduces suspensions and overall behavior problems. An evidence based system implemented with fidelity improves academic performance, attendance, and ability of students to regulate their emotions and behave in socially appropriate ways. It also enhances students' safety and reduces teacher burnout. | 2025-2026 -- The study and selection of a District-wide framework/system for teaching and managing behavior will be accomplished and communicated. Initial training, implementation and resources will be deployed with plans made for retraining to ensure sustained implementation with fidelity. |

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| CSIP Goal S7  | Specific   | Measurable   | Attainable  | Relevant  | Time-bound   |
|---|--|--|---|---|--|
| Implementation of the Board of Education approved curriculum and resources. Achieve fidelity of implementation through increased accountability measures to ensure student success. | The Superintendent will ensure that all administrators monitor the Board of Education approved district curriculum and adopted resources are being implemented with fidelity. Teachers will be provided training, professional development and other district support measures to implement the curriculum and associated resources. | Administrator and teacher observations and evaluations will be conducted and monitored. Educator participation in training and professional development will be necessary. | Teachers will be able to engage in reflective conversations with their peers and their principal to provide student data, in addition to teacher input, as evidence of effectiveness. | Teacher effectiveness is the most important factor impacting student achievement. Educator evaluation systems should recognize and cultivate good teaching. Missouri law, the DESE Missouri School Improvement Program (MSIP) and Board Policy GCN require school districts to evaluate educators according to specific criteria. | 2026-2027 & Beyond -- Training and professional development needs for administrators and faculty will be provided on a regular basis. Implementation with fidelity is ongoing and collaborative with mutual and equal levels of accountability for the evaluator and teacher. Frequent updates to the Board of Education will be provided. |

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| CSIP Goal C1  | Specific  | Measurable   | Attainable  | Relevant  | Time-bound   |
|---|---|--|---|---|--|
| Develop a School Board Professional Development Plan. | The Board President and Vice President will present a professional development plan to the entire Board for consideration. The Board self-evaluation and any additional input from Board members will be utilized in the creation of this plan. | A written professional plan will be presented to the Board of Education. | The Board self-evaluation and additional input sessions from the Board will provide information to develop areas of interest and need for the plan. | This goal addresses board policy BHA and stakeholder input. | 2023-2024 & Beyond -- A School Board Professional Development Plan will be presented to the School Board for adoption. |



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| CSIP Goal C2  | Specific   | Measurable  | Attainable   | Relevant  | Time-bound   |
|---|--|---|--|---|--|
| The Superintendent's designee will refine the District's communication plan and include detailed strategies to increase understanding and support for the District with internal and external stakeholders. | The Superintendent's designee, with a team of representatives from the District, will create a written multifaceted plan with detailed strategies that identify the person(s) responsible for each strategy, including a timeline. | A written plan will be developed and presented to the Superintendent, who will subsequently present the plan to the school board. | The Superintendent's designee, with a designated team, can create and execute a multifaceted communication plan that reaches internal and external stakeholders. The creation of this plan does not have a budgetary impact. The plan may create requirements for additional materials, programs, or personnel that could create a budgetary impact. | Stakeholders identified communication as a need to address the needs and desires of the school community. | 2023-2024 -- A written report will be presented to the Superintendent, who will subsequently share the report with the school board. |

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| CSIP Goal R1   | Specific   | Measurable   | Attainable  | Relevant   | Time-bound   |
|--|--|--|---|--|--|
| The Superintendent, or designee, will create and implement a process to examine the consistent implementation of district initiatives. | The Superintendent, or designee, will work with the administrators of the district to examine all district initiatives for consistency and fidelity of implementation. | The Superintendent, or designee, will develop a synopsis of the process and findings and share the information with the schools board. | The Superintendent with the assistance of the administrators of the district can address this goal. | A consistent theme of Stakeholder Input was a perception of the lack of consistency among buildings. | 2022-2023 -- The Superintendent will share this plan with the school board.<br>2023-2024 & Beyond -- Continue to implement this process. |

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| CSIP Goal R2   | Specific   | Measurable   | Attainable   | Relevant   | Time-bound   |
|--|--|--|--|--|--|
| The Superintendent will create a long-range fiscal plan for the school district. | The Superintendent will continue to develop a process to bring recommendations to the school board regarding the long-range fiscal needs of the school district. Specifically, based upon stakeholder input, these recommendations should include the facility needs of the district and the employee compensation needs of the school district. | A written recommendation will be presented to the school board for adoption. | The Superintendent and CFO can make this determination based upon revenue projections, knowledge of the district's financial status and compensation needs, and an ongoing evaluation of the facility needs of the district. | This plan will significantly aid the District in budgeting to meet staff and district facility needs, and the goal is a Best Practice. | 2022-2023 -- The Superintendent will provide a written recommendation to the school board.<br>2023-2024 & Beyond -- The Board will adopt and implement a long-range fiscal plan for the school district. |

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| CSIP Goal R3   | Specific  | Measurable  | Attainable   | Relevant  | Time-bound   |
|--|---|---|--|---|--|
| The Superintendent or designee will engage stakeholders to develop a long-range facilities plan. | A written projection of student enrollment, department and capital needs, safety assessments, and facility audits will be utilized to create this plan. This plan will cover the needs of the district for the next 10 years. | A written report will be finalized by the Superintendent and CFO, and subsequently presented to the school board. | This report can be completed by accessing information that is available internally and externally, and by consulting with existing personnel. External consultants could be utilized as necessary. | This information will help the school district with fiscal and facilities planning. This plan will enable the Superintendent and the school board to create a long-range facilities plan. Stakeholder Input indicated a strong desire to understand the future facility plans of the school district. | 2022-2023 -- The school board will adopt a long-range facilities plan. 2023-2024 & Beyond -- Implementation of the 10-year plan. |

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| CSIP Goal R4  | Specific  | Measurable   | Attainable   | Relevant  | Time-bound   |
|---|---|--|--|---|--|
| The Superintendent or designee will direct an analysis of the Safety and Security systems of the District and research best practices. The goal is to expand on the work already initiated in the District. | The Superintendent or designee, with the assistance of outside consultants (as may be necessary), will analyze current practices and develop comprehensive recommendations for improvement. | A written report will be prepared for the Superintendent and subsequently the Board of Education. As allowed by law, some of this information may be confidential. | Current personnel, with outside consultants (as necessary), can conduct the analysis and make the recommendations. | The plan that is produced is vital in helping protect the safety and security of all individuals on the campuses of the Fox C-6 School District and comports with Board Policy EB and EB-AP(1). | 2023-2024 -- The written report will be presented to the school board. |

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| CSIP Goal R5  | Specific   | Measurable  | Attainable   | Relevant  | Time-bound  |
|---|--|---|--|---|---|
| Develop salary schedules that place Fox C-6 School District within the top of their comparison schools for ALL employees. | The Superintendent and/or designees will evaluate salary schedules from benchmark districts. | A report of salary schedules with a summary of rankings will be prepared and presented to the Board of Education with a recommendation (long-term with short-term action steps) for salary schedules. | All information is public and attainable, which the Superintendent and/or designees can access and organize. | Addresses stakeholder input to develop a long-term plan for compensation that contributes to the recruitment and retention of highly qualified personnel. | 2024-2025 -- A comparative study should be completed with salary recommendations during the normal budgetary process. 2025-2026 & Beyond -- A defined long-term strategy will be developed after an in-depth financial review is completed and priorities are determined. |

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| CSIP Goal R6   | Specific   | Measurable   | Attainable   | Relevant  | Time-bound   |
|--|--|--|--|---|--|
| The Superintendent will direct an evaluation of the building and department level budgeting processes. | The Superintendent's designee will direct administrative staff to create a detailed plan to address building and department level budgeting. In addition, the district will examine the financial transactions that occur with all supporting organizations. | A written report will be prepared and presented to the Superintendent and subsequently to the board. | The administration of the District can prepare this report. District administration may need to consult with experts outside the district. | This goal addresses comments received during stakeholder input. | 2026-2027 -- A detailed and multifaceted communication plan to increase understanding and support for the District will be created and presented to the school board for approval. |