

# **Hamilton R-II School District Continuous School Improvement Plan**



**Board Approved:** 5.21.25

**County/District Code:** 013-055

## **District Vision**

The Hamilton R-II School District inspires and challenges students to achieve their full potential.

## **District Mission**

The Hamilton R-II School District is committed to providing a positive environment with a variety of challenging opportunities for pre-K through post-graduate learners. Therefore, educators will promote diverse academic, personal and professional endeavors that will culminate with students becoming positive productive members of an ever-changing society.

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Description of Planning Process
<p>On March 3, 2025, the Hamilton R-II School District's Missouri School Improvement (MSIP) Coordinator met with the School Superintendent, the three building principals and the curriculum director to establish a protocol for developing a new Comprehensive School Improvement Plan (CSIP) document:</p> <ol style="list-style-type: none"> <li>1) Begin CSIP development with one large group meeting in the high school library on March 6, 2025.</li> <li>2) Establish follow-up meetings/communication as agreed upon by each individual domain group.</li> <li>3) Submit finalized goals and action steps to the MSIP Coordinator by April 7, 2025.</li> <li>4) Compile proposed goals and review with the administrative team.</li> <li>5) Disperse finalized document to all CSIP team members for final review.</li> <li>6) Present new CSIP to the Board of Education in May 2025.</li> </ol>

## Team Members

The CSIP team was made up of Board of Education (BOE) members, teachers, students, parents, business owners and school administrators. There was an equal distribution of individuals from each of these roles placed on the respective teams.

Billie McGraw	Superintendent
John Schieber	High School Principal
Lauren Lehane	Middle School Principal
Ashley Ford	Elementary Principal
Amy Kanoy	Curriculum Director
Olivia Anderson	High School Student
Reilly Greene	High School Student
John Ohlberg	Military, BOE Member, Parent
Renae Wattenbarger	High School Counselor, Parent
Cole Crawford	Hamilton Mayor
Patrick Stief	Middle School Science Teacher, Parent
Darrin Kipp	Drug Enforcement Agent, Grandparent
Heidi Blackburn	Polo Family Health Center, Parent
Jack Cooley	High School Student
Lauren Henry	Elementary Title Reading Teacher
Kelli Claypool	Elementary Title Reading Teacher, Parent
Brian Murrell	Middle School Social Studies/Reading Teacher
Kalen Prothero	District Librarian
Erin Creason	High School Agriculture Teacher, Parent
Ally Trosper	Trosper & Sons Construction, Parent
Deanna Wiederholt	Elementary Counselor, Parent
Gabbi Knudsen	High School Language Arts/Spanish Teacher
Leslie Miller	Elementary Special Education Teacher

Jan Wilkerson	Middle School Counselor, Parent
Christa Horne	American Family Insurance Agent, Grandparent
Jessica Gilgour	Hamilton Family Health Center, Parent
Malachi McBee	High School Math Teacher
Emily Sanderson	Elementary Teacher, Parent
Rodney Flinn	Middle School Physical Education/Health Teacher
Dorothy Silvey	Retired, Grandparent
Lorri Potts	Bank Northwest
Jessi Green	BOE member, Hamilton Bank, Parent
Drake Brown	Farmers Bank of Northern Missouri
Jacob Perez	High School Biology Teacher
Sydney Ernat	High School Language Arts Teacher
Beth Lewis	Middle School Math Teacher
Matt Grant	Missouri Farm Bureau Insurance, Parent
Eric Battaglia	BOE member, Retired, Parent
Traci Schieber	District MSIP Coordinator

As part of the large group kick-off meeting, we reviewed our district's data which included: Missouri Assessment Program results, student attendance, past APRs, Climate & Culture survey results, teachers' years of experience, and student/teacher ratio. Family demographics that affect students were also reviewed: this included Hamilton median salary, free & reduced lunch data, reading levels by grade level, and median age of Hamilton citizens. Using the data, each domain group then brainstormed district strengths and areas for improvement. These were shared out and compiled for each group to consider as they wrote goals. The generated lists follow:

<b>District Strengths</b>	Above state-average attendance Good student/teacher ratio Community support Nice facilities! Diverse programs/activities Alumni returning to teach Food programs (Afterschool snacks & Second chance)	Positive culture—relationships between staff Overall communication 60% of educators with Masters Career Tech Ed opportunities Full Day & Half-day preschool programs Lots of dual credit
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District strengths (cont'd)	MS & HS lunch Kindergarten readers 3rd & 4th grade MAP scores Growth in reading scores Biology & English MAP scores Sense of security Curriculum Community members are staying around (Median age of 35=young families)	Variety of class offerings considering our district size Forward thinking district Counselor/student ratio Northwest Health Services resources Community use of facilities Student support for each other Balance of young & veteran teachers Consistent MAP scores New curriculum
Areas for Improvement	Years of teaching experience More teachers on non-traditional path Not a unified campus (Ag shop and Central Office) Retention of information Professional relationships Rules & norms School connectedness/engagement Curriculum K-3 summer learning loss Planning for technology improvements Weaker/old curriculum	Revenue sources Recruiting teachers (competing with bigger schools & four days) Staff turnover (teacher & para) Declining enrollment Increase in homeschooling Middle School (MS) MAP scores lower in KCI MS English Language Arts (ELA) test scores ELA scores lower in general Reading levels at MS College & Career Readiness (CCR) assessment opportunities Not enough space (classrooms/gyms) Community average income = 56k

## Leadership 1

**SMART Goal** By June 2030, the Hamilton R-II School District will maintain a minimum score of 90% on the Annual Performance Report (APR) which measures progress towards MSIP 6 standards.

**Data Points & Rationale** The CSIP plan is reviewed bi-annually by the Board of Education in November and April.

	2022	2023	2024	2025	2026	2027	2028	2029	2030
Annual APR %	73.3	83.6	78.8						

### Evidence-Based Strategy

- 1. Reading Foundations** 65-70% of readers need explicit, systematic instruction in foundational skills to read (Institute for Multi-sensory Education, 2005).
- 2. Differentiation** Differentiating teaching materials for individual students can drastically improve academic achievement (Elevate12.com, 2025).
- 3. Parental Involvement** One key success factor transcends nearly all others, parental involvement (aecf.org, 2025).

<b>Funding</b> Local, State, Federal			<b>MSIP Indicator(s)</b> L3.B, L3.D	
Action Steps	Start Date	End Date	Person(s) Responsible	District Plan
1 Review and implement high quality resources to facilitate effective instruction.	June 2025	June 2030	Superintendent, Curriculum Director, Administrators	Professional Development Plan, Assessment Plan, Literacy Plan, Title 1 Plan, Building Plans
2 Maintain recommended class sizes and instructional minutes for content areas.	June 2025	June 2030	Superintendents Administrators	Building Plans
3 Review progress towards CSIP goals at least quarterly.	June 2025	June 2030	Superintendents Administrators	Professional Development Plan, Assessment Plan

### Notes

- The District earned 78.8% of points on the 2023-24 APR, a 4.8% decrease on the

APR from the previous year.

- 70.2% of points were earned for performance (down 6.8% from previous year).
  - Decreased points earned in the areas of academic achievement and growth (Elem & MS).
- 98.3% of points were earned for continuous improvement (down 1.7% from previous year).
  - Decreased points earned in attendance (HS) and CCR Assessments.



## Leadership 2

**SMART Goal** By June 2030, Hamilton R-II School District will retain 94% of certified staff as measured by contract issuance data.

### Data Points & Rationale

The faculty retention rate has decreased in recent years. Maintaining high-quality teachers in classrooms has a positive effect on student outcomes and is important to providing the best education to all.

### Teacher Retention Rates

		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>Elementary</b>	Total % faculty retained beginning of	78.8	84.8				
	W/out retirees % faculty retained beginning	*	88.2				
<b>Middle School</b>	Total % faculty retained beginning of	61.5	66.3				
	W/out retirees % faculty retained beginning	*	74				
<b>High School</b>	Total % faculty retained beginning of	89.6	80.6				
	W/out retirees % faculty retained beginning	*	85.1				

(# teachers total in building for year - # teachers who left from prior school year) / # teachers total in building for year = % teachers retained

\*No retirements

- In 2023-24, 88.7% of teachers remained in the profession, a drop from 91.1% in the 2018-19 school year (Department of Elementary & Secondary Education (DESE)).
- The retention rate for first-year teachers was 81.9% in 2023-24, down from 83.6% in 2022-23 (DESE).
- Teachers in Missouri feel undervalued and under-supported, especially when it comes to pay for experienced educators (St. Louis University).
- In 2021-22, most teachers surveyed said the school year was more stressful than the previous year (St. Louis University).

**Evidence-Based Strategy 1**

- Effective professional development is a key factor of teacher retention (Podolsky et al., 2018; Garcia & Weiss, 2019e).
- Competitive salaries and benefits are pivotal to increasing teacher retention (Learning Policy Institute, 2017).
- Teachers who feel valued and supported by their administration are less likely to leave (Penn State University, 2023).

<b>Funding</b> Local, state, federal			<b>MSIP Indicator(s)</b> L9.B	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 Evaluate salary schedule on an annual basis and report back to the Board of Education and staff of findings. Remain competitive with comparable area school districts.	June 2025	June 2030	Superintendent, Salary and Welfare Committee, Human Resources	Budget
2 Compare and contrast benefits with comparable districts to include steps for continuing education.	June 2025	June 2030	Superintendent, Salary and Welfare Committee, Human Resources	Budget
3 Provide professional development (PD) resources and training opportunities to staff members for continued success.	June 2025	June 2030	Superintendent, Curriculum Director, Administrators, Professional Development Committee (PDC)	Professional Development Plan
4 Provide an effective two-year beginning teacher assistance program to all first and second year teachers.	June 2025	June 2030	Superintendent, Curriculum Director, Administrators	Professional Development Plan
5. Limit the distribution of extra-duties and extra responsibilities of probationary teachers.	June 2025	June 2030	Superintendent, Administrators, Athletic Director	
6. Utilize Grow Your Own opportunities to increase the number of locally grown educators.	June 2025	June 2030	Superintendent, Curriculum Director, Administrators	
<b>Notes</b>				

- Teacher retention rates for Hamilton R-II School District dropped to —in 2023-24 from —in 2019-2020.

## Effective Teaching and Learning 1

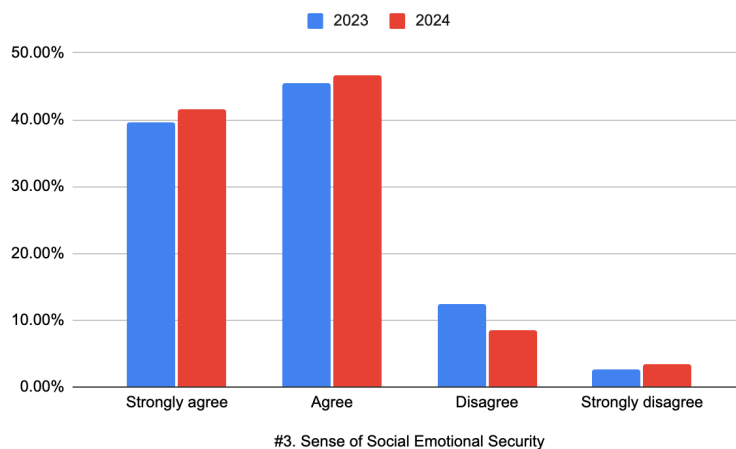
<b>SMART Goal</b> By June 2030, 100% of Hamilton R-II students will meet or exceed the state standard and/or demonstrate measurable improvement.				
<b>Data Points &amp; Rationale</b> see <a href="#">Appendix A</a> for test results				
<b>Evidence-Based Strategy 1</b> Benchmark tests will be developed and implemented for K-10 core classes. <ul style="list-style-type: none"> <li>“Benchmark assessment is worth the time and resources spent on its administration because the results may predict and gauge students’ achievement” (Farias, Evelyn L. “Predictive Validity of Benchmark Testing.” <i>Preparing Effective Leaders for Tomorrow’s Schools</i>. 2013 Cedar Yearbook).</li> <li>“Benchmark assessments are more effective if educators immediately analyze, share the results with students and parents and modify classroom instruction and learning based on student data” (Olson 2005a, “Benchmark Assessments offer Regular Checkups on Student Achievement.” <i>Education Week</i>. 25(13).</li> </ul>				
<b>Funding</b> Local, state, federal			<b>MSIP Indicator(s)</b> TL1.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 K-10 core teachers will develop benchmark tests that align to the Missouri Learning Standards.	June 2025	June 2027	K-10 Core Teachers, Curriculum Director, Administrators	Assessment Plan, Professional Development Plan, Literacy Plan
2 Benchmark assessments will be administered at the beginning (BOY), middle (MOY) and end (EOY) of the school year.	June 2027	June 2030	K-10 Core Teachers, Curriculum Director, Administrators	Assessment Plan, Literacy Plan
3 Grade level teams use benchmark assessment data to improve instruction and student learning.	June 2027	June 2030	K-10 Core Teachers, Curriculum Director, Administrators	Professional Development Plan, Literacy Plan
<b>Notes</b>				

## Effective Teaching and Learning 2

**SMART Goal** Annually, Hamilton R-II will strive to provide counseling services to support the career, academic, and social/emotional development of 100% of students.

**Data Points & Rationale** Hamilton R-II believes each child's educational and emotional growth is important. Career development can be measured by students' completion of their 8th grade Individual Career Academic Plan (ICAP) and job shadowing at the sophomore and junior years. A counselor is available in each building for social/emotional support and teachers are trained in maintaining trauma friendly classrooms. See [Appendix A](#) for academic results.

### Climate & Culture survey results



**Evidence-Based Strategy 1** Hamilton R-II will improve access to responsive services and resources by hiring a licensed professional counselor.

- “More educators and health professionals are identifying mental health as one of students’ greatest needs” (American Academy of Pediatrics. 2021).
- One-third of students with mental health disorders have participated in mental health treatment. Without treatment, students experiencing mental health disorders are at a high risk for lower grade point averages, school dropout, and unemployment (US Accountability Office, 2008. “Young adults with serious mental illness”).

<b>Funding</b> Local, state			<b>MSIP Indicator(s)</b> TL1.D, TL10.F	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 The Superintendent and BOE will pursue resources for a Licensed Professional Counselor (LPC) to work at least part time to support students’ social/emotional needs.	June 2025	June 2030	Superintendent, Board of Education, School Counselors	

2 Counselors and building administrators will establish partnerships with outside agencies to provide counseling services to students.	June 2025	June 2030	School Counselors, Administrators	
3 A quiet and private area of each school building will be made available to the LPC to utilize during visits.	June 2025	June 2030	Administrators	
<b>Notes</b>				

### Effective Teaching and Learning 3

<b>SMART Goal</b> By June 2030, Hamilton R-II will consistently utilize data to ensure effective Language Arts instruction to 100% of students.				
<b>Data Points &amp; Rationale</b> see <a href="#">Appendix A</a> for test results				
<p><b>Evidence-Based Strategy 1</b> 100% of Hamilton R-II students will receive literacy instruction through all grades using a variety of evidence-based methods. Emphasis is on closing the achievement gap of the super sub-group (F/R students, IEP students).</p> <ul style="list-style-type: none"> <li>• “Literacy is the essential education, the learning through which all other learning takes place. Crimp, deny, reduce or thwart robust literary acquisition and the prospects for achieving all other educational attainments are correspondingly diminished” (International Literacy Association, 2016. “White Paper: Frameworks for Literacy Education Reform).</li> <li>• “As understanding of the science of reading evolves, so must practice. Based on Missouri’s student performance data . . . more must be done to ensure literacy growth for <i>all</i> students. (DESE, “Preparing for your comprehensive literacy plan).</li> <li>• “The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem-solving and critical thinking” (DESE, Missouri Learning Standards).</li> </ul>				
<b>Funding</b> Local, State, Federal			<b>MSIP Indicator(s)</b> TL6.A, TL8.A	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 ELA curriculum is aligned to Missouri Learning Standards (MLS) and taught at a rigorous level throughout the district.	June 2025	June 2030	Administrators, Teachers, Curriculum Director	Curriculum, Literacy Plan
2 Common assessments are used K-8 to inform instruction and to identify students who qualify for extra ELA support.	June 2025	June 2030	Administrators, Teachers, Curriculum Director	Curriculum, Assessment Plan, Literacy Plan
3 Professional development, including the Science of Reading, is offered to teachers in the area of ELA to ensure effective instruction for grades K-8.	June 2025	June 2030	Administrators, Teachers, Curriculum Director	Professional Development Plan
4 The Elementary and	June 2025	June 2030	Administrators,	Building

Middle School will continue to offer Response to Intervention (RTI), reading support, tutoring and other remedial supports in the area of ELA.			Teachers, Curriculum Director	schedules  Hornet Building Blocks plan
<b>Notes</b>				



## Effective Teaching and Learning 4

**SMART Goal** Each year Hamilton R-II will strive to improve its use of data to ensure effective reading instruction to 100% of students and intervention to 100% of K-3 students who are reading below grade level.

### Data Points & Rationale

Annual K-3 Student Attendance Percentage by Percent of Students at each Grade Level

	Less than 84.99%			85-89.99%			90-94.99%			95-100%		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K	8.82			5.88			23.54			61.76		
1	5.88			5.88			29.42			58.82		
2	5.36			5.36			39.28			50		
3	3.13			3.13			25			68.74		

Percent of Students Reading at Grade Level by Benchmark

	2022-23		2023-24		2024-25	
	BOY	EOY	BOY	EOY	BOY	EOY
K	15%	61%	15%	83%	69%	
1	6%	32%	9%	38%	5%	
2	10%	48%	11%	62%	18%	
3	47%	76%	37%	81%	37%	

**Evidence-Based Strategy 1** Teachers will constantly strive to improve reading instruction.

- “In Missouri, 27% of fourth grade students and 26% of eighth grade students scored proficient and above, which means they have mastered essential reading skills. That’s down from more than 33% in 2019” (Ahmad, Hiba and Jodi Fortino. “Missouri students’ reading scores decline, but math scores hold signs of hope.” KCUR. 31 Jan 2025)
- “Teachers who have training in the science of reading and aligned instructional practices can ensure students receive the direct, explicit and cumulative instruction they need to achieve reading comprehension. Additionally, they can scaffold learning for students requiring additional support on specific skills, as teachers can recognize

where learning opportunities are” (lexialearning.com/blog/a-full-breakdown-of-the-science-of-reading-components).				
<b>Funding</b>	Local, State, Federal		<b>MSIP Indicator(s)</b>	TL6.A
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1. At least two teachers will receive Language Essentials for Teachers of Reading (LETRS) training each year until all applicable faculty are trained.	August 2025	June 2030	K-9 teachers, Administrators	Literacy Plan
2. Elementary teachers will be trained and implement Really Great Reading.	August 2025	June 2030	Elementary Principal	Literacy Plan
3. All district teachers receive annual Dyslexia Training.	August 2025	June 2030	Superintendent	Literacy Plan
4 Reading is encouraged throughout the district with classroom reading challenges, library access, and annual Reading Week fun.	August 2025	June 2030	District librarian, Administrators, Literacy Team	Literacy Plan
<b>Evidence-Based Strategy 2</b> Students will be regularly monitored for reading growth and interventions will be implemented when appropriate. <ul style="list-style-type: none"> <li>• “By using the body of evidence of student reading data, teachers are able to pinpoint a student’s specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals . . . A reading success plan is designed to monitor the specific skills needing improvement” (DESE. “Missouri Reading Success Plans: Guidance for Missouri School Districts,” 2023).</li> <li>• John Hattie’s <i>Visible Learning</i> ranks Interventions for students with learning needs as 20 of 252 strategies with a .77 effect (March 2018).</li> </ul>				
<b>Funding</b>	Local, State, Federal		<b>MSIP Indicator(s)</b>	TL6.A
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 Title 1 Reading teachers constantly monitor	August 2025	June 2030	Title 1 Teachers, Elementary	Literacy Plan

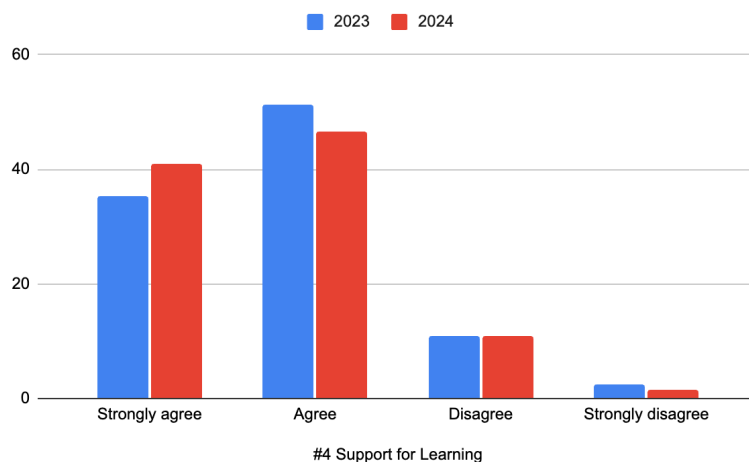
students' benchmark results and meet with grade level teams regarding reading growth.			Principal	
2 Reading plans are developed and implemented for students who are below grade level.	August 2025	June 2030	Title 1 Teachers, Administrators, Literacy Team	Literacy Plan
3. Additional interventions including after school, teacher-led tutoring and community volunteer tutoring are used.	August 2025	June 2030	Curriculum director, Elementary Principal, Superintendent	Literacy Plan
4 CARE team meetings are held to brainstorm interventions for individual struggling students.	August 2025	June 2030	District Counselors, Administrators & Faculty	Literacy Plan
5. A District Literacy Team will be created.	August 2025	June 2030	Superintendent	Literacy Plan
<b>Notes</b>				

## Collaborative Climate and Culture 1

**SMART Goal** The Hamilton R-II School District will annually strive to improve its culture which is focused on learning and characterized by high academic and behavioral expectations for 100% of the students.

### Data Points & Rationale

**Support for Learning** encompasses supportive teaching practices, such as, encouragement and constructive feedback, varied opportunities for students to demonstrate their skills and knowledge, support for independent thinking & appropriate challenge for students.



**Evidence-Based Strategy 1** Leadership develops a systematic process for establishing and maintaining a positive learning climate.

- “Check and Connect was significantly related to improvements in academic performance and reduction in disciplinary referrals” (Maynard, Brandy, et. al. “Effects of Check and Connect on Attendance Behavior, and Academics.” Vol 24 Iss 3 *Research on Social Work Practice*).
- John Hattie’s *Visible Learning* ranks Social Skills programs as 123 of 252 strategies with a .39 effect and Teacher/student relationships as 75 of 252 with a .52 effect (March 2018).
- “These meta-analyses provide evidence of social emotional learning program effectiveness for students in every grade level (PK-12) and have shown medium to large effect sizes” (Greenberg, Mark. “Evidence for Social & Emotional Learning in schools.” Learning Policy Institute, 2023).

<b>Funding</b>	Local, state		<b>MSIP Indicator(s)</b> CC2.A	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 Establish adult/student	June 2025	June 2030	Administrators,	

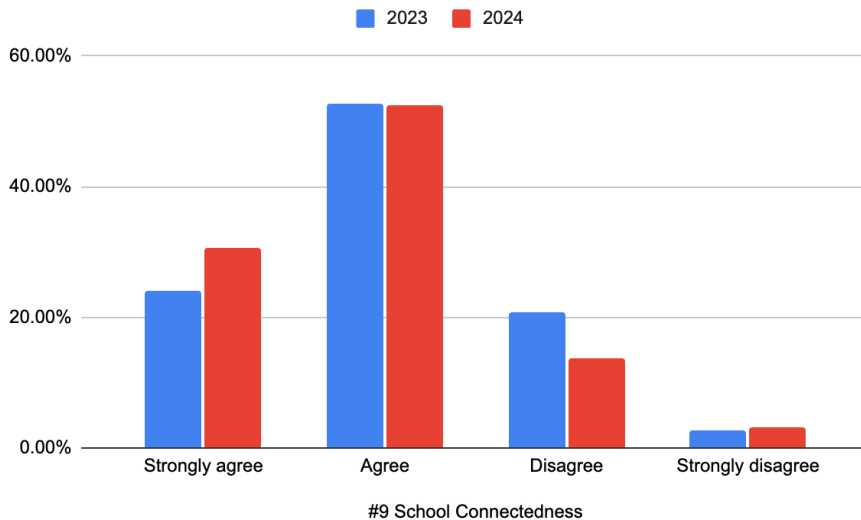
mentoring program in all buildings, i.e. Check and Connect.			Professional Development Committee	
2 Establish classes for remediation and opportunities for gifted students.	June 2025	June 2030	Administrators	
3 100% of the students and staff will be provided with resources to help strengthen their social emotional skills and foster their well-being.	June 2025	June 2030	Counselors	
<b>Notes</b>				

## Collaborative Climate and Culture 2

**SMART Goal** By June 2030, the Hamilton R-II School District will intentionally engage parents/guardians to create effective partnerships that support the development and achievement of 100% of the students.

### Data Points & Rationale

Climate and Culture Survey results—School Connectedness



**Evidence-Based Strategy 1** The district incorporates formal strategies that include parents/guardians in the educational process.

- John Hattie's *Visible Learning* ranks Parental Involvement 79 of 252 strategies with a .5 effect (March 2018).
- "The current study findings suggest that in designing intervention and prevention efforts targeting school transitions, schools should carefully consider ways to build students' feelings of school belonging by helping students quickly integrate and make connections with important others in their new school contexts (Benner, Aprile, [et.al.](#) 3 Aug. 2017 *J Youth Adolescent*).

<b>Funding</b> Local			<b>MSIP Indicator(s)</b> CC4.A	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 The community will have an opportunity to provide input for school plans and programs such as the CSIP, long-range planning, Title 1, A+ program, and	June 2025	June 2030	BOE, Administrators	Communications Plan

Advisory Councils.				
2 The community will have an opportunity to become involved with the Parent/Teacher Organization (PTO), Booster Club, and district-wide volunteer programs.	June 2025	June 2030	Administrators, School staff	
3 Parents will be invited annually to attend Back to School Nights, Back to School Extravaganza, concerts, Math & Science night, Open House, and Parent/Teacher Conferences.	June 2025	June 2030	Administrators, School staff	Building calendars
4 Teachers and administrators will provide regular parent communication regarding the academic/behavioral progress of students.	June 2025	June 2030	Administrators, School staff	
<p><b>Evidence-Based Strategy 2</b> The district actively cooperates with other agencies, parents/guardians, and community groups (e.g. parent/teacher organizations) to provide information related to child development and/or parenting skills.</p> <p>“A research paper was recently published in the Early Childhood Research Quarterly that shows participation in the Missouri Parents as Teachers Parent Education Program is positively associated with third grade math and English language arts Proficiency” (DESE).</p>				
<b>Funding</b> Local			<b>MSIP Indicator(s)</b> CC4.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 PTO will be an active entity at the elementary level.	June 2025	June 2030	Elementary principal	
2 Child development activities and parenting skill lessons will be offered through the Hamilton Elementary School.	June 2025	June 2030	Parents as Teachers Instructor	Title 1 Plan

3 The Parents as Teachers position will grow into a full-time position based on need.	June 2025	June 2030	Superintendent, BOE	Personnel Handbook
4 Community organizations will be encouraged to partner with the school system to provide financial support and school supplies for our economically diverse population.	June 2025	June 2030	Superintendent, Administrators	Title 1 Plan
5 Transitional activities will provide an avenue to educate parents on the developmental needs of their respective age child.	June 2025	June 2030	Superintendent, Administrators, Counselors	
6 Fifth grade and Eighth grade students' parents will be invited to a Future's Night each spring that outlines the expectations and procedures of the new building they will be attending in the Fall.	June 2025	June 2026	Administrators, Counselors	
7 Parents will receive quarterly informational newsletters on developmentally appropriate and/or parenting skills.	June 2025	June 2027	Counselors	
<b>Notes</b>				



## Data-based Decision Making 1

**SMART Goal** Hamilton R-II staff will annually analyze district-wide assessment data to guide decision-making.

**Data Points & Rationale** see [Appendix A](#)

Date of Assessment Analysis each year

2023-24	2024-25	2025-26	2026-27
Item Analysis: 9/25/23 Vertical Teams: 9/25/23 2/16/24 PLC Meetings: 3/2024- 4/2024	Item Analysis: 9/18/24 & 11-1-24 Vertical Teams: 9/18/24 & 11/20/24 PLC Meetings: 3/2024- 4/2024		
2027-28	2028-29	2029-30	

**Evidence-Based Strategy 1** Improve use of assessment data to promote academic success.

- “Ultimately, a better understanding of what students know coincides with efforts to improve practice” (Murphy, Kristen and Thomas Holmes. “Improving Instructional Design with Better Analysis of Assessment Data.” *Journal of Learning Design*, 2014).

**Funding** Local, state

**MSIP Indicator(s)** DB2.A, DB2.B  
AS2.C

Action Steps	Start Date	End Date	Person(s) Responsible	District Plan
1 Quarterly in-service time will be scheduled for grade level analysis of benchmark testing and other district assessments.	June 2025	June 2030	Administrators, PDC	District Calendar
2 Annual in-service time will be scheduled for vertical analysis of district assessments.	June 2025	June 2030	Administrators, PDC	Professional Development Plan
3 Annual in-service time	June 2025	June 2030	Administrators,	Professional

will be scheduled for Professional Learning Communities (PLC) for curriculum review.			Curriculum Director	Development Pla
<b>Notes</b>				

## Data-based Decision Making 2

**SMART Goal** By June 2027, Hamilton R-II staff will improve the collection of school climate and culture data from all groups.

### Data Points & Rationale

#### Dates of Survey Collection

2023-24	2024-25	2025-26	2026-27
April 23-May 10, 2024	May 2 - May 22, 2025		
2027-28	2028-29	2029-30	

#### Number of Patron Responses

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Students	280						
Parents	63						
Teachers	52						

**Evidence-Based Strategy 1** Utilize survey data to analyze school climate and culture statistics.

- “Testimony from successful school principals suggests that focusing on development of the school’s culture as a learning environment is fundamental to improved teacher morale and student achievement” (MacNeil, Angus, et. al. “The effects of school culture and climate on student achievement.” *International Journal of Leadership in Education*. 20 Feb 2009).

**Funding** Local, state

**MSIP Indicator(s)** DB3.C

Action Steps	Start Date	End Date	Person(s) Responsible	District Plan
1 MSIP Coordinator will create and disseminate surveys to parents in March with regard to school culture and climate.	June 2025	June 2030	MSIP Coordinator, Administrators	MSIP
2 MSIP Coordinator will create and disseminate	June 2025	June 2030	MSIP Coordinator,	MSIP

age-appropriate surveys to students attending the Hamilton R-II School District two times per year.			Administrators	
3 Once per year climate and culture data will be analyzed and reported to the Hamilton R-II Board of Education and shared with all constituents of the district.	June 2025	June 2030	MSIP Coordinator, Superintendent, Administrators & BOE	MSIP
4 In order to get more accurate results, the building principals will develop a competition between classes and schools to encourage higher parent participation. There will be an added question where parents can mark what grades their students are in.	June 2025	June 2030	Administrators	
5 Building administrators will create and disseminate a survey in November with regard to their specific school culture and climate.	June 2025	June 2027	Superintendent, Administrators	
<b>Notes</b>				

### Data-based Decision Making 3

<b>SMART Goal</b> By June 2030, Hamilton R-II faculty will at least meet monthly with their grade level teams to discuss student academic, intrapersonal, and interpersonal learning.				
<b>Data Points &amp; Rationale</b>				
<b>Evidence-Based Strategy 1</b> Utilize grade level PLCs to help students succeed. <ul style="list-style-type: none"> <li>• “Research shows that only 40% of children begin kindergarten with the social-emotional skills for success.” (DuFour, 2004).</li> <li>• “The Professional Learning Community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn (DuFour, Richard. “What is a Professional Learning Community?” <i>Educational Leadership</i>, 2004).</li> </ul>				
<b>Funding</b> Local			<b>MSIP Indicator(s):</b> TL4.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 Hamilton Middle School will have common plan times for grade level STAT teachers.	June 2026	June 2030	Middle School Administrator	HMS Schedule
2 Penney High School will have each of its grade level study hall teachers meet once a month (Freshmen teachers will met the first Monday; Sophomores the second Monday, etc)	June 2026	June 2030	High School Administrator	PHS Meeting Schedule
3 While the Hamilton Elementary School already meets with their grade level teams, they focus on academic learning. The elementary team will add discussions regarding students’ interpersonal and intrapersonal progress at least once each month.	June 2026	June 2030	Elementary Administrator	HES Meeting Schedule
<b>Notes</b>				

## Alignment of Standards, Curriculum and Assessment 1

<b>SMART Goal</b> By June 2030, 100% of the district curriculum will be written.				
<b>Data Points &amp; Rationale</b> Student success is driven by teacher efficacy. A well-written, regularly reviewed curriculum is a vital component of this.				
<b>Evidence-Based Strategy 1</b> The district will have written curriculum procedures in place. <ul style="list-style-type: none"> <li>“For it to be a curriculum, in sum, it would have to be a plan for achieving performance purposes, for specifying how learners are to accomplish important understanding related tasks with content, not just a plan for teacher content” (Wiggins, Grant and Jay McTighe. <i>Schooling by Design: Mission, Action, Achievement</i>. ASCD, 2007)</li> </ul>				
<b>Funding</b> Local, State, Federal			<b>MSIP Indicator(s)</b> AS1.B, AS1.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 An annual curriculum review process & calendar will be developed.	June 2025	May 2030	Curriculum Director	Professional Development Plan
2 A curriculum content checklist will be maintained.	June 2025	May 2030	Curriculum Director	Curriculum Guides
3 Written curriculum implementation will be observed as part of formative and summative evaluations of faculty.	June 2025	May 2030	Curriculum Director, Administrators	Personnel Handbook
<b>Evidence-Based Strategy 2</b> The district curriculum will be written and regularly reviewed for effectiveness. <ul style="list-style-type: none"> <li>“The [teachers] observe and reflect on the learning process so that all the action they plan for the students supports learning” (<i>The Curriculum Inquiry Cycle: Improving Learning and Teaching</i>. NW Regional Educational Laboratory, 1998).</li> <li>“In order to be successful, principals, coaches, and teacher leaders must recognize that creating a guaranteed and viable curriculum is not a static, one-time event. It is a dynamic, ongoing process of building shared knowledge about what students should know and be able to do (Many, Thomas. “A Guaranteed and Viable Curriculum is Not a Proper Noun. Solution Tree Press, 2022).</li> </ul>				
<b>Funding</b> Professional Development budget, Title 2A			<b>MSIP Indicator(s)</b> AS1.A, AS2.F TL8.A	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>

1 District curriculum will be revised to align with MLS.	June 2025	May 2029	Curriculum Director, Administrators, Faculty	Curriculum Guides
2 K-12 vertical content teams will meet annually for curriculum review and content-specific PD.	June 2025	May 2029	Curriculum Director, PDC	Professional Development Plan
3 All faculty will have opportunities to experience PD in the areas of assessment effectiveness and rigor.	June 2025	May 2029	Curriculum Director, PDC	Professional Development Plan
4 The district calendar will protect sufficient time for curriculum development, curriculum review & vertical teaming.	June 2025	May 2029	Board of Education, Superintendent	District Calendar
<b>Notes</b>				

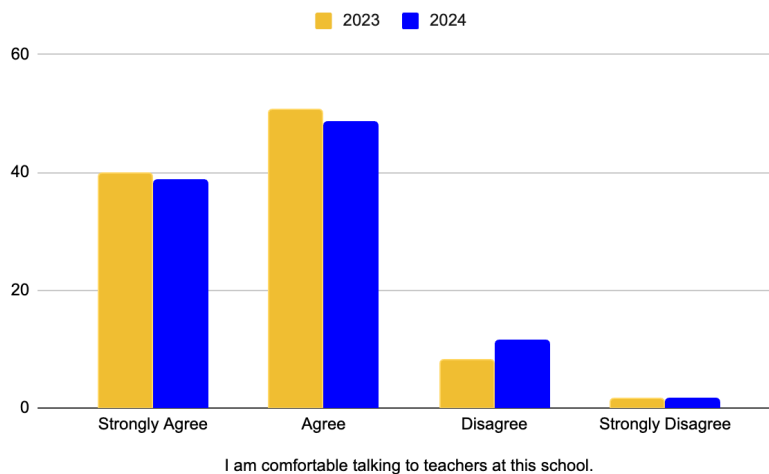
## Equity and Access 1

**SMART Goal** Hamilton R-II will continue to build community relationships that foster collaboration and open dialogue with respect for multiple perspectives.

### Data Points & Rationale

Climate & Culture Data

Responses on the parent survey to the question:



**Evidence-Based Strategy 1** Members of the school community will partner with members of the community to create a better school environment for staff with multiple perspectives.

- “Research indicates that partnerships between schools and neighborhood communities support student learning, improve schools, and strengthen families and neighborhoods” (Stefanski, Amanda, Linda Valli and Reuben Jacobson. “Beyond Involvement and Engagement” *School Community Journal*, 2016. Vol 26, No 2).

<b>Funding</b> Local			<b>MSIP Indicator(s)</b> EA4.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 The Superintendent will schedule administrators (on a rotating basis) to attend the Chamber of Commerce meetings to act as liaison between the school and community.	June 2025	June 2030	Superintendent	Communications Plan
2 Elementary grade levels will utilize community partners.	June 2025	June 2030	Superintendent, Elementary Administrator,	



			Elementary Faculty	
3 Counselors will attend the Caldwell County Cares Coalition throughout the year.	June 2025	June 2030	Counselors	
<b>Evidence-Based Strategy 2</b> CSIP teams will be maintained for continual re-evaluation of school programs for a BOE report every two years.				
<b>Funding</b> Local			<b>MSIP Indicator(s)</b> EA4.C	
<b>Action Steps</b>	<b>Start Date</b>	<b>End Date</b>	<b>Person(s) Responsible</b>	<b>District Plan</b>
1 CSIP teams will design and implement a protocol for regular input by team members.	June 2025	June 2030	CSIP Domain Facilitators	Community Partnership Plan
2 Annually a community resources guide will be compiled and published on the school website, so families in need have a list of resources that might assist them.	June 2025	June 2030	Counselors	Community Partnership Plan
<b>Notes</b>				

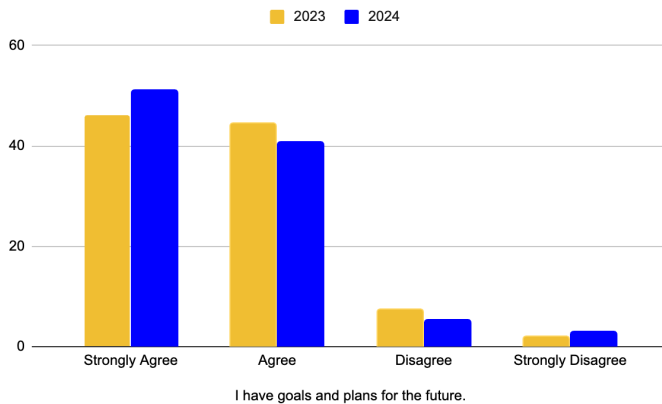
## Equity and Access 2

**SMART Goal** Students in the Hamilton R-II school district, who attend grades 9-12 in the district, will graduate at a rate of 100%.

### Data Points & Rationale

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
PHS grad rate	89.3% (4 yr) 100% (5 yr)	89.29% (4 yr) 100% (5 yr)				
State grad rate	89.87%					
	2028-29	2029-30				
PHS grad rate						
State grad rate						

Climate & Culture Data—Responses on the 6-12 grade student survey to the question:



**Evidence-Based Strategy 1** Student-teacher relationships will be fostered.

Smink, Jay and Franklin P. Shengal. *Helping Students Graduate: A Strategic Approach to Drop-out Prevention: 15 Research-Based Strategies for the National Dropout Prevention Center/Network*. Eye on Education, 2004. This book outlines strategies to help students succeed; many of which have already been addressed in this CSIP: family/community engagement, early childhood education, early literacy development, mentoring, and professional development.

**Funding** Local, State, Federal

**MSIP Indicator(s)** EA2.A

Action Steps	Start Date	End Date	Person(s) Responsible	District Plan
1 Check & Connect will be expanded to include the middle school.	June 2025	June 2030	Middle School Administrator	
2 Hamilton Elementary Ambassadors and MS & HS Student Council members will help foster the transition of any new students.	June 2025	June 2030	Elementary Ambassadors & Counselor, Student Council Members & Advisor	
3 Transition activities for 5th grade and 8th grade students and their families will be reviewed and improved.	June 2025	June 2030	Administrators, Counselors	
<b>Evidence-Based Strategy 2</b> Graduation requirements will be reviewed annually.				
<b>Funding</b> Local, State, Federal			<b>MSIP Indicator(s)</b> EA3.B, TL3.4	
Action Steps	Start Date	End Date	Person(s) Responsible	District Plan
1 100% of eighth graders will create an ICAP and these will be reviewed with students and parents annually to ensure students are graduation ready.	June 2025	June 2030	Middle & High school counselors, Administrators	
2 Class availability will be modified annually in response to evolving post-secondary goals, curriculum revision, and labor market needs.	June 2025	June 2030	Curriculum director	PHS Course Schedule
3 Labor market needs will be reviewed annually with all students beginning no later than fall of their eighth-grade year.	June 2025	June 2030	Middle/High school counselors	
4 Data will be gathered annually on why students	June 2025	June 2030	A+ Coordinator, High school	

failed to meet graduation requirements, looking at individual student ICAPs and at-risk characteristics.			counselor, Building principal	
5 Regularly monitor and evaluate all district programs to include strengths, weaknesses, and suggestions for improvement.	June 2025	June 2030	Superintendent, Administrators, Curriculum Director	Professional Development Plan, Assessment Plan, Facilities Plan, Safety Plan, Literacy Plan, Title 1 Plan, Building Plans
6 Implement effective strategies to increase attendance rates across the district.	June 2025	June 2030	Administrators	Building Plans
7 Utilize intervention and tutoring opportunities to differentiate instruction.	June 2025	June 2030	Administrators, Faculty	Literacy Plan
8 Review the district assessment plan to ensure student assessments best match students' needs (ASVAB, WorkKeys, ACT, Accuplacer).	June 2025	June 2030	Superintendent, High School (HS) Administrator, Curriculum Director, HS Counselor	Assessment Plan
<b>Notes</b>				

# Appendix A

## Hamilton R-II MAP Assessment Results

### English Language Arts

District All-grades % Proficiency

2022 = 40%

2023 = 40.8%

2024 =

Percent Advanced & Proficient by Grade Level

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
3	75	67.6						
4	48.9	64.2						
5	48.1	39.6						
6	15.4	48.9						
7	24.5	16.6						
8	26.5	27.3						
ENG 2	61	62.1						

## Mathematics

### District All-grades % Proficiency

2022 = 43.1%

2023 = 49.5%

2024 =

### Percent Advanced & Proficient by Grade Level

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
3	82.1	74.1						
4	55.3	57						
5	55.6	24						
6	35.9	58.4						
7	37.7	33.2						
8	42.9	36.1						
Alg. 1	48.8	46.1						

## Science

### District All-grades % Proficiency

2022 = 38.2%

2023 = 45.5%

2024 =

### Percent Advanced & Proficient by Grade Level

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
5	44.4	31						

8	36.7	37.1						
Biolog y	57.1	59.3						

## Social Studies

### District All-grades % Proficiency

2022 = 51.1%

2023 = 31.1%

2024 =

### Percent Advanced & Proficient by Grade Level

	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30
Gov't	33.3	37.6						

## Appendix B

### Acronyms found in CSIP 2021-2025

<b>Acronym</b>	<b>Title</b>
APR	Annual Performance Report
BOE	Board of Education
BOY	Beginning of Year (with regards to Benchmark testing)
CCR	College & Career Readiness
CSIP	Comprehensive School Improvement Plan
DESE	Department of Elementary and Secondary Education
ELA	English Language Arts
Elem	Elementary
EOY	End of Year (with regards to Benchmark testing)
HS	High school
ICAP	Individual Career Academic Plan
LETRS	Language Essentials for Teachers of Reading & Spelling
LPC	Licensed Professional Counselor
MAP	Missouri Assessment Program
MLS	Missouri Learning Standards
MOY	Middle of Year (with regards to Benchmark testing)
MS	Middle school
MSIP	Missouri School Improvement Program
PD	Professional Development
PDC	Professional Development Committee
PLC	Professional Learning Community



PTO	Parent/Teacher Organization
RTI	Response to Intervention

## **Appendix C**

### **MSIP Standards & Indicators**

Missouri's School Improvement Program Standards and Indicators may be found [here](#) on the DESE website.