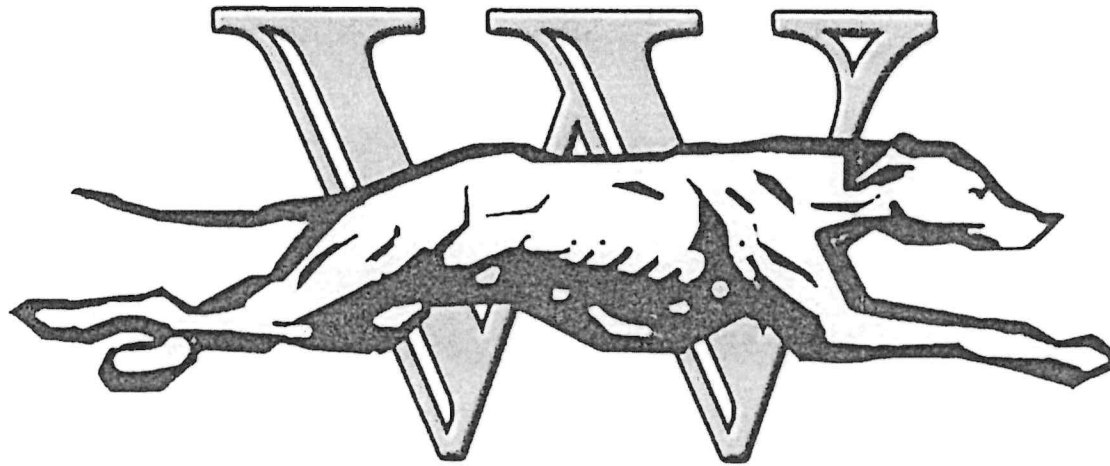




Henry County R-I School District

Building Improvement Plan: Elementary School

Grades K-6

School Year: 2026-2027

Board Approved: October 13, 2026

Mission Statement:

High Standards for

Critical thinkers to be

Real-World ready from day

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Vision Statement:

The Henry County R1 School District is dedicated to educating our youth to maximize their unique capabilities by providing a safe and challenging environment where standards are high, learning is the priority, and civic responsibility is instilled. This is achieved through the partnership of the students, faculty, parents, and community. This partnership results in all students excelling in all possible endeavors to become lifelong learners, critical thinkers, and productive citizens.

Goal 1: Student Academics and Achievement

Goal Statement:

Increase student academic achievement and student performance by 10% in literacy and mathematics by providing consistent, standards-aligned instruction, targeted intervention, and frequent monitoring of student progress.

Desired Outcome:

Students in grades K-6 will demonstrate measurable growth toward grade-level standards, with particular emphasis on foundational literacy, reading comprehension, written communication, and mathematical reasoning.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Establish common academic expectations	Identify essential Missouri Learning Standards for each grade level and establish priority standards for literacy and mathematics.	Grade-level priority standards identified and documented; common assessments developed.	August-September	Principal, teachers, instructional staff
2. Use common formative assessments	Administer common formative assessments at agreed-upon intervals and use results to identify students needing enrichment, reteaching, or intervention.	Assessment data reviewed during PLC/data meetings; student mastery tracked.	Monthly	Teachers, principal
3. Strengthen intervention systems	Provide targeted small-group instruction/intervention for students who are below grade-level expectations.	Percentage of identified students demonstrating growth on progress-monitoring assessments.	Ongoing	Classroom teachers, intervention staff

4. Focus on early literacy	Provide systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and written response based on student need.	Literacy assessment results; MAP/benchmark growth; percentage of students meeting grade-level expectations.	Ongoing	K-6 teachers
5. Conduct regular data reviews	Review classroom, intervention, benchmark, and state assessment data to identify trends and adjust instruction.	Documented data-team meetings and instructional adjustments.	Monthly/Quarterly	Principal, teachers

Academic Success Targets

By the end of the school year:

- Increase the percentage of K-6 students meeting or exceeding grade-level expectations in English language arts and mathematics.
- Increase the percentage of students demonstrating at least one year of academic growth in reading and mathematics.
- Reduce the number of students performing significantly below grade-level expectations.
- Ensure students receiving interventions demonstrate documented progress toward their individual academic goals.
- Increase the percentage of students demonstrating proficiency on state and local assessments.

Data Sources:

KG-2: Lexile reading score, grade-level assessments, common formative assessments, progress-monitoring data, intervention data, classroom grades, and student work.

3-6: MAP results, grade-level assessments, common formative assessments, progress-monitoring data, intervention data, classroom grades, and student work.

Goal 2: Attendance

Goal Statement:

Increase student attendance to 90% by creating a school culture in which students attend school regularly, families understand the importance of attendance, and barriers to attendance are identified and addressed early.

Desired Outcome:

Increase overall student attendance and decrease chronic absenteeism through early identification, positive attendance incentives, family communication, and individualized interventions.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Establish an attendance baseline	Review attendance data by grade, classroom, student, and month to identify patterns.	Baseline attendance and chronic absenteeism rates established.	August-September	Principal, secretary
2. Monitor attendance weekly	Develop a weekly attendance report identifying students with emerging attendance concerns.	Students with attendance concerns identified before absenteeism becomes chronic.	Weekly	Principal, attendance staff
3. Implement early intervention	Contact families when attendance concerns first emerge and develop an attendance improvement plan when needed.	Parent contacts and attendance plans documented.	Ongoing	Principal, counselor, teachers
4. Build a positive attendance culture	Recognize classrooms and students for improved attendance and consistent school participation.	Attendance recognition implemented monthly/quarterly.	Monthly	Principal, teachers

5. Identify barriers to attendance	Work with families to determine whether transportation, health, family circumstances, school avoidance, or other barriers are affecting attendance.	Documented barriers and interventions.	Ongoing	Principal, counselor
6. Strengthen student-school connection	Increase opportunities for students to build positive relationships with teachers and peers and experience success at school.	Student participation and school climate/student survey data.	Ongoing	All staff
7. Communicate the academic impact of absences	Provide families with understandable information regarding how missed instructional time affects academic progress.	Family communication documented; attendance concerns discussed during conferences.	Quarterly/Ongoing	Teachers, administration

Attendance Success Targets

By the end of the school year:

- Increase the building's overall attendance rate from the 2025-26 baseline by at least 10 percentage points.
- Reduce the percentage of students identified as chronically absent.
- Ensure that 100% of students showing significant attendance concerns are identified and receive documented follow-up.
- Increase the percentage of students meeting the school's established attendance goal.
- Monitor attendance monthly by grade level to identify and address emerging trends.

Goal 3: K–6 Special Education & Title I Academic Growth

Goal Statement:

Increase academic achievement and measurable growth for K–6 students receiving Special Education and/or Title I services through targeted instruction, progress monitoring, and data-driven instructional decisions.

Desired Outcome:

K–6 students receiving Special Education and/or Title I services will demonstrate measurable academic growth in reading and mathematics and make progress toward grade-level standards and their individual learning goals based on identified needs.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Review Student Academic Data	Review MAP, STAR, classroom, intervention, Reading Success Plan (RSP), and IEP data to identify academic strengths and areas of need for K–6 students receiving Special Education and/or Title I services.	Student academic needs identified and documented.	August–September/ Quarterly	Special Education staff, Title I staff, teachers

2. Provide Targeted Instruction	Provide specially designed instruction for students receiving Special Education services and targeted intervention for Title I students based on identified academic needs. Title I reading interventions will be guided by Reading Success Plans (RSPs), while Title I mathematics students will receive targeted intervention based on identified skill needs.	Students receive instruction/intervention aligned to identified academic needs.	Ongoing	Special Education staff, Title I staff, teachers
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3. Monitor Student Progress	Monitor progress toward IEP goals for Special Education students, RSP goals/identified reading skills for Title I reading students, and identified intervention skills for Title I mathematics students.	Progress data collected and reviewed regularly; student growth documented.	Monthly/Quarterly	Special Education staff, Title I staff, teachers
4. Use Progress Data to Adjust Instruction	Use progress-monitoring and assessment data to adjust instructional strategies, intervention approaches, or supports while continuing to address students' identified IEP goals, RSP goals/skills, or intervention needs.	Instructional/intervention adjustments documented when needed and student progress monitored.	Quarterly/Ongoing	Special Education staff, Title I staff, teachers

Academic Success Targets:

By the end of the school year:

- Increase the number of K–6 Special Education and Title I students demonstrating academic growth in reading and mathematics.
- Increase the number of K–6 Special Education students making expected progress toward their IEP goals.
- Reduce the number of K–6 Special Education and Title I students performing significantly below grade-level expectations.
- Ensure students receiving Special Education services receive ongoing instruction addressing their identified IEP goals while instructional approaches are adjusted as needed based on progress-monitoring data.
- Ensure Title I reading students receive intervention aligned to their identified needs through their Reading Success Plans.
- Ensure Title I mathematics students receive targeted intervention addressing their identified areas of need.

Data Sources:

MAP results, STAR/STAR Early Literacy results, IEP progress-monitoring data, Reading Success Plans (RSPs), Title I intervention data, classroom assessments, common formative assessments, and state assessment results.