



Henry County R-I Public Schools Governance Plan August 9, 2022

MSIP 6 Overview

- MSIP is the state's accountability system for review and accrediting Local Education Agencies (LEA's)
- The MSIP system was established in 1990.
- MSIP 6 Standards and Indicators were approved by the State Board of Education in February 2020.
- Standards and Indicators are divided into three primary categories:
 - Performance
 - Continuous Improvement
 - District/LEA Best Practices

MSIP 6 Overview

- Standards and Indicator Labels
 - Leadership (L)
 - Collaborative Climate and Culture (CC)
 - Effective Teaching and Learning (TL)
 - Data-Based Decision Making (DB)
 - Alignment of Standards, Curriculum and Assessment (AS)
 - Equity and Access (EA)

<https://dese.mo.gov/media/pdf/msip-6-rule>

HENRY COUNTY R-I

Mission Statement

In partnership with the community, we educate 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.

Vision Statement

The high performance of this school is achieved through the partnership of the community, parents, students, and faculty. This partnership results in all students excelling in all possible endeavors to become lifelong learners, critical thinkers, and productive citizens.

Henry County R-I School District Continuous School Improvement Plan

- The Henry County R-I school board and superintendent directed a process that involved extensive stakeholder input. The school board engaged the Education Governance and Leadership Association to conduct the stakeholder input.
- All employees of the district were granted an opportunity to interview with members of the E.G.L. team. These interviews occurred in small groups and individually over a period of several days. Questions were asked of employees regarding the direction of the district and items employees wanted to see addressed in the future of the district. An electronic survey was also sent to all employees and community members.
- The school board was interviewed as a group during a board meeting.
- Finally, an electronic survey was available for all high school students in the school district. The students were asked questions regarding how the district could better serve the students that follow them.

Henry County R-I School District Continuous School Improvement Plan

- Members of the E.G.L. team took the results of the interviews and surveys and synthesized this information into priorities that were coupled with the information gathered from the Data Dive. The Data Dive was conducted by members of the E.G.L. team and consisted of all documents, plans and resources that are required and would be considered Best Practice.
- The Priorities were shared with the leadership team. Subsequently, members of the E.G.L. team developed objectives and S.M.A.R.T. goals. The priorities, objectives and S.M.A.R.T. goals were shared with the school board for adoption on August 9, 2022.
- The financial impact of the Continuous School Improvement Plan adopted by the school board will only occur as plans that are created are implemented. In other words, other than current expenditures of the district, there is not an immediate financial impact on the district.
- The S.M.A.R.T. Goals contained in this document consist of the Continuous School Improvement Plan adopted by the school board on August 9, 2022.

Governing Priorities

- Communication
- High Quality Faculty and Staff
- Teaching and Learning
- Facilities
- Fiscal Resources
- Technology
- Leadership
- Culture and Climate

Governing Priority: *Communication*

Governing Objective: *Develop a comprehensive communication plan.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|--|---|---|---|---|
| The Superintendent, or designee, will create a representative team to create a comprehensive communication plan. | The Superintendent, or designee, with a team representative of the District (Board member, teachers from each building, support staff, community members and elected leaders) will convene for the purpose of creating a communication plan to ensure the plan includes detailed strategies that identify the person(s) responsible for each strategy, including a timeline. | A written communication plan will be created and presented to the Superintendent, who will subsequently present the plan to the school board. | The Superintendent, or designee, with a designated team, can execute the creation of a 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 district. Board Policy KB articulates the importance of "conveying information concerning the District's goals, achievements, activities and operations" to the students, families, employees, and community. In addition, this goal addresses M.S.I.P. L.8 A-B. | October 2022 A detailed and multi-faceted communication plan to increase understanding and support for the District will be created and presented to the school board for approval. |

Governing Priority: *Highly Qualified Faculty and Staff*

Governing Objective: *Create and sustain a positive culture and practices to retain and reward highly qualified personnel.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|--|--|--|--|---|
| The Superintendent's designee will create a plan to gather exit data for all departing employees in order to identify and mitigate factors that may improve employee retention. | The Superintendent's designee and a representative team, will research and design an exit process to systematically capture pertinent data in order to mitigate factors that may improve employee retention. | Data will be collected and analyzed, and an exit process established and presented in a written format to the Superintendent. The Superintendent will subsequently share this information with the school board. | District personnel and team members can research exiting processes, which can be used to design a system for the school district. Unless a tool is purchased/created to gather this information, there will not be a budgetary impact. | A concern related to employee turn-over was reported among stakeholders. Understanding the variables that contribute to employee departures will allow the District to address controllable factors to improve employee retention. This goal addresses M.S.I.P. L 9. | December 2022 The research and the creation of an exit process will be created and presented to the Superintendent. January 2023 The Superintendent will present the information to the school board. 2023-2026 School Year Implement the process, present the data analysis and findings on a regular basis. |

Governing Priority:
Governing Objective:

Teaching and Learning
Establish a plan to address student achievement.

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|---|---|--|---|---|
| The Superintendent, or designee, will establish a task force to examine student achievement deficiencies in the school district. | The Superintendent, or designee, will select a group of educators to form a task force to examine student achievement at the grade, department, building and district level. The task force will make specific recommendations regarding comprehensive strategies to improve student achievement. This goal includes updating the District Professional Development Plan and the Local Assessment Plan. | A specific written plan that addresses student achievement at all levels in the district will be created. | Under the direction of the Superintendent, or designee, the creation of this plan is attainable. | Student achievement is an area of focus for the school district. The district has significant work ahead to accomplish the goal of improving student achievement. This goal addresses DB2, DB4 and AS1, among several other Standards and Indicators of M.S.I.P. 6. | Fall 2022 Create a District-wide task force. March 2023 The task force will create the written plan and share it with the Superintendent. April 2023 The plan will be shared with the school board. |

Governing Priority: Teaching and Learning
Governing Objective: Establish a plan to update curriculum, assessment, instructional practices, and resources to engage students and increase achievement.

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|--|---|---|--|---|
| <p>The Superintendent, or designee, will devise a process to study and train educators on the Multi-Tiered Systems of Support (MTSS).</p> | <p>The Superintendent, or designee, will establish a collaborative process to study and train educators on the MTSS framework with the goal of systematic and full implementation in order to determine how to phase in the practices of MTSS (universal screening, data teams, high-quality Tier 1 instruction, interventions, including behavior, etc.).</p> | <p>A written plan will be developed, communicated, and implemented district-wide.</p> | <p>The Superintendent, or designee, has knowledge and access to a range of resources to study and implement a MTSS framework. Consultants may be needed for training or technical assistance. If consultants are utilized, there will be a cost to the school district.</p> | <p>MTSS is an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based upon student need. This was an area of focus in Stakeholder Input and is contained in M.S.I.P. 6 TL7.</p> | <p>September 2022 The Superintendent will update the school board. on the progress of this goal. 2022-2026 The implementation and evaluation of the results of MTSS will continue.</p> |

Governing Priority: Teaching and Learning

Governing Objective: Create explicit systems regarding student wellness, teaching, assessment, and learning in order to provide consistent and equitable learning opportunities across the District that propel student achievement, participation, and post-secondary options.

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|--|---|---|--|--|
| <p>The Superintendent’s designee, will direct a process to create a consistent framework to proactively teach and responsively manage student behavior and socio-emotional support (SES).</p> | <p>The Superintendent’s designee, along with building representatives, will establish a process that reviews the behavior and SES systems that have been and are being implemented and research various systems in order to determine an evidenced-based approach to supporting the behavior of students beginning with early education through high school. This process will be utilized on a District wide basis.</p> | <p>A written plan will be created that is presented to the Superintendent and ultimately to the school board.</p> | <p>School administrators and teachers are skilled to examine referral data of discipline, counselor, social worker and school nurse reports and consider historic practices. Current research will be utilized to make informed recommendations regarding the needs of students and training for faculty and staff in order to implement an evidenced-based, comprehensive approach to support teachers in managing the behavior and socio-emotional wellness of students. There is not an immediate cost to this goal.</p> | <p>Consistent implementation of a system reduces suspensions, overall behavior problems and increases socio-emotional wellness. An evidenced-based system implemented with fidelity improves the academic performance, attendance, and ability of students to regulate their emotions and behave in socially appropriate ways. It also enhances students’ perception of safety and reduces teacher burnout. This topic was consistently shared in Stakeholder Input. M.S.I.P. 6 DB1, CC1 and CC1, address this goal.</p> | <p>September 2022 The Superintendent’s designee will form the team to study this issue. February 2023 The study and selection of a District-wide framework/system for teaching and managing behavior will be accomplished and communicated. Training and implementation plans will be determined. July 2023-2026 Initial training, implementation and resources will be deployed with plans made for retraining to ensure sustained implementation.</p> |

Governing Priority: *Teaching and Learning*

Governing Objective: *Establish a plan to update curriculum, assessment, instructional practices, and resources to engage students and increase achievement.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|--|---|---|--|--|
| The Superintendent, or designee, will create a representative team to develop and implement a written curriculum for all content, grade levels, and courses aligned to the Missouri Learning Standards (MLS), which includes district scope and sequence charts, teaching and planning documents, and curricular units of instruction. | <p>The Superintendent, or designee, will partner with administrators and district-wide teacher teams to develop curriculum for each content, grade level, and course. The curriculum will include the following components:</p> <ul style="list-style-type: none">• Essential learning/power standards• Curriculum maps and pacing guides• Student learning objectives• Formative and progress monitoring assessment strategies and tools• Instructional tools and resources | <p>Electronic 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.</p> | <p>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. There may be a cost to the district in relation to substitute teachers.</p> | <p>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. M.S.I.P. DB and AS1 address this goal.</p> | <p>March 2023 The curriculum will be presented to the Superintendent. April 2023 The Superintendent will present the curriculum to the school board.</p> |

Governing Priority: *Facilities*

Governing Objective: *Provide proactive care and budgeting for facility needs.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|---|---|--|---|--|
| <p>The Superintendent’s designee will conduct an evaluation of all District equipment and facilities for routine and/or maintenance needs.</p> | <p>A written report will be prepared that outlines a plan to address ongoing preventive maintenance to help preserve the life expectancy of facilities and equipment.</p> | <p>A written report will be prepared and presented to the Superintendent.</p> | <p>This information should be readily available in the District. This process will require dedicated time of current employees. Outside consultants may be utilized as appropriate. There is not a budgetary impact.</p> | <p>This plan will help the District preserve the life expectancy of equipment and plan for significant capital expenditures. M.S.I.P. L4 addresses this goal.</p> | <p>December 2022 A written report will be presented to the Superintendent. January 2023 The Superintendent will share this information to the school board. 2023-2025 The plan will be implemented as indicated. Updates to the school board will be provided annually.</p> |

Governing Priority: *Fiscal Resources*

Governing Objective: *The school board will establish a minimum fund balance*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|---|--|---|---|---|
| The Superintendent will recommend a minimum fund balance to the school board. | The Superintendent will work with the school board to determine a minimum unrestricted annual fund balance for the school district. | A written recommendation will be presented to the school board for adoption. | The Superintendent can make this determination based upon Best Practices and knowledge of the district's financial status. There is not a cost for this goal. | This plan will significantly aid the District in budgeting and the goal also aligns with MSIP 6, L.4. B and D and is a Best Practice. | February 2023 The Superintendent will provide a written recommendation to the school board. |

Governing Priority: *Technology*

Governing Objective: *Proactively budget for major capital expenditures in technology.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|---|---|--|---|--|
| The Technology Director will conduct an evaluation of all major technology equipment currently in place, and major equipment needed, in order to budget for future expenditures. | Capital expenditures can become a significant drain on the budget, especially when they are not budgeted in advance. A specific plan to address this need will be created as a component of reviewing and updating the current Technology Plan. | A written report will be prepared that outlines all major technology capital equipment, the life expectancy of the equipment, and an estimate to replace the equipment. | The Technology Director of the district, with the potential utilization of outside consultants, can prepare this plan. Unless outside consultants are utilized, there is not an immediate cost to this goal, | This plan will significantly aid the district in anticipating major technology expenditures. This report will become a part of the budgeting process. M.S.I.P. L4 addresses this issue. | November 2022 A written report will be presented to the Superintendent. February 2023 The Superintendent will present the report to the school board. |

Governing Priority: *Leadership*

Governing Objective: *Create a Professional Development Plan for the school board.*

| SMART Goal | 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. A board self-evaluation and additional input from board members will be considered as a component of the plan. | A written professional development plan will be presented to the school board. | Based on a board self-evaluation and additional input from the board, information can be attained to help develop areas of interest that would be addressed in the plan. There is not an immediate cost for this goal. | This goal addresses board policy BHA, stakeholder input, and MSIP 6 L1 addresses this goal. | August 2022 A School Board Professional Development Plan will be presented to the school board. |

Governing Priority: *Leadership*

Governing Objective: *Develop a comprehensive Professional Development Plan for the Leadership Team of the school district.*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|--|--|---|--|---|
| The Superintendent will design a process to create a Professional Development Plan for the Leadership Team of the district. | The Superintendent will work with the administrators of the district to develop a Professional Development Plan for the team as a whole and for everyone on the team individually. The plan will focus on the needs of the position individuals hold and the experiences and skills of the team. | The Superintendent will develop a written report that will be presented to the school board. | The Superintendent with the assistance of the administrators of the district, and potentially outside consultants can develop this plan for Professional Development. There is not an immediate cost for this goal. | The Leadership Team of a district is crucial in the success of the district. A Leadership Team should possess extensive experience and a honed skill set. This goal aligns with MSIP 6 L9 and TL8. | July 2022 The Superintendent will share this plan with the school board. November 2022-June 2024 The plan will be fully implemented. |

Governing Priority: *Teaching and Learning*

Governing Objective: *Develop a Professional Development Plan to ensure technology effectively supports teaching and learning*

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|--|---|--|---|---|---|
| The Superintendent, or designee, will design a process to update the Professional Development Plan for all employees. | The Superintendent will work with the administrators of the district to update the Professional Development Plan for the team as a whole and for everyone on the team individually. The plan will focus on ensuring technology is being utilized appropriately for teaching, learning and the effective operation of the school district. | The Superintendent, or designee, will develop a written report that will be presented to the Superintendent. Subsequently, the report will be presented to the school board. | The Superintendent with the assistance of the administrators of the district, and potentially outside consultants can develop this plan for Professional Development. There is not an immediate cost for this goal. | The successful utilization and integration of technology was generated from Stakeholder Input. The current Technology Plan needs to be updated and placed in a format that is presented to the school board for approval. This goal aligns with MSIP 6 TL9. | July 2022 The Superintendent will receive this plan in a written format. August 2022-June 2024 The plan will be fully implemented. |

Governing Priority: *Climate and Culture*

Governing Objective: The district will gather information to assess the Climate and Culture Data from all stakeholder groups.

| SMART Goal | Specific | Measurable | Attainable | Relevant | Time-Bound |
|---|---|--|---|---|---|
| The Superintendent will design a process to gather Climate and Culture Data. | The Superintendent will work with the administrators to design a process that will gather evidence-based Climate and Culture Data from all stakeholder groups, analyze the data, and make recommendations to the school board for strategies to keep the district on the continuous cycle of improvement. | The Superintendent will develop a written report that analyzes the results and makes specific recommendations for improvement. | The Superintendent will ensure stakeholder input is gathered in a confidential manner. We recommend the superintendent utilize outside resources to accomplish this goal. There will be a budgetary impact. | This Goal aligns with M.S.I.P. 6, D.B.3. Culture and Climate did not emerge as a concern in the district. This goal simply aligns with the requirements of M.S.I.P. DB 3. | October 2022 The Superintendent will share the results with the school board. |



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