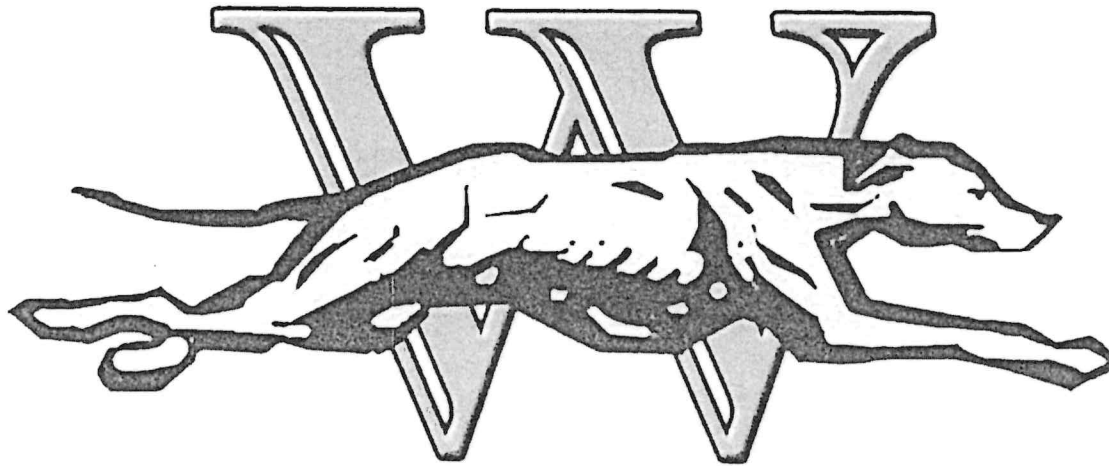




Henry County R-I School District

Building Improvement Plan: Junior High/High School Grades 7-12

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.

For the 7-12 building, the academic plan places additional emphasis on course success, MAP/EOC performance, credit attainment, graduation readiness, and preparation for postsecondary opportunities. This is particularly consistent with Missouri's current accountability direction, which emphasizes academic achievement and growth and, at the high-school level, includes measures such as Success Ready Graduate and four-year graduation rate.

Goal 1: Student Academics and Achievement

Goal Statement:

Increase academic achievement and student performance in grades 7-12 10% by providing rigorous, standards-aligned instruction, timely intervention, academic support, and intentional preparation for graduation and postsecondary success.

Desired Outcome:

Students will demonstrate increased proficiency and growth in English language arts, mathematics, science, and other core content areas while remaining on track for successful course completion and graduation.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Identify priority standards	Establish essential standards and learning targets for core courses, with particular attention to standards assessed through MAP and EOC assessments.	Priority standards documented by course.	August-September	Principal, teachers
2. Monitor and provide targeted academic interventions to students who are academically at risk.	Develop an academic early-warning system using grades, assessment results, missing assignments, course failures, and credit attainment. Offer tutoring and other supports based on student need.	Students identified and assigned appropriate intervention/support.	Weekly/Quarterly	Principal, counselor, teachers

3. Improve literacy across the curriculum	Incorporate reading comprehension, vocabulary, writing, evidence-based responses, and disciplinary literacy across content areas.	Common writing/reading measures and course assessment results.	Ongoing	All teachers
4. Monitor graduation readiness	Review credits, grades, attendance, assessment performance, and graduation requirements for students in grades 9-12.	Percentage of students on track for graduation.	Quarterly	Counselor, principal
5. Connect learning to postsecondary goals	Strengthen ICAP/career planning, career exploration, dual credit, CTE, college/career experiences, and other opportunities.	ICAP completion and participation in career/college readiness activities.	Ongoing	Counselor, teachers, administration

Academic Success Targets

By the end of the school year:

- Increase student proficiency and/or growth in ELA, mathematics, and science.
- Increase the percentage of students successfully completing core courses.
- Reduce the number of students receiving failing grades in core academic courses.
- Increase the percentage of students who are on track for graduation.
- Increase student performance on relevant MAP and EOC assessments.
- Increase the percentage of students demonstrating progress toward postsecondary/career readiness.
- Ensure students identified as academically at risk receive timely intervention and progress monitoring.

Data Sources:

MAP, EOC assessments, common formative assessments, course grades, credit audits, graduation data, intervention records, ICAP data, student work, and classroom assessments.

Goal 2: Attendance

Goal Statement:

Increase student attendance to 90% in grades 7-12 by developing a proactive attendance-monitoring system, strengthening student accountability and connection to school, engaging families early, and addressing individual barriers to attendance.

Desired Outcome:

Students will understand that regular attendance is directly connected to academic achievement, course completion, credit attainment, graduation, and future opportunities.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Monitor attendance daily	Identify students with repeated absences, tardies, and patterns of missed instructional time.	Daily/weekly attendance reports reviewed.	Daily/Weekly	Attendance staff, principal
2. Create an early-warning attendance system	Establish attendance thresholds that trigger student conferences, parent contact, and intervention.	Percentage of students receiving intervention before becoming chronically absent.	Ongoing	Principal, counselor
3. Increase family communication	Notify families early and consistently when attendance begins to decline.	Parent contacts documented; family participation in attendance interventions.	Ongoing	Teachers, counselor, administration
4. Recognize improved attendance	Recognize students who maintain excellent attendance or demonstrate meaningful improvement.	Quarterly recognition data.	Monthly	Administration

5. Connect attendance to academics and graduation	Share individual attendance and credit information with students so they understand the consequences of missed instructional time.	Student attendance/credit conferences documented.	Quarterly	Counselor, teachers
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Attendance Success Targets

By the end of the school year:

- Increase the building's overall attendance rate from the 2025-26 baseline by 10 percentage points.
- Reduce chronic absenteeism among students in grades 7-12.
- Reduce the number of students with excessive absences who are not currently receiving an intervention.
- Ensure 100% of students identified with significant attendance concerns receive documented follow-up.
- Increase the percentage of students meeting the school's established attendance goal.
- Reduce the number of course failures and students becoming off-track for graduation due to attendance-related loss of instructional time.

Goal 3: 7–12 Special Education Academic Growth

Goal Statement:

Increase academic achievement and measurable growth for students in grades 7–12 receiving Special Education services through specially designed instruction, progress monitoring, and data-driven instructional decisions.

Desired Outcome:

Students in grades 7–12 receiving Special Education services will demonstrate measurable academic growth in reading

and mathematics and make progress toward grade-level standards and their individual IEP goals based on identified needs.

Action Step	Implementation Strategy	Measurement/Indicator	Timeline	Responsible Personnel
1. Review student academic data	Review MAP, classroom, course, assessment, and IEP data to identify academic strengths and areas of need for students receiving Special Education services.	Student academic needs identified and documented.	August-September /Quarterly	Special Education staff, teachers, administrators

2. Provide targeted instruction	Provide specially designed instruction and appropriate academic supports based on individual student needs and IEP goals.	Students receive instruction and supports aligned to identified academic needs and IEP goals.	Ongoing	Special Education staff, teachers
3. Monitor student progress	Monitor progress toward IEP goals using progress-monit oring data, classroom assessments, course performance, and other appropriate measures.	Progress data collected and reviewed regularly; student growth documented.	Monthly/Quarterly	Special Education staff, teachers

4. Use progress data to adjust instruction	Use progress-monitoring and assessment data to adjust instructional strategies, supports, or intervention approaches while continuing to address each student's identified IEP goals.	Instructional adjustments documented when needed and progress toward IEP goals monitored.	Quarterly/Ongoing	Special Education staff, teachers
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Academic Success Targets

By the end of the school year:

- Increase the number of 7–12 Special Education students demonstrating academic growth in reading and mathematics.
- Increase the number of 7–12 Special Education students making expected progress toward their IEP goals.
- Reduce the number of 7–12 Special Education students performing significantly below grade-level expectations.
- Ensure 100% of students receiving Special Education services have progress toward their IEP goals monitored and documented according to their IEP.

- 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.

Data Sources:

MAP results, classroom assessments, course performance, common formative assessments, IEP progress-monitoring data, state assessment results, and student work samples.

Common Progress-Monitoring Structure

Identify → Implement → Monitor → Adjust → Evaluate

Monthly

Building leadership teams review:

- Attendance rate
- Chronic absenteeism
- Students with emerging attendance concerns
- Common assessment results
- Students receiving interventions
- Course failures/academic concerns
- Intervention effectiveness

Quarterly

The building team conducts a deeper review of:

- Academic growth
- Student achievement
- Attendance trends

- Intervention outcomes
- Grade-level/course trends
- Student subgroups
- Students who remain below expectations
- Effectiveness of improvement strategies

End of Year

The building evaluates:

1. Did student achievement improve?
2. Did student growth improve?
3. Did attendance improve?
4. Did chronic absenteeism decrease?
5. Which interventions produced the greatest impact?
6. Which strategies should be continued, modified, or discontinued?

Suggested Overall Targets

Area	K-6 Elementary	7-12 JH/HS
Goal 1: Academics	Increase literacy and math achievement/growth	Increase ELA, math, science, course success, and graduation readiness
Goal 2: Attendance	Increase attendance and reduce chronic absenteeism	Increase attendance, reduce chronic absenteeism, and improve course/credit completion
Goal 3: Special Education & Title	Increase academic achievement and growth	Increase academic achievement and growth
Primary Academic Focus	Foundational literacy, reading comprehension, math reasoning	MAP/EOC and course success
Intervention Focus	Early identification and small-group intervention	Early-warning system, tutoring, course intervention, credit recovery
Student Support	Teacher/family intervention	Student conferences, ICAP/career connection, graduation monitoring
Progress Monitoring	Formative assessments + MAP + attendance	Grades + MAP/EOC + credits + attendance
Annual Attendance Target	+10 percentage point from 2025-26 baseline	+10 percentage point from 2025-26 baseline
Chronic Absenteeism	Decrease from 2025-26 baseline	Decrease from 2025-26 baseline