St. Clair R-XIII School District

Continuous School Improvement Plan
2022-2027

Mission: "Inspire and Empower Every Student"

Vision: "Committed to Excellence"

Core Values:

- Education is a lifelong process.
- All Students will learn to be prepared to compete and excel in a global society.
- An educational environment accepts cultural diversity.
- Educational programs encourage individual thinking, goal setting, and problem solving skills.
- Each individual is unique and must have the opportunity to learn to the extent of his/her ability.
- Effective learning is a shared responsibility of parents, students, staff and community.
- The recruitment and retention of high quality staff is essential to ensure student learning.
- An individual's physical, mental, emotional, and spiritual well-being is essential, to develop strong ethical and moral values to be successful.
- Learning best occurs in a safe and caring environment.
- Each individual is responsible for his or her actions and has the right to be treated with dignity and respect.
- An appreciation of our democratic heritage must be passed onto future generations.

ST. CLAIR R-XIII SCHOOL DISTRICT

COMMITTED TO EXCELLENCE

Vision

"Committed to Excellence"

Mission

"Inspire and Empower Every Student"

- Leadership and Governance
- Effective Teaching and Learning
- Collaboration, Culture, Community, and Communication
- Data-Based Decision Making
- Alignment to Standards, Curriculum, and Assessment
- Equity and Access

www.stcmo.org

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Building Continuous Improvement Plans

St. Clair Elementary
Edgar Murray Elementary
St. Clair Junior High
St. Clair High School

Program Evaluation Alignment

All program evaluations are tied to the CSIP and reviewed annually by the Board of Education.

JULY	JANUARY
School Bus Routes (CC1)	Special Education (AS2, DB1, DB2, DB4, EA1, EA2, EA3, TL1) Federal Programs (TL1, TL2, TL7)
AUGUST	**FEBRUARY**
School Climate (CC2, CC3, CC4, DB3) Facilities/Grounds (L4, L10) Conflict of Interest Statement (L2)	
SEPTEMBER	**MARCH**
Parents as Teachers (cc4) Early Childhood (TL2)	Career Vocational (EA2, TL3, TL10) Continuous Improvement Plan
OCTOBER	**APRIL**
Transportation (CC1) ELL/Migrant (TL7) Continuous Improvement Plan	Guidance/Counseling (CC1, CC2, DB4, EA2, EA4, TL4, TL10) Health Services (CC1, L10)
NOVEMBER	**MAY**
Gifted Education (As1, DB4, EA2, TL1) Community Education (CC4, TL3, TL10)	Curriculum (AS1, TL6) Library Media Resources (TL11) Professional Development (As1, DB4, TL8, TL9)
DECEMBER	**JUNE**
Technology (TL9) Food Service (L10) Homeless (TL7)	Financial Evaluation (EA4, L4) A+ Program (A4) Chief Financial Officer/Title IX (EA4, L4)

Leadership & Governance

Pillar 1: Leverage a proactive, collaborative approach to managing district growth and improving student achievement

Target 1: Highly Effective Personnel

Strategy 1: *All students will have access to highly effective District personnel.*

Funding Source: Fund 10, 20, Title I, II, and PDC Budget

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Implement board-adopted teacher/leader standards to ensure effective instructional staff. *Teacher/Leader standards (TL5)*	Establish a Standard and Indicator aligned to DESE's Professional Frames of the Educator (professional commitment, professional impact, and professional practice).	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Administrator and Teacher Evaluations • Certified Teacher Handbook • Board Policies and Regulations	• July 1, 2026 to June 30, 2027 • Teacher Handbook July 2027 • Instructional Coach Evaluation July 2027
	Provide a buddy for all teachers new to the district and mentors for first and/or second-year teachers aligned with DESE Mentor Standards.	• Assistant Superintendent of CIA • Administrators • District Professional Development Committee	• Mentor & Mentor Handbook • Teacher Evaluation • Mentee/Mentor Program Survey	• July 1, 2026 to June 30, 2027 • Mentor Handbook July 2026
Provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals. *Personnel (L9)*	Provide sufficient staffing of highly qualified personnel to achieve the District's vision, mission, and core values.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• MOSIS • CORE Data • Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation July 2027
	Provide High Quality Professional Development to staff according to need and request.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Professional Development Committee	• Professional Development Request Forms • Administrator and Teacher Evaluations • Professional Development Logs	• July 1, 2026 to June 30, 2027 • Professional Development Committee Evaluation May 2027
Ensure the use of an effective evaluation process for all employees. *Personnel and Program Evaluation (L7)*	Oversee, evaluate, and assist teachers in increasing student learning and aid in retaining highly qualified employees.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Teacher Evaluations with feedback • Teacher Evaluation Handbook • MOSIS • CORE Data	• July 1, 2026 to June 30, 2027 • Teacher Handbook July 2026

Target 2: Governance

Strategy 2: *The Board of Education and administrators will engage in ongoing professional learning and self-evaluations to conduct ethical school business.*

Funding Source: Fund 10 and 20

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
The Board of Education and superintendent engage in ongoing professional learning and self-evaluation to strengthen governance practices. *School Board Leadership (L1)*	Ongoing professional development will be received by all Board of Education members and the Superintendent.	• Board of Education • Superintendent	• Professional Development Certificate	• July 1, 2026 to June 30, 2027
The Board of Education and administration conducts school system business in an ethical, legal, and transparent manner. *Ethics (L2)*	Enforce, adopt, and adhere to board policies in compliance with Missouri Open Meetings and Records Act.	• Board of Education • Superintendent	• Board Agendas • Board Policies and Regulations	• July 1, 2026 to June 30, 2027
The Board of Education establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance. *School Board Policy (L5)*	Implement a comprehensive set of board policies subject to annual review, revision, and/or additions that shall govern the District.	• Board of Education • Superintendent	• Board Agendas • Yearly Schedule of Board Policies and Regulations	• July 1, 2026 to June 30, 2027
The Board of Education employs and evaluates the job performance of an appropriately certificated superintendent to manage school system operations. *Superintendent Roles, Responsibilities and Evaluation (L6)*	Receive ongoing professional development for all administrators.	• Board of Education • Superintendent • Administrators	• Administrator Evaluations	• July 1, 2026 to June 30, 2027
	Evaluate the Superintendent and administrators according to the evaluation schedule.	• Board of Education • Superintendent • Administrators	• Administrator Evaluations with feedback	• July 1, 2026 to June 30, 2027

Target 3: Continuous, Innovative Improvement

Strategy 3: *The Board of Education will adopt, monitor, and annually review the District's school improvement goals for continuous progress and innovation.*

Funding Source: Fund 10

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
District and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them. *Continuous and Innovative Improvement (DB2)*	Reflect annually on the established program evaluation cycles of continuous and innovative improvement that utilize data collection, analysis, planning, and intentional feedback to improve the instructional process and student growth.	• Board of Education • Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Director of Transportation	• CSIP • Program Evaluations	• July 1, 2026 to June 30, 2027 • CSIP August 2026 • Program Evaluation Schedule June 2027

		• Administrators		
The Board of Education adopts, monitors, and annually reviews the implementation and outcomes of the CSIP. *Continuous School Improvement (L3)*	Implement and review the district CSIP annually that focuses on district performance and improvement, ensuring each student's academic preparation and well-being that meets the DESE required elements and guides the development of BSIPs.	• Board of Education • Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Director of Transportation • Administrators	• CSIP • BSIPs • Board Agendas	• July 1, 2026 to June 30, 2027 • CSIP August 2026 • BSIPs September 2026

Target 4: Safety & Wellness

Strategy 4: *The St. Clair School District's School Safety & Wellness Plans will provide a safe and healthy environment for students, staff, and the community.*

Funding Source: Fund 10, 20, and 40

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Actively address school safety and security in all facilities. *School Safety (L10)*	Create a timeline with the necessary plans and provisions for the care and upkeep of facilities and grounds.	• Superintendent • Assistant Superintendent of Support Services • Director of Maintenance	• Short and Long Term Facilities Plan • Capital Projects Budget	• July 1, 2026 to June 30, 2027 • Facilities/Grounds Evaluation August 2026
	Designate a district safety coordinator and provide Standard Response Protocol Training for all staff members.	• Assistant Superintendent of Support Services • Director of School Security • School Resource Officer • Administrators	• Monthly Safety Reports • Safety Committee Meeting Agendas • Emergency Drill Schedules	• July 1, 2026 to June 30, 2027
	Provide training and professional development for the transportation department.	• Assistant Superintendent of Support Services • Director of Transportation • Director of School Security • School Resource Officer	• Transportation Evaluation • Professional Development Log	• July 1, 2026 to June 30, 2027 • Transportation Evaluation October 2026
	Provide for the safety, health and physical well-being of students.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Director of Transportation • Administrators • Nurses	• Health Services Evaluation • Partnership with St. Clair Police Department • Partnership with St. Clair Fire Department • Partnership with St. Clair Ambulance District	• July 1, 2026 to June 30, 2027 • Health Services Evaluation April 2027 • Food Service Evaluation December 2026

			• Partnership with Compass and Preferred Family Health	

Effective Teaching & Learning

Pillar 2: Execute innovative research-based teaching and learning practices to develop & engage students and staff.

Target 5: Instruction & Technology

Strategy 1: *All buildings will implement evidence-based instructional practices within minimum standard class sizes and supportive technology.*

Funding Source: Fund 10, 20, Title I, II, and PDC Budget

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Implement evidence-based instructional practices to ensure the success of each student *Effective Instructional Practices (TL6)*	Implement core instructional/literacy practices (frameworks) articulated in the District Curriculum and Instruction Handbook.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches	• District Curriculum Plan • District Assessment Plan	• July 1, 2026 to June 30, 2027 • Curriculum Evaluation May 2027
	Set yearly District instructional targets per priorities in MSIP 6 and district data analysis.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches	• Administrator and Teacher Evaluations	• July 1, 2026 to June 30, 2027
	Design and implement District Professional Development Feedback and District protocols for both Administrative and Instructional Specialists to evaluate/coach and follow-up to support instruction.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • District Professional Development Committee	• PD Committee Agendas • PD Needs Survey • PD Request Form Submissions • Professional Development Program Evaluation	• July 1, 2026 to June 30, 2027 • Professional Development Evaluation May 2027
Ensure class sizes are consistent with grade-level and program standards per MSIP 6. *Class Size and Assigned Enrollments (TL12)*	Continue evaluating teacher-student, admin-student ratios that include concession for alternative class size limits.	• Superintendent • Assistant Superintendent of CIA • Administrators	• Student Information System	• July 1, 2026 to June 30, 2027 • Class Size Review September 2026
Provide adequate technology and professional development to support teaching and learning. *Use of Technology to Improve Instruction (TL9)*	Establish District and Building technology goals and evaluation timelines for implementation	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • District Technology Committee	• Technology Program Evaluation	• July 1, 2026 to June 30, 2027 • Technology Program Evaluation December 2026
	Establish and maintain Virtual Learning Platforms	• Assistant Superintendent of CIA	• Technology Program Evaluation	• July 1, 2026 to June 30, 2027

		• Instructional Coaches • Building Counselors		• Technology Program Evaluation December 2026 • MOCAP Info on Website July 2027
	Align Professional Development Plan to reflect District and Building Technology goals.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • District Professional Development Committee	• District Professional Development Calendar • Professional Development Plan	• July 1, 2026 to June 30, 2027 • PD Calendar August 2026-May 2027 • Professional Development Evaluation May 2027
	Utilize the Google Workspace for Education as the District platform.	• Assistant Superintendent of CIA • Administrators • Director of Technology • Instructional Coaches	• District-wide database of current software, apps, tools, and online resources. • ESEA Consolidated Plan	• July 1, 2026 to June 30, 2027
Provide high-quality library media resources that effectively prepare learners and educators with a diverse literacy collection and enrichment of the curriculum. *Library Media(TL11)*	Implement a district-wide Library Media Plan that articulates collaboration with instructional staff and District Librarians to integrate innovative media resources.	• Assistant Superintendent of CIA • Administrators • Librarians	• Library Media Resource Program Evaluation	• July 1, 2026 to June 30, 2027 • Library Media Resources Program Evaluation May 2027
	Audit K-12 library collections for their diverse collection of digital, informational, and reading resources	• Assistant Superintendent of CIA • Administrators • Librarians	• Library Media Resource Program Evaluation	• July 1, 2026 to June 30, 2027 • Library Media Resources Evaluation May 2027

Target 6: Professional Development

Strategy 2: *The St. Clair School District will adopt & implement a collaborative, multi-tiered professional development model targeting District, building, and educator growth.*

Funding Source: Fund 10, 20, Title I, and PDC Budget

OBJECTIVES	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Professional learning activities support effective instructional practices in school systems: professional learning based on evidence-based instructional practices, staff growth goals, and student performance goals outlined in CSIP. *Professional Learning (TL8)*	Certified staff's professional development will be ongoing, research-based, focused, and designed for adult learners.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • District Professional Development Committee	• PD Committee Agendas • District Professional Development Calendar • CSIP • Educator Growth Plans • Surveys • Professional Development Logs	• July 1, 2026 to June 30, 2027 • PD Calendar August 2026-May 2027 • Professional Development Evaluation May 2027
	Develop and plan yearly scheduled classified staff's professional development	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Administrators	• District Professional Development Calendar • PD Committee Agendas • Training Agendas • ESEA Consolidated Plan	• July 1, 2026 to June 30, 2027 • PD Calendar August 2026-May 2027

	Plan professional development to align to the District's Comprehensive School Improvement Plan.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • District Professional Development Committee	• PD Committee Agendas • District Professional Development Calendar • Teacher Growth Plans • ESEA Consolidated Plan	• July 1, 2026 to June 30, 2027 • PD Calendar August 2026-May 2027 • Professional Development Program Evaluation May 2027
School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices. *Collaborative Teams (DB4)*	Establish collaborative teams, times, and peer-to-peer observations to focus on data, instructional practices, strategies, and educator growth goals to improve student achievement.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Teachers	• PLC Agendas • Educator Growth Plans • Peer Observations	• July 1, 2026 to June 30, 2027 • Professional Development Evaluation May 2027 • SPED Evaluation January 2027

Collaboration, Culture, Community, and Communication

Pillar 3: Grow partnerships through collaborative efforts and open communication to support the mission, vision, and values

Target 7: Collaborative Culture

Strategy 1: *The St. Clair School District will implement processes that sustain a collaborative culture and climate of high expectations.*

Funding Source: Fund 10, 20, and Title I

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Establish a culture focused on learning, characterized by high academic and behavioral expectations for each student. *Culture of High Academic and Behavioral Expectations (CC2)*	Provide classroom environments that are free from disruption, safe, and conducive to learning for all.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • Counselors • District Social Worker • Teachers	• Monthly Safety Reports • Safety Committee Meeting Agendas	• July 1, 2026 to June 30, 2027 • Building Climate and Culture Reports December 2026
	Utilize teachers, counselors, and district social worker to collaborate with families to provide outside resources to assist at-risk students.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• Counseling Department Program Evaluation	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027

	Maintain a Character Education program to promote leadership, appropriate behavior, and safe schools	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • Counselors • Teachers	• Building Climate and Culture Survey Results • Student Survey Results	• July 1, 2026 to June 30, 2027 • Building Climate and Culture Reports December 2026
School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices. *Collaborative Teams (DB4)*	Utilize data and care collaborative teams, including counselors and social worker, to create Multi-Tiered Systems of Support (MTSS) action steps and lesson designs for at-risk students in a positive classroom learning environment.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • Social Worker • Counselors • Teachers	• PLC Meeting Agendas • Care Team Data	• July 1, 2026 to June 30, 2027 • Gifted Program Evaluation November 2026
Gather and analyze school climate and culture data from all stakeholder groups. *Climate and Culture Data (DB3)*	Continue relationships with students, staff, parents, and community members through district surveys, analyze data for continuous school improvement and provide feedback.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Building Climate and Culture Survey Reports • Student Survey Results	• July 1, 2026 to June 30, 2027

Target 8: Partnerships

Strategy 2: *The St. Clair Schools will develop and sustain parent and community partnerships that support the Mission, Vision, and Cores Values of stakeholders.*

Funding Source: Fund 10, 20, and Title I

OBJECTIVES	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Engages parents/guardians to create effective partnerships that support the development and achievement of their students. *Parent/Guardian Involvement (CC4)*	Create opportunities PK-12 for family engagement in the educational processes and activities that provide information related to student development and achievement in a welcoming atmosphere.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • Parent Educators • Teachers	• Parent/Teacher Conferences • Parents as Teachers Group Activities • Surveys • Building Climate and Culture Report • Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027 • PAT Program Evaluation September 2026
	Offer Parents As Teachers (PAT) services to families birth to three years.	• Assistant Superintendent of CIA • Administrators • Parent Educators	• Parent As Teachers Program Evaluation	• July 1, 2026 to June 30, 2027 • PAT Program Evaluation September 2026
Create and maintain collaborative opportunities and relationships with school districts, businesses, industry, post-secondary	Maintain collaborative opportunities and relationships with school districts, businesses, industry, post-secondary institutions, and other entities to create	• Superintendent • Assistant Superintendent of CIA	• Building Climate and Culture Survey Reports • Mentor Program Surveys	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027 • Mentor Handbook July 2026

institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators. *Collaborative Partnerships (CC3)*	or maintain well-rounded educational opportunities for students and educators.	• Assistant Superintendent of Support Services • Administrators	• Federal Program Evaluation • Partnerships with ECC	

Target 9: Public Relations/Marketing				
Strategy 3: The St. Clair School District will implement a strategic communication & marketing plan for administration, staff, & stakeholders. Funding Source: Fund 10				
OBJECTIVE	**DISTRICT ACTION STEPS**	**RESPONSIBLE**	**RESULTS**	**TIMELINE**
Provide two-way reliable and representative communication with all stakeholders. *Communication (L8)*	Establish protocols of two-way communication to intentionally engage with parents, community, and staff.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Parentlink/Finalsite • Monthly Newsletters • Student Information System (SIS) • Google Platform (email, Google Classroom)	• July 1, 2026 to June 30, 2027
	Utilize and maintain district communication through a user-friendly website and social media.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• District Website • Social Media Accounts • Parnetlink/Finalsite • Monthly Newsletters • Bulldog Brag	• July 1, 2026 to June 30, 2027

Data Based Decision Making

Pillar 4: Use data at the classroom, building, and district levels to improve programs and processes.

Target 10: Finance & Resources				
Strategy 1: *The St. Clair School District will report on and operate with fiscal integrity, efficiency, and effectiveness to provide quality facilities, grounds, and resources.* Funding Source: Fund 10, 20, 30, and 40				
OBJECTIVE	**DISTRICT ACTION STEPS**	**RESPONSIBLE**	**RESULTS**	**TIMELINE**
Manage school operations and resources to promote each student's academic success and well-being. *Operations and Resource Management (L4)*	Follow a facility's plan to address the district facility's needs.	• Superintendent • Assistant Superintendent of Support Services • Director of Maintenance	• Short and Long Term Facilities Plan • Capital Projects Budget • Facilities/Grounds Program Evaluation	• July 1, 2026 to June 30, 2027 • Facilities/Grounds Program Evaluation August 2026

	Engage in long-range financial planning and communicate financial health and related information to district stakeholders.	• Superintendent • Board of Education	• District Budget	• July 1, 2026 to June 30, 2027
	Maintain a healthy operational fund balance.	• Board of Education • Superintendent	• District Budget	• July 1, 2026 to June 30, 2027
Submit data required by the Department of Education in an accurate and timely manner. *Data Submission (DB1)*	Maintain and submit data required for MOSIS, CORE Data, and ASBR in a timely manner.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Administrators • Administrative Assistants	• MOSIS • CORE Data • ASBR	• July 1, 2026 to June 30, 2027

Target 11: Student Success				
Strategy 2: *The St. Clair School District will provide access to equitable academic, social, and behavioral services so all students can Learn, Lead, and Succeed.* Funding Source: Fund 10, 20, and Title IV				
OBJECTIVE	**DISTRICT ACTION STEPS**	**RESPONSIBLE**	**RESULTS**	**TIMELINE**
School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices. *Collaborative Teams (DB4)*	Utilize PLC teams and/or Care Teams, including counselors and district social worker, to create Multi-Tiered Systems of Support (MTSS) action steps and lesson designs for at-risk students in a positive classroom learning environment.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• PLC Team Agendas and Data Sheets • Care Team Agendas and Data Sheets	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027
Gather and analyze school climate and culture data from all stakeholder groups. *Climate and Culture Data (DB3)*	Continue relationships with students, staff, parents, and community members through district surveys, analyze data for continuous school improvement and provide feedback.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Building Climate and Culture Survey Reports	• July 1, 2026 to June 30, 2027
School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices. *Collaborative Teams (DB4)*	Utilize PLC teams and/or Care Teams, including counselors and district social worker, to create Multi-Tiered Systems of Support (MTSS) action steps and lesson designs for at-risk students in a positive classroom learning environment.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• PLC Team Agendas • Care Team Agendas • Student Intervention Data	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027

Provide all students' school counseling services to support their career, academic, and social/emotional development. *Comprehensive School Counseling Program (TL10)*	Explore the 16 Career Clusters in Missouri Connections and begin to formulate post-secondary educational plans through student ICAPs.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• Counseling Program Evaluation • Career Academic Plans • ICAP Forms	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027
Provide a comprehensive multi-tiered system of support that addresses each student's academic, emotional, behavioral, social, and physical needs. *Multi-Tiered Systems (TL7)*	Monitor the district-wide plan to sustain a multi-tiered system of support model of academic and behavioral interventions.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• PLC Team Agendas • Care Team Agendas • Student Intervention Data • ESEA Consolidated Plan	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027
	Provide Federal Programs Title services that address students' academic, emotional, and social needs; include homeless and nonpublic school students.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027
	Support English Language Learners (ELL) to attain English proficiency and master essential standards in core areas	• Assistant Superintendent of CIA • Administrators • District Social Worker • Counselors • Teachers	• Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027

Alignment to Standards, Curriculum, and Assessment

Pillar 5: Achieve improved student performance through quality instructional programs

Target 12: Curricular Scope & Development				
Strategy 1: *The St. Clair School District will develop & provide access to a scope of research-supported programs and course tracks so students have equitable access to aligned, viable, assessed, and inclusive curricula.* Funding Source: Fund 10, 20, Title I, and PDC Budget				
OBJECTIVES	**DISTRICT ACTION STEPS**	**RESPONSIBLE**	**RESULTS**	**TIMELINE**
Instructional staff implements a comprehensive, rigorous, guaranteed, and viable curriculum	Develop, implement, and evaluate an inclusive, equitable, comprehensive, rigorous, and viable curriculum aligned	• Assistant Superintendent of CIA • Administrators	• District Curriculum Plan • District Assessment Plan	• July 1, 2026 to June 30, 2027 • Curriculum Program Evaluation May 2027

for all instructional courses and programs aligned to the Missouri Learning Standards. *Viable Curriculum Aligned to MLS (AS1)*	to the Missouri Learning Standards to meet the needs of ALL students	• Instructional Coaches • Teachers	• District Curriculum Revision & Review Schedule	• Gifted Handbook July 2026 • Gifted Program Evaluation November 2026 • Federal Program Evaluation January 2027
	Establish a systematic plan for developing and revising the curriculum.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • Teachers	• District Curriculum Plan • District Assessment Plan • District Curriculum Revision & Review Schedule	• July 1, 2026 to June 30, 2027 • Curriculum Program Evaluation May 2027
	Establish a cycle to ensure vertical PK-12 teams meet to align and maintain the curriculum seamlessly.	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • Teachers	• District Curriculum Revision & Review Schedule • District Professional Development Calendar • Vertical Teaming Agendas	• July 1, 2026 to June 30, 2027 • Curriculum Program Evaluations May 2027
Provide relevant, high-quality career technical education and/or advanced professional studies. *High-Quality Career Education (TL3)*	Provide relevant, high-quality Career Technical Education and Advanced professional studies programming based on students' ICAPs and ASVAB, ACT, AP, CTE scores.	• Assistant Superintendent of CIA • HS Administrators • Instructional Coaches • Counselors • Teachers	• Career Vocational Program Evaluation • VoTech Data • CTE Course Enrollment • CCR Data • ACT/WorkKeys Data	• July 1, 2026 to June 30, 2027 • Career Vocational Program Evaluation March 2027
	Implement a future teachers program to cultivate and support paras to consider the teaching profession.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Future Teachers of America Participation • Partner with local colleges/universities	• July 1, 2026 to June 30, 2027
Ensure birth through pre-kindergarten population has access to high-quality early learning experiences. *High-Quality Early Learning (TL2)*	Provide early learning education and ensure alignment to the Missouri Early Learning Standards (MELS).	• Assistant Superintendent of CIA • Administrators • Instructional Coaches • Preschool Teachers • PAT Educators	• Parents As Teachers Program • Early Childhood Program Evaluation • Federal Programs Evaluation	• July 1, 2026 to June 30, 2027 • PAT and Early Childhood Program Evaluations September 2026 • Federal Programs Evaluation January 2027

Target 13: Success Ready Students

Strategy 2: *Students, including subgroups, will demonstrate academic achievement and growth.*

Funding Source: Fund 10, 20, and Title I

OBJECTIVES	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Students and identified student groups demonstrate multiple measures of success by meeting or exceeding the state standard and/or	Demonstrate significant measurable student improvement through multiple measures: attendance, curricular, Reading Diagnostic, STAR, MAP, EOC, Kindergarten Readiness, including	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches	• Annual Performance Report • Missouri Assessment Program Results Data	• July 1, 2026 to June 30, 2027 • APR Report December 2026 • Gifted Program Evaluation November 2026

demonstrating significant measurable improvement. *Success Ready Students *(TL1)*	subgroups, to meet or exceed the district, state, and national assessments standards.	• Counselors • Teachers	• End of Course Results Data • Reading Diagnostic and STAR Data • Benchmark Data • Kindergarten Readiness Data	• Federal Programs Evaluation January 2027

Target 14: Graduation Rate & Attendance

Strategy 3: *All students will graduate from educational programming meeting Missouri State Graduation & attendance requirements*

Funding Source: Fund 10 and 20

OBJECTIVES	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Ensure all students successfully complete high school. *Graduation Rate (EA2)*	Ensure programs and activities are in place to assist all students, including at-risk students, to successfully complete high school.	• Superintendent • Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Administrators • Counselors • Teachers	• Building School Improvement Plans • Alternative Program Evaluation • Special Education Program Evaluation • Section 504 Evaluation • Annual Performance Report	• July 1, 2026 to June 30, 2027 • BSIPs September 2026 • Counseling Program Evaluation April 2027 • SPED Program Evaluation January 2027 • Gifted Program Evaluation November 2026
	Develop and reflect on students' Individual Career and Academic Plans (ICAP) 8th-12th grade.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • JH & HS Administrators • JH & HS Counselors	• Student ICAP Documents	• July 1, 2026 to June 30, 2027
Students and identified student groups are prepared for post-secondary success. *Follow-Up Rate of Graduates (EA3)*	Use and analyze 5-year follow-up data on post-secondary student success to inform decision-making and improvements.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Counselors • Teachers	• 5-year follow-up data • Annual Performance Report • WorkKeys, ACT, and ASVAB Data • IRC Data • Early College Academy Success	• July 1, 2026 to June 30, 2027 • APR Report December 2026
Implement an attendance plan to ensure the success of all students. *Attendance*	Ensure an attendance plan is implemented and followed PK-12 to maintain students' attendance at 90% or above.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Director of Special Education • Administrators • Counselors	• Student Information System Attendance Data • Annual Performance Report	• July 1, 2026 to June 30, 2027 • APR Report December 2026

Target 15: Assessment System

Strategy 4: *Following an updated Comprehensive Assessment Plan, administrators and educators will systematically collect & analyze local, State, and National data to improve student achievement.*

Funding Source: Fund 10 and 20

OBJECTIVES	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Implements a comprehensive assessment system to ensure the success of all students. *Assessments Aligned to MLS (AS2)*	Establish and implement a collaborative process for collecting, examining, and interpreting data.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Counselors • Teachers	• District Assessment Plan • Reading Diagnostic and STAR Data • Benchmark Data • MAP Data	• July 1, 2026 to June 30, 2027 • Assessment Schedule August 2027
	Administer all assessments with equity and fidelity required to measure academic achievement which meets or exceeds district, state, and national standards, demonstrating growth or improvement.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Counselors • Teachers	• Annual Performance Report • Missouri Assessment Program Results Data • End of Course Results Data • STAR/Reading Diagnostic Data	• July 1, 2026 to June 30, 2027 • APR Report December 2026
	Collect and analyze data to adjust, differentiate instruction, and include higher-order thinking, problem-solving and complex reasoning skills, and provide timely, descriptive feedback to students from assessments.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Teachers	• Missouri Assessment Program Results Data • End of Course Results Data • Teacher Evaluations	• July 1, 2026 to June 30, 2027 • APR Report December 2026
Administer assessments required by the Missouri Assessment Program to measure academic achievement and demonstrate improvement in students' performance. *Academic Achievement (EA1)*	Review and implement an Assessment Plan and Assessment schedule that will demonstrate improvement in student performance over time.	• Assistant Superintendent of CIA • Director of Special Education • Administrators • Instructional Coaches • Teachers	• District Assessment Plan • District Assessment Schedule • Annual Performance Report • Missouri Assessment Program Results Data • End of Course Results Data • Reading Diagnostic and STAR Data • Benchmark Data	• July 1, 2026 to June 30, 2027 • Assessment Schedule September 2026 • APR Report December 2026

Equity & Access

Pillar 6: Establish a systematic plan that recognizes the diverse community we serve.

Target 16: Equitable Education

Strategy 1: *The St. Clair School District will implement supports and remove barriers to provide an equitable, well-rounded, and inclusive learning experience.*

Funding Source: Fund 10, 20 and Title IV

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Focus on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful support, and relevant educational experiences. *Equity of Educational Experiences (EA4)*	Ensure each student is purposefully engaged and is provided rigorous instruction, meaningful support, and relevant educational experiences.	• All District Staff	• Diversity and Inclusion Training • Education in Equity Training • Equity Access Audit	• July 1, 2026 to June 30, 2027
	Intentionally focus on equitable access to teachers, learning experiences, supports, curriculum, multiple perspectives, and barrier reduction between student groups.	• All District Staff	• Diversity and Inclusion Training • Equity Access Audit	• July 1, 2026 to June 30, 2027
	Provide the opportunity for all students to have equal access to financial support for post-secondary options through the A+ program.	• Assistant Superintendent of CIA • HS Principal • A+ Coordinator	• A+ Program Evaluation	• July 1, 2026 to June 30, 2027 • A+ Program Evaluation June 2027
	Provide the opportunity for all students to have equal access for support to post-secondary options.	• HS Principal • Post-Secondary Advisory • HS Counselors	• Post Graduate Follow-up • Student Survey Data • Counseling Program Evaluation	• July 1, 2026 to June 30, 2027 • Counseling Evaluation April 2027

Target 17: Student Services

Strategy 2: *The St. Clair School District will provide access to equitable academic, social, and behavioral services so all students can Learn, Lead, and Succeed.*

Funding Source: Fund 10, 20 and Title IV

OBJECTIVE	DISTRICT ACTION STEPS	RESPONSIBLE	RESULTS	TIMELINE
Provide a safe and caring environment that supports teaching, learning, and student success. *Safe, Orderly and Caring Environment (CC1)*	Respect individual differences and implement training on trauma-informed methodologies, suicide awareness and prevention, violence prevention, child sexual abuse prevention, bullying, and educational equity for students and staff.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators	• Professional Development Committee Agendas • PLC Agendas • MUSIC Trainings • Monthly Safety Reports	• July 1, 2026 to June 30, 2027 • Health Services and Counseling Program Evaluations April 2027

		• District Social Worker • Counselors • Teachers	• Health Services and Counseling Program Evaluations	
	Provide training and professional development for the transportation department to ensure student safety and positive interaction.	• Assistant Superintendent of Support Services • Director of Transportation • Bus Drivers	• Transportation Program Evaluation	• July 1, 2026 to June 30, 2027 • Transportation Evaluation October 2026
Prepare students through the development of essential interpersonal and interpersonal skills. *Intra- and Interpersonal skills (TL4)*	Implement a PK-12 School Counseling Program that supports responsive services, curriculum, individual planning, and system of supports aligned to MELS, MLS, and MO Counseling program standards.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• Counseling Program Evaluation	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027
Provide all students' school counseling services to support their career, academic, and social/emotional development. *Comprehensive School Counseling Program (TL10)*	Explore the 16 Career Clusters in Missouri Connections and begin to formulate post-secondary educational plans through student ICAPs.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• Counseling Program Evaluation • Career Academic/ICAPS Plans	• July 1, 2026 to June 30, 2027 • Counseling Program Evaluation April 2027 • Federal Program Evaluation January 2027
Provide a comprehensive multi-tiered system of support that addresses each student's academic, emotional, behavioral, social, and physical needs. *Multi-Tiered Systems (TL7)*	Utilize PLC teams and/or Care Teams, including counselors and district social worker, to create Multi-Tiered Systems of Support (MTSS) action steps and lesson designs for at-risk students in a positive classroom learning environment.	• Assistant Superintendent of CIA • Assistant Superintendent of Support Services • Administrators • District Social Worker • Counselors • Teachers	• PLC Agendas and Data Sheets • Care Team Agendas and Data Sheets	• July 1, 2026 to June 30, 2027
	Provide Federal Programs Title services that address students' academic, emotional, and social needs; include homeless and nonpublic school students.	• Assistant Superintendent of CIA • Administrators • District Social Worker • Counselors • Teachers	• Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027
	Support English Language Learners (ELL) to attain English proficiency and master essential standards in core areas	• Assistant Superintendent of CIA • Administrators • District Social Worker • Counselors • Teachers	• Federal Program Evaluation	• July 1, 2026 to June 30, 2027 • Federal Program Evaluation January 2027

**The Comprehensive School Improvement Plan is a 5-year ongoing living document.*

Latest Board Approval: September 9, 2026

The CSIP was developed by board members, teachers, parents, community members, administrators, librarians, instructional coaches, and students.

Appendix A: MSIP 6 Standards and Indicators

Leadership (L)

- School Board Leadership
  - L1-The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.
    A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district's continuous improvement process.
    B. Local board members complete all legally required board training within the mandated time frame.
    C. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.
    D. The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.
- Ethics
  - L2-The local board and administration conduct school system business in an ethical, legal, and transparent manner.
    A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.
    B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.
    C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.
    D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.
- Continuous School Improvement
  - L3-The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.
    A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
    B. The local board ensures that the CSIP focuses on the academic preparation and wellbeing of each student.
    C. The CSIP contains:
       1. Clear statements of mission and vision;
       2. Limited number of focused goals and objectives;

3. Evidence-based action steps and strategies;
4. Timelines for implementation and monitoring;
5. Persons responsible for implementation and monitoring;
6. Funding sources; and
7. Any other information needed to implement the plan.

D. The local board regularly monitors the implementation and outcomes of the CSIP.
E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.)

- Operations and Resource Management
  - L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.
    A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.
    B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.
    C. The budget is developed through a transparent process that complies with law and is approved by the local board.
    D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.
    E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.
- School Board Policy
  - L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.
    A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.
    B. The local board, administration, and staff implement and enforce policy when conducting school system business.
    C. The local board approves documents and reports as required by policy and law.
    D. The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.
- Superintendent Roles, Responsibilities and Evaluation
  - L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.
    A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
    B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
    C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20400.375.

D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

- Personnel and Program Evaluation
  - L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.
    A. The local board and administration consistently use data to make decisions.
    B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.
    C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.
    D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.
    E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.
    F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.
- Communication
  - L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.
    A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.
    B. The school system regularly communicates to all stakeholders the progress in attainment of the system's mission, vision, and goals.
- Personnel
  - L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.

A. Administration manages personnel resources, both professional and support staff, to address each student's learning needs.
B. The school system maintains a system of recruitment and support to ensure a high-quality, student-centered staff.
C. The local board employs sufficient additional administrators to provide for the leadership and management of the district.

Recommended Associate/Assistant Superintendent Ratios:	
FTE	Certificated Staff Members (FTE)
0	1-100
1	101-200
2	201-300
3	301-400
4	401-500
5	501-600
6	601-700
7, etc.	701-800, etc.

Principal/Building Ratios:		
	MINIMUM STANDARD	*RECOMMENDED STANDARD*
FTE	Students	Students
1.00	1-400	1-300
1.50	401-600	301-450
2.00	601-800	451-600
2.50	801-1000	601-750
3.00	1001-1200	751-900
3.50	1201-1400	901-1050
4.00	1401-1600	1051-1200
4.50	1601-1800	1201-1350
5.00	1801-2000	1351-1500

- School Safety
    - L10 - The school system actively addresses school safety and security in all facilities.
        A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.
            a. The plan broadly addresses safety, crises, and emergency operations.
            b. The plan addresses prevention, preparation, operations, and follow-up.
            c. The plan includes consideration of supporting mental health needs of all involved in any crisis.
        B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.
        C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.
        D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.
        E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.
        F. F. The school system ensures access to Missouri's school violence anonymous reporting tip line.
        G. All school system staff participate in relevant school safety and violence prevention training.

Effective Teaching and Learning (TL)

- Success-Ready Students

- TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.
    A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
    B. Beginning in elementary school, students demonstrate regular school attendance.
    C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.
    D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
    E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extracurricular, community-based activities or service learning.
    F. Students demonstrate work ethic and character.
    G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
    H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
    I. Students in high school progress through academic work on a schedule appropriate to graduate.
    J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
        1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
        2. A combination of a college readiness assessment and an IRC or CTEC.
        3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.
        4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department approved work-connected experience.
        5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
        6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
        7. Completion of early college or associates degree or the CORE 42.
        8. Completion of stackable credentials.
        9. Other department-approved work readiness measures.
- High-Quality Early Learning
    - TL2 - The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.
        A. The school system informs family and community members about the importance of early learning experiences.
        B. The school system provides the Parents as Teachers program for early learning experiences.
        C. The school system identifies well-rounded, developmentally-appropriate preschool

D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).

- High-Quality Career Education
  - TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.
    A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.
    B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.
    C. The school system implements broadly-based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.
    D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.
    E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.
    F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.
- Intra- and Interpersonal Skills
  - TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.
    A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.
    B. The school system ensures opportunities for students to be part of one or more cocurricular, extracurricular, or leadership opportunities and CTSOs.
    C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.
- Teacher/Leader Standards
  - TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.
    A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.
    B. The school system implements an educator evaluation process aligned to the Essential Principle of Effective Evaluation for all instructional staff and administrators.
    C. School system and building-level leaders provide leadership development opportunities for all educators.
    D. The school system provides an effective induction and mentoring process for all instructional staff and administrators.

- Effective Instructional Practices
    - TL6 - Evidence-based instructional practices are implemented to ensure the success of each student.
        A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.
        B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.
        C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.
- Multi-Tiered System of Support
    - TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.
        A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
        B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
        C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
        D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
        E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
        F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.
- Professional Learning
    - TL8 - Professional learning activities support effective instructional practices in the school system.
        A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
        B. The school system provides time and resources for the professional learning of each staff member.
- Use of Technology to Improve Instruction
    - TL9 - The school system ensures that technology effectively supports teaching and learning.
        A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.
        B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.
        C. The school system provides access to virtual learning experiences, programs, and courses.
        D. The school system evaluates the impact of information and communication technology on teaching and learning.
- Comprehensive School Counseling Program

- TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
    A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.
    B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g. college, technical school, the military or the workforce, etc.).
    C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.
    D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social-emotional needs.
    E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.
    F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists-, based on local context and student need.
    G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.

MINIMUM+ COUNSELING STANDARD		***RECOMMENDED COUNSELING STANDARD***	
Students	FTE	Students	FTE
1-50	.20	1-40	.20
51-100	.40	41-80	.40
101-150	.60	81-120	.60
151-200	.80	121-160	.80
201-250	1.00	161-200	1.00
251-300	1.20	201-240	1.20
301-350	1.40	241-280	1.40
351-400	1.60	281-320	1.60
401-450	1.80	321-400	1.80
451-500	2.00, etc.	401-480	2.00, etc.
+American School Counselor Association			

- Library Media Services
    - TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.
        A. The school system establishes library media services that support, enhance, and enrich the Curriculum.
        B. Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.
        C. The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.

Library Staffing Ratios:			
MINIMUM STANDARD		*RECOMMENDED STANDARD*	
Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

- Class Size and Assigned Enrollments
  - TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.

The school system ensures individual class enrollment is consistent with the following guidelines:

Student – Teacher Ratios:		
GRADES	*MINIMUM STANDARD*	*RECOMMENDED STANDARD*
Prekindergarten(PK)	20	10
K-2	25	17
3-4	27	20
5-6	30	22
7-12	33	25

A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20100.320 Prekindergarten Program Standards.
B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).
C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size)

1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students.
2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction.

D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

Collaborative Climate and Culture (CC)

- Safe, Orderly, and Caring Environment
  - CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.
    A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context.
    B. The school system provides staff, teachers, parents/guardians, and students access to the school system's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
    C. The school system's code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.
    D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).
    E. The school system provides training on and ensures the implementation of effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.
- Culture of High Academic and Behavioral Expectations
  - CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.
    A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
    B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.
    C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.
- Collaborative Partnerships
  - CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.

A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.
B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.

- Parent/Guardian Involvement
  - CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.
    A. The school system incorporates formal strategies that include parents/guardians in the educational process.
    B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).
    C. The school system 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.
    D. Each school building implements processes and strategies to create a welcoming environment for all families.

Data-Based Decision Making (DB)

- Data Submission
  - DB1 - The school system submits data required by the department in an accurate and timely manner.
    A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.
    B. The school system meets the requirements for an independent audit and submits the audit to the department on time.
    C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.
    D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.
    E. The school system ensures that any other required data are submitted in an accurate and timely manner.
- Continuous and Innovative Improvement
  - DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.
    A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.
    B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.
    C. School system and building leaders use an intentional feedback system to improve and refine performance.
    D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.
- Climate and Culture Data
  - DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.

A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.
B. The school system assures student voices are heard and respected.
C. The school system establishes procedures for using culture and climate findings to develop and revise systemwide improvement goals and implementation strategies.
D. D. The school system provides school culture and climate data and reports periodically to all stakeholders.

- Collaborative Teams
  - DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.
    A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
    B. Educator teams effectively implement group processes in collaborative meetings.
    C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.
    D. Educator teams engage in data-informed decision-making.
    E. Educator teams act reflectively.
    F. Educator teams design lessons collaboratively.
    G. Educator teams examine student work and assessments.
    H. Educator teams develop curriculum collaboratively.
    I. Educator teams address positive classroom learning environments.

Alignment of Standards, Curriculum and Assessment (AS)

- Viable Curriculum Aligned to Missouri Learning Standards
  - AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.
    A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
    B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
    C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.
    D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
    E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
    F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.
- Assessments Aligned to Missouri Learning Standards
  - AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

Equity and Access (EA)

- Academic Achievement
    - EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
        A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
        B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
        C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.
- Graduation Rate
    - EA2 - The school system ensures all students successfully complete high school.

A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

- Follow-Up Rate of Graduates
    - EA3 - The school system prepares all students and identified groups of students for postsecondary success.
        A. All graduates and identified groups of graduates, who after graduation are successfully–
            1. enrolled in a college/university,
            2. enrolled in a trade/technical school (or program),

3. employed, or
4. in the military,

and meet or exceed the state standard and/or demonstrate the required improvement.

B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–

1. program evaluation,
2. strategic planning, and
3. other decision making.

- Equity of Educational Experiences
  - EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.
    A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.
    B. The school system implements policies to address student misconduct in a positive, fair and unbiased manner.
    C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
    D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.