



Monroe City R-I School District CSIP Comprehensive School Improvement Plan



MISSION

Encourage * Equip * Empower

All students, staff and community

VISION

The Monroe City R-I School District's Vision is:

MCR-1 will empower all students to become innovative, productive, compassionate, lifelong learners who positively contribute to their community.

BELIEFS

The Monroe City R-I School District Believes In:

- P**artnering with community to strengthen a strong collaborative experience
- A**chieving high academic standards through rigorous curriculum and technology
- N**urturing student, parent, and staff relationships from a young age
- T**alented staff who strive for excellence in teaching and learning
- H**ealthy and safe environments
- E**mpowering the whole child
- R**espect for a positive school climate and culture
- S**upporting the development of students' social, emotional, and behavioral health



Monroe City R-I School District CSIP



TOP PRIORITIES

The Monroe City R-I School District's Top Priorities Are:

- **Whole-Child**
 - Social, emotional, academic
- **Data Support / Data Informed**
 - Purposeful, systematic decision making
- **Personnel**
 - Recruitment
 - Retention
 - Innovative, motivated, diverse, high quality and student-centered
- **Collaboration**
 - Student to student problem solvers
 - Staff to staff
 - Staff to student
 - School to community
- **Unique Educational Pathways**
 - Career exploration
 - Interventions / Systems of support
 - Creative technology opportunities
 - Unique to student passions
- **Safe and Positive Campus**
 - Facilities- foundation to positive climate, safe environment, community pride

(Created March 2022 - Board Approved July 2022) This is a 3-5 year plan that will be reviewed and revised annually.



Monroe City R-I School District CSIP



CSIP Planning Team

| Name | Position |
|-----------------|------------------------------|
| Tony DeGrave | Superintendent |
| Kayla Murphy | HS Counselor |
| Ashley Osborn | PK-8 Secretary |
| Kim Buckman | PK-8 Secretary |
| Beth Carr | 4th Grade Teacher |
| Jason Osbourne | 2nd Grade Teacher |
| Troy Patterson | MS Principal |
| Amanda Rubison | HS Para-Professional |
| Sara Clark | Early Learning Coordinator |
| Ryan Watson | 5-8 Science Teacher |
| Amanda Spalding | Title I Coordinator |
| Beth Keller | HS Mathematics Teacher |
| Dawn Shoemaker | MS Special Education Teacher |
| Megan Moss | Special Education Director |
| Kim Shinn | Elementary Principal |
| Ed Talton | HS Business Teacher |

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| Brandi VanDelft | HS Principal |
| Jessica Baymiller | MS Para-Professional |
| Linda Bichsel | Central Office Staff |
| Terri Amos | Parent |
| Sara Sapp | Parent |
| Mandy Epperson | MS Counselor |
| Linda Greening | Board President |
| Ryan Hulse | Board Member |

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| Introduction | As a component of the implementation of the Sixth Cycle of the Missouri School Improvement Program (MSIP) review process, all districts are required by the Missouri Department of Elementary and Secondary Education (DESE) to develop a |
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| | <p>Comprehensive School Improvement Plan (CSIP). The District’s CSIP focuses on the overall improvement of its educational programs and services. The Monroe City R-I School District began this process in March of 2022. The purpose of the CSIP is to prioritize the District’s goals to be developed and implemented over the next five years. The CSIP focuses on improvement of the district from all perspectives, with the major emphasis being on enhancing student achievement.</p> |
| <p>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan</p> | <p>The administrative team decided to work with a consultant to develop the District’s next CSIP to ensure all stakeholders had a voice, to take a critical look at the strengths and challenges of our district, and to efficiently and effectively work through the strategic-planning process. A CSIP team that included administrators, teachers, classified staff, parents, Board Members, and community members met four times to identify the core beliefs of our school district, review the District’s mission and vision, and identify our priorities. After the team defined our priorities and synthesized our goals and action steps, the administrative team met with the consultant to formulate a plan for the layout of the document. The plan provides sufficient detail to direct the improvement efforts of the district for a three to five year period. The CSIP team will meet annually to review goals and the progress made. Sub-committees will be appointed as needed to analyze specific areas and identify action steps and/or goals. This plan went to the Board of Education for approval. Following the approval, the plan will be linked on the district website for all stakeholders to view. It will be shared with all staff members to ensure collaboration and contribution to meeting and exceeding those goals.</p> |
| <p>Key issues identified from annual performance data and local assessments</p> | <p><u>Weaknesses defined as:</u> Looking for opportunities to foster new relationships Communicating updates of school happenings on a regular basis Parental support/involvement (general apathy) Interventions/tutoring/after school connections, MS/HS tiered academic interventions Lack of substitutes</p> <p><u>Opportunities defined as:</u> Increasing volunteer groups Talking positively about one another and our school out in the community Exploring creative and alternative pathways for earning credit Utilizing technology to its full potential Recruit and obtain highly qualified educators</p> |
| <p>Key issues identified from</p> | <p>MCR-1 will disseminate a Climate and Culture and Needs Assessment Survey to students, staff, and parents in the Fall of 2022.</p> |

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| internal and external factors: | |
| Description of equity of educational experiences: | Our district attempts to ensure equity of educational resources and support through tiered interventions with regular progress monitoring, the evaluation process for special education, and connecting students to peer and/or staff mentors. Additionally, the district offers a variety of dual credit opportunities, work experience within the community, and flexible scheduling to meet students' needs when appropriate. Regular roundtable discussions where outside agencies work with counselors and administration to problem solve student obstacles occur monthly and positively impact decisions meant to improve educational and social-emotional outcomes. These efforts, combined, work to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. |
| Unique characteristics of district: | <ul style="list-style-type: none"> ● The district is all on one campus and internally connected ● The district has a PK-8 parochial school within its boundaries ● The district fully supports the use of alternative educational pathways ● The district is a rural community that emphasizes and places a high priority on agriculture education ● The district supports diverse extracurricular opportunities ● The district is sensitive, supportive, and open to the multicultural and diverse needs of all stakeholders ● The district embraces technology to its fullest and provides one-to-one instructional equipment |
| Monitoring and adjusting the CSIP: | The CSIP team will meet annually to assess progress on CSIP goals and update as needed. The following annual determination should be made for each priority area: Progressing (P), Completed (C), Terminate (T), New Goal (NG). People or teams responsible for each action step will monitor continuously. The Superintendent will provide an annual update to the Board of Education about the CSIP goals and progress made. A “Plan on a Page”, meaning a one-page abridged version, will be provided to staff and stakeholders. The entire document will be revised every five years. |
| Missouri School Improvement Program (MSIP) 6 | The Sixth Cycle of the Missouri School Improvement Program is focused on continuous improvement for all schools, the preparation of each student for life beyond high school and promoting practices that lead to healthy school systems (https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6). MSIP 6 intends to look closely at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student growth. MSIP 6 was approved by the Missouri State Board of Education on February 11, 2020. Pursuant to section 161.092, RSMo, this rule applies to districts in the 2022-2023 school year. |
| Board of Education | 1. Mr. Roger Pennewell - Board President 2. Mr. Darin Yager - Vice President |

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| | 3. Mr. Ryan Hulse - Secretary 5. Mrs. Suzanne Quigley - Member | 4. Mr. Dennis Long - Treasurer 6. Mr. Brad Williams - Member |
| District Administration | Superintendent: Mr. Tony DeGrave MS Principal: Mr. Troy Patterson Special Education Director: Mrs. Megan Moss | HS Principal: Mr. Ed Talton EL Principal: Mrs. Kim Shinn |

Date of Board Approval:

Superintendent Signature:

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| Top Priority/Big Focus Area | Personnel |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | 100% of certified and non-certified staff will participate in development opportunities aligned to district goals and targeted to what they are assigned to accomplish annually. | | | |
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| Rationale | Regular training will provide opportunity to communicate any changes to district policy, state-wide expectations, and improvements in best practices for student achievement. | | | |
| Evidence Based Strategy(ies) for Implementation | Utilize PDC to a higher extent. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-based Decision Making (DB) Leadership (L) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Self-directed professional growth (PD plan/Passion Project) | Staff | | Professional Development Days | Determined by individual staff |
| 60/90 Days: 1. Collaborate/communication with PDC for funding opportunities annually 2. Revise orientation program to include mentors for support staff and ongoing support for the first two years of employment and beyond as needed. | PDC Administration | | Professional Development Days | |
| Long Range: 1. Review EOC and MAP scores annually to find areas of strength and areas we can grow 2. Annually set professional development timelines according to staff input and state mandates. 3. Employees share out to pertinent staff/admin regarding PD opportunities (conferences, workshops, webinars, journal articles, etc.) | Staff Administration | | Professional Development Days | |

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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | By 2027-2028 MCR-1 will recruit five staff within a 60 mile radius to retain committed and dedicated members in our community. | | | |
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| Rationale | School and community relationships will be strengthened if staff are active members of the community. | | | |
| Evidence Based Strategy(ies) for Implementation | Recruit staff in new and creative ways. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Collaborative Climate and Culture (CC) Leadership (L) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: <ol style="list-style-type: none"> Stay informed and participate in university partnerships such as Grow your Own, Pathways for Paras (Missouri State), Grow your Own Future (UCM) Share out/Highlight current and new employees on social media Refer a Friend recruitment program - incentive for staff that recommend new hires Review competitive salary schedule for all positions annually | Administration Staff Board of Education | | Neighboring schools' data Social Media accounts | |
| 60/90 Days: <ol style="list-style-type: none"> Investigate 4-day school week / alternative calendars/ building in more plan time for staff | Committee | | Neighboring schools' data | |
| Long Range: <ol style="list-style-type: none"> Partner with local colleges to seek student teachers for our district (HLGU, MACC, CSC, JWCC, QU, Truman) Marketing our school -job fairs, social media, talking to students in our own district. | Counselors Administration | | Calendar of local job fairs College/University contacts Social Media accounts | |

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| Top Priority/Big Focus Area | Personnel | | | |
| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | By 2027-2028, at least 5 grants will have been researched and written in order to provide employee child care on or near campus. | | | |
| Rationale | The district hopes to improve staff attendance and incentivize employment. | | | |
| Evidence Based Strategy(ies) for Implementation | Establish on or near campus employee daycare. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Data-based Decision Making (DB) Leadership (L) Collaborative Climate and Culture (CC) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Year 1: explore other schools who have employee childcare. How did they develop? Who works the childcare? Are there specific certifications/compliance obstacles? | Superintendent | | Neighboring schools' data | |
| 60/90 Days: 1. Year 1: Identify staff to research and write grants | Superintendent | | | |
| Long Range: 1. Year 2-3: MACC Partnership w/ associates program- getting their students here working. Hire high school students interested in education, child development, nursing, etc. NHS kids service hours? | Administration Counselors | | | |

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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | By 2027-2028, the Board of Education will increase the base teacher salary by 3% in order to be top 3 in the conference. | | | |
|--|--|---|---------------------------------------|---------------------------------|
| Rationale | The district desires to be competitive in order to hire and retain the highest qualified candidates. | | | |
| Evidence Based Strategy(ies) for Implementation | Be competitive in staff salary schedules. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Leadership (L) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: <ol style="list-style-type: none"> Review competitive salary schedule for all positions annually Continuously evaluate benefit packages Appropriately align all employees to years of service reflected on salary schedules | Superintendent Board of Education | | Fund Balances Area school data | |
| 60/90 Days: <ol style="list-style-type: none"> Year 1: Explore funding avenues such as grants, creative allocation of funds | Superintendent | | Area school data | |
| Long Range: <ol style="list-style-type: none"> Year 1: Advocate to the BOE clarified job roles and expectations (Day in the life) in order to educate of day-to-day duties and responsibilities Year 2-3: Explore additional income opportunities including but not limited to recess supervision, lunchroom supervision, tutoring/interventions, childcare, bus monitoring | Superintendent Administration Staff | | BOE Meetings Area school data | |

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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | The district will retain 90% of certified staff it intends to issue a contract to annually | | | |
| Rationale | The district desires to be competitive in order to hire and retain the highest qualified candidates. | | | |
| Evidence Based Strategy(ies) for Implementation | Incentivise employee retention. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Leadership (L) Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. | | | | |
| 60/90 Days: 1. Revamp the mentor/mentee relationship | PDC | | | |
| Long Range: 1. Competitive salary and benefits to area schools 2. Continue to explore four day school week | Superintendent | | Area schools' data | |

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| Top Priority/Big Focus Area | Unique and Educational Pathways for the Whole Child |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | The Monroe City R-1 School District will nurture students' intellectual, personal, social, and emotional development as measured by a decrease in student referrals to the principal and outside agencies by 2% annually. | | | |
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| Rationale | The district must ensure that students' most basic biological needs are met in order to progress academically and socially. Quality supports and interventions across intellectual, personal, social/emotional development will equip students to be productive members of our community. | | | |
| Evidence Based Strategy(ies) for Implementation | Provide high level support for individualized needs. Support restorative practices. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Equity and Access (EA) Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Alignment of Standards, Curriculum and Assessment (AS) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Bus referrals: explore bus monitors, route changes, driver training, positive behavior incentives 2. Alternative discipline methods | Dean of Students Director of Bus Transportation Administration | | | Bus Driver Training |
| 60/90 Days: 1. Alternative Classroom / Flexible schedules 5-12 2. Building appropriate student education on responsible decision making | Administration Counselors Staff | | | |
| Long Range: 1. Screeners and Tiered interventions across all buildings (social-emotional) 2. Restorative time and distance/ Buddy room 3. Through a survey that will encompass social/emotional and academic services, students will evaluate supports offered by the district. | Administration Counselors Staff | | Student Survey | Restorative Practices Classroom Management Trauma Responsive Training |

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| 4. Educate staff on trauma responsive practices and restorative procedures. | | | | |
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| Top Priority/Big Focus Area | Unique and Educational Pathways for the Whole Child | | | |
| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | On an annual basis, increase student achievement by 2-3% as measured by state/MAP and EOC assessments, local assessments and national assessments as it applies | | | |
| Rationale | Reviewing curriculum and assessments is vital as the district strives to educate students to their highest potential. | | | |
| Evidence Based Strategy(ies) for Implementation | Focus on factors positively impacting student achievement. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Equity and Access (EA) Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Alignment of Standards, Curriculum and Assessment (AS) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Ensure the written curriculum is assessed curriculum 2. Ensure the assessed curriculum is the taught curriculum | Administration Staff | | | |
| 60/90 Days: 1. | | | | |
| Long Range: 1. Provide teachers training to utilize data from assessments to plan for and adjust instruction 2. Provide staff training and professional development on how to best develop curriculum | Administration Staff | | Professional Development Days | |

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| 3. Students will increase performance on local assessments by 2% annually | | | | |
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| Top Priority/Big Focus Area | Unique and Educational Pathways for the Whole Child | | | |
| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | Increase average ACT score to 21 by 2027 | | | |
| Rationale | The district will work to prepare those students that wish to further their education at the collegiate level. | | | |
| Evidence Based Strategy(ies) for Implementation | Explore ways to support students for increasing ACT scores. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Leadership (L) Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Alignment of Standards, Curriculum and Assessment (AS) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Increase the average ACT score by 0.3 annually | Counseling Department Staff | | | |
| 60/90 Days: 1. Create incentive programs for students who score an average of 28 or higher | Counseling Department High School Staff | | | |
| Long Range: 1. Survey student interest in offering an ACT prep course and coordinate with staff/counselors in the Spring 2023 semester 2. Offer ACT tutoring sessions before/after school by 2023-2024 3. Offer an ACT preparation semester class by 2024-2025 | Counseling Department Staff | | | |

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| Top Priority/Big Focus Area | Unique and Educational Pathways for the Whole Child | | | |
| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | 90% of the students will have 90% attendance quarterly | | | |
| Rationale | Student attendance correlates to student success. | | | |
| Evidence Based Strategy(ies) for Implementation | Explore ways to improve attendance rates. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Leadership (L) Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Equity and Access (EA) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Monthly collaboration with local agencies to work through attendance issues | Administration Counselors | | Monthly Meeting Time | |
| 60/90 Days: 1. Implement an attendance incentive program by 2022-2023 district wide behavior (attendance/involvement) | Administration Counselors | | | |
| Long Range: 1. Family fun nights for families/celebrate parents/guardians for positive behavior | Administration Counselors Committee of Staff | | | District Calendar of Events |

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| Top Priority/Big Focus Area | Unique and Educational Pathways for the Whole Child |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | Ninety percent of the senior class will be committed to immediate employment, trade school, or university coursework as demonstrated by a post-graduate goal set in the Fall of their senior year and a statement of intent by Decision Day of their senior year. | | | |
|---|---|--|------------------------------|--|
| Rationale | The district will work to prepare students to be productive members of their community. | | | |
| Evidence Based Strategy(ies) for Implementation | Create and analyze survey. Follow-up with spring decision day data. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Effective Teaching and Learning (TL) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Equity and Access (EA) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Disseminate survey to seniors in the fall | Counselor HS Principal | | | |
| 60/90 Days: 1. Continuous discussions with students regarding plans, financial need, etc. | Counselor HS Staff | | Counselor time in classrooms | |
| Long Range: 1. Compare Decision Day commitments to fall survey | Counselor HS Staff HS Principal | | Professional Development Day | |

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| Top Priority/Big Focus Area | Safe and Positive Campus with a Collaborative Culture |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | On an annual basis, maintain or exceed 80% on the district's annual fall employee satisfaction survey, parent satisfaction survey, and student satisfaction survey. | | | |
| Rationale | It is important for the district to keep a pulse on the current perceptions of stakeholders. | | | |
| Evidence Based Strategy(ies) for Implementation | Create and analyze a survey. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Equity and Access (EA) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Year 2: administer survey in the Fall 2022 report out on data by Spring 2023 | Administration Staff | | | |
| 60/90 Days: 1. Year 1: coordinate committee to create viable surveys and delivery methods to ensure accurate data | Administration | | | |
| Long Range: | | | | |

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| Top Priority/Big Focus Area | Safe and Positive Campus with a Collaborative Culture |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | Within/by 2027, MCR-1 will have a bonding capacity of at least \$5 million | | | |
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| Rationale | Having this availability will allow the district to sustain financial growth so that facilities can remain on the cutting edge. | | | |
| Evidence Based Strategy(ies) for Implementation | Continuous planning of facility upkeep and improvement. | | | |
| Funding Source(s) | Local Funds | | | |
| MSIP Indicator(s) | Leadership (L) Equity and Access (EA) Collaborative Climate and Culture (CC) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Maintain the facilities committee even after construction of new elementary | Administration Maintenance Department Facilities Committee | | | |
| 60/90 Days: 1. | | | | |
| Long Range: 1. Long term facility plan (post new elementary school) | Administration Facilities Committee | | | |

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| Top Priority/Big Focus Area | Safe and Positive Campus with a Collaborative Culture |
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| SMART Goal (Specific, Measurable, Attainable, Result Oriented, Timebound) | The district will increase the reserve balance by 1% annually and cap the balance between 20-25% as reported on the Annual Secretary of the Board Report (ASBR) | | | |
| Rationale | Healthy reserve balances allow us to maintain, improve, or add quality services and facilities. | | | |
| Evidence Based Strategy(ies) for Implementation | Achieve and maintain healthy fund balances. | | | |
| Funding Source(s) | Local, state, and federal revenue | | | |
| MSIP Indicator(s) | Leadership (L) Collaborative Climate and Culture (CC) Data-Based Decision Making (DB) Equity and Access (EA) | | | |
| Action Steps | Person Responsible | Timeline <small>Progressing (P), Completed (C), Terminate (T), New Goal (NG)</small> | Resources | Professional Development Needed |
| 30/45 Days: 1. Bi-annual review of financial status of school district by board of education | Superintendent Board of Education | | ASBR Bi-annual statement | |
| 60/90 Days: 1. Facility improvements that purposefully build quality target programs o FFA/AG, gym scoreboard, fine arts improvements to auditorium, football field | Administration Maintenance Department | | | |
| Long Range: 1. Cyclical bond issues- as soon as one is passed, start talking about the next | Superintendent Board of Education | | | |

Data Sources

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Monroe City R-I School District CSIP



- APR
- MAP, EOC, ACT, ASVAB, COMPASS Results
- MSIP 5 Scoring Guide
- DESE District Report Card
- Local Standardized Assessments
- Attendance Data
- Discipline Reports
- Drop Out Rates
- Graduation Rates
- Available Technology
- DESE Work Log for Staff Certification
- Post-Graduation Follow-up
- Facility Assessment
- PDC Survey
- Curriculum Alignment
- Data Team Meetings
- Enrollment Numbers
- SIS (Student Information Systems Data)

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