



Meramec Valley R-III School District

Continuous School Improvement Plan (CSIP)

MVR-III

Meramec Valley R-III School District

The Plan and Process

A steering committee comprised of teachers, support staff, parents, administrators, and board members was developed. The group met monthly for six months. The group developed the District's mission, vision, and values.

A comprehensive needs assessment was developed and thoroughly reviewed to guide strategic planning. The assessment encompassed multiple data sources, including student behavior and suspension trends, per-pupil expenditures, comparative salary information, and academic performance data across state assessments, ACT scores, graduation rates, attendance, and college and career readiness indicators. Local benchmark data was also integrated to provide additional context. All data were disaggregated by student groups and, where possible, analyzed longitudinally to identify trends over time and inform targeted improvement efforts. In addition, community forms were also held with staff and community members.

The subcommittee work was presented to the steering committee for review. The Board of Education reviewed the plan in a board workshop in June 2025 and approved the plan in July 2025. The Board will be updated on the metrics and action steps as part of their regular meetings.

The subcommittees will meet regularly to update and review actions steps and metrics. The steering committee will meet no less than annually to review updates from each subcommittee.

Meramec Valley R-III: A Tradition of Excellence

Meramec Valley R-III School District consistently earns state and national recognition for its commitment to student success. Every K-12 school in the district has received a national Promising Practice in Character Education, contributing to the district's two national Promising Practice awards. This dedication to character is further demonstrated by three National Schools of Character (Nike Elementary, Zitzman Elementary, Riverbend Middle School) and four State Schools of Character ((Nike Elementary, Robertsville Elementary, Zitzman Elementary, and Riverbend Middle School) recognitions.

Academically, Meramec Valley R-III is equally strong. The district has been honored by the Missouri Department of Elementary and Secondary Education for academic performance on state assessments. Notably, every school in the district has been named a Project Lead The Way (PLTW) Distinguished School, highlighting a dedication to transformative STEM learning. Riverbend Middle School stands out for its specific recognition as a PLTW Distinguished School.

Individual school achievements include Pacific High School's honor as an America's Best High School by U.S. News & World Report, and Nike Elementary's distinction as a National Blue Ribbon School and Missouri Gold Star School. These collective accolades underscore Meramec Valley R-III's commitment to fostering both academic excellence and strong character in its students.



Mission

Together We Make a Difference in Doing What's Best for Kids

Vision

A future where every student thrives in an innovative, engaging, and individualized learning environment—empowered with the skills, character, and confidence to succeed in life. With strong partnerships between families, staff, and the community, we cultivate excellence through high-quality teaching, real-world learning, and a commitment to continuous growth.

Values

- Learning
- Integrity
- Perseverance
- Community

Learning

We are committed to...

- Being curious and asking questions to solve problems
- Providing a safe and high-quality learning environment
- Setting individual goals and having a growth mindset
- Showing up ready to learn

Integrity

We are committed to...

- Being good role models in our community
- Being responsible for our actions even when faced with challenges
- Providing opportunities for reflection and growth

Perseverance

We are committed to...

- Trying new things and pushing through when things are difficult
- Demonstrating our ability to adapt and improve
- Using mistakes to reflect and get better

Community

We are committed to...

- Ensuring students, staff, parents, and stakeholders have a voice
- Taking care of the things we have
- Having a sense of belonging and building positive relationships
- Valuing shared purpose and meaningful work
- Collaborating to support and help each other



Strategic Pillars

Academic Excellence
Family and Community Engagement
Positive Culture
Attendance



Academic Excellence



Academic Excellence

College and Career



By May 2029, at least 80% of students will meet or exceed their growth targets on benchmark assessments in both reading and math (K-12) and science and social studies (5-12).

Rationale:

The Meramec Valley R-III School District aims to exceed the state assessment achievement expectations for all students. The District utilizes formative assessments and benchmark data to assess and monitor student growth in English Language Arts, Mathematics, Science, and Social Studies. The District will use the following baseline data as a measure to monitor and improve overall student achievement:

2024 State Assessments		MAP INDEX	
ELA	All Students	MVR-III	382.6
		STATE MO	370.6
	Student Group	MVR-III	363.2
		STATE MO	350.1
MATH	All Students	MVR-III	382.6
		STATE MO	370.6
	Student Group	MVR-III	353.2
		STATE MO	325.9
SCIENCE	All Students	MVR-III	372.9
		STATE MO	371.7
	Student Group	MVR-III	350.4
		STATE MO	333.2
SOCIAL STUDIES	All Students	MVR-III	377
		STATE MO	387.1
	Student Group	MVR-III	368.7
		STATE MO	359.9

2024-25 K-6 Math Assessment Data	Beginning of Year	End of Year
Above Grade Level	3%	29%
On Grade Level	11%	25%
Below Grade Level	62%	37%
Two Below Grade Level	24%	9%

2024-25 K-6 Reading Assessment Data	Beginning of Year	End of Year
Above Grade Level	10%	35%
On Grade Level	19%	24%
Below Grade Level	45%	26%
Two Below Grade Level	26%	14%

Strategies for Implementation:

- Implementing quality Multi-tiered Systems of Support with fidelity.



Academic Excellence

College and Career



By May 2029, increase College and Career Readiness opportunities to 80% for all students, as measured by performance points on the Annual Performance Report.

Rationale:

The Meramec Valley R-III School District aims to expand College and Career Readiness (CCR) expectations for all students. The District will use the following baseline data as a measure to monitor and improve overall student CCR opportunities:

Annual Performance Report: College & Career Readiness Standards:

PERFORMANCE			
Standard	Points Earned	Points Possible	Percent of Points Earned
Academic Achievement: Growth	25.0	48.0	52.1%
Academic Achievement: Status	36.0	48.0	75.0%
Graduate Follow-up	4.0	4.0	100.0%
Graduation Rate	20.0	20.0	100.0%
Success-Ready Students**	12.0	20.0	60.0%
Subtotal	97.0	140.0	69.2%

Strategies for Implementation:

- Implement a District College and Career Readiness Council to review and revise current CCR data, practices, and action steps.



Family and Community Engagement



Family and Community Engagement



Over the next five years, The Meramec Valley R-III School District will utilize two-way communication channels and align engagement with learning goals for a 2% annual increase in overall parent and community engagement, as measured by surveys and feedback data from communication tools.

Rationale:

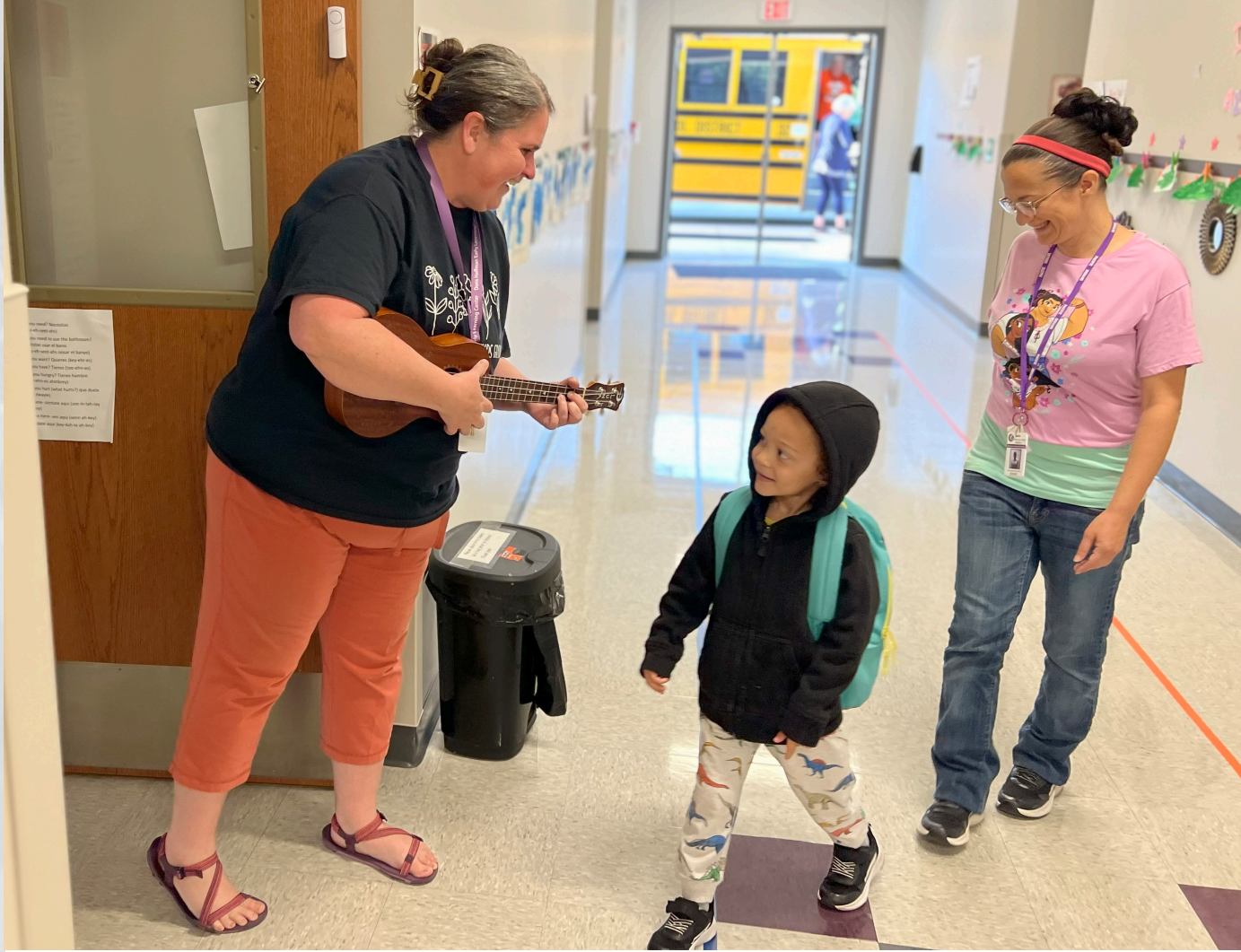
Research consistently shows that strong family and community engagement is a key factor in improving student outcomes, school climate, and overall district success. However, many families face barriers to participation, including a lack of accessible communication, limited opportunities for meaningful involvement, and a perceived disconnect from school decision-making processes. By implementing systems for two-way communication tools and creating structured opportunities for engagement, the District aims to build trust, increase transparency, and foster a collaborative school culture. This initiative will empower families and community members to play an active role in student learning and school improvement, ultimately contributing to higher levels of student achievement and stronger community partnerships.

Historical Parent Involvement Spring Survey Data:



Strategies for Implementation:

- Align parent and community engagement with student learning goals
- Increase 2-way communication and engagement with all stakeholders



Positive Culture



Positive Culture



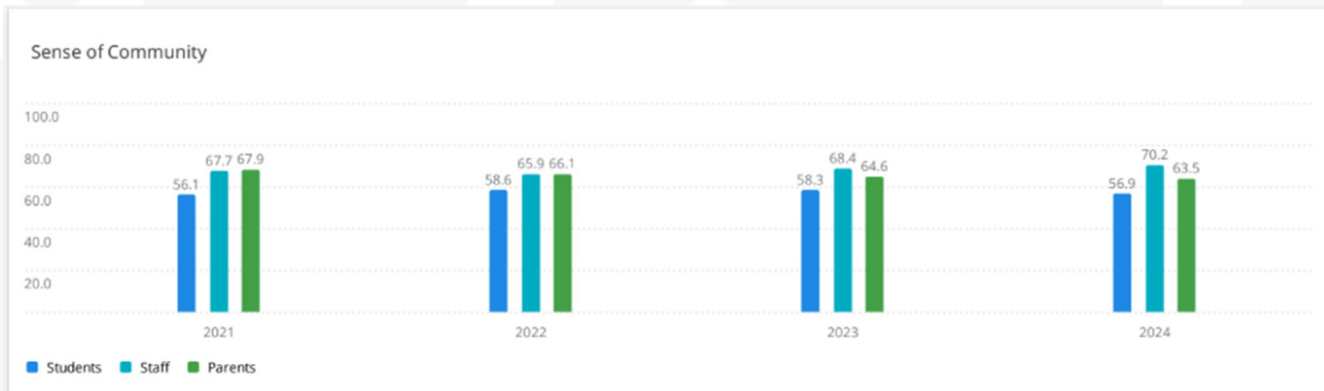
Increase the percentage of employees who rate their job satisfaction as 4 or above (on a 5-point scale) by 2% annually over the baseline, as measured through an annual employee engagement survey.



Increase student and parent feelings of community by 2% annually, as measured by the cSurvey.

Rationale:

Improving job satisfaction and staff sense of belonging is directly linked to higher employee engagement, productivity, and retention. By aiming to increase the percentage of employees who rate their job satisfaction as 4 or above, the district demonstrates a commitment to creating a positive work environment. This enhances individual well-being and contributes to better team performance, reduced turnover, and a stronger organizational culture, ultimately supporting long-term success. Since the District does not have a staff survey like this, the first survey will be utilized to collect baseline data. Currently, the District will utilize student, staff, and parent cSurvey data on Sense of Community as other baseline data:



Strategies for Implementation:

- Teachers and staff have formal ways to provide input regarding the optimal functioning of the District/school.
- The District seeks ways to recruit teachers and staff in all positions.
- The success of the District, as well as individuals within the District acknowledged.



Attendance



Attendance



Each school year, MVR-III will improve attendance by 3% among students with chronic absenteeism, by implementing a staff-led relationship-building initiative designed to increase student connection, engagement, and school belonging.

*Chronic absenteeism will be defined as regular daily attendance of 85% or less, in alignment with DESE standards.

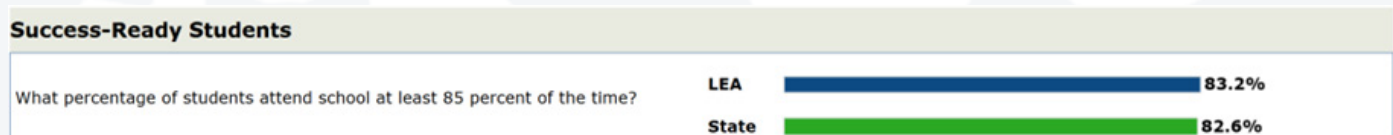
Rationale:

Chronic absenteeism significantly affects academic performance, graduation rates, and student engagement. National and local data support the conclusion that meaningful relationships between staff and students increase attendance and overall school connectedness. This initiative proactively addresses absenteeism through early identification and structured support. The following baseline data will be used to monitor and improve student attendance:

2024-25 District Average Daily Attendance Data:

	2024-25 Attendance
Coleman Elementary	93.57%
Nike Elementary	94.30%
Robertsville Elementary	93.18%
Zitzman Elementary	93.28%
Pacific Intermediate	93.29%
Riverbend Middle School	91.58%
Pacific High School	89.81%

Annual Performance Report Attendance Data 2024:



Strategies for Implementation:

- Staff will build intentional, supportive relationships with students identified as chronically absent or at risk.

Appendix A

Committee Membership

STEERING COMMITTEE MEMBERS

Matt Agee Principal	Robin Mach Teacher	Tom Sauvage Assistant Superintendent
Jana Albretsen Parent	Dianna Meyer Board of Education Member	Jenny Smith Teacher
Garret Andreasen Teacher	Alison McAtee Principal	Allen Tindall Parent and Business Community Representative
Ketina Armstrong Assistant Superintendent	Dan Munson Principal	Jessica Tollison Principal
Dawn Bristow Teacher	Keith Orris Principal	Renee Webb Teacher
Mary Clasby-Agee Board of Education Member	Jennifer Oskins Teacher	
Val Droege Parent and Business Community Representative	Amanda Peirick Teacher	
Joe Fuchs Teacher	Caitlin Pittman Special Education Process Coordinator	
Josh Grodie Director of Special Education	Kristen Reifsteck Parent	
Haley Kibbons Parent	Julie Rodgers Teacher	

SUBCOMMITTEE MEMBERS

Lori Almo Support Staff	Theresa Gish Teacher and Parent	David Quanz Principal
Madalin Alt Student	Stephanie Godfrey Counselor and Parent	Adeline Riegler Student
Jerri Anding Teacher	Jessica Graham Support Staff/Nurse	Robyn Schneepli Teacher
Justin Bellows Teacher	Ken Grodie Principal	Jenna Sladek Principal
Stephanie Bray Teacher	Angie Herbst Teacher	Charles Sodemann Parent
Gary Daves Teacher	Andy Herbst Principal	Jessica Tollison Principal
Todd Dempsey Principal	Jesse Knott Teacher	Kathy Vogt Teacher and Parent
Megan Fink Teacher	Erin Lydon-Lorsen Counselor	
Quinn Flexsenhar Director of Alternative Programs	Mark Mulligan Teacher	
Rachel George Counselor	Christine Pruett Principal	