

## Continuous School Improvement Plan Monitoring Document



**Mission:** Building a legacy of excellence for all students

**Vision:** Improve lives through learning

**Core Values:**

As a school district and community: we commit...

- To make student learning needs the priority
- To maintain high expectations and continuous learning to improve the educational experience for our students.
- To provide a safe, nurturing positive learning environment for our students.
- To provide, attract and retain quality teachers and staff.
- To ensure student learning.
- To implement the education of our children as a collaborative community responsibility

**Priority Goal 1:** All students will graduate college, career and life ready.

**Priority Goal 2:** Maries Co. R 2 Schools will provide resources to support, attract and retain quality staff.

**Priority Goal 3:** Maries Co. R 2 Schools will promote community and parent involvement in support of the programs and academic performance of students in the district with a focus on the whole child/family.

**Priority Goal 4:** Maries Co. R 2 Schools Board of Education and Administration will conduct school business in an ethical, legal and transparent manner.

**Date Last Approved:** September 2025

**Board of Education Review Dates:** November 2025, January 2026, March 2026



## Academic Achievement

### Priority Goal 1: All students will graduate college, career and life ready

**Strategy 1:1: The district will increase the number of students scoring Advanced or Proficient on the State Assessment by 3% annually as measured by MAP and EOC Scores.**

**Timeline: Year 4 (2025-2026)**

**Results of MAP/EOC scores for 2024-2025:**

**District Wide:**

Elementary: ELA 0% decrease or increase; Math decrease of 14.7%

Middle School: **ELA increase of 0.7%; Math increase of 5.6%; Science increase of 8.5%**

High School: ELA decrease of 15%; Math decrease of 6.7%; Science 29.5% decrease; Social Studies 9% decrease

**Objective 1: Maries R 2 students and identified student groups demonstrate multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable Improvement. (TL1)**

Action Step 1-1-1: The district will demonstrate significant measurable student improvement through multiple measures: Attendance, curricular, iReady, MAP, EOC (Including subgroups) to meet or exceed the district, state and national assessment standards.

**Quarter 1:**

- The MAP and EOC data were reviewed when released by DESE in August. This information was provided and discussed with teachers and staff. Parents received individual student reports for MAP and EOC by mail.
- The IReady and classroom results is reviewed monthly by teachers and administrators. BOE received results of EL and MS iReady assessment data for the first diagnostic of the year. These results were discussed during the board meeting in the principal reports.
- The administration team reviewed MAP and EOC data at the district, building and grade level this quarter. Administration team discussed strategies for improving data at the October meeting.
- After school academic support programs are available weekly in all buildings. Tutoring started in August in all three buildings. EL has individual tutors. Middle School has homework helpers and tutoring. High School has after school tutoring and Monday tutoring options. Interventions are also provided in HS during advisory time daily.
- High School staff meeting and meeting with all EOC teachers was held monthly first quarter.
- Elementary staff meet monthly to review academic data first quarter.
- 1st grade reading programs have push-in interventions from Title One program.
- BMS teachers turned in mastery of standards at the end of the quarter and we have

discussed standards below 70% accuracy of mastery.

- BMS Staff reviewed pacing guides and know when to reteach if necessary.
- BMS: MAP/iReady Scores- Students have met with the teachers and have gone over scores and set goals of how to improve.
- BHS completed Quarter 1 diagnostic testing in all End of Course (EOC) tested areas through the Study Island program.

#### Quarter 2:

- Grade levels competed for the highest attendance weekly. This was announced at our morning meetings on Tuesdays. Classes with the highest attendance received ice cream sandwiches monthly.
- Kindergarten took their first iReady diagnostic. Students in 1st- 4th grade were assessed on their 2nd iReady diagnostic. All scores were documented and discussed.
- BHS completed quarter 2 diagnostic testing in all EOC tested areas through the Study Island Program.
- BHS began using current MO DVT data to adjust instruction and set goals for current student EOC courses.
- Using comprehensive attendance tracker and procedures to increase school attendance.
- At BMS we track attendance data and announce attendance data at our morning announcements, we recognize students with 100% attendance. This is something we talk about with students all the time. It is posted in the cafeteria and on our tv in the hallway for announcements.
- BMS monitors the standards mastered at the end of each quarter. The DCI content teams will review data as a team and then have students set goals for improvement. Teachers turn in Standards Mastery sheets at the end of the quarter with the % of students who Master each standard.
- BMS has begun taking MoTestlets to help practice for the MAP test. The data provided from these testlets give us an idea of what standard students need more instruction on and which standards have been covered well. The rigor of the standard from the test helps our students understand and have a deeper understanding.

#### Quarter 3:

- BHS Conducted their Quarter 3 diagnostics in EOC classes.
- Administration administered the make-up hours program to help students gain back credit lost in the Fall semester due to poor attendance.
- 2nd, 3rd and 4th grade all took mastery checks in i-Ready to help assess quarterly standards. These scores are discussed at grade level meetings monthly.

**Objective 2: Maries Co. R 2 will continue to provide a comprehensive multi-tiered system of support that addresses each students' academic, emotional, behavioral, social and physical needs. (TL7)**

Action Step 1-1-2: All students will be provided with academic, behavioral, health and mental health supports that are implemented with fidelity at the classroom, building and program level. Tier 1, Tier2 and Tier 3 intervention models will be provided in all buildings.

#### Quarter 1:

- Multi-tiered Systems of Support intervention programs began in the first quarter in all

buildings. Tutoring and homework help is provided outside the school day (after school and Monday).

- Referrals are being made to Amy Chambers and Compass Health for students with mental health concerns.
- Referrals are made daily to the school nurses.
- Middle School Target Action Step: Teachers are meeting monthly to review students academic progress to assist students not making progress in meeting grade level standards.
- District continues the CARE team to discuss students at the district level. This team meets monthly and is comprised of staff from each building. The students who are identified as homeless and in foster care are also monitored during these meetings.
- Belle Elementary holds achievement meetings monthly within grade level meetings. Students who are struggling academically are discussed and interventions are put in place. Students are also recommended for Tier 2 supports if the Tier 1 is not successful.
- Belle High School continues to offer 3 Tiers of intervention (Tier 1 in classroom; Tier 2 advisory class; Tier 3 1on 1 tutoring with student).
- Belle High School Data for end of 1st quarter: 23.2% of students had at least 1D; 4.7% of all grades were in the D range; 19.1% of all students had at least 1 F; 6.2% of all grades were in the F range.

#### Quarter 2:

- Mrs. Krause has provided each student with mental health practices, such as bullying, stress relief, and being thankful.
- BES - Grade level teacher along with Title teachers met to discuss students that possibly need extra supports beyond Tier 1.
- BES - Tiger Time groups (Tier 2) were reworked with the newest data from iReady diagnostic. Students took SEL survey in all buildings. The results of the survey are sent to our counselor and school based therapist. Any student who documents struggling with academics or social/emotional behaviors are offered counseling and a check-in process is initiated. Belle High School continues to provide students with an array of counseling services to support their emotional and behavioral health. We offer support through our HS Counselor (Mr. Feeler), both administrators (Mr. Haslag and Mrs. Sanders), and lastly through our two certified school-based therapists (Mrs. Chambers and Mrs. Collier)
- BHS is currently offering all three tiers of interventions academically for students. Tier 1 in the classroom, tier 2 with extra time during advisory period, and tier 3 through scheduled 1 on 1 tutoring. D and F data are below and are promising comparative to prior years.
- BHS completed the Early Identification Survey (EIS) as a means to identify students struggling with a variety of different things. Supports also come with this tool to support students academically, behaviorally, and emotionally.
- BMS Staff will have a review of Tier 1 instruction and strategies for all students in the classroom.
- BMS teachers teach SEL lessons from Second Steps. The students also set goals and reflect on these goals quarterly.
- BMS students have Bully training, Courage2Report training, Difference between bullying and Conflict and a Mean Moment.

#### Quarter 3:

- Mrs. Krause taught lesson on inclusion and career readiness to all grade levels.
- Mrs. Chambers pulled students in groups that were struggling with mental health issues.
- Tiger Time groups were reworked after reviewing quarterly masteries.
- BHS offered intervention during advisory time.
- BHS offered Tier 3 intervention with Mrs. King at the request of student/parents.

Action Step 1-1-3: Ensure programs and activities are in place to assist all students including at-risk students, to successfully complete high school.

Quarter 1:

- MS Staff meet monthly to review students academic progress to assist students not making progress in meeting grade level standards.
- Students attended multiple College Fairs and Career Fair Opportunities at the High School during September and October (Missouri State Technical School, East Central College, Build My Future
- Multiple College Reps were in the High School during first quarter
- Ms. Sooter has starting meeting with all the seniors about post-graduation plans.
- High School continues the use of the tracking sheet for assessments given over a student's 4 years at HS (ASVAB, Workkeys, ACT, etc.)
- High School continues reviewing Industry Recognized Credentials for high school students and making modifications to course work
- Elementary counselor provides career lessons to students in all grades K-4.
- Belle High School is offering credit recovery credits through APEX.

Quarter 2:

- Grade level teachers met in October and November, along with title teachers and implementations were put in place and special education referrals were made for needed students.
- BHS is offering credit recovery through the APEX program.
- BHS is offering a wide variety of clubs and activities for students to join and participate in for all students in grades 9-12.
- Mr. Schultz worked with our 8th grade students on their iCAPs to create their plans for high school and beyond.

Quarter 3:

- BHS is monitoring students on credit recovery and assisting as needed to help students catch up on credits.
- BHS is providing an array of activities/clubs to draw student interest and help them stay involved in school.
- Grade level teachers (K-4) met monthly to discuss students who possibly need extra support. Referrals were made to the achievement committee or to special education.

**Objective 3: Maries Co. R 2 will address reading proficiency annually for students in grades K-6.**

Action Step 1-1-4: Provide students with strong literacy instruction in all grades and ensure proficiency at each grade.

Quarter 1:

- Students in grades 1st-6th were assessed in the first 30 days of school using iReady.
- Kindergarten students were administered the KEA assessment within the first 30 days of school.
- All K-2 teachers have completed Pathways to Reading and LETRS training.

- Parents of Elementary and Middle School students who qualified for a reading plan were notified by the Title 1 staff.
- Remediation for students with reading plans began during October following all completed iReady assessments.
- BMS students in 5th and 6th grade who are on a Reading Success plan were provided intervention based on their Beginning of the Year iReady diagnostic assessment.

#### Quarter 2:

- All teachers who are not LETRs trained continued to attend their workshops.
- 1st and 2nd grade tested all their students with the Dibels reading assessment to get a better view of learning struggles. BMS continued monitoring our students who have RSP (Reading Success Plans) and benchmark assessing them while providing intervention services with our Title One program.
- BMS DCI teams met in October, November and December to discuss/monitor progress.
- BMS used Standards Mastery checks and now Mo Testlets to ensure our students are tested with rigor for each standard in December.
- The BMS librarian implemented Book Club and Mystery Books to help encourage reading and literacy with our students in October, November and December.
- BMS Title One teachers provided intervention instruction for students based on iReady Reading scores from their first diagnostic test during 2nd quarter.

#### Quarter 3:

- Reading groups were reworked at the end of 3rd quarter in each grade level (K-4). Teachers met and discussed the reading needs of their students and placed them in reading groups that focused on the material that was most beneficial to each student.
- The Principal and Title teachers discussed reading levels and what (if any) changes need to be made to help close the gap of our struggling readers at each grade level.

### **Objective 4: Maries Co. R 2 will implement an attendance plan to ensure the success of all students. (Attendance)**

Action Step 1-1-5: The district will focus on 90% of students being in attendance 90% of the time. (Stress importance of attendance in regards to achievement with parents and the community. Contact made with students who have lower than 90% attendance. Letters sent to parents on 3, 5, 7 and 10 missed days.)

#### Quarter 1:

- Attendance is being monitored on a weekly basis at each building.
- Belle Elementary has several attendance incentives in place. In the first quarter, students enjoyed a day that they were allowed to bring a stuffed animal to school. Each class that had the highest attendance in their grade level received ice-cream sandwiches.
- BMS celebrated students with 90% of 90% in our morning announcements.
- BMS posted attendance in the lunch room.
- BMS - Attendance and the importance of attendance was a topic in our morning announcements.
- Letters for students having excess absences are auto-generated to the building secretary and sent to parents weekly.
- The Board of Education received information about building level attendance in the Principal Reports in September and October.

- The building level admin has been in contact with the Juvenile Officer at the MS and HS for students with less than 70% attendance at this point in the school year. (October).
- One JO referral was made at the HS for a student based on student attendance.
- High School uses SmartPass system to monitor absences and tardies.
- Elementary is using a goal of 96% attendance. When the building has 96% attendance for the day, a letter is flipped over in the word attendance. Award will be given when all letters are flipped over.
- BHS is using Comprehensive Attendance Tracker and procedures to increase school attendance.
- Randis Sanders met with students who had 5 unverified absences. She makes contact with parents about attendance.
- Mr. Haslag met with students who had over 7 unverified absences. He worked with students to develop a plan to get credit for courses with poor attendance.

#### Quarter 2:

- BES earned their second reward in 2nd quarter for meeting their attendance goal of 96%. Students with 100% attendance were recognized.
- BHS has been regularly monitoring the attendance of students through our attendance monitoring system. Mrs. Sanders, Mr. Haslag, and Mr. Hinson are all actively involved in ensuring students have as high of attendance as possible. Letters are being sent out regularly as needed.
- At the end of first semester, BHS finished with 94.56% attendance and 88% of students were here 90% or more of the time. Best numbers as far as attendance we've had in a long time!
- BMS attendance was 86.2% of 90% (for 2nd qtr. only) Combined 1st and 2nd Qtr. we were 91.2%

#### Quarter 3:

- Grade levels at BES competed for the highest attendance weekly. This was announced at our morning meetings on Tuesdays. Classes with the highest attendance received ice cream sandwiches monthly.

**Objective 5: Maries Co. R 2 will establish a culture focused on learning characterized by high academic behavioral expectations for each student.**

Action Step 1-1-6: Decrease the number of discipline referrals.

#### Quarter 1:

- Discipline data is being monitored at the building level each month.
- The High School, Middle School and Elementary principals shared discipline information at the September and October Board of Education meetings.
- Elementary teachers use a contingency map that describes the processes that need followed with persistent behaviors. A new behavior focus is set weekly by the principal. Expectations are reviewed during morning announcements.
- BMS teachers reviewed the Discipline handbook with all students.
- BMS teachers are creating engaging lessons to keep students on task and review expectations frequently.
- BHS had 112 discipline referrals for first quarter. This is an increase of 14% from the previous year.

Quarter 2:

- BES - Weekly staff newsletters review expected guidelines that should be followed. Expectations are reviewed each week with the students.
- The principal meets monthly with grade levels to discuss discipline.
- At the end of first semester, BHS ended with 221 total referrals. This is up from the 169 we had at this time last school year. That's a 23% increase. A majority of this is taking place due to the new cell phone and technology misconduct policy we put into place. We will monitor as we go and provide additional classroom management training to ensure our classroom standards are being met as well as deterring student misbehavior as much as possible.
- BMS has a focus of the week that is reviewed during our morning announcements for October, November and December.
- At the end of 2nd quarter, BMS had 40 write ups. (42 write ups for 1st qtr.)

Quarter 3:

- Weekly newsletters state the expectations that will be discussed throughout the week with students at the Elementary. The principal talks with students daily about expected behaviors. Teachers review expectations in their classrooms daily.
- HS Discipline numbers are shared monthly in the HS Principal Board of Education report.

**Objective 6: Maries Co. R 2 will continue to develop and implement a plan to improve and expand our early childhood education program.**

Action Step 1-1-7: Maintain/expand full and part day opportunities for 3 year olds to school aged children.

Semester 1:

- The Elementary has two ½ day programs taught by Mrs. Koch.
- The Elementary has 1 full day program taught by Ms. Kohrmann. At this time, the full day program has not reached capacity of 16 students.
- Parents As Teacher services are offered to children birth to 5 by Mrs. Lockard.
- Parents as Teachers screened students with the DIAL4 at a local private preschool.

Semester 2:

- EC and Kindergarten Roundup was held in February 2026.
- Early Childhood classes are now full.
- 31 students registered for Kindergarten.

**Strategy 1-2: All (100%) students will graduate from educational programming meeting Missouri State Graduation requirements.**

**Timeline:** Year 4 (2025-2026)

2025 Graduates: 60 students (33% college/vocational; 64% workforce; 3% military)

2026 Graduates:

**Objective 1 : Maries R 2 is intentional in providing high quality career education and/or advanced professional studies based on students' ICAP. (TL3)**

Action Step 1-2-1: Develop and reflect on 8th through 12th grade student ICAP's (Individual Career and Academic Plans)

Quarter 1:

- 8th grade 1st semester students completed their ICaps with Mr. Schultz in October 2025.
- Mr. Feeler reviewed 9-10th grade ICaps with students during registration for the start of school in August 2025.
- Ms. Sooter is reviewing 11th and 12th grade students ICAP's and career plans through individual student meetings.

Quarter 2:

- BHS - Ms. Sooter has been reviewing upper classmen's ICAP's and career plans through individual student meetings.
- BHS - Mr. Feeler has been reviewing ICAP's with students through individual meetings.
- Rolla Technical Institute (RTI) came to speak with students about their programs and offerings that can help students reach career goals.

Quarter 3:

- BMS 2nd semester students completed their ICaps with Mr. Schultz.

**Objective 2: Maries Co. R 2 students and identified student groups are prepared for post-secondary success. (EA3)**

Action Step 1-2-2: Use graduate follow-up data to inform decision-making and improvements.

Quarter 1:

- HS Counselor and Principal reviewed previous year data before setting student schedule for current school year classes
- HS Counselor and Principal reviewed assessments taken by students during 4 years at High School and created spreadsheets for APR use.
- HS Counselor and Principal reviewed 2024 graduate follow-up data and compared to job needs and national averages. Our data from 2024 indicate fewer students are enrolling in 4 year university.

Quarter 3:

- Mr. Feeler conducted the Graduate Follow-up survey for the 2025 graduates. 62% are currently employed. 1.5% are in the military. 19.7% are enrolled in a 2 year program. 9.1% are enrolled in a 4 year program.
- Follow-up information was shared with the BOE at the February BOE meeting.

**Objective 3: Maries Co. R 2 will provide relevant, high-quality career technical education and/or advanced professional studies. (TL3)**

**Action Step 1-2-3:**

The district will implement broadly-based elementary and middle school career awareness which align with high school and career tech curriculum.

Quarter 1:

- Students for the first semester completed Missouri connections and created the ICAP.
- HS began tracking student completion of ASVAB, ACT, Workkeys, ACT and Accuplacer.
- The district is covering the cost of Accuplacer and have become a certified staff for students to complete this assessment.
- Middle School 8th grade students completed five interest inventories through the Missouri Connections website. This first group discussed career clusters and did posters on the cluster they chose. This group created student accounts through Missouri Connection where they can review thousands of occupation choices.
- Juniors and Seniors toured State Tech in Linn with HS Guidance Counselor.
- 3rd grade participated in Missouri Day which highlighted Missouri facts.
- 2nd grade participated in a Field Trip to a rescue ranch where they were shown the processes behind caring for animals.
- Bland Middle School teachers discussed opportunities for college and careers each Thursday by wearing tshirts from local business or colleges to introduce students to College and Career readiness.

Quarter 2:

- Mr. Schultz discussed career and college awareness during 2nd quarter with the MO Connections Classes.
- Ms. Honse (MS Ag) discussed career paths with FACs and Ag classes.

Quarter 3:

- The elementary counselor talked with students K-4 about career readiness weekly throughout quarter 3.
- BMS students learn to complete job applications with Mr. Schultz during Missouri Connections.

**Action Step 1-2-4:**

The district will implement department-approved career technical education programs leading students to attain an industry-recognized credential, a post-secondary degree or entry into the workplace with a skill set conducive toward career advancement.

Quarter 1:

- BHS is working on getting Mr. Stockton NCCER certified to create more certification opportunities.
- BHS is investigating where they can implement IRC's to the business department.
- BHS will add shop/wood shop prerequisite class to the 2026-2027 schedule to give all students two stackable credentials, and more opportunities for IRC in this area.

Quarter 2:

- Mr. Stockton completed his NCCER process to become a certified instructor.
- BHS has already began discussions in next year's schedule to add a shop/wood shop

prerequisite class that would give all students two stackable credentials, and more opportunities for IRC's.

Quarter 3:

- BHS had department meetings with skilled technical science and Ag and created schedule changes to enhance both programs overall ability to credential students in multiple different areas.
- BHS added IRC testing in the business department through a partnership with Stukent. We will now be able to credential test students in our Intro to Business/Business Management courses.

**Objective 4: The school system is intentional in providing high-quality career education and/or advanced professional studies (including dual credit) based on students' ICAP. (TL#)**

Action Step 1-2-5: The district will sustain the A+ program.

Semester 1:

- Students are being tracked to ensure that all students have the opportunity to qualify for A+.
- A stakeholders meeting was held in October 2025 to review graduate data and discuss current procedures for qualification.
- High School cadets work with Elementary students to provide intervention and support. 20 students cadeted in the Elementary 1st quarter.
- High School students will be offered the PRE-ACT assessment to give students an alternative to the Algebra 1 EOC for the math requirement of A+.

Action Step 1-2-6: The district will continue a cooperating program with RtI/RtC.

Semester 1:

- We currently have 14 students attending RtI/RtC in Rolla daily.
- Students attending RTC who plan to go into education observed in a Kindergarten, 1st grade and 2nd grade classroom during first quarter.
- Several RtI students who are participating in the Early Childhood program are working in Belle Elementary classrooms for practical experiences.

Semester 2:

- We currently have 12 students attending RtI/RTC second semester.

Action Step 1-2-7: Belle High School will be intentional in the tracking of student assessments in regards to Career Tech.

Quarter 1:

- Counselor/Principal created a spreadsheet of completions. They are tracking what student credentials and student assessment scores.

Quarter 2:

- Information from all first semester assessments and credentials were tracked in a district form

Quarter 3:

- BHS met after receiving last years' seniors CCR Assessment data to look into success in the intentional tracking. Drastic growth was shown in our tracking of assessments, but 1-2 areas were noted for improvement.

**Effective Teaching and Learning**

**Priority Goal 2: Maries Co. R 2 Schools will provide resources to support, attract and retain quality staff.**

**Strategy 2:1 District will attract, recruit and retain 90% of qualified staff to carry out the mission, vision and beliefs of the district on an annual basis.**

**Timeline:** Year 4 (2025-2026)

Results from 2022-2023

The district had less than 90% retention at the end of the 2022-2023 school year.

Results for 2023-2024:

End of Year Retention Rate: District had less than 90% retention at the end of the 2023-2024 school year. Retention Rate was 81%. 5 teachers retired at the end of the school year.

**Results for 2024-2025:**

End of Year Retention Rate: District had 90% retention rate at the end of the 2024-2025 school year. 5 teachers retired at the end of the school year. (The district had only 2 teachers who were issued a contract that left the district.)

**Objective 1:** Maries R 2 uses professional educator standards when making decisions on employing, evaluating and retaining instructional staff and administrators. (TL5)

**Action Step 2-1:** 100% of teachers will be evaluated annually and given a score averaged over multiple indicators (teaching practice) set by the administrative team.

Quarter 1:

- Administrators identified teacher standards that will be used to evaluate teachers in August prior to the start of the school year. This information is shared with staff in August back to school meetings.
- Administrators began conducting teacher evaluations in September 2025.
- Teachers were given training on the standard by their building principal prior to the start of observations in September.
- Administrators conducted a common observation in September and October 2025 to provide continuity in feedback and results.
- The district administrators trained in the NEE evaluation prior to the start of the current school year. (August 2025)
- The administrators identified teacher standards that will be evaluated prior to school beginning in August 2025
- This information was shared with staff during professional development at the building level in August.
- All BMS and BHS teachers have at least two observations completed by end of the first quarter.

Quarter 2:

- 2 or more observations for each HS teacher with most being in the 4-5 observation range. 2 or more evaluations for non-teaching staff.
- BMS staff have continued classroom evaluations/observations. They have been working on incorporating more student collaboration and engagement during 2nd quarter.
- Unit of Instructions were completed 2nd quarter by teachers in all buildings and reviewed with the principal.

Quarter 3:

- All teachers in all buildings finished summative evaluations and all minimum number of observations were achieved by building administration.
- Improvement plans were discussed with teachers who need extra support.

Action Step 2-2: Each teacher will make progress towards growing their skills in effective instruction using the research based growth model (NEE).

Quarter 1:

- Teacher observations were started in September 2025.
- Teachers completed a Professional Growth Plan.
- Teachers began working on their Unit of Instruction.

Quarter 2:

- 100% of teachers completed their professional development plans for the 25-26 school year. (PDP)
- Numerous BHS teachers have completed additional professional development outside of what is offered in house during PD Days
- BMS staff checked in for mid-year checks for their PD (Professional Development) plans.

Quarter 3:

- Summative evaluations were reviewed with all certified staff through NEE.

**Objective 2:** Maries R 2 provides an effective induction and mentoring process for all instructional staff and administrators. (TL5)

Action Step 2-3: New certified teachers will receive a mentor for two years and will use the DESE model mentoring procedures and meet regularly to discuss items in the New Teachers Mentoring Binder.

Quarter 1:

- New teachers met in August to receive information about the mentoring program.
- 1st and 2nd year teachers were all assigned a mentor.
- New teachers and mentors began meeting in August.
- 1st and 2nd year teachers received their first observation in September 2025.
- Check-in survey sent to all first and second year teachers in August to determine what was going well and what they needed support with

Quarter 2:

- BHS - 100% of first and second year teachers have been placed with a mentor and have been regularly meeting with their mentor.
- New teachers as well completed scheduled new teacher trainings.
- Mr. Halbrook has been meeting with Mrs. Jones and Mrs. Sanders
- Mrs. Green has been meeting with Mrs. Jones for continued support
- Ms. Jolly has been meeting with Ms. Shipley for continued support
- Mrs. Elrod has been meeting with Mrs. Edwards for continued support

Quarter 3:

- New teachers outside of their mentor process at BHS completed their final two new teacher meetings in which the main focus centered around personal finance, engagement and other areas.
- The EL principal met with new teachers at the Elementary building.

Action Step 2-4: New certified teachers will attend a Beginning Teachers Assistance Program

Quarter 1:

- By August all 1st year teachers were enrolled in the BTAP program.
- Several had their first meeting prior to the start of the school year.
- 1st and 2nd BTAP trainings through RPDC were held 1st quarter.

Quarter 2:

- All BHS teachers attended BTAP trainings.
- 3 BMS teachers completed year 2 of BTAP.
- 1 BMS teacher is working on BTAP meetings.
- BES teachers continue the BTAP meetings per schedule.

Quarter 3:

- Several teachers completed their BTAP trainings and provided certificates of completion to the administration office for their employment files.

2023-2024 Data: The district hired 5 first year teachers for the FY24 school year. Retention rate for the first year teachers was 80%. One teacher left the district to return to her home school district.

The district had 4 returning second year teachers. Retention rate for the second year teachers was 75%. One teacher left the district to teach at another school district.

2024-2025 Data: The district hired 8 first year teachers for FY25. Retention rate for the first year teachers was 75%.

The district had 3 returning second year teachers. Retention rate for those teachers was 100%.

Action Step 2-5: Instructional staff will be provided high quality professional development to improve instructional practices and student learning to align with CSIP goals and improve academic instruction for all.

Quarter 1:

- The administrators identified teacher standards for each building that will be evaluated. They were shared with the staff prior to school beginning in August.
- Building level professional development was provided in all buildings regarding improving instructional practices and student learning.
- District Professional Development Committee meets as needed to approve professional development aligned with CSIP goals/objectives.
- Elementary 1st and 2nd year teachers attend professional development bimonthly.
- All teachers have submitted a Professional Development Plan for personal growth. Admin have meet with each teacher to discuss goal and plan of action.
- Teachers from both EL and MS are attending required LETRS training.
- 3 BMS teachers attended Classroom Management PD with the RPDC in Rolla.
- Teachers were provided development on classroom differentiation, parent engagement strategies, classroom management, and collaborative team meetings first quarter.
- A survey was sent following the October and November PD to determine satisfaction with PD and seek feedback on future options for PD.

Quarter 2:

- A survey was sent in December (end of semester) to check in with staff.
- In quarter 2, BHS teachers were trained in collaborative team meetings, Building/District APR, classroom engagement strategies, curriculum, and building relationships by understand personality styles.

Quarter 3:

- Title II Needs Survey was sent in February to check for needs for the 2026-2027 professional development.
- Elementary's first and second year teachers are attending professional development monthly.
- BHS teachers in quarter 3 were trained and provided high quality professional development in many areas, but primarily focused on classroom rigor.
- Multiple BHS teachers attended separate professional development centered on ACT development within their content area.

Action Step 2-6: All instructional staff will implement team developed instructional strategies and interventions, administer common formative assessments and discuss student performance after interventions. Staff will be expected to revise instructional delivery based on intervention strategy results.

Quarter 1:

- Elementary and Middle School held data team meetings in August, September and October.
- At the end of 1st quarter, Elementary and Middle School principals reviewed list of student mastered standards for each course taught.
- All Elementary teachers meet monthly by grade level to discuss mastery on standards that were taught 1st quarter.
- High School EOC teachers met monthly to review instructional strategies and student performance for state assessed content areas and IRC courses.
- DCI Content teams at MS meet regularly to check data, lesson planning and assessments and rubrics.
- EOC teachers met and discussed content and review common assessment from Study Island at first quarter.
- BHS teachers met and discussed data within their collaborative teams. Teachers determined a play for Tier 2 interventions following the data review.

Quarter 2:

- EOC teachers (HS) met and discussed the different content, but common assessment types through Study Island and have done so at the end of the first and second quarters.
- BHS Teachers have met and discussed data within their collaborative teams, but due to one prep teachers, common assessments are only common to the teacher giving them. Teachers based on the data shared can create plans for tier 2/tier 3 interventions and beyond for students.
- BMS used standards mastery checks and Mo Testlets during 2nd quarter.
- BES teachers met vertically during monthly PD Days.
- BES teachers met with grade levels during monthly PD days.

Quarter 3:

- All EL teachers meet monthly to discuss student needs. They work together to ensure all students are receiving the best interventions for their specific needs.

Action Step 2-7: Maries Co. R 2 will actively seek qualified teachers for any vacancy.

Quarter 1:

- Principals contacted local universities for the one position being filled by a substitute (Vocal Music/EL).
- Principals posted positions beginning covered by a long-term sub on the district website and Missouri job posting site (MoTeachingJobs).
- Bland Middle School is aware that they will have a 5th grade teacher position open for the 2026-2027 school year due to class size.

Quarter 2:

- All open positions have been posted and shared in appropriate sites.

Quarter 3:

- Open positions being covered by Critical Shortage have been posted for the 2026-2027 school year.
- All positions have been added to the necessary platforms for openings anticipated for the 2026-2027 school year. (Nimble, district website, moteachingjobs.)



**Collaboration and Culture**

**Priority Goal 3: Maries Co. R 2 Schools will promote community and parent involvement in support of the programs and academic performance of students in the district with a focus on the whole child/family.**

**Strategy 3-1: Maries Co. R 2 will improve two-way reliable communication with all stakeholders**

**Timeline:** Year 4 (2025-2026)

**Objective 1: Maries R 2 will engage parents/guardians to create effective partnerships that support the development and achievement of their students. (CC4).**

Action Step 3-2-1: Maries R 2 will monitor a comprehensive, written communication plan in alignment with the CSIP.

Quarter 1:

- The plan was revised in July 2025 for FY26. It was originally approved in September 2025.

Action Step 3-2-2: Provide stakeholders an opportunity to regularly review and evaluate district needs, discuss trends and make adjustments accordingly.

Quarter 1:

- Program Evaluations completed each month. The information is shared with families in the newsletter following each Board of Education meeting.
- Program Evaluations posted on district website for review.
- CSIP plan reviewed and shared with families via email in September. CSIP goal information was also included in the October newsletter.
- Newsletters are sent out digitally in August, September and October by the Superintendent following Board of Education meetings to allow for consistent and timely communications.
- Newsletters are sent out digitally in August, September and October by the Superintendent to all staff to allow for timely internal communication regarding initiatives and policy changes.
- Board of Education meetings were held in August, September and October.

Quarter 2:

- Program Evaluations completed each month. The information is shared with families in the newsletter following each Board of Education meeting. Program evaluations completed in November included Counseling.
- Program Evaluations posted on district website for review.
- Newsletters are sent out digitally in November and December by the Superintendent following Board of Education meetings to allow for consistent and timely communications.
- Newsletters are sent out digitally in November and December by the Superintendent to all staff to allow for timely internal communication regarding initiatives and policy changes.
- Board of Education meetings were held in November and December.
- Parent newsletters were sent out digitally to parents by building admin in November and December.

Quarter 3:

- Program evaluations completed each month. The information is shared with families in the newsletter following each Board of Education meeting.
- Program Evaluations included: Gifted Education, Special Education, Safety and Career Technical Education programs (FBLA, FFA, FCCLA, Building Trades); Early Childhood Instruction (PreK, MOQPK, ECSE, Parents as Teachers).
- Program Evaluations are posted on the district website.
- Board of Education meetings were held in January, February and March.

**Objective 2: Maries Co. R 2 will create and maintain collaborative opportunities and relationships with school districts, businesses, industry, post-secondary institutions and other entities to create or maintain well-rounded educational opportunities for students and educators. (CC3)**

Action Step 3-2-3: Continue to provide opportunities for parental/community engagement and participation in district events/activities.

Quarter 1:

- Open House was held in all three buildings in August 2025.
- Regular social media updates.
- Monthly newsletter to community from district level (August, September, October)
- Monthly newsletter to families at EL, MS and HS building level (September and October)
- Students from each building continue to be recognized at the Board of Education meeting each month (September, October 2025)
- Student internships offered at High School (CCEP, AOE, SBE)
- Kindergarten held a Family Engagement Night.
- Parents attended Field Trips with students in Kindergarten and 2nd grade.
- Bland Middle School offered "Navigating Middle School" presentation to all MS parents in August.
- Belle Elementary and Bland Middle School held their Title 1 informational meeting as required.
- FASFA Meeting held for parents of Seniors to provide assistance with application for financial aid.

Quarter 2:

- Winter Concert for MS and HS Band and Choir students held in December 2025.
- Elementary Christmas Concert held in December 2025.
- Breakfast with Santa sponsored by Parents As Teachers held in December 2025.
- Regular social media updates.
- Monthly newsletter to community from district level (November and December)
- Monthly newsletter to families at EL, MS and HS building level (November and December)
- Students from each building continue to be recognized at the Board of Education meeting each month (November and December 2025)
- BMS held a Title One Blacklight Bingo event.
- BMS Student Council held a carnival.

Quarter 3:

- Regular social media updates.
- Monthly newsletter to community from district level (January, February)
- EL Title 1 sent out a parent survey about the Title 1 services being provided to students and satisfaction by parents.
- EL Title 1 held their required spring meeting and reviewed survey results.
- HS held a Science Trivia night for parent/student engagement.
- HS held a History Night for parent engagement.
- MS held their Title 1 night for parent engagement.
- MS held a Math Night for parent engagement. There were over 100 people in attendance.
- EL held the 3rd grade Famous Missourian night for parent engagement.
- MS held a ELA Night for parent engagement.
- Parent Teacher Conferences were held in all three buildings. These were student led conferences.

- The Elementary held Preschool and Kindergarten screenings. Over 40 families had students that were screened during the event.



### Leadership

**Priority 4 Maries Co. R 2 Schools Board of Education and Administration will conduct school business in an ethical, legal and transparent manner.**

**Strategy 4-1:** Maries Co. R 2 will develop an annual budget for alignment of district resources with CSIP and other established budget planning processes to ensure compliance with Board of Education targeted 20% fund balance reserves.

**Timeline:** Year 4 (2025-2026)

**Ongoing Results:**

End of the 2022-2023 school year, the district had a 60% reserve per ASBR.

End of the 2023-2024 school year, the district had a 84% reserve per ASBR.

End of the 2024-2025 school year, the district had a 89.30% reserve per ASBR.

**Objective 1: The Board of Education and Administration conduct school system business in an ethical, legal and transparent manner. (L2)**

Action Step 4-1-1: Maintain effective operations and transparency through the implementation of reviewing and revising the CSIP on a quarterly basis.

Quarter 1:

- Monthly update on CSIP objectives and action steps as appropriate in Board of Education reports (Superintendent/Building Principals)
- Monthly reports include monitoring of academic performance data in August, September and October.

Quarter 2:

- Monthly update on CSIP objectives and action steps as appropriate in BOE reports from Superintendent and Building Principals.
- Monthly reports include monitoring of academic performance data in November and December 2025 from Building level.

**Quarter 3:**

- Monthly update on CSIP objectives and action steps as appropriate in BOE reports from Superintendent and Building level.

Action Step 4-1-2: Ensure transparency and accountability with regard to finances through audits and Board of Education meetings.

Quarter 1:

- Quarterly update of revenue and expenses on district website as required by DESE in October.
- Monthly finance reports to the Board of Education in July, August, September 2025.

Quarter 2:

- Quarterly update of revenue and expenses on district website as required by DESE in January.
- Monthly finance reports to the BOE in October, November and December 2025.

Quarter 3:

- Monthly finance reports to the BOE in January, February and March 2026.

**Objective 2: The Board of Education and Superintendent will engage in ongoing professional learning and self-evaluation to strengthen governance practices. (L1)**

Action Step 4-1-3: The Board of Education and Admin team will participate in ongoing professional development.

Quarter 1:

- Board members completed their annual training required by DESE.
- Superintendent attended MARE Conference and monthly meetings with South Central MASA.
- Three board members attended MARE Conference.
- MS, EL and Asst. Principal attending MLDS meetings.

Quarter 2:

- MS, EL and Asst. Principal attending MLDS meetings.

Quarter 3:

- Superintendent attended finance workshops.
- MS, EL and Asst. Principal attending MLDS meetings.
- Superintendent attended MASA conference.

**Strategy 4-2: Maries Co. R 2 Board of Education and Administrators will provide and maintain appropriate instructional resources, support services and functional and safe facilities that align with CSIP goals.**

**Data used to review results:** Safety Evaluation Results; Transportation Evaluation Results; Program Evaluations; CSIP and BIP plan reviews; Safety Evaluation Results

**Timeline:** Year 4 (2025-2026)

Ongoing Results: Facility upgrades made during first quarter of 2025-2026.

**Objective 1: Maries Co. R 2 will actively address school safety and security in all facilities. (L10)**

Action Step 4-2-1: A financial priority will continue to be made to improve student safety.

Quarter 1:

- Complete and document required safety drills. (All buildings have completed fire, earthquake and tornado drills). Identified roles for training, drills and education.
- District staff was trained on safety issues from MUSIC liability training in October.
- District staff completed training on bodily fluids and allergy prevention/precautions in August 2025.
- Board of Education completed a facility walk-through for all three buildings in July 2025 and August 2025.
- The Board approved the School Safety Program Evaluation in July.
- The Board reviewed the Facility Plan in August.
- State School Violence Anonymous Reporting System being used.
- Cyber/Privacy Security was included in Technology Permissions.
- Building principals conducted facility walk-throughs with maintenance staff in the first quarter. This information was shared with the BOE in October.

Quarter 2:

- District staff provided with Title IX training.
- District staff provided Dyslexia training.
- Completed and documented required safety drills in all three buildings.
- Completion of the school safety zones on Hwy M and Hwy 28. The crossing lights have both been installed and are in use.

Quarter 3:

- Completed and documented required safety drills in all three buildings.
- SRO's provided Safety Program Evaluation program review to the BOE.
- SRO Hinson attended a Center for Education Safety meeting for School Safety Academy.

**Objective 2: The local board adopts, monitors and annually reviews the implementation and outcomes of the CSIP that focus on district performance. (L3)**

Action Step 4-2-2: The district will reflect annually on established program evaluation cycles of continuous and innovative improvement that utilizes data collection, analysis, planning and intentional feedback to improve the instructional progress and student growth.

Quarter 1:

- Climate/Culture Survey completed by parents, teachers/staff and students.
- Monthly updates on CSIP objectives and action steps during regular Board of Education meetings in July, August, September..
- The CSIP plan was revised in September 2025.. Each BOE member received a booklet with the CSIP plan to track progress of the plan.
- CSIP plan was updated on the district website in September 2025..

Quarter 2:

- Climate/Culture Survey reviewed with Board of Education and results shared with the community.
- Monthly updates on CSIP objectives and action steps during regular Board of Education Meetings in October, November and December 2025.

Quarter 3:

- Monthly updates on CSIP objectives and action steps during regular Board of Education Meetings in January, February and March 2026.

**Objective 3: Maries Co. R 2 will submit data required by the Department of Education in a timely and accurate manner. (DB1)**

Action Step 4-2-3: Maintain and submit data required for MOSIS, Core Data and ASBR in a timely manner.

Quarter 1:

- August, September and October core data was submitted prior to the deadline.
- ASBR was submitted in July prior to the deadline.
- The audit of financial statements was completed in October 2025.
- Revenue/Expense reports uploaded to website in September 2025..

Quarter 2:

- Results of the audit shared with Board of Education and community at December 2025 BOE meeting.
- Revenue/Expense reports uploaded to website in December 2025.

Quarter 3:

- February Core Data submitted.
- February Graduate Follow-up submitted.
- Nonpublic Data submitted.

**District Plans Aligned with CSIP:**

This CSIP guided the development and implementation of the following plans. They are reviewed quarterly to determine fidelity to the individual plans and the CSIP plan.

<i>Communication Plan</i>	<i>Elementary Building Plan</i>
<i>Annual Budget Report</i>	<i>Wellness Plan</i>
<i>Middle School Building Plan</i>	<i>ESEA Consolidation Plan (Title)</i>
<i>Professional Development Plan</i>	<i>High School Building Plan</i>
<i>Assessment Plan</i>	<i>Literacy Plan</i>
<i>Safety Plan</i>	

***Needs Assessment Data Included, but not limited to:***

MAP Data	Climate Survey Results	Demographics
Student Growth Data	iReady Data	Program Evaluations
EOC Data	Stakeholder Comments	Attendance
Program Evaluations	ACT Data	D/F Reports (HS)
DESE Report Card	Mastery of Standards	College Acceptance Data
Formative Assessments	Summative Assessments	Graduate Follow-up Data
Credit Recovery Data	Special Education Data	Industry Recognized Cred.