Fordland R-3 School District
Continuous School Improvement Plan 2025-30

Culture and Climate

Our Fordland Family will promote a positive culture and climate where every student feels safe, supported, and connected, ensuring they are ready to learn and thrive.

Student Success

Our Fordland Family will provide access to equitable education for all students: We will meet students where they are in order for them to succeed.

Employee Success

Our Fordland Family will attract, support, and retain high-quality staff by fostering a positive workplace culture, ensuring equitable staffing, and providing professional growth opportunities.

Organizational Success

Our Fordland Family will ensure that the district remains financially stable, transparent, and future-focused by strengthening fiscal sustainability, communication, and facilities/safety to support long-term success.

Introduction

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 Continuous School Improvement Plan (CSIP). The District's CSIP focuses on the overall improvement of its educational programs and services. The Fordland School District began this process in February of 2025. 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.

Process

The administrative team decided to work with a consultant to develop the District's next CSIP to ensure all stakeholders had a voice, 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, students, board of education 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 of the Fordland School District. After the team defined our priorities and goals, the CSIP team determined action steps necessary to meet the District's goals. 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.

Monitoring and Adjusting the CSIP

The CSIP team will meet annually to assess progress on CSIP goals. People or teams responsible for each action step will monitor continuously. The Superintendent will provide an update quarterly to the Board of Education about the CSIP goals and progress made. The entire document will be revised every five years.

CSIP Planning Committee

Planning for the future of the Fordland School District began in February 2025 with a dedicated group of community leaders, parents, board members, students and staff coming together. The school district is focused on providing the highest level of educational opportunities for the students and preparing the Fordland School District for 2025 and beyond. Working through the beliefs, mission, and vision for the students of the Fordland School District, the CSIP planning team produced a strategic plan that will equip our students, teachers, and community for future-readiness. This committee continues to meet and revise the CSIP Plan on an annual basis.

Board of Education Members

Jeff Criger
Eric Jacobson

Community Members/Parents

Stevie Flottmann
Michael Goldhart
Emily Magers
Liz Smith
Jake Suter
Jennifer Suter

Students

Joshua Blaine
Loren Bojko
Macy Greeson
Rosyln Herron
Michaela Schmidgall

Elementary and Secondary Teachers

Jana Clubb
Kylie Jernigan
Alyssa Key
Cheryl Letterman
Kerri Long
Shawn Vomund

Support Staff

Stephanie Coleman
Snowlyne Davidson
Cindy Pickett

School Administrators

Jason Duey
Tabitha Foraker
Tonia Nunn
Dr. Toni Owens
Dr. Stephanie Vickers

Fordland R-III Beliefs, Mission and Vision

FORDLAND R-III BELIEFS

- We believe every student deserves a **safe, supportive, and equitable environment** that fosters learning and well-being.
- We believe educators are professionals who deserve **support, recognition, and opportunities** for continuous growth.
- We believe success is built through **independence, collaboration, and personalized** learning experiences.
- We believe **all kids can learn** and lifelong learning prepares them to thrive in a diverse and changing world.
- We believe **respectful relationships** among students, staff, families, and the community are vital to student success.
- We believe leadership should be **inclusive, collaborative, and focused** on what's best for students.
- We believe in educating the whole child by nurturing **character, resilience, and academic excellence**.
- We believe in using **resources responsibly and effectively** to maximize learning and opportunity for all.

FORDLAND R-III MISSION

"Preparing every student for the future through a diverse and dynamic education."

Fordland R-III VISION

"Inspiring excellence through innovation and character."

Focus Area: Culture and Climate

Culture and Climate Goal

Our Fordland Family will promote a positive culture and climate where every student feels safe, supported, and connected, ensuring they are ready to learn and thrive.

Goal Champion: Building Administrators

Strategy A: By 2030, the district will meet DESE's 90/90 attendance standard by building a culture of belonging and responsibility that encourages students to be present and engaged in learning.

Action A.1: Increase Building Attendance

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Recognize and reward students who consistently meet attendance targets, reinforcing a culture of responsibility, engagement, and commitment to learning.	2025-2026	Building Principals, Counselors	Building Level, PTO, Care to Learn	Ongoing
2. Monitor attendance and provide tiered interventions—including counseling, family engagement, and support resources—to ensure all students feel supported and have equitable access to learning.	Ongoing	Secretaries, Counselors, Principals	Building Level, Care to Learn	Ongoing

Strategy B: By 2030, 90% of students in grades 7–12 will actively participate in a Fordland R-III club, co-curricular, or MSHSAA-sponsored activity, fostering connection, leadership, and personal growth in alignment with our mission to prepare students for future success.

Action B.1: Increase Level of Student Involvement

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Broaden elective offerings in the master schedule to provide students with diverse opportunities for engagement, exploration, and personal growth.	2025-26	Counselors, Building Principal, Superintendent	District Level	2027
2. Survey students to identify interests and recruit teacher sponsors to guide and mentor participation, fostering student leadership and connection to the school community.	2025-26	Building Principal, Counselor, Teachers	Building Level Career Ladder	2027
3. Introduce middle school electives that build foundational skills and exposure to co-curricular opportunities, preparing students for meaningful engagement in high school activities.	2025-26	Building Principal, Counselor	District Level	2029

Strategy C: By 2030, the Fordland R-III School District will implement a tiered behavior support system in all buildings, with staff receiving ongoing training and resources. This system will result in a yearly reduction in office discipline referrals and an increase in positive student behaviors aligned with our district's mission and values.

Action C.1: Identify and Support Students in Need

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Maintain a systematic CARE Team process to identify and support students requiring targeted or intensive interventions.	2025-26	Teachers, Counselor, Building Principals	Building Level	Ongoing

2. Implement secondary building supports with the HOWL program which promotes responsibility, leadership, and positive choices	2025-26	Teachers, Counselor, Building Principals	Building Level	Ongoing
3. Provide small group & classroom counseling sessions to proactively address student social-emotional needs.	2025-26	Counselors	Building Level	Ongoing
4. Maintain partnerships with Burrell Services to provide ongoing mental health support.	2025-26	Burrell Therapists	External Resources	Ongoing
5. Provide education for students and families on the definition of bullying/cyberbullying, how to report concerns, and the district's commitment to safe learning environments.	2025-26	Teachers, Counselors, Building Principals	Building Level	Ongoing
6. Celebrate students who demonstrate positive behaviors through recognition programs and school-wide celebrations reinforcing expectations and modeling success.	2025-26	Teachers, Building Principals	Building Level	Ongoing

Focus Area: Student Success

Goal: Student Success

Our Fordland Family will provide access to equitable education for all students: We will meet students where they are in order for them to succeed.

Goal Champion: Building Administrators

Strategy A: By 2030, Kindergarten Readiness will increase to at least 75% annually, as measured by the district's kindergarten screening assessment.

Action A.1: Assess Kindergarten Readiness

Action Steps:	Start Date:	Person Responsible:	Resources:	Complete Date:
1. Administer the Kindergarten Entry Assessment (KEA) within the first 30 days of school to measure readiness for 100% of incoming Kindergarten students.	2025-26	Kindergarten and Title Teachers	Building Level	Ongoing

Action A.2: Analyze Readiness Data for Improvement

Action Steps:	Start Date:	Person Responsible:	Resources:	Complete Date:
1. Review Kindergarten screening data annually with Parents as Teachers (PAT) educator, PreK staff, and Kindergarten teachers to identify trends and guide instructional planning.	2025-26	PK Staff, Teachers, Early Childhood Director, Building Principal	Building Level	Ongoing

Action A.3: Strengthen Early Childhood Family Engagement				
Action Steps:	Start Date:	Person Responsible:	Resources:	Complete Date:
1. Assess community preschool needs annually to guide expansion of opportunities for local families.	2025-26	Director of Early Childhood	Building Level	Ongoing
2. Increase Parents as Teachers (PAT) enrollment by 10% annually, prioritizing families experiencing multiple stressors.	2025-26	PAT Educator & Supervisor, Director of Early Childhood	Building Level	2030
3. Host monthly family education and connection events to strengthen school-family partnerships and support early learning at home.	2025-26	PAT Educator & Supervisor, Director of Early Childhood	Building Level	Ongoing

Strategy B: By 2030, students will achieve scores at or above the Missouri state average on the following assessments: Missouri Assessment Program (MAP), End of Course exams (EOC) and the ACT.				
Action B.1: Use Data to Drive Instruction				
Action Steps:	Start Date:	Person Responsible	Resources	Complete Date
1. Use benchmark and formative assessment data (i-Ready, MAP, EOC, ACT, WorkKeys, interim assessments) to identify learning gaps and tailor instruction.	2025-26	Teachers, Director of Learning, Building Principals	District Level	Ongoing
2. Hold quarterly data team meetings to review progress and adjust instructional plans.	2025-26	Teachers, Director of Learning, Building Principals	District Level Title Funding	Ongoing

3. Increase the percentage of students meeting their Typical Growth Goal on the end-of-year i-Ready diagnostic in reading and math to 85% or higher annually	2025-26	Teachers, Director of Learning, Building Principals	District Level Title Funding	Ongoing
4. Provide a high-quality, vertically aligned K–12 Math and ELA curriculum consistent with Missouri Learning Standards.	2025-26	Teachers, Director of Learning, Building Principals	District Level State	Ongoing
Action B.2: Provide Targeted Interventions				
Action Steps:	Start Date:	Person Responsible	Resources:	Complete Date:
1. Implement push-in/pull-out supports, tutoring, and academic labs for students performing below grade level.	2025-26	Teachers, Director of Learning, Building Principals, Process Coordinator	District Level State	Ongoing
2. Use benchmark and formative assessment data to create flexible student groups and personalize instruction.	2026-27	Teachers, Director of Learning, Building Principals	District Level	Ongoing
3. Incorporate goal-setting and progress monitoring tools to increase student ownership of learning.	2025-26	Teachers, Director of Learning, Building Principals	District Level	Ongoing
Action B.3: Ensure Curriculum Alignment and Rigor				
Action Steps:	Start Date:	Person Responsible	Resources:	Complete Date:
1. Analyze assessment data (e.g., item analysis) to identify priority standards and adjust instruction accordingly.	2025-26	Director of Learning, Teachers, Building Principals	District Level	Ongoing

2. Implement standards-based unit planning and common formative assessments across grade levels and subjects.	2026-27	Director of Learning, Teachers	District Level	Ongoing
3. Conduct regular curriculum audits to ensure alignment with Missouri Learning Standards and ACT College Readiness Standards.	2027-28	Director of Learning, Teachers, Building Principals	District Level	Ongoing
4. Maintain and review district pacing guides to ensure consistency and alignment across classrooms.	2027-28	Director of Learning, Teachers	District Level	Ongoing

Strategy C: By June 2030, the district will establish and/or maintain partnerships with at least five local or regional organizations (including busines institutions). These partnerships will support well-rounded educational experiences by creating at least five new or sustained opportunities annually, such as internships, dual credit courses, career exploration events, guest speaker engagements, or educator externships.				
Action C.1: Identify Needs and Opportunities				
Action Steps:	Start Date:	Person Responsible	Resources	Complete Date
1. Survey students, educators, and administrators annually to identify interests, gaps, and needs for well-rounded educational experiences (e.g., career paths, real-world learning, professional development).	2025-26	Director of Learning, Building Principals	District Level	Ongoing
2. Convene an advisory group of district leaders, teachers, students and community representatives to guide partnership	2025-26	Director of Learning, Building Principals	District Level	Ongoing

development and monitor progress twice per year.				

Action C.2: Build and Strengthen Partnerships				
Action Steps:	Start Date:	Person Responsible	Resources	Complete Date
1. Formalize partnerships with businesses, industries, and postsecondary institutions to create K-12 experiences to help students explore and immerse themselves in college and career pathways.	2025-26	Superintendent, Director of Learning	District Level	2027
2. Host one annual Partnership Summit with community partners to review opportunities, celebrate successes, and plan for expansion.	2025-26	Counselor, Director of Learning, Building Principals	District Level	Ongoing
Action C.3: Provide Postsecondary and Career Experiences				
Action Steps:	Start Date:	Person Responsible	Resources	Complete Date
1. Continue to monitor dual credit/dual enroll offerings annually in collaboration with postsecondary institutions.	2025-26	Counselor, High School Principal, Teachers	Building Level	Ongoing
2. Organize at least two career exploration events per year (career fairs, industry tours, or job shadowing) for students across multiple grade levels.	2025-26	Counselor, High School Principal, Teachers	Building Level	Ongoing
3. Invite a minimum of three guest speakers and career mentors from partner	2025-26	Counselor, High School Principal, Teachers	Building Level	Ongoing

organizations annually to engage with students on campus.				
4. Develop at least two educator externship opportunities annually for teachers to connect classroom learning to current workforce practices.	2025-26	Director of Learning, High School Principal, Teachers	Building Level	Ongoing
Action C.4: Implement Work-Based Learning Pathways				
Action Steps:	Start Date:	Person Responsible	Resources	Complete Date
1. Follow procedures developed by the Registered Youth Apprenticeship Program of Missouri to provide hands-on learning opportunities for students pre- and post-graduation.	2025-26	High School Principal, Counselor, Director of Learning	District Level	Ongoing
2. Establish the number of students participating in internships, apprenticeships, or work-based learning programs by 10% annually.	2025-26	High School Principal, Counselor, Director of Learning	District Level	Ongoing

Focus Area: Employee Success

Goal: Employee Success

Our Fordland Family will attract, support, and retain high-quality staff by fostering a positive workplace culture, ensuring equitable staffing, and providing professional growth opportunities.

Goal Champion: Superintendent & District Administrators

Strategy A: By 2030, the district will meet staffing needs to provide a quality education by maintaining appropriate staffing levels and strategic workforce planning.

Action A.1: Staffing & Recruitment

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Reduce the number of teachers traveling between district buildings.	2025-26	Principals, Superintendent	Building Level	Ongoing
2. Review master schedule to identify opportunities for staffing adjustments that minimize travel.	2025-26	Principals, Counselors	Building Level	Ongoing
3. Assess support staff needs at each building to ensure appropriate staffing levels.	2025-26	Principals, Superintendent	District Level	Ongoing
4. Create a 5-year staffing forecast based on enrollment trends, retirements, program expansions, and student interest survey data.	2026-27	Administrative Team	District Level	May 2030

Strategy B: By 2030, the district will attract, support, and retain a high-quality workforce by fostering a positive climate, improving staff morale, and implementing targeted retention initiatives.

Action B.1: Workplace Culture & Retention

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Create and administer an annual climate and culture survey to measure staff morale and identify improvement areas.	2025-26	Principals, Superintendent	Building Level	Ongoing
2. Review survey results annually and develop targeted teacher/staff retention plans.	2026-27	Administrative Team	Building Level	Ongoing
3. Implement a competitive compensation package in the top third of the Summit Conference.	2027-28	Superintendent	District Level	May 2030

Strategy C: By 2030, the district will increase teacher effectiveness and retention by providing high-quality, data-driven professional development aligned to student needs, educator interests, and district priorities. Effectiveness will be measured by student achievement growth, NEE evaluations, and classroom walkthrough data.

Action C.1: Professional Growth & Effectiveness

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Administer and review an annual educator needs assessment survey to identify PD priorities.	2025-26	Director of Learning	PD Funds	Ongoing
2. Provide targeted PD based on survey results, teacher interest, and college/career readiness skills.	2025-26	Director of Learning, Principals	PD Funds	Ongoing

3. Track PD impact through student achievement, NEE evaluations, and walkthrough data to refine offerings.	2026-27	Director of Learning, Principals	PD Funds	Ongoing
4. Identify and replicate high-impact PD opportunities annually	2027-28	Director of Learning, Principals	PD Funds	Ongoing
5. Build comprehensive educator support systems (coaching, mentoring, leadership pathways).	2027-28	Director of Learning, Superintendent, Principals	PD Funds	December 2030

Focus Area: Organizational Success

Organizational Success Goal

Our Fordland Family will ensure that the district remains financially stable, transparent, and future-focused by strengthening fiscal sustainability, communication, and facilities/safety to support long-term success.

Goal Champion: Superintendent & Board of Education

Strategy A: By 2030, the district will pass a local tax levy to increase revenue, enabling competitive salaries, fund balance growth, and reduced debt.

Action Step A.1: Fiscal Sustainability

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Increase fund balance to 20% as reported on ASBR	2025-26	Superintendent	District Level	June 2026
2. Increase fund balance to 25% as reported on ASBR	2026-27	Superintendent	District Level	June 2027
3. Maintain 25%+ fund balance annually	2027-28	Superintendent	District Level	Ongoing
4. Decrease lease-purchase debt annually	2025-26	Superintendent, Board of Education	District Level	Ongoing
5. Develop and implement a tax levy communication strategy (community meetings, fact sheets, website updates)	2027-28	Superintendent, Admin Team, Teachers, BOE		May 2028
6. Successfully pass tax levy to increase	2029	Superintendent, Admin Team, District		2030

local revenue.		Staff, BOE		

Strategy B: By 2030, the district will implement a Master Communication Plan to ensure clear, consistent, and timely communication with students, parents, staff, and the community, with at least 75% of stakeholders reporting improved communication on annual surveys.

Action Step B.1: Strengthen Communication with Stakeholders

Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Continue to use our district platform to disseminate information via website, social media, email, text, and phone	2025-26	Admin Team	Building Level District Level	Ongoing
2. Share a monthly newsletter with district families	2025-26	Superintendent, Building Principals	Building Level District Level	Ongoing
3. Establish goals for social media posts per week per building	2025-26	Building Principals, Directors	Building Level District Level	Ongoing
4. Ensure 100% positive parent calls by Labor Day each year to establish home-school connections and relationships.	2025-26	Teachers	Building Level	Ongoing
5. Conduct annual stakeholder surveys (students, parents, staff, community) to evaluate communication effectiveness	2026-27	Superintendent, Director of Learning	District Level	Ongoing
6. Refine and expand communication methods based on survey results (e.g., language access, video updates, parent info sessions)	2027-28	Superintendent, Director of Learning	District Level	2030

Strategy C: By 2030, the district will implement a long-term facilities and safety plan ensuring compliance with safety standards, accessibility, and modern learning environments, with 100% annual safety audits meeting expectations.				
Action Step C.1: Strengthen Facilities & Safety				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
1. Conduct annual safety and facilities audits to guide priorities	2025-26	Superintendent, Maintenance Director	District Level	Ongoing
2. Implement safety drills and staff training annually	2025-26	Building Principals, SRO	Building Level	Ongoing
3. Maintain and update a capital improvements list (safety, accessibility, learning spaces)	2026-27	Superintendent, Maintenance Director	District Level	Ongoing
4. Develop a 10-year Facilities Master Plan with community input	2027-28	Admin Team, Maintenance Director	District Level	2030