

Republic R-III School District 2025-2026 School Improvement Plan

District Mission

Preparing Each Student for A Successful Future

District Vision

A Leader in Academic Success, Dedicated to Community Priorities

Early Childhood Mission

Fosters a Safe and Loving Community, Provides Foundation of Lifelong Learning

Early Childhood Vision

Engage students to **C**onnect, **C**are, **U**nite, and **B**elieve to Succeed!

Collective Commitments

Be Positive, Be Present, Be Professional, Be Purposeful, & Participate

Leadership Team

Amy Allen - PreK Teacher
Kristi Barnes - ECSE Teacher
Alysia Brooks - Specials Teacher
Christine Keller - PS/PK Teacher
Kris Facklam - EC Aide
Kortney Fisher - PreK Teacher
Amy Foreman - Speech Language Pathologist
Linse Hawks - Speech Language Pathologist
Courtney Laswell - PreK Teacher
Jennifer Manegold - PreK Aide
Shaina McMunn - Assistant Principal
Alyssa Phillips - Principal
Whitney Stapp - PreK Teacher
Jessica Wiener - PreK Aide
Sherri Wright - Parents As Teacher Educator

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ACADEMICS

Literacy

1. Literacy Data Analysis: *What are your key successes? Key gaps? How do you know?*

Key Successes

- 82.42% of PK students scored met/advanced on Q4 gross motor report assessments
 - Gross motor development is a critical foundation that supports and precedes early literacy skills.
- 90.02% of PK students scored proficient on Q4 literacy progress report assessments.
 - 86.7% of students scored proficient on the Q4 phonemic awareness blending assessment.
 - 85.4% of students scored proficient on the Q4 phonemic awareness segmenting assessment.

Key Gaps

- 55.07% of PK students scored met/advanced on Q4 fine motor progress report assessments.
 - Fine motor development is a critical foundation that supports and precedes early literacy skills.
- 76.6% of PK students could identify 80% of capital letters on the Q4 assessment.
- 67% of PK students could identify 80% of lowercase letters on the Q4 assessment.
- 79.58% of Pre-K students completed the vocabulary assessments expressively.

PLAN: <i>What is the school literacy goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the "DO"?</i>
<p>80% of students will score at the "Met" or "Advanced" level on the assessment:</p> <ul style="list-style-type: none"> ● Literacy standards: 80% proficiency <ul style="list-style-type: none"> ○ Phonemic awareness assessments (blending and segmenting) ○ Recognition of uppercase letters: 80% of students will recognize ○ Recognition of lowercase letters: 80% of students will recognize ● Motor standards (fine & gross motor): 80% proficiency 	<ul style="list-style-type: none"> ● Fine Motor Tools & Tips station @ Parent/Teacher Conferences ● ELLC literacy components ● Heggerty Phonemic Awareness Lessons ● Modify the PS grade card ● Vocabulary Curriculum Writing <ul style="list-style-type: none"> ○ Units added to Canvas ○ Motor embedded within lessons 	<ul style="list-style-type: none"> ● Grade-level literacy assessments ● Priority Standard Data (D&A) ● Letter ID Performance Goal ● Quarterly Data Dive Meetings

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Professional Learning: What professional learning might be needed to support the “DO”?

(Also include in the *School Professional Learning Plan*)

- Curriculum Work Session on 7/24 with EC Team, Doug Greek, Kathleen Burton, Alissa Basta, & Ashlee Nguyen.
- Language/Vocab Center Integration PD with Linse Hawks & Amy Foreman will take place on the 10/3 SI Day & 2/13 SI Day
- LETRS for Early Childhood Educators PD & Pilot Application with Kathie Burton will take place during the 25-26 school year, involving Christine Keller & Kortney Fisher.

STUDY/ACT: Checkpoint:

Based on the results of your measures, what’s working? What adjustments are suggested by the data?

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ACADEMICS

Numeracy

2. **Numeracy Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes

- 86.98% of students scored “Met” or “Advanced” on Q4 numeracy progress report assessments.
- 81.82% of PK students could identify 80% of numbers 0-10 on the Q4 assessment.

Key Gaps

- 70.51% of students can count to 30.

PLAN: *What is the school numeracy goal and its success criteria?*

80% of students will score at the "Met" or "Advanced" level on assessed district numeracy standards.

80% will recognize 80% of numbers (0-10).

DO: *What will the school (teachers, students, and leaders) do to accomplish the plan?*

- ELLC numeracy components
- Math Curriculum Writing
 - Routine Implementation
 - Canvas Addition

Measures: *How will you measure each step in the “DO”?*

- Grade-level numeracy assessments
- Priority Standard Data (D&A)
- Number ID Performance Goal
- Quarterly Data Dive Meetings

Professional Learning: What professional learning might be needed to support the “DO”?

(Also include in the *School Professional Learning Plan*)

- Math Routine Curriculum PD/Writing with Ashley Nguyen, Alissa Basta, & EC Curriculum Team on 7/24 & 8/7
- Math Routine PD ER Focus with Ashley Nguyen on 9/19

STUDY/ACT: Checkpoint

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Based on the results of your measures, what's working? What adjustments are suggested by the data?

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Culture Attendance

1. **Attendance Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes

- EC's Average Daily Attendance (ADA) increased by 4.90% from the 2023-24 school year to the end of the 2024-25 school year
- Attendance incentives and celebrations were implemented with fidelity at the classroom level.

Key Gaps

- A gap exists in consistently reviewing attendance, sending letters, and scheduling conferences as outlined in the plan.

PLAN: *What is the attendance goal and its success criteria?*

93% of students will be in attendance during the 2025-2026 school year.

DO: *What will the school (teachers, students, and leaders) do to accomplish the plan?*

- Staff will follow the attendance plan to support consistency.
- Classrooms track perfect attendance with tiger cub stripes and celebrate goals.
- Teachers contact families after two absences or if patterns occur.
- EC celebrates daily 100% attendance with flags outside doors.
- Administration reviews attendance monthly, sends letters, and schedules conferences as needed.

Measures: *How will you measure each step in the "DO"?*

- Attendance in Infinite Campus will be reviewed monthly.
- Administration will analyze data monthly using the Attendance Pyramid and take appropriate action as needed.
- The district's quarterly BSIP Report will track the building's progress toward the goal of 93% or higher ADA.

Professional Learning: What professional learning might be needed to support the "DO"?

(Also include in the *School Professional Learning Plan*)

- The administration will continue to evaluate the effectiveness of our current attendance plan and its impact on student attendance.
- The administration will support staff in making parent phone calls when a pattern of absences occurs.

STUDY/ACT: Checkpoint

Based on the results of your measures, what's working? What adjustments are suggested by the data?

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Culture Supportive School Environment

2. **Site Choice Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes

- Instructional time for SEL lessons was embedded into the daily schedule.
- *The school provides a safe environment for my student to learn*, received a score of 4.84 on a scale of 5.0 on our 2024-2025 Family Culture and Climate Survey.

Key Gaps

- 79.4% of PK students scored met/advanced on Q4 social skill progress report assessments.

PLAN: <i>What is the action team goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the “DO”?</i>
80% of PK students will score met/advanced on the Q4 social skill progress report assessments.	<ul style="list-style-type: none"> • Teachers create and post personal and class mission statements. • Implement all components of Brain Smart Start and Conscious Discipline daily. • Pilot Second Step Tier 1 instruction in 3 classrooms. • Provide Cub Club for Tier 2 support. • Revise social skills priority standards and report card expectations. • Honor students monthly as “Sunny Standouts” for appropriate social skills. • Admin conducts quarterly classroom visits to read SEL-aligned “sunshine stories.” • All staff will serve on an action team. • Staff invited to join the Convoy of Hope EC Volunteer Night. • Sunshine News shared weekly 	<ul style="list-style-type: none"> • Family Culture and Climate Survey results • Data Dive • Quarterly Progress Reports • SEL Performance Measures
<p>Professional Learning: What professional learning might be needed to support the “DO”?</p> <p>(Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"> • Data Dives • Leader in Me Family Engagement Training with Sara Hann on 8/13 		

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- Second Step PD and curriculum will be provided to staff piloting Tier 1 support (Courtney Laswell, Kristen Brasch, and LeAnn Hood) on 6/24, and implementation planning will occur on 7/23
- Staff DIAL Training from Alicia Coppedge, Sherri Wright, & Megan Genzler on 8/13
- Action Team Leaders will meet with Sara Hann to collaborate.

STUDY/ACT: Checkpoint

Based on the results of your measures, what's working? What adjustments are suggested by the data?

Data collected:

Next steps:

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LEADERSHIP

School Discipline

1. School Discipline Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

During the 2024-2025 school year, EC:

- 95% of EC students did not receive an office discipline referral (ODR) for the 2024-2025 school year
- Collaborated with the district's behavioral interventionist
- Partnered with Connected Counseling to provide additional counseling services.

Key Gaps

- *Clear student discipline expectations are present in my school* received a score of 3.33 (classified staff) and 3.69 (certified) on a 5.0 scale on our 2024 Climate & Culture Survey.

PLAN: <i>What is the school discipline goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the "DO"?</i>
"Clear student discipline expectations are present in my school" will receive a 4.0 out of 5.0 on the 2025–2026 Climate & Culture Survey.	<ul style="list-style-type: none"> ● Admin will communicate the revised Major/Minor protocol and updates during the Back-to-School meeting. ● Teachers will document minor behaviors using the Classroom Major/Minor Google Form. ● After four minor behaviors, teachers will complete an Office Discipline Referral (ODR). ● Admin will follow the EC Discipline Scope & Sequence when assigning student consequences. Teachers will teach MAC expectations during 	<ul style="list-style-type: none"> ● Teachers will complete the First Seven Days of MAC expectations lessons and submit documentation. ● Admin will review monthly discipline data from Major/Minor reports and D&A, taking action as needed.

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	<p>the first seven days and review them regularly throughout the year.</p> <ul style="list-style-type: none"> Students with two ODRs will be automatically referred to the Student Intervention Team. Cub Coins will be used to reinforce and celebrate building-wide expectations. 	
<p>Professional Learning: What professional learning might be needed to support the “DO”?</p> <p>(Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"> Admin & leadership team members will lead a series of CHAMPS (MAC) PD sessions during faculty, leadership, aide/para, and data meetings using <i>Coaching CHAMPS: Building a System of Support for All Teachers</i>. 		
<p>STUDY/ACT: Checkpoint:</p> <p><i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<h1 style="margin: 0;"><u>LEADERSHIP</u></h1> <h2 style="margin: 0;"><u>Family Engagement</u></h2>		
<p>2. <u>School Choice Data Analysis</u> <i>What are your key successes? Key gaps? How do you know?</i></p> <p>Key Successes</p> <ul style="list-style-type: none"> On the Spring 2024 Family Culture and Climate survey, EC received a 4.3 on a 5-point scale on the indicator, “The special events at EC help me feel engaged with my student's school.” On the Spring 2024 Family Culture and Climate survey, EC received a 4.1 on a 5-point scale on the indicator, “I feel informed about the growth my student is making towards his or her goal.” <p>Key Gaps</p> <ul style="list-style-type: none"> 55.07% of PK students scored met/advanced on Q4 fine motor progress report assessments. 		
PLAN: <i>What is the school family engagement/communication goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the “DO”?</i>
<p>80% of students will score “Met” or “Advanced” on Q4 fine motor progress report assessments.</p> <p>From Spring 2025 to Spring 2026, EC will go from a 4.3 to a 4.5 on the indicator, “The</p>	<ul style="list-style-type: none"> Focus on fine motor skills during Family Fun Night & Parent Conference Night, providing parents with resources to support motor growth at home <ul style="list-style-type: none"> Fine motor development is a critical foundation that supports and precedes early literacy skills. 	<ul style="list-style-type: none"> The Culture and Climate survey will be given in the spring of 2025. The communication performance data tracking system will be reviewed monthly.

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<p>special events at EC help me feel engaged with my students' school.”</p> <p>From Spring 2025 to Spring 2026, EC will go from a 4.1 to a 4.3 on the indicator, “I feel informed of the growth my student is making towards his or her goals” on the Spring Climate and Culture Survey.</p>	<ul style="list-style-type: none"> • Hold Parent-Teacher Conferences for families of 4-year-olds in semester 1 and for 3-year-olds in semester 2. • Parent Educators will plan and host 9 Group Connections for Parents as Teachers families. • Action Teams will plan and invite families to GrandFRIENDS Night, PreK Promotion, and Family Fun Night. • Teachers will post at least twice weekly on SeeSaw. • Teachers will send a weekly class newsletter to families by the end of Friday. • The administration will post twice a week on Facebook, highlighting academics, leadership, and culture. • Staff will create and share two Facebook posts yearly for administration, following the rotation schedule. • Teachers will post short-term goals (social, numeracy, literacy) quarterly with progress updates. • Teachers will share classroom goals with families via newsletters. • When 80% of students meet a class goal, hold a whole-class celebration including all students. • Share celebrations in weekly classroom newsletters, monthly family newsletters, and on the EC Facebook page. 	
<p>Professional Learning: What professional learning might be needed to support the “DO”?</p> <p>(Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"> • Leader in Me Family Engagement Training with Sara Hann on 8/13 		
<p>STUDY/ACT: Checkpoint:</p> <p><i>Based on the results of your measures, what's working? What adjustments are suggested by the data?</i></p>		
<p>Next steps:</p> <ul style="list-style-type: none"> • 		