

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 Connect, Care, Unite, and Believe 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: <i>What is the school numeracy 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 students will score at the "Met" or "Advanced" level on assessed district numeracy standards. 80% will recognize 80% of numbers (0-10).	<ul style="list-style-type: none">• ELLC numeracy components• Math Curriculum Writing<ul style="list-style-type: none">◦ Routine Implementation◦ Canvas Addition	<ul style="list-style-type: none">• 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: <i>What is the attendance 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>
93% of students will be in attendance during the 2025-2026 school year.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

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

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

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

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

- Admin & leadership team members will lead a series of CHAMPS (MAC) PD sessions during faculty, leadership, aide/para, and data meetings using *Coaching CHAMPS: Building a System of Support for All Teachers*.

STUDY/ACT: Checkpoint:

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

LEADERSHIP Family Engagement

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

Key Successes

- 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.”

Key Gaps

- 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>
80% of students will score “Met” or “Advanced” on Q4 fine motor progress report assessments. From Spring 2025 to Spring 2026, EC will go from a 4.3 to a 4.5 on the indicator, “The	<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">•		