



School Improvement Planning

Goal: The District has an ongoing, written Comprehensive School Improvement Plan (CSIP)/Strategic Plan, which directs the overall improvement of its educational programs and services.

Review Date: October 21, 2026

Evaluator: Superintendent

(Please complete this form and include/attach supporting data.)

Objective 1: The District has a Board-approved Comprehensive School Improvement Plan/Strategic Plan that contains the components required by the Missouri School Improvement Program.

1A. Does the CSIP/Strategic Plan contain all the components required by the Missouri School Improvement Program?

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|-----|--------------------------|--|
| YES | ☐ | Description of the planning process |
| YES | ☐ | District's mission statement |
| YES | ☐ | Belief and vision statements |
| YES | ☐ | Analysis of all students' performance and other relevant data and the resultant identification of strengths and concerns of the District |
| YES | ☐ | Goals, outcomes, or objectives which define specific, measurable results expected to be achieved by the District to improve programs, services, or student achievement |
| YES | ☐ | Strategies to be undertaken to realize each goal, outcome, or objective |
| YES | ☐ | Action steps/activities to be undertaken to realize each strategy |
| YES | ☐ | The timeline for implementing each strategy or action-step |
| YES | ☐ | A designation of person(s) responsible for implementing and assessing each strategy or action-step |

Comments: Our current CSIP/Strategic Plan was developed last fall (Fall 2025) through a structured process facilitated by Matt Teeter and the Teeter Leadership Group. The work included a 30+ member committee representing staff, administrators, students, parents, community members, and Board members, and it resulted in the 2026-2030 plan that the Board approved in December 2025.

Objective 2: Action steps contained in the District's CSIP/Strategic Plan are being implemented, and student performance is improving.

2A. Describe in what ways student achievement is the focus of the District's CSIP.

Student achievement is a central focus of the District's CSIP/Strategic Plan in several clear ways:

- The plan is organized around student outcomes first.

- Goals are tied to measurable academic performance outcomes.
- The plan uses a continuous-improvement cycle (built on date).
- Action steps emphasize improving instruction and targeted support for learners.
- Resources and initiatives are aligned to achievement priorities.

2B. What effect have the CSIP/Strategic Plan action steps implemented in the past 12 months had on student performance?

Over the past 12 months, implementation of CSIP/Strategic Plan action steps has had a positive impact on student performance, with evidence of strong achievement and continued growth across key measures. On state accountability indicators, Maryville R-II earned 80.1% of MAP performance points and an especially strong 98.3% of continuous improvement points, reflecting both solid results and meaningful year-over-year gains. Students also outperformed the state average in ELA, and 8th grade Science improved, reaching 47.2% Proficient/Advanced (about 10 points above the state average), while high school outcomes remained strong with a 98.3% graduation rate and continued strength on the EOC Government exam (60.7% passing). Importantly, the current 2026–2030 CSIP/Strategic Plan was Board-approved in December 2025, so some initiatives are still early in implementation, but the district's results to date align with the plan's focus on sustained improvement in student learning.

Objective 3: The CSIP/Strategic Plan is evaluated at least annually and updated as necessary.

3A. When was the CSIP/Strategic Plan last updated or revised?

The current 2026-2030 CSIP/Strategic Plan was Board-approved in December 2025. Leadership will meet with Matt Teeter, Teeter Leadership Group in November for an annual review/revision.

Objective 4: Building level improvement plans and personal development plans support the District CSIP/Strategic Plan.

4A. How does the CSIP/Strategic Plan drive what happens instructionally and administratively throughout the District?

Instructionally, the CSIP/Strategic Plan drives:

- Priority instructional focus areas (literacy systems, consistent instructional practices, and targeted student supports)
- Professional learning and coaching (staff professional development, including the movement of a staff to be in charge of PD for the district so that training is more consistent and aligns to the plan)
- Assessment and intervention systems (benchmarking, progress monitoring, and interventions)
- Consistency across buildings (shared language and expectations)

Administratively, the CSIP/Strategic Plan drives:

- Building-level improvement planning
- Individual growth and evaluation
- Resource allocation and budgeting
- Progress monitoring and reporting

- 4B. How do building level improvement plans and personal development plans support and align with the District CSIP/Strategic Plan?

Building-level improvement plans and personal development plans (PDPs) support and align with the District CSIP/Strategic Plan by creating a clear “line of sight” from district priorities to building actions to individual practice.

Building-Level Improvement Plans

- Translate district goals into building-specific actions. Each building uses the CSIP focus areas and goals as the starting point, then selects strategies that fit its grade span, student needs, and data trends.
- Use local data to target the CSIP priorities. Buildings identify the greatest areas of need (achievement, growth, behavior/attendance, subgroup performance, etc.) and align their action steps to the CSIP so improvement work stays centered on student outcomes.
- Create consistency with flexibility. The CSIP establishes shared expectations and direction across PreK-12, at each building they look at practice.
- Set a monitoring rhythm. Buildings progress check through leadership teams/work cycles, so they can adjust supports, schedules, interventions, and professional learning based on evidence of impact.

Personal Development Plans (PDPs)

- Align individual growth goals to CSIP priorities. Teacher and administrator professional growth goals are written to directly support CSIP strategies (for example, improving core instruction, using assessment data effectively, strengthening intervention practices, or increasing collaboration).
- Connect PD to implementation, not just training. The CSIP guides what professional learning is prioritized, and PDPs ensure staff apply that learning in classrooms and leadership practices - reinforced through observation, feedback, and coaching cycles.
- Build capacity districtwide. When individual PDPs target common CSIP-aligned practices (assessment literacy, research-based instruction, data use, collaboration), the district builds consistent instructional capacity across buildings.

Comprehensive Assessment:

Maryville R-II uses a comprehensive, balanced assessment system to monitor student learning and improve instruction. This system includes classroom formative checks, common/unit assessments, district benchmark assessments administered at key points during the year, and state assessments (MAP/EOC) to provide multiple measures of achievement and growth. Assessment results are reviewed regularly by teachers and building leadership teams to identify strengths and learning gaps, adjust instruction, provide targeted interventions and enrichment, and monitor student progress over time. This assessment cycle supports building improvement plans and aligns directly to the District CSIP/Strategic Plan by ensuring decisions about curriculum, instruction, intervention, and professional learning are grounded in evidence of student learning.

Program Recommendations:

Program Recommendations (reshaped)

Annual plan review: Continue with a formal annual evaluation of district plans to confirm they remain effective and aligned to district priorities, student needs, and emerging demands.

Explore a capital campaign: Begin exploring a potential capital campaign to strengthen facilities and resources. This could generate dedicated funding for targeted improvements and expansions that directly support our strategic objectives.

Plan ahead for a 2029 bond issue: Start proactive long-range planning for a possible 2029 bond issue to support larger, high-impact projects requiring significant investment. Early planning will position the district to respond to facility needs and community priorities with clarity and confidence.

Comments

Superintendent:

We have a strong blueprint in place and secured a wide range of assistance in creating our next five-year plan. Moving forward, it will be important to regularly revisit the goals in the plan and make updates as needed to respond to changing circumstances and emerging district needs. It is also important to acknowledge that this plan was developed under the leadership of an interim superintendent, so some components may evolve as additional insight and feedback are gathered. By staying flexible and open to adjustment, we can ensure the strategic plan remains relevant, actionable, and effective in guiding the district's continued success.