

# **Republic R-III School District 2021-2022 School Improvement Plan**

**District Mission:** Preparing Each Student for a Successful Future

**District Vision:** A Leader in Academic Success, Dedicated to Community Priorities

## **School Mission**

Preparing Each Student for a Successful Future

## **School Vision**

Excellence in Learning and Leading

## **Collective Commitments**

We will...

Create a positive, respectful, and collaborative environment for students and teachers.

Promote a collaborative environment for sharing information, resources, assistance, and expertise.

Put forth our best effort every day to continuously improve our team.

Be team players to help our team achieve its goals.

Be a culture of risk-takers who are committed to finding and implementing best practices.

## **Leadership Team**

Heather Argaez, Esther Brown, Andrea Carter, Lisa Deckard, Holly Goodwin, Chris Grauf, Penny Kreul,  
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# Republic R-III School District 2021-2022 School Improvement Plan

## Republic High School's Objectives and Data Analysis

### ACADEMICS

#### 1. Literacy

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

##### Key Successes

- We met our building literacy goal by having 83% of students perform 80% or better on priority standard common assessments for all 4 quarters of the 2020-2021 school year
- 10th grade English practice ACT scores increased from 15.1 in the Fall of 2020 to 17.0 in the Spring of 2021
- 11th grade English practice ACT scores increased from 14.8 in the Fall of 2019 to 18.2 in the Fall of 2020
- 10th grade Reading practice ACT scores increased from 16.9 in the Fall of 2020 to 18.4 in the Spring of 2021
- 11th grade Reading practice ACT scores increased from 16.4 in the Fall of 2019 to 18.6 in the Fall of 2020

##### Key Gaps

- English 2 EOC scores had an MPI of 351.86 which was short of our goal of 365
- English 2 EOC scores achieved 60.37% of advanced and proficient which ranked 4th in the COC

<b>PLAN:</b> <i>What goals are our Literacy goals?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>Measures:</b> <i>How will you measure progress toward these goals?</i>
1. English ACT scores <ol style="list-style-type: none"> <li>a. Increase 9th and 10th grade practice ACT scores by 1.75 points from fall to spring within the same year</li> <li>b. Increase the 11th grade score by 2 points from fall practice to spring ACT</li> <li>c. ACT English score goal <b>21</b> for cohort class of 2022</li> </ol>	1. Incorporate ACT practice and analyze data collected from the practice <ol style="list-style-type: none"> <li>a. 9th and 10th grade ELA courses will administer practice ACT questions once per month, analyze results of questions and practice ACT test scores, and implement appropriate lessons to address deficits.</li> <li>b. 11th grade ELA courses will administer practice ACT questions once per week, analyze results of questions and practice ACT test scores, and implement appropriate lessons to address deficits.</li> <li>c. ACT tutoring is provided twice per week after school.</li> </ol>	1. ACT English scores <ol style="list-style-type: none"> <li>a. Scores from practice ACT fall of 2021 to spring of 2022</li> <li>b. Scores from practice ACT fall of 2021 to operational ACT scores in spring of 2022</li> <li>c. State reported cohort data for ACT in English</li> </ol>

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<p>2. ACT Reading scores</p> <ul style="list-style-type: none"> <li>a. Increase 9th and 10th grade practice ACT scores by 1.5 points from fall to spring within the same year</li> <li>b. Increase the 11th grade score by 2 points from fall practice to spring ACT</li> <li>c. ACT Reading score goal <b>21</b> for cohort class of 2022</li> </ul> <p>3. EOC scores</p> <ul style="list-style-type: none"> <li>a. ELA MPI goal of <b>360.0</b></li> <li>b. 55% of students scoring proficient or advanced on the Biology EOC</li> </ul>	<p>2. Incorporate ACT Reading practice and analyze data collected</p> <ul style="list-style-type: none"> <li>a. All grades will incorporate independent reading and structures to increase fluency and stamina.</li> <li>b. Test students in grades 9-10 on the Practice ACT test in the fall semester and spring semester. Teachers at each grade level will identify gaps, embed those gaps back into instruction, and review them before the spring assessment.</li> <li>c. 11th grade ELA courses will administer practice ACT questions every other week, analyze results of in class questions and practice ACT test scores, and implement appropriate lessons to address deficits.</li> <li>d. ACT tutoring is provided twice per week after school.</li> </ul> <p>3. Incorporate EOC practice and analyze data collected</p> <ul style="list-style-type: none"> <li>a. Eng II will administer Practice EOC tests during 3<sup>rd</sup> quarter to determine areas for improvement. Identify gaps, implement in instruction, and review before EOC testing. <ul style="list-style-type: none"> <li>i. English 2 courses will practice EOC question stems on assessments throughout the year</li> <li>ii. English 1 courses will practice blended writing using articles of the week</li> </ul> </li> <li>b. Biology will administer Practice EOC tests during 3<sup>rd</sup> quarter to determine areas for improvement. Identify gaps, implement in instruction, and review before EOC testing.</li> </ul>	<p>2. ACT Reading scores</p> <ul style="list-style-type: none"> <li>a. Tracking SRI scores 9-11th grade and independent reading goals with 12th grade</li> <li>b. Scores from practice ACT fall of 2021 to spring of 2022</li> <li>c. Scores from practice ACT fall of 2021 to operational ACT scores in spring of 2022</li> <li>d. State reported cohort data for ACT in Reading</li> </ul> <p>3. EOC scores</p> <ul style="list-style-type: none"> <li>a. State reported EOC scores for Eng II</li> <li>b. State reported EOC scores for Biology</li> </ul>
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<p>4. Students will improve DBQ scores to 8 on elaboration of evidence and 8.2 on argument on DBQ essays in semester 2.</p> <p>5. Each department focused on literacy will track one priority goal each quarter with 80% of students reaching 80% mastery on the post-assessment.</p>	<p style="text-align: center;">i. Biology teams will focus on utilizing RTI to help students score higher on the EOC based on standard proficiency</p> <p>4. Focus on DBQ-related skills throughout all units.</p> <p style="margin-left: 20px;">a. Freshmen and sophomore classes will develop a week-long process to teach source analysis and writing to a document during each semester’s DBQ week.</p> <p style="margin-left: 20px;">b. Course level teams will identify and implement two social studies-specific reading comprehension assignments per unit.</p> <p>5. Each department that is focused on literacy will track priority goals for all students in their grade-level or course-specific classes. A pre-test will be given before the first progress term for each quarter. Instruction will be differentiated for students who met the proficiency target and for those who did not. Post-assessment on priority goals will be conducted before the end of each quarter.</p>	<p>4. Scores from DBQ and Common Assessments</p> <p style="margin-left: 20px;">a. DBQ data will demonstrate the effectiveness of source analysis and writing instruction.</p> <p style="margin-left: 20px;">b. Data from at least one common literacy-based assignment per quarter will demonstrate the effectiveness of literacy strategies.</p> <p>5. Quarterly common assessment data tracking through the building-wide data spreadsheets for all students</p>
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**Professional Learning:** What professional learning might be needed to support the “DO”?

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

- The Secondary Literacy Specialist will work quarterly with Math and ELA PLC teams discussing reading and writing strategies to help meet the needs of their individual student population
- Teachers will utilize SI Days and Early Release Collaboration time to share best reading and writing practices to help address the learning needs of all RHS students
- On SI Days, teachers will vertically align priority standards utilizing common assessments
- Teachers will utilize SI Days and Early Release Collaboration time to develop checkpoints and lessons to be used for RTI time

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**STUDY/ACT: Checkpoint:**

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

- ELA teachers will analyze SRI test scores vertically each quarter
- Grade level teams will complete their PLC reflection document. Department chairs will meet with administrators to discuss pre-test/post-test data
- Continue to work as an ELA team to develop high-quality assessments

### ACADEMICS

#### 2. Numeracy

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

**Key Successes**

- 10th grade Math practice ACT scores increased from 17.5 in the Fall of 2020 to 18.9 in the Spring of 2021
- 11th grade Math practice ACT scores increased from 17.6 in the Fall of 2019 to 19.3 in the Fall of 2020
- Algebra 1 EOC increased from 47.54% advanced and proficient in 2019 to 53.35% advanced and proficient in 2021
- Algebra 1 EOC scores achieved 53.35% of advanced and proficient which ranked 2nd in the COC
- 11th grade Science practice ACT scores increased from 17.0 in the Fall of 2019 to 19.2 in the Fall of 2020

**Key Gaps**

- We fell short of our goal with 75% of students performing 80% or better on priority standard common assessments for all 4 quarters of the 2020-2021 school year
- Combined Math EOC scores had an MPI of 345.14 which was short of our goal of 362.50
- Science EOC scores had an MPI of 344.27 which was short of our goal of 352.80

<b>PLAN:</b> <i>What are our Numeracy goals?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>Measures:</b> <i>How will you measure progress toward these goals?</i>
1. Math ACT scores <ol style="list-style-type: none"> <li>a. Increase 9th and 10th grade practice ACT scores by 1.5 points from fall to spring within the same year</li> <li>b. Increase the 11th grade score by 1.5 points from fall practice to spring ACT</li> <li>c. ACT Math score goal <b>21</b> for cohort class of 2022</li> </ol>	1. Incorporate ACT practice and analyze data collected from practice by Content Team: <ol style="list-style-type: none"> <li>a. Geometry will use multi-sentence questioning. Refine common assessments and discuss test-taking strategies during the review for every unit and help with skills. Lastly, the team will place one ACT question on every assessment.</li> <li>b. Algebra 2 teams will incorporate 5 Question Fridays and spiral content information based on need. Refine</li> </ol>	1. ACT Math scores <ol style="list-style-type: none"> <li>a. Scores from practice ACT fall of 2021 to spring of 2022</li> <li>b. Scores from practice ACT fall of 2021 to operational ACT scores in spring of 2022</li> <li>c. State reported cohort data for ACT in Math</li> </ol>

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<p>2. Science ACT scores</p> <ol style="list-style-type: none"> <li>a. Increase 9th and 10th grade practice ACT scores by 1.0 point from fall to spring within the same year</li> <li>b. Increase the 11th grade score by 1.5 points from fall practice to spring ACT</li> <li>c. ACT Science score goal <b>21</b> for cohort class of 2022</li> </ol> <p>3. EOC scores</p> <ol style="list-style-type: none"> <li>a. Math MPI goal of <b>350.0</b></li> </ol> <p>4. Each department focused on numeracy will track one priority goal each quarter with 80% of students reaching 80% mastery on the post-assessment</p>	<p>common assessments to include more ACT-type questions. Give ACT common assessments after Practice ACT, one every two weeks.</p> <ol style="list-style-type: none"> <li>c. Pre-Calc will use 2 days per quarter to practice targeted ACT skills beginning with functions.</li> <li>d. ACT tutoring is provided twice per week after school.</li> </ol> <p>2. Incorporate ACT Science practice and instruction, and analyze data collected</p> <ol style="list-style-type: none"> <li>a. ACT Science Bootcamp with intentional activities for each grade</li> <li>b. Incorporate ACT practice tests into bimonthly instruction.</li> <li>c. Each science teacher will instruct students on Science ACT strategies once each semester before ACT given at school.</li> </ol> <p>3. Incorporate EOC practice and analyze data collected</p> <ol style="list-style-type: none"> <li>a. Alg 1 and 2 will administer Practice EOC tests during 3<sup>rd</sup> quarter to determine areas for improvement. Identify gaps, implement in instruction, and review before EOC testing.             <ol style="list-style-type: none"> <li>i. Algebra teams will focus on utilizing RTI to help students score higher on the EOC based on standard proficiency</li> </ol> </li> </ol> <p>4. Each department that is focused on numeracy will track priority goals for all students in their grade-level or course-specific classes. The pre-test will be given before the first progress</p>	<p>2. ACT Science scores</p> <ol style="list-style-type: none"> <li>a. Scores from practice ACT fall of 2021 to spring of 2022</li> <li>b. Scores from practice ACT fall of 2021 to operational ACT scores in spring of 2022</li> <li>c. State reported cohort data for ACT in Science</li> </ol> <p>3. EOC scores</p> <ol style="list-style-type: none"> <li>a. State reported EOC scores for Alg 1 and 2</li> </ol> <p>4. Quarterly common assessment data tracking through the building-wide data spreadsheets for all students</p>
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	term for each quarter. Instruction will be differentiated for students who met the proficiency target and for those who did not. Post-assessment on priority goal conducted before the end of each quarter.	
<p><b>Professional Learning:</b> What professional learning might be needed to support the “DO”? (Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"><li>• Teachers will utilize SI Days and Early Release Collaboration time to share best practices to help address the learning needs of all RHS students</li><li>• Teachers who attend conferences in or out of the district will share any new learning about teaching strategies or best practices with all math teachers whose students might benefit from their new learning</li></ul>		
<p><b>STUDY/ACT:</b> Checkpoint: <i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<ul style="list-style-type: none"><li>• After the common assessment pre-test is given, the Math team will meet to create differentiation and enrichment opportunities in their PLC reflection document</li><li>• After each math RTI cycle, the math department will meet to discuss the results of RTI/Checkpoint 2 and how to respond to the data to create opportunities for remediation and enrichment moving forward through each cycle</li></ul>		

## CULTURE

### 1. Attendance

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

#### Key Successes

- Students missed a combined 8,245 days due to quarantine and were able to stay engaged with teachers and coursework through online supports.

#### Key Gaps

- The building 90 of 90 attendance rate was 84.89%
- The building ADA was 91.68%

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<b>PLAN:</b> <i>What are our Attendance goals?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>Measures:</b> <i>How will you measure progress toward these goals?</i>
<ol style="list-style-type: none"> <li>1. ADA attendance goal of 95%</li> <li>2. MSIP 5 proportional attendance goal of 90%</li> <li>3. Graduation rate goal of 95%</li> </ol>	<ol style="list-style-type: none"> <li>1. Bi-weekly admin-counselor meetings to discuss students who have attendance below 85%               <ol style="list-style-type: none"> <li>a. Daily attendance verification forms sent to teachers</li> </ol> </li> <li>2. Structured identification and intervention plan as is outlined in the CSIP               <ol style="list-style-type: none"> <li>a. Attendance incentives related to WIN placement, finals exemptions, and attendance prizes for students above 90%</li> </ol> </li> <li>3. ADLN transition programming</li> </ol>	<ol style="list-style-type: none"> <li>1. ADA attendance percentage from Pulse and the list of students generated every 2 weeks               <ol style="list-style-type: none"> <li>a. Teachers fill out form to verify attendance</li> </ol> </li> <li>2. MSIP 5 proportional attendance percentage               <ol style="list-style-type: none"> <li>a. WIN cycle data pulled every 3 weeks</li> </ol> </li> <li>3. ADLN list each progress term</li> </ol>
<p><b>Professional Learning:</b> What professional learning might be needed to support the “DO”?            (Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"> <li>● All teachers trained and supported in the use of SIS attendance</li> <li>● All teachers trained and supported in the use of E-Hallpass system</li> </ul>		
<p><b>STUDY/ACT:</b> Checkpoint:  <i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<ul style="list-style-type: none"> <li>● Monitor ADLN data weekly</li> <li>● Monitor school and grade level attendance and low classroom student achievement each progress</li> <li>● Discuss all attendance and low classroom student achievement data each progress during monthly counseling team meetings</li> </ul>		

## CULTURE

### 2. Student Engagement



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

#### Key Successes

- Currently have over 60 clubs and activities in which students are encouraged to participate
- Through Athletic Leadership Council (ALC) and the Ambush, student participation and attendance at events has increased
- Lead Team for Lead the Way has focused on student engagement
- Repmo Ambassadors have worked to integrate incoming freshmen and new students into our school culture

#### Key Gaps

- Not having a systematic process for determining student connectedness within our building
- No active measure of leadership engagement at the classroom level

<b>PLAN:</b> <i>What are our Culture goals?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>Measures:</b> <i>How will you measure progress toward these goals?</i>
<ol style="list-style-type: none"> <li>1. Establish and maintain positive student relationships to cultivate a safe and engaging climate</li> <li>2. 70% of our student population participating in a school athletic/activity/club organization</li> <li>3. Relationship mapping - map, inventory, and identify trusted adults and risk factors each individual student</li> </ol>	<ol style="list-style-type: none"> <li>1. Friday WIN focus twice per month with relationship building class activities               <ol style="list-style-type: none"> <li>a. WIN teachers will present the material building-wide from the WIN calendar and counseling curriculum</li> </ol> </li> <li>2. Coaches, sponsors, and teachers will establish and maintain opportunities for student engagement by conducting organized meetings, athletic practices and activities each semester               <ol style="list-style-type: none"> <li>a. Students leaders in for each organization will promote, advertise, and lead opportunities for students to get involved</li> </ol> </li> <li>3. Staff will map student relationships during the October and February SI days               <ol style="list-style-type: none"> <li>a. Analyze the data in the following month's faculty meeting</li> <li>b. Inventory students with trusted adult and students with risk factors</li> <li>c. Make connections with students in WIN homeroom classes during Friday WIN time</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The WIN calendar activities will be posted each week from the counselors and administration               <ol style="list-style-type: none"> <li>a. WIN walkthroughs twice per month will be conducted to monitor progress, consistency, and application of lessons</li> </ol> </li> <li>2. Inventory, catalog, and track number of opportunities offered and number of participants for our athletics, clubs, and organizations each semester               <ol style="list-style-type: none"> <li>a. AD and Assistant AD will compile and organize the data points each semester</li> </ol> </li> <li>3. EAB relationship mapping inventory data sheet and protocol</li> </ol>

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

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

- Administration and counseling will provide the WIN curriculum materials and plans through updating the WIN calendar each week
- Administration will train staff in relationship mapping on the October 1st SI day

**STUDY/ACT:** Checkpoint:

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

- Staff will analyze the relationship mapping data each semester and identify students without trusted adults to build positive relationships

### LEADERSHIP

#### 1. School Discipline

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

**Key Successes**

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**Key Gaps**

- Incidents of vandalism are concentrated in the locker room and bathroom areas of the school

<b>PLAN:</b> <i>What goals are associated with this objective?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>Measures:</b> <i>How will you measure progress toward these goals?</i>
<ol style="list-style-type: none"> <li>1. Review and provide student and teacher training of building-wide behavior expectations</li> <li>2. Reduce the number of vandalism and theft incidents in the bathroom and locker rooms</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review all building-wide classroom and all settings behavior expectations each semester via class meetings and handbook presentations in WIN</li> <li>2. PE teachers will require backpacks to be left in the gym area and not taken into the locker room and implement a changing schedule to limit the time allowed in the locker rooms</li> </ol>	<ol style="list-style-type: none"> <li>1. Student discipline instances, most common referrals and Big 5 data will be monitored monthly and quarterly by building administration</li> <li>2. SIS discipline report for vandalism and theft               <ol style="list-style-type: none"> <li>a. Monitor number of maintenance requests entered for bathroom and locker room damage</li> </ol> </li> </ol>

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<p>3. Maintain the average discipline rate from the previous 3 year average for the 2021-22 school year</p>	<p>a. Teachers and administrators will monitor passing time at bathrooms</p> <p>b. E-Hallpass bathroom capacity limited to 5 students at any given time</p> <p>c. Office aides will complete a bathroom check at the beginning of each hour to check for any damage</p> <p>3. Administration will implement building-wide behavior expectations in each setting</p> <p>a. Provide students with the opportunity to receive and apply leadership skills in WIN and classroom experiences</p>	<p>3. SIS discipline numbers</p>
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### LEADERSHIP

#### 2. Goal Setting

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

**Key Successes**

- LEAD Team has been established and has lead the way with integration of student initiatives, goal setting, and community service

**Key Gaps**

- Lack of utilization of Naviance for goal setting and tracking

<p><b>PLAN:</b> <i>What goals are associated with this objective?</i></p>	<p><b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i></p>	<p><b>Measures:</b> <i>How will you measure progress toward these goals?</i></p>
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<ol style="list-style-type: none"> <li>1. All students will develop and monitor a personal and academic goal</li>   <li>2. Student goal progress and achievement will be celebrated</li>   <li>3. All seniors develop a post-secondary goal</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will work with LEAD team and WIN teachers to develop and monitor goals using a goal development document</li>   <li>2. Monthly recognition of students through our 5 Star Tiger program</li>   <li>3. Seniors meet with Student Success Advisor 3 times individually throughout the year               <ol style="list-style-type: none"> <li>a. Fill out the FASFA form</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. All students will review and document goal progress quarterly through their WIN class and using Naviance</li>   <li>2. Nomination form sent, collected and employed each month to teachers</li>   <li>3. Student Success Advisor will track and document meetings with seniors               <ol style="list-style-type: none"> <li>a. FASFA completion rate</li> </ol> </li> </ol>
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**Professional Learning:** What professional learning might be needed to support the “DO”?  
 (Also include in the *School Professional Learning Plan*)

- Counseling to provide Naviance training to staff at the September faculty meeting
- Staff to provide Naviance training to students through their WIN class

**STUDY/ACT:** Checkpoint:

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

- Adjust support and instruction to help students achieve their academic goals
- Quarterly review of Student Success Data