



Dedicated to our
students' success

Wright City R-II School District

Continuous School Improvement Plan 2023-2027



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Board of Education

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#WILDCATSTRONG

Board Approval July 20, 2023

Introduction

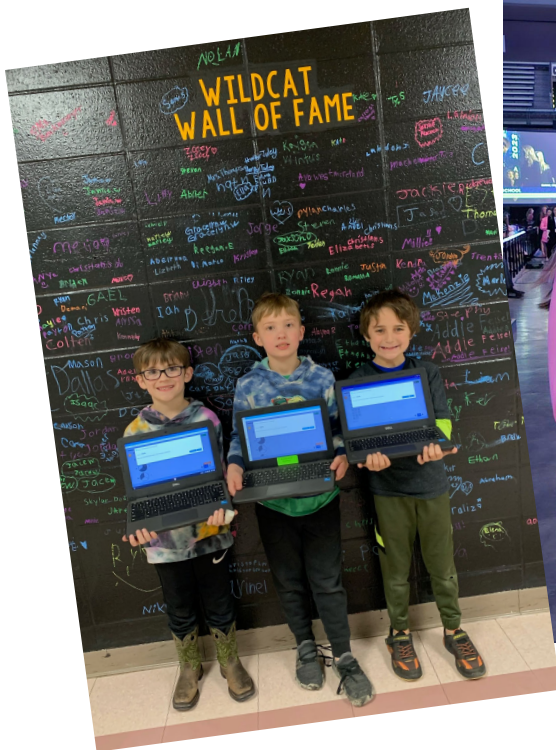
A component of the implementation of the Sixth Cycle of the Missouri School Improvement Program (MSIP) review process, all districts are required by the Missouri Department of Elementary and Secondary Education (DESE) to develop a Continuous School Improvement Plan (CSIP). The Wright City R-II CSIP focuses on improvement of the district from all perspectives, with the emphasis being on academic performance .

Wright City R-II District Mission

Dedicated to our students' success

Wright City R-II District Beliefs/Vision

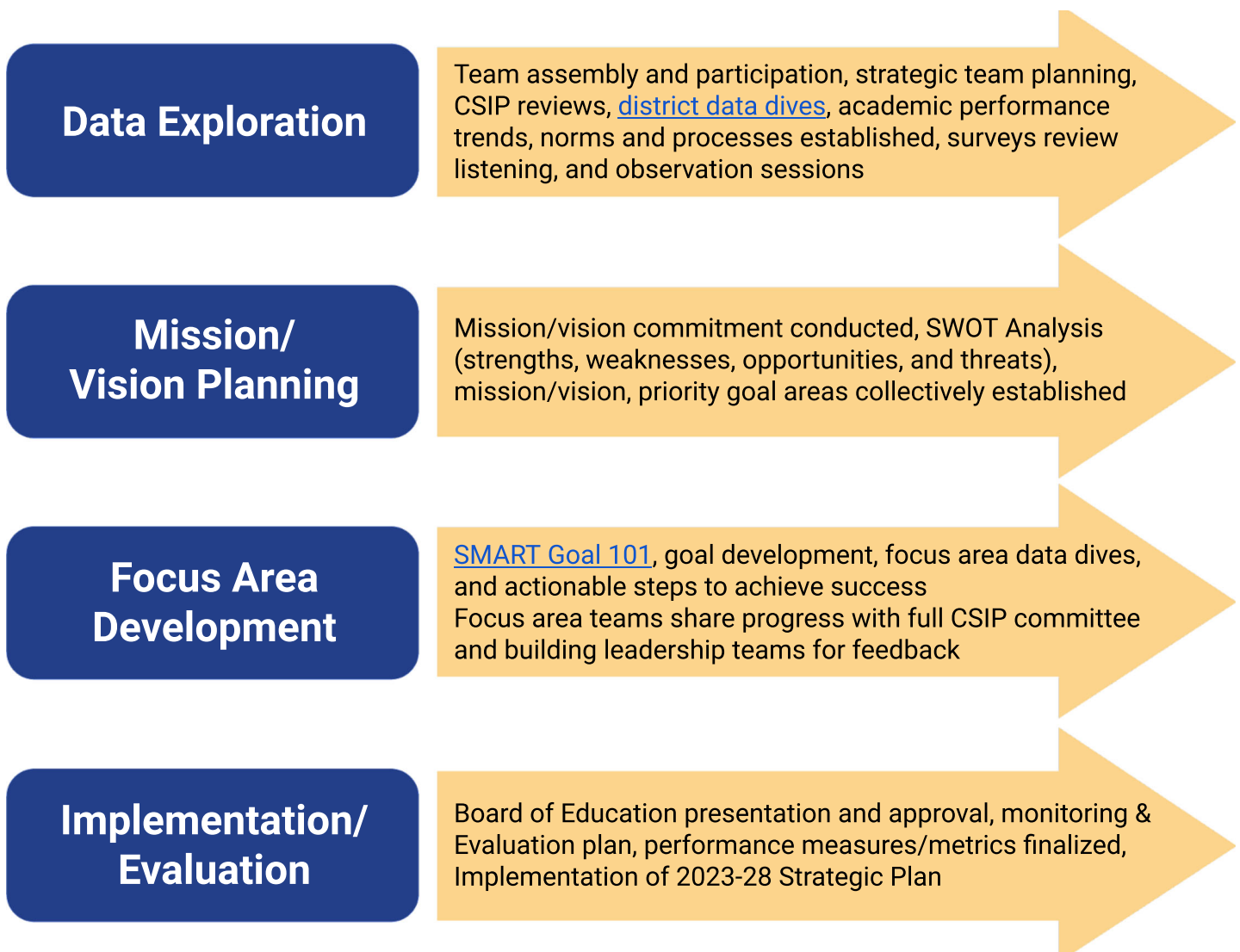
The Wright City R-II School District will be a Professional Learning Community that promotes high expectations of student achievement as assessed by Annual Performance Report (APR) and by consistently improving stakeholder involvement.



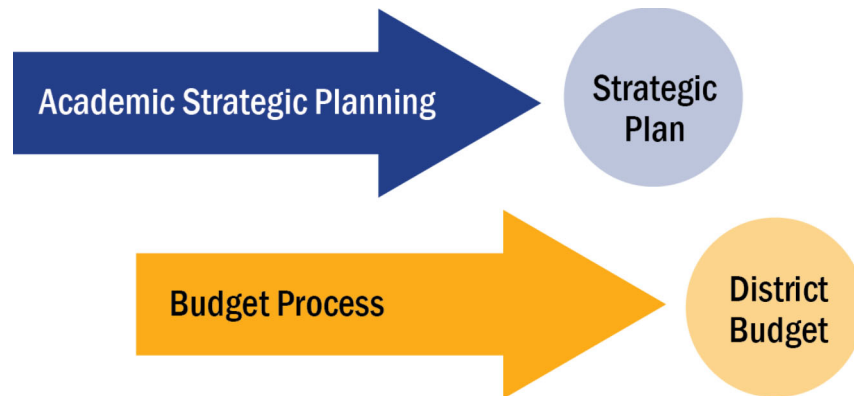
Strategic Planning Process

The Wright City R-II School District began the strategic plan process in the Fall of 2022 where the administration identified key data sources that would inform a new strategic plan. In late Fall the superintendent started inviting key individuals in the community to take part in the creation of the district's new strategic or CSIP plan. Building leadership was then charged to identify key staff members and parents who might also contribute to the development of the new CSIP.

In January 2023, and over the following five months stakeholders collaborated to set out the district's strategic plan. The process entailed data exploration, mission/vision planning, focus area commitment, implementation/evaluation.



In many districts, strategic planning and budget processes happen in parallel tracks that do not intersect:



In more strategic school districts, strategic planning and the budgeting process are merged to create a process for strategic use of resources in the district. Merging these processes allows for greater alignment of district strategy and finances, and allows the district to balance financial decisions as tradeoffs for increasing strategic investments in students.



Monitoring and Adjusting the CSIP

Individuals responsible for each Focus Area goal will continuously monitor their areas throughout the years.

The CSIP committee will meet annually to assess progress on Focus Area goals. During these annual meetings data trends will be updated and modifications may be made to action steps. Any changes made will be shared with faculty leadership teams for feedback prior to being scheduled for Board of Education approval.

The Wright City R-II Board of Education will monitor the Focus Area of Academic Performance monthly through the building principal's CSIP reports. Annually the Board will receive a full CSIP report and consider the changes.

The entire document will be revised every five years.

Internal Analysis might include the following: MSIP 6 Performance Standards Annual Performance Reports (APR), Federal Annual Measurable Objectives (AMOs), Local Educational Agency (LEA) surveys, and any climate/culture (district or department) survey. The information gathered from this analysis should be considered in making data-driven decisions for focused and targeted goals.

External Analysis might include the following: population shifts; changing demographics; advances in technology; changes in legal requirements; state and federal program requirements; census reports; and Missouri Learning Standards.

Missouri School Improvement Program (MSIP) 6

The Sixth Cycle of the Missouri School Improvement Program is focused on continuous improvement for all schools, the preparation of each student for life beyond high school and promoting practices that lead to healthy school systems

(<https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6>).

MSIP 6 intends to look closely at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student growth. MSIP 6 was approved by the Missouri State Board of Education on February 11, 2020. Pursuant to section 161.092, RSMo, this rule applies to districts in the 2022-2023 school year.

CSIP Committee

This CSIP was developed jointly by a committee consisting of a variety of district stakeholders. Invitations were sent to all staff members to participate; parents and students were asked to participate by school and district administrators. The following is a list of members who participated in the process:

Austin Jones, Board President	Abigail Jackson, Staff
Erin Williams, Board Member	Jennifer Sommer, Staff
Dr. Chris Berger, Superintendent	Dr. Daisy Skelly, Title III Coordinator
Doug Smith, Assistant Superintendent*	Beth Dean, Parent
Dr. Jeremy Way, Assistant Superintendent*	Paige Bristow, Parent
Matt Brooks, Principal*	Renee Plouffe, Parent
Devin Raney, Assistant Principal	Laura Vrabel, Parent
Kelly Brooks, Director of Special Education	Amanda Hall, Parent
Dawn Hickman, Principal	Brittany Moss, Parent
Matt Crowe, Principal	Jessie Davis, Parent
Taylor Backues, Assistant Principal	Jake Reimers, Parent
Chris Brandriff, Principal	Sarah Gutierrez, Parent
Sara Meadows, Assistant Principal	Beth Schnarre, Parent
Elisabeth Thompson, Parent/Staff*	Sheri Lehmen, Parent
Nichole Smith, Teacher	John McGowan, Parent
Lacy Gambill, Teacher	Marcella Holiway, Parent
Angie Woodson, Teacher	Monica Heppermann, Parent
Megan Thomason, Staff	Avery Friend, Student
Angel Johnson, Parent/Staff	Izabell Campbell, Student
Crystal Norman, Parent/Teacher	Ada Ferrell, Student
Erica Hixson, Teacher	Susan Traylor, Patron
Jamie Mattingly, Parent/Teacher	Lisa Kinast, Patron
Amanda Bair, Teacher	Kyle Lewis, Patron
Hannah Pohl, Teacher	

** denotes focus area chairperson*

Utilization of the Plan

Our administrative team understands the CSIP is to be used as a strategic plan, a guide to our future. The plan identifies long range goals for district-wide improvement as well as specific action steps to be taken to achieve those goals.

All other plans and initiatives in the district should be aligned to the priorities and goals of our CSIP plan. Quarterly updates will be provided to the Board of Education.

Wright City R-II CSIP Plan Summary

Focus Area 1: Academic Performance

- 1.1 The Wright City School District will increase IEP/ELL student cohort achievement, as measured by yearly growth gains on state and local assessments.
- 1.2 Wright City students will show yearly growth in reading and literacy as measured in all grades by district and state assessments.
- 1.3 Wright City students will show yearly growth in math and numeracy as measured in all grades by district and state assessments.

Focus Area 2: College & Career Readiness

- 2.1 All students will complete a CCR assessment and 95% of students will receive a qualifying score prior to graduation.
- 2.2 Wright City will achieve a 95% graduation rate and a 100% graduation follow-up rate.

Focus Area 3: Staff Recruitment and Retention

- 3.1 The district will retain 85% of highly qualified (appropriately certified) staff each year.
- 3.2 The district will increase the number of alumni staff.

Focus Area 4: Community Culture & Engagement

- 4.1 Increase stakeholder participation and engagement as measured annually by the number of participants active in support organizations and committees.
- 4.2 Improve knowledge of culture and inclusivity efforts as measured by annual parent climate surveys.

Wright City R-II Continuous School Improvement Plan

Focus Area 1: Academic Performance

1.1 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

The Wright City School District will increase IEP/ELL student cohort achievement, as measured by yearly growth gains on state and local assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

APR Student Group Performance in Math, ELA, and Science show On Track Performance, and Wright City Middle School is designated as a Targeted School.

Evidence Based Strategy(ies) for Implementation:

- Improve ELA Instruction for student with IEPs and ELL students
- Improve Math Instruction for students with IEPs and ELL students
- Clarify IEP Goals
- Clarify ELL (Language Development) Goals

Action Steps	Artifacts or Data Analyzed	Person/People Responsible	Funding Source	Timeline
Additional utilization of high-quality co-teaching during ELA and Math instruction.	Yearly co-teaching observations with RPDC and Admin	Administrators Regular and SPED Teachers, EL Specialists	State & Federal Funds	Annually, during program review
Increase inclusion of students who receive special education services within the Regular Education ELA and Math classroom.	Monitoring of IEP placement numbers within SPED department	Administrators Regular and SPED Teachers	State & Federal Funds	Annually, during scheduling
Continue to utilize the reading and math programs that were purchased with federal funds to improve reading and math during resource instruction.	Progress monitoring of IEP reading goal data	Administrators SPED Teachers	State & Federal Funds	Annually, during program review
Continue to train special education teachers on the science of reading (LETRS) at the elementary level.	Yearly in district training	Administrators Regular and SPED Teachers	State & Federal Funds	Annually, during preservice

Teams of SPED, EL, and non-SPED teachers sent to co-teaching training.	Yearly in district training, RPDC (for first time EL cohort)	Administrators Regular and SPED Teachers, EL Specialists	Title III (for EL)	Annual trainings for new staff.
When possible, highly qualified/Special Education teachers will be hired to teach the Resource ELA and Math classes.	Monitoring of applicants that are applying for SPED positions	Administrators Process Coord,	State & Federal Funds	Annually/spring, during hiring season.
Special Education teachers will monitor student progress in Impact Team meetings monthly on priority standards in ELA and Math.	Impact team meeting agendas	Administrators Regular and SPED Teachers Process Coord.	State & Federal Funds	Bi-monthly during Impact Teams
Train administrators, EL Specialists, content/classroom teachers of ELs to implement sheltered instruction or similar best practices pedagogy, and use culturally responsive teaching; provide ongoing (bi-monthly/quarterly) professional development at all levels on best practices for teaching English learners.	Yearly in district training, Bi-monthly or quarterly through building and district training, building PD calendars	Administrators, Title III Coordinator, EL Specialists	Title III	Annually, during preservice
Administration and ELL District Coordinator monitors and supports the implementation by teachers of English language development strategies studied through frequent observations, using monitoring tools, and providing specific feedback (coaching model).	Cyclical Monitoring of implementation through EL Coaching Model Observation tools and schedule	Admin and Title III Coordinator	Title III	Annually, during preservice
Continue to use Federal Title III funds and other funds to acquire English Language Development curriculum materials and resources to provide research-based, culturally relevant pedagogy.	Yearly budget and Title III documentation	Admin and Title III Coordinator	Title III, State & Local	Annually, during Title III planning.

Cluster group EL students in regular education classes based on English proficiency levels and provide building schedules to allow collaboration time among classroom teachers and EL Specialists.	Classroom rosters and annual state English proficiency assessment scores, building schedules	Admin, Title III Coordinator, building EL Specialists	State & Local	Annually, during scheduling.
Assess new-to-the-district high school EL students using a math placement test and provide foundational math instruction for students who qualify.	District-created or purchased math assessment tools	Title III Coordinator, building counselors	Title III	Fall and as needed after student enrollment .
Expand the role of the ELL District Coordinator to ensure improved instructional practices.	Contract agreement	Central Office	State and Local Funds	Annually, during staff planning.
SPED teachers will continue to be trained on developing Standards-Based IEPs linked to Missouri Learning Standards.	Yearly training	Administrators SPED Teachers	State & Federal Funds	Annually, during preservice
Implement building schedules that provide regular common collaboration time among co-teachers and reading specialists.	Process Coordinators collaborate with admin.	Administrators Regular and SPED Teachers Process Coord.	State & Federal Funds	Annually, during scheduling.
Increase parent outreach and involvement.	Yearly budget and parent meeting agendas/minutes EL Progress Reports, Program Notification Letters	Admin, Title III Coordinator, EL Specialists	Title III	Each spring and fall during Title meetings.
Monitor EL student language proficiency growth by purchasing/developing, administering, and measuring results from EL common/benchmark assessments to drive instruction.	District created or purchased English proficiency progress monitoring tools and assessments	Admin, Title III Coordinator, EL Specialists	Title III	Annual review of resources
Measure growth using DESE's ACCESS Progress Scale & Proficiency Targets; Develop Individualized English Language Development Plans (IELDPs) and EL progress reports for parents.	DESE Progress Scale and Proficiency Targets, IELDPs, EL Progress Reports	Admin, Title III Coordinator, EL Specialists	Title III, State & Local	Annually, upon arrival of score data.

Provide training for EL specialists to develop IELDPs and progress reports.	IELDPs, EL Progress Reports	Admin, Title III Coordinator	District Release Time State & Local	Annually, during preservice
Establish a monthly meeting for EL Specialists.	Monthly meeting agendas	Title III Coordinator, EL Specialists, Admin	District Release Time State & Local	Monthly

1.2 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

Wright City students will show yearly growth in reading and literacy as measured in all grades by district and state assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

Although declining yearly, an average 25% of exiting 1st-5th graders are at-risk readers. ELA MAP/EOC scores indicate On Track performance rather than Target performance across the district.

Evidence Based Strategy(ies) for Implementation:

- Build a foundation of early literacy skills and word recognition.
- Improve literacy skills and language comprehension.
- Improve the application of comprehension skills and language expression.
- Procure ample resources to fully integrate a literacy model based on the science of reading.

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Continued effective use of the FUNdations (phonetic development) program K-3.	EduLastic Assessment Data, Aimsweb Data	Elementary Principals and Teachers	State and Local Funds	Weekly during Impact Meetings
Required LETRS I and II (scientific-based reading instructional training) training for all K-3 teachers, including elementary, middle and high school reading interventionists and EL specialists, and targeted LETRS training to some teachers in grades 4-8.	Completed Training	Assistant Superintendent for CIA and Elementary Principals	Title II and PD Funds	Yearly, during summer and pre-service training.

Continued use of Title II Federal funds to create LETRS facilitators within our district.	Expanded number of facilitators	Assistant Superintendent for CIA	Title II	Annually, during budgeting.
Continue to measure and track achievement through both local and national assessment resources.	Edulastic and Evaluate Data	Asst. Supt. for CIA, Elementary Principals, and Curriculum Integration Facilitator (CITF)	State and Local Funds	Monthly, during data analysis meetings.
Monitor and track student achievement data to standards across grade levels using the district assessment platform.	Edulastic Reports	Asst. Supt. for CIA, Principals, and Intervention Team	State and Local Funds	Weekly during Impact Team Meetings.
Utilize data from a variety of assessment sources to alter instructional practices and provide targeted interventions for students.	Aimsweb, Edulastic,	Elementary Teachers and Intervention Team	Title, State, and Local Funds	Weekly during Impact Team Meetings.
Create and follow Reading Success Plans for students exhibiting substantial deficiencies or who are at-risk of having dyslexia.	Edulastic Assessment Data, Aimsweb Data	Intervention Team	Title, State, and Local Funds	Annually, and as needed based on data.
Appoint a dyslexia point person in each elementary building to oversee the development of Reading Success Plans and assist interventionists in tracking student progress.	Appointment documentation	Asst. Supt. for CIA and Elementary Principals	Title, State, and Local Funds	Annually, during staffing.
Continued implementation of a systematic reading approach based on researched-based best practices that are applied to cross-curricular areas.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Principals and Teachers	State and Local Funds	Weekly during Impact Teams
Fully develop and follow a district Literacy Plan to ensure reading success and improvement in all levels.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Elementary Teachers and Intervention Team	Title, State, and Local Funds	Annually, and weekly during instruction

Continue to oversee and monitor the work of Impact Teams while paying and training Impact Leaders in each building.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Asst. Supt. for CIA and Principals	Title II and state and local funds	Monthly, during I.T. leader meetings.
Provide professional development on the use of cross-curricular reading strategies and processes to promote growth of language expression and promote growth in college and career readiness skills.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Asst. Supt. for CIA, PD Committee, and Principals	Title II and 1% PD funds	Annually during preservice, or as needed.

1.3 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

Wright City students will show yearly growth in math and numeracy as measured in all grades by district and state assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

MAP/EOC scores in all areas from 3rd grade - Algebra I indicate either On Track or Approaching designations rather than target performance.

Evidence Based Strategy(ies) for Implementation:

- Improve Early Numeracy and Number Sense.
- Mathematics Curriculum and Instruction reflects rigor and relevance across all grade levels.
- Adapt instructional practices based on the systematic analysis of ongoing mathematics assessment data.

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Use of RTI Interventionists to teach targeted small groups of students with evidence-based resources	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Math Teachers, Principals, and Math Interventionists	Title, State, and Local Funds	Weekly during Impact Teams
Spiral standards-aligned instructional training, grading, assessing, teaching at all levels.	Edulastic Assessment Data, Curriculum Calendar	Asst. Supt. for CIA, Principals, and teachers	State and Local Funds	Weekly during Impact Teams

Intentionally closing learning gaps by aligning assessments, resources, and instructional practices.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores, and Curriculum Document	Asst. Supt. for CIA, Principals, and teachers	Title, State, and Local Funds	Weekly, during Impact Teams and during annual reviews
Build a repository of resources, assessments, lessons, and activities using the district curriculum storage tool.	Curriculum Document	Asst. Supt. for CIA, Principals, Curriculum Integration Facilitator (CITF), and teachers	State and Local Funds	Weekly during Impact Teams.
Cross-curricular lesson design including, but not limited to Project-Based Learning, across grade-levels, subject areas, and contents is utilized.	Curriculum Document	Asst. Supt. for CIA, Principals, and teachers	State and Local Funds	Monthly in each classroom.
Provide ongoing professional development of rigorous instruction, evidence based practices, differentiated instruction, assessment creation, and questioning in math.	Professional Development Plan, Teacher Evaluation	Asst. Supt. for CIA, Principals, and purchased services from outside groups.	Title II and 1% PD funds	3 times yearly during PD and CSIP days
Provide dedicated time for assessment creation, analysis, and action planning.	Impact Team Agendas, CSIP and PD Days, Early-Out Wednesday Schedules	Asst. Supt. for CIA, Principals, and teachers	State and Local Funds	Each Wednesday during early release
Vertically align mathematics vocabulary and instructional practices across grade-levels.	Impact Team Agendas, CSIP and PD Days, Early-Out Wednesday Schedules	Asst. Supt. for CIA, Principals, and teachers	State and Local Funds	Weekly during Impact Teams
Continue to create and improve existing common formative and summative benchmark assessments.	Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores	Asst. Supt. for CIA, Principals, and teachers	State and Local Funds	Weekly during Impact Teams; during PD and CSIP days

<p>Provide necessary training in order to maintain “Impact Team” leader position at each grade level K-8 and the 9-12 Math Department to facilitate data team meetings.</p>	<p>Professional Development Plan, Contracted Trainings, Impact Team Training Documents</p>	<p>Asst. Supt. for CIA, Principals, and purchased services from outside groups.</p>	<p>Title II and 1% PD funds</p>	<p>Annually during preservice</p>
<p>Analyze previous student data via edulastic to make curriculum pacing and rigor decisions.</p>	<p>Edulastic Assessment Data, Aimsweb Data, MAP/EOC Exam Scores</p>	<p>Math Teachers, Principals, Math Interventionists, and CITF</p>	<p>State and Local Funds</p>	<p>Annually during preservice.</p>



Focus Area 2: College and Career Readiness

2.1 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

All students will complete a CCR assessment, and 95% of students will receive a qualifying score prior to graduation.

Rationale (name the existing conditions/data points to support the selection of the goal):

2023 APR showed that Wright City Performance on CCR Assessments was 50% - Approaching range rather than the target.

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Determine the best exam for each student to take based on Individual Career Academic Plan (ICAP), Graduation Pathways selection, and student interest.	Graduation Pathways DESE K-12 Career Development Presentation	HS Counselors, Admin, and teachers	State and Local Funds	Annually- Prior to students Junior year
Provide exam-specific planning and prep materials to students prior to exam.	ACT Prep	HS Counselors, HS Teachers	State and Local Funds	Annually- Prior to students Junior year
Expand offerings of CCR assessments tailored to individual students and their post-secondary plans.	ASVAB Test ACT Work Keys Accuplacer	HS Counselors	State and Local Funds	Annually after individual student meetings




2.2 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

Wright City will achieve a 95% graduation rate and a 100% graduation follow-up rate.

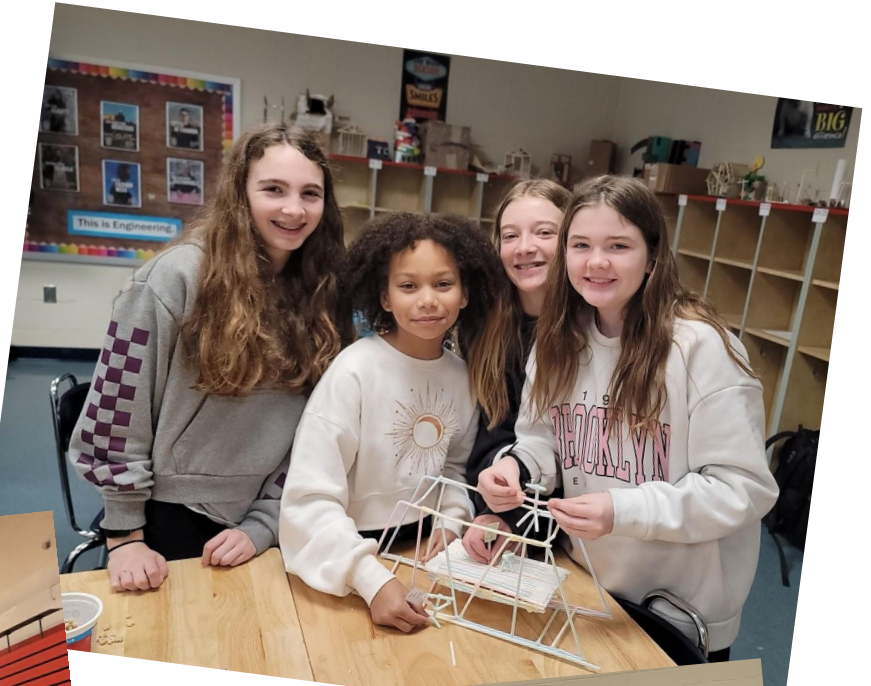
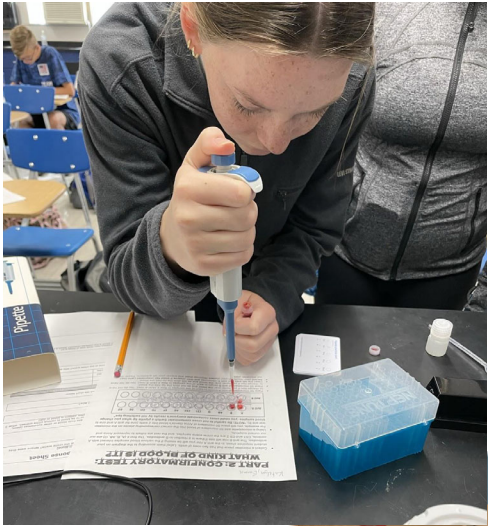
Rationale (name the existing conditions/data points to support the selection of the goal):

Wright City High School has not attained a 4-year 95% graduation rate over the past decade, but has recently hit the 5-year graduation rate.

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Through ICAP and Graduation Pathways, determine the path that best fits students interests for postsecondary plans.	Graduation Pathways DESE K-12 Career Development Presentation	Career Counselor HS Counselors, Admin	State and Local Funds	Annually after individual student meetings
Through coordination between admin, counselors and CO staff, contact every student starting in November to determine what graduates are pursuing post-graduation (5th yr follow up).	 Wright City A...	HS admin, counselors, CO Superintendent admin asst	State and Local Funds	Annually in February





Focus Area 3: Staff Recruitment and Retention


3.1 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

The district will retain 85% of highly qualified (appropriately certified) staff each year.

Rationale (name the existing conditions/data points to support the selection of the goal):

The district has identified an overall decline in retention rates for certified staff.

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
The district will continue to offer a competitive salary and benefits package by identifying a comparative group of schools composed of the three (3) largest EMO Conference school districts and school districts that border Wright City.	 Certified Turn...	Assistant Superintendent of HR	State & Federal Funds	Annually in February
The district will be in the top third for salary and benefits as defined by the comparative group of schools. (3 largest EMO Conference school districts and bordering districts)	Salary schedules for school districts in the EMO and surrounding Wright City	Assistant Superintendent of HR	State & Federal Funds	2027
Develop a stay survey completed yearly by certified staff.	Gather stay surveys from educational and business entities to see what best fits Wright City.	Assistant Superintendent of HR	State & Federal Funds	Annually in March
The district will provide full day preschool to all Wright City employees for their children ages 4-5 starting the 2026-2027 school year.	District hiring documents and preschool enrollment paperwork	Preschool Building Principal, Assistant Superintendent of HR	State (PS Grant) and Local Funding	Starting 26-27 School Year

3.2 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

The district will increase the number of alumni staff.

Rationale (name the existing conditions/data points to support the selection of the goal):

We have been losing some of our best staff members to surrounding districts. In order to combat this post COVID-19 trend, Wright City R-II is dedicated to promoting our own and working to help those who are committed to our school district be compensated for those efforts.

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible		Timeline
The district will provide a \$5000 stipend to any former Wright City Future Teacher of America student who chooses to teach in Wright City. The stipend will be distributed at \$1000 per year for the first five years teaching in the Wright City School District.	District hiring documents and subsequent yearly contracts	Assistant Superintendent of HR	State & Federal Funds	Upon appointment
The district will provide a \$3000 stipend for alumni who teach in Wright City. This stipend will be paid at \$1000 per year for the first 3 years of their employment in Wright City.	District hiring documents and subsequent yearly contracts	Assistant Superintendent of HR	State & Federal Funds	Upon appointment



Focus Area 4: Community Culture and Engagement

4.1 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

Increase stakeholder participation and engagement as measured annually by the number of participants active in support organizations and committees.

Rationale (name the existing conditions/data points to support the selection of the goal):

As of 2023, our booster organizations and our Wildcat Parent Teacher Committee have few parents helping to take on responsibilities, and those that do will be aging out with their students. In light of all these types of organizations do for our students and school programs, it is vital that we support their efforts to recruit and to communicate with the community. Taking an active role and partnering with these organizations will improve inclusivity, thus impacting community culture in a positive way. These needs were suggested by the [CSIP exploration process](#) and through [communications focus group discussions](#).

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Survey Wright City R-II support organizations to obtain baseline numbers and demographics for participation in 2023-2024.	Minutes of support organization meetings	Communications Department	PR budget	Fall 2023
Meet semi-annually with identified support organizations to develop and implement strategies for engagement and recruitment in areas where the school district can assist.	Minutes of support organization meetings	Communications Department	PR budget	Bi-Annual (Fall and Spring)
Track growth over time.	Minutes of support organization meetings	Communications Department	PR budget	Annually in May

4.2 SMART Goal (*Specific, Measurable, Achievable, Relevant and Timely*):

Improve knowledge of culture and inclusivity efforts as measured by annual parent climate surveys.

Rationale (name the existing conditions/data points to support the selection of the goal):

In [surveying the CSIP committee](#), it was agreed that district stakeholders may feel uninvolved in district programs due to their social status or challenges experienced surrounding education. CSIP focus group members prioritized taking a more aggressive approach to educating all stakeholders regarding available resources for a variety of topics to reach a broader population.

Evidence Based Strategy(ies) for Implementation:

Action Steps	Artifacts or Data Analyzed	Person Responsible	Funding Source	Timeline
Create appropriate questions for the 2023-2024 parent climate survey to gather baseline data, and create a Spanish version of said survey.	2022 Parent Climate Survey	Communications Department	PR budget	Fall 2023
Develop a parent summit series to educate parents, especially targeting topics involving SPED, ELL programs, free and reduced lunch, teaching methods, behavior resources/discipline, and any needs that aren't being met or groups that are underserved.	Past and present surveys to suggest topics of interest	Communications Department	PR budget	December 2023, then annually in August (may be adjusted based on current needs)
Monitor survey findings and event attendance to track performance.	2022 Parent Climate Survey and ongoing climate surveys	Communications Department	PR budget	Annually in Spring

