



Area 1: Academic Achievement

(X=Focus for identified year P=Progressing A=Achieved or Operational)

Goal 1.1: Align curriculum to state and national standards.

Strategy 1.1.1: Provide curriculum, aligned with the Missouri Learning Standards, including instructional activities and assessments for all curricular areas in support of reading, writing, and math.						
Action Steps		20-21	21-22	22-23	23-24	24-25
1	Revise and update Curriculum website to ensure ease of access for all staff.	P				
2	Update and align curriculum with standards and identify priority standards for core content areas PK-12.	P				
3	Increase the number of walk-through opportunities to evaluate the instructional activities within the taught curriculum as needed.	X				
4	Analyze unit and interim assessment data to refine the taught curriculum alignment PK-12.	A				
Strategy 1.1.2: Each building and program will implement a School Improvement Plan that will evaluate the taught curriculum, as measured by AYP and APR.						
Action Steps		20-21	21-22	22-23	23-24	24-25
1	School Improvement Plans (SIP) presented to CO cabinet twice per year.	A				
2	Align SIP goals and action steps with MSIP Standards.	A				
3	Align work of building and grade-level staff with SIP goals.	P				

Goal 1.2: Restructure high school programs to increase student performance in all five MSIP Standards.

Strategy 1.2.1: Expand industry and post-secondary partnership opportunities to all Independence Schools through improved access to Career Academies						
Action Steps		20-21	21-22	22-23	23-24	24-25
1	Continue to refine Learning Academies to generate College and Career ready graduates.	A				
2	Increase enrollment in advanced level courses and Core 42 offerings at the secondary level.	A				
3	Increase enrollment in course sequences that yield graduates with Industry Recognized Credentials.	A				
4	Increase elementary and middle level academy awareness by exposure to academy enrichment opportunities.	P				
Strategy 1.2.2: Improve knowledge of and focus on MSIP Standards 3, 4, and 5						
Action Steps		20-21	21-22	22-23	23-24	24-25
1	Standard 3.1-3 – Administer ASVAB to sophomores, ACT to juniors, and Work Keys to seniors to reach an average of 71.5% of graduates scoring above the state standard, the criteria for MSIP <i>On Target</i> .	P				
2	Standard 3.4 – Participation in Advanced Placement, Dual Credit, and Industry Recognized Credential assessments by graduates will meet or exceed 70%, the criteria for MSIP <i>On Target</i> .	P				
3	Standard 3.5-6 – Placement of graduates 6 months after graduation into 4 year, 2 year, military, non-college vocational programs, or employment related to their CTE area will meet or exceed 90%, the criteria for MSIP <i>On Target</i> .	A				

4	Standard 4 - Evaluate status and progress toward 90% attendance by students throughout the academic year through District-wide utilization of Positive Behavior Supports to support student attendance, as well as research, develop, and recommend best practices for engaging students in relevant instruction at all grade levels.	P					
5	Standard 5 - Evaluate status and progress toward graduation by students throughout the academic year, as well as research, develop, and recommend best practices for engaging students in relevant instruction at all grade levels.	P					

Goal 1.3: Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps.

Strategy 1.3.1: Appropriate professional development on research-based instructional materials and strategies will be implemented with fidelity through collaborative cross-district opportunities.							
Action Steps		20-21	21-22	22-23	23-24	24-25	
1	Review and analyze the District Literacy Model in comparison to the State Literacy Plan and develop a District Literacy Plan that is supported across content areas.	P					
2	Make necessary revisions to the District Literacy Model to support Balanced Literacy Instruction for students grades Pre-K - 12.	P					
3	performance targets. Make necessary revisions to the District Math Model to support Balanced Math Instruction for students grades Pre-K - 12.	A					
4	Implement and refine AVID accross the middle school level.	A					

5	Implement and refine Leader In Me across the elementary level.	P					
Strategy 1.3.2: Administer and analyze relevant assessments pertaining to classroom instruction in all classrooms PK-12 to acquire and develop data-driven best practices for instruction							
Action Steps		20-21	21-22	22-23	23-24	24-25	
1	Administer and analyze Unit Assessments and Interim Assessments during the school year to provide instructional feedback and focus in order to perform at or above the state average on MAP/EOC assessed standards.	P					
2	Administer and analyze MAP/EOC summative assessments annually to inform curriculum and instruction decisions in order to perform at or above the state average on MAP/EOC assessed standards for all Sub-Groups.	A					
3	Administer and analyze Pre-K Interim assessments aligned to district priority standards.	P					
4	Ensure every ISD graduate has completed either the ACT, Work Keys, or ASVAB prior to graduation.	A					
Strategy 1.3.3: Early intervention programs will be used to ensure that all children from birth to grade 12 will have access to appropriate research-based programs providing for education and ongoing growth.							
Action Steps		20-21	21-22	22-23	23-24	24-25	
1	Utilize and support the on-going development of Problem Solving Team in each building PK-12 to maintain comprehensive student support teams for Tier I, Tier II, and Tier III students to provide appropriate supports, based upon student data.	P					
2	District will utilize Positive Behavior Supports for grades PK-12 to support students.	A					
3	District will implement Trauma Sensitive Training for all staff PK-12 to support students and staff.	P					