

BOE Approved
6.14.22

A Comprehensive and Continuous, Strategic Plan



Comprehensive School Improvement Plan strategically developed in alignment with the Missouri School Improvement Program (MSIP 6) 2022-2027



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About Our District

ATTENDANCE CENTERS

Early Childhood Education Center

Boone Elementary

Claude Brown Elementary

Cuivre Park Elementary

Hawk Point Elementary

Lincoln Elementary

Main Street Elementary

William Cappel Elementary

Troy Middle School (TMS)

Troy South Middle School (TSMS)

Ninth Grade Center (NGC)

Troy Buchanan High School (TBHS)

New Horizons High School (NHHS)

The Lincoln County R-III School District is approximately one hour northwest of St. Louis. The District is home to 13 schools including an alternative high school, a high school, two middle schools, a ninth-grade center, seven elementary schools, and one early childhood education center. Traditions are valued in the District as is the high quality of staff, innovative programs, and the ongoing desire for continuous improvement.

Statistical information:

- Enrollment of approximately 7100 students, PreK-12
- Employment of nearly 950 faculty and support staff
- Second largest employer in Lincoln County
- School campuses, 13
- District footprint encompasses 238 square miles
- Graduation rate of 92.5% (2021), 96.5% (2020)
- Drop-out rate of .2% (2021), .3% (2020)
- Teachers with a master's degree or higher, 67%



Message from the Superintendent

As we entered the 2021-2022 school year, we knew our current strategic plan would sunset. In working through the planning process for the 2022-2027 document, the District administration team and Board of Education have enjoyed hearing from and working with individuals from all stakeholder groups. As a public school district that serves more than 7000 students pre-k through 12th grade, our work must be in line with the needs of the community. The following pages will outline the vision, mission, values, priority areas, goals and actionable strategies that will guide LCR3 continuous improvement efforts for all.

- Mark S. Penny, Ed. D.





Strategic Planning Process: August 2021 through June 2022

The Lincoln County R-III School District partnered with The Quality Coach to engage stakeholders in the process of strategic planning. The Quality Coach facilitated the process of discovery, visioning, implementation planning, and evaluation to solidify the strategic direction and final Comprehensive School Improvement Plan as required by the Department of Elementary and Secondary Education.





Summary of Findings

The Board of Education authorized the process of strategic planning for the future in August of 2021. A strategic plan, also commonly known in Missouri as the Comprehensive School Improvement Plan, requires innovative thinking, high levels of collaboration, ongoing emphasis on continuous improvement and alignment to MSIP 6, which contains the indicators and best practices school districts in Missouri are required to assure and submit to the Department of Elementary and Secondary Education.

The District partnered with The Quality Coach to facilitate the collaborative process designed to establish the strategic priorities for the future. The strategic planning process is designed to engage a wide array of stakeholders including parents, students, faculty, staff, leaders, civic, business and community partners. Participation may take many forms, as individuals engage in teams, survey response, board meetings, or focus groups associated with planning major initiatives. Stakeholders were asked to share their perspective regarding the attributes and skills students should acquire prior to graduation, district strengths, weaknesses, opportunities, and threats. Additionally, team members were asked to prioritize the strengths in which to maximize, the weaknesses to overcome, the opportunities to take advantage of and the threat in which to overcome over the next five years. Surveys were also distributed to students and parents. Themes emerged throughout stakeholder participation as summarized below.

Themes identified District-wide:

- Early Childhood Education is deeply valued in the school district and community. See need for greater access.
- Great teachers/leaders/staff. Identified as playing a key role in student success.
- Clear concern regarding staff shortages and attracting and retaining employees.
- Tradition and strong relationships, with pride and eagerness to build upon and sustain this culture.
- Clear need for career exploration, relevant and hands-on learning experiences, and opportunities for college credit, internships, apprenticeships, etc.
- Desire for both cognitive (academic competence) and non-cognitive (soft/durability/employability) skills acquisition.
- Need for academic intervention and high desire to meet the needs of every student, academically, physically, socially, and emotionally.



Needs Assessment and Collaborative Processes

Multiple teams collaboratively engaged over the course of the strategic planning process. Surveys were utilized to solicit feedback and input regarding the future direction and needs of the district. The Steering Team (administrative team) and Strategic Planning Team (diverse group of staff and community members) completed discussion and brainstorming around student motivators, graduate outcomes, and the SWOT analysis used to identify strengths, weaknesses, opportunities, and threats. Additionally, survey data and prioritization exercises were conducted, resulting in the establishment of priority areas, goals, and action steps within three key pillars: 1) Exemplary Experiences, 2) Trusting Relationships, and 3) Superior Instruction.

The results of the Motivator Analysis and the SWOT (strengths, weaknesses, opportunities, and threats) can be found by clicking the following links:

Student Motivator Analysis: [Student Motivator Results](#)

SWOT: [Strengths](#), [Weaknesses](#), [Opportunities](#), and [Threats](#)

Students and parents were asked to provide feedback by participating in a Thought Exchange (online feedback/survey instrument). Figure 1. (below) illustrates the level of engagement from students in grades 6-12. Students were asked to provide feedback regarding what the Lincoln County R-III School District was doing well and what the District could do better. Additionally, they were asked to weigh in on what motivates them to do well in school. Of the students responding, 71 percent indicated good teachers and engaging instruction motivated them to learn best. Other indicators included: hands-on active learning at 53 percent, materials, and projects of interest at 51 percent, supportive parents, peers, teachers/leaders at 49 percent. Students also identified the most important skills they need to develop to feel well prepared for success as they progress through school, achieve graduation, and move on to post-secondary experiences. Of those responding, the ability to work with others and collaborate was ranked most important by 67 percent of students, followed by listening, speaking, and writing skills at 66 percent, critical thinking and problem-solving skills at 56 percent, determination/work ethic at 53 percent, and adaptability, reasoning, and processing skills at 45 percent.



Figure 1. Student Exchange Participation

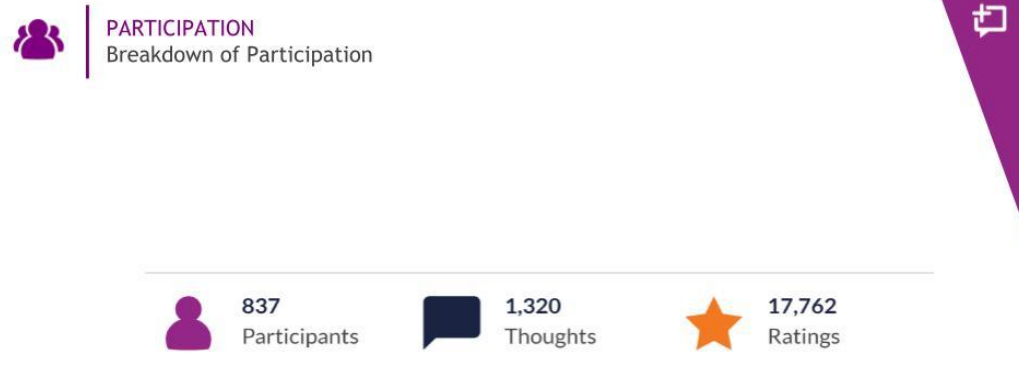
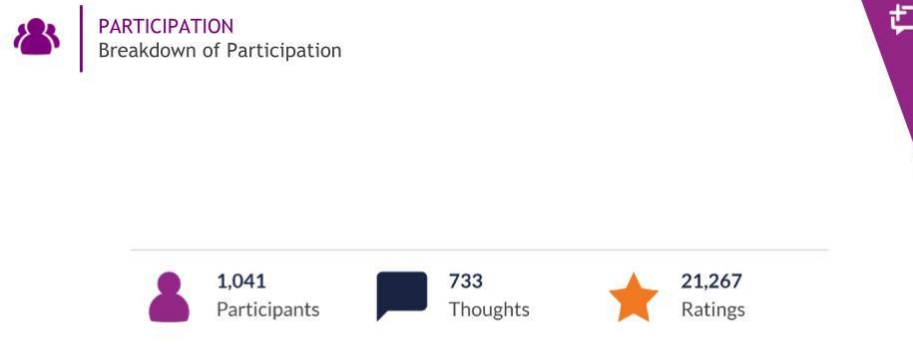


Figure 2. Parent Exchange Participation





Parents/Guardians weighed in on the same questions and provided feedback from their perspective as well. Figure 2. (above) illustrates the level of engagement from this group. In terms of weighing in on what they perceive as motivators for their students to perform well in school, there were mostly similarities and only slight differences as compared to students. Of those responding, good teachers and engaging instruction was the top motivator at 92 percent, followed by hands-on, active learning at 83 percent, supportive parents, peers, teachers/leaders at 72 percent, real-world and relevant learning at 58 percent, and safe, innovative learning environments at 48 percent.

Parents/Guardians shared their ideas regarding skills their students need to feel well prepared for success as they progress through school, reach graduation, and move on to post-secondary life. By percentage they indicated the following skills as most important: critical thinking and problem solving at 81 percent, determination/work ethic at 79 percent, listening, speaking, and writing skills at 77 percent, collaboration and working with others at 76 percent and reasoning and processing skills at 62 percent.

The feedback from parents and students was shared with the steering team and strategic planning teams prior to those groups working to establish the mission, vision, and core values. This information also helped solidify the key pillars and priority areas. Goals and action steps were determined collaboratively within committees, after an examination of data, as designed to ensure clarity around gaps, growth needs, and MSIP 6 requirements.

The Board of Education engaged in a visioning session and had representation on the strategic planning team. Facilitators and District leaders kept the Board of Education informed throughout the process. The Board of Education can be assured that ample collaboration and reflection has gone into all phases of development. The Board of Education will also play an integral role in working alongside District administration in the launch and monitoring of this Comprehensive School Improvement Plan (CSIP), and although the plan is a culminating factor of strategic planning, it may be revised as applicable.

In conclusion, the feedback from parents and students, along with the ideas and discussions generated by the teams of internal and external stakeholders, details this plan. The Lincoln Country R-III School District's Profile of a Graduate can also be found on the following page. The Profile of a Graduate aligns to this Comprehensive School Improvement Plan.



LINCOLN COUNTY SCHOOL DISTRICT

HAWK POINT • MOSCOW MILLS • TROY

PROFILE OF A GRADUATE

IN ORDER TO BE COLLEGE AND CAREER READY, A LCR3 GRADUATE WILL BE...



A STRONG COMMUNICATOR

Graduates will advance their leadership skills through effective written and oral communication.



A COLLABORATIVE TEAM MEMBER

Graduates will be impactful team members with strong interpersonal and listening skills.



A SOLUTION-ORIENTED PROBLEM SOLVER

Graduates will organize and prioritize to successfully achieve desired outcomes and goals.



ADAPTABLE TO AN EVER-CHANGING WORKPLACE

Graduates will be critical, innovative, and strategic thinkers in their industry.



A RESPONSIBLE COMMUNITY MEMBER

Graduates will be accountable for themselves, their actions, and their outcomes.

www.troy.k12.mo.us



In LCR3 we believe...

OUR CORE BELIEFS

- **our children, families, and staff are our greatest assets.**
- **trusting relationships promote our desire to ensure a culture of belonging, strong learning and working environments, and the overall well-being of our school community.**
- **all students can learn at higher levels.**
- **superior instruction should actively engage, challenge, and support student learning.**
- **all students and staff will be self-reflective, accountable, held to high expectations, and prepared for the future.**
- **learning experiences should engage students, spark their interest, motivate them to learn, and provide for exploration of their passions.**
- **access to quality early learning and parent support programs should be universal.**
- **partnerships with parents, business, and community groups enhance the educational experiences of our students, extends the classroom beyond four walls, and provides for opportunities that will prepare students for the real world.**
- **safe, supportive, and inspiring school environments foster higher levels of learning.**



Our Mission

All learners will achieve success through exemplary experiences, trusting relationships, and superior instruction.

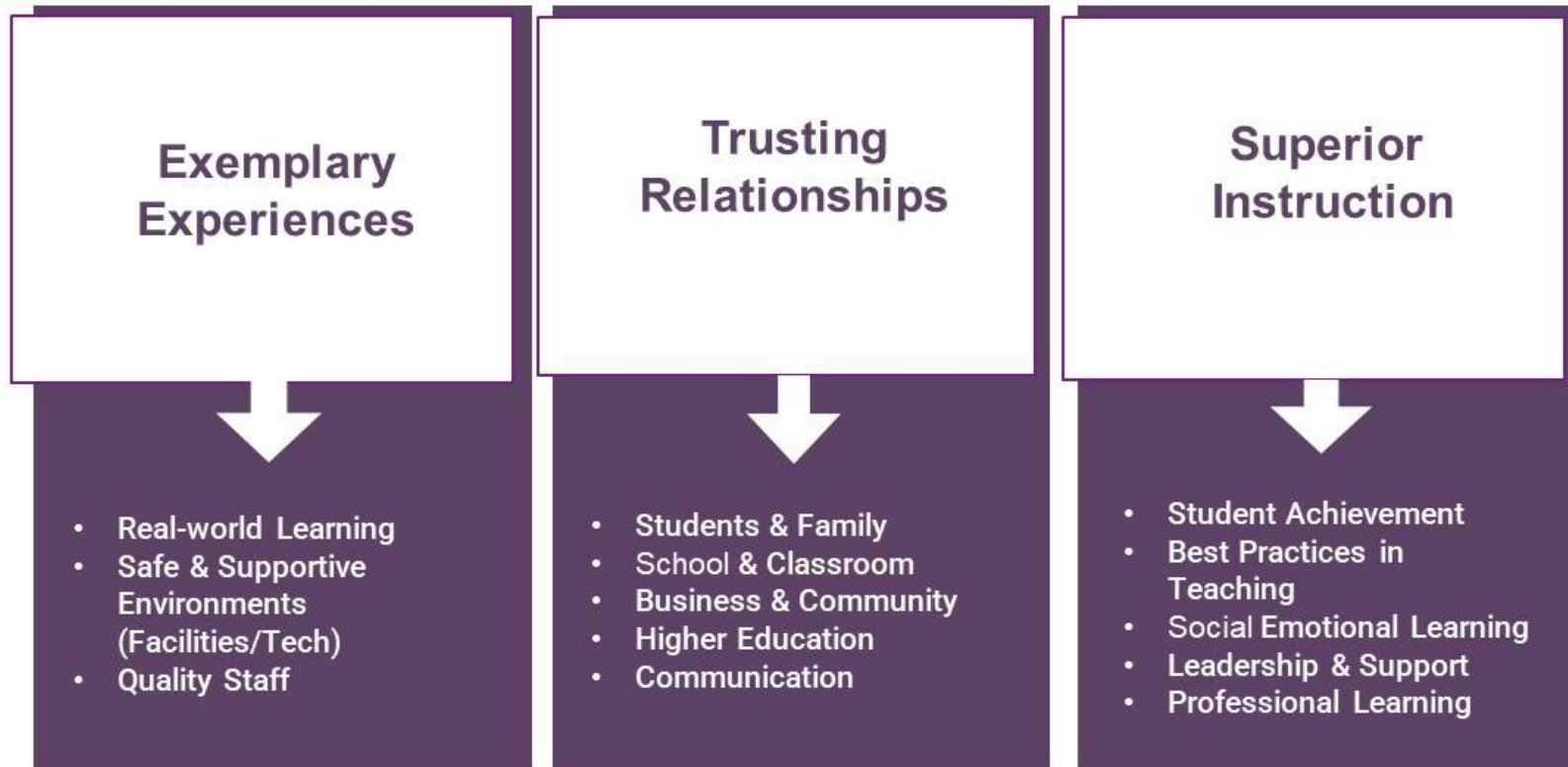


Our Vision

LCR3's vision is to inspire, strengthen, and maximize growth for every learner through exemplary experiences, trusting relationships, and superior instruction designed to promote achievement and a lifetime of success.



LCR3 Key Pillars and Priority Areas





Key Pillar 1: Exemplary Experiences

Priority Area 1.1: Real-World Learning

Goal 1.1.A. By the end of 2026-27, 100% of LCR3 students will graduate with at least four work-based learning experiences.

Goal 1.1.B. By the end of 2026-27, 100% of LCR3 students will graduate with completion of at least one of the post-secondary readiness plans outlined in MSIP 6 and identified in their Individual Career and Academic Plan (ICAP).

Priority Area 1.2: Safe and Supportive Environments

Goal 1.2.A. The District will address current and future instructional space requirements.

Goal 1.2.B. The District will maintain and enhance a safe and secure environment at all campus locations, annually.

Goal 1.2.C. District technology services and infrastructure will support and enhance learning for optimal educational experiences.

Priority Area 1.3: Quality Staff- Valuing Our Greatest Asset

Goal 1.3.A. The District will develop a recruitment strategy that results in an increased average number of applicants per position year over year.

Goal 1.3.B. By August 2026, the District will recruit at least fifteen teacher candidates that have participated in at least one District Grow Your Own initiatives for students and staff.

Goal 1.3.C. By August 2023, the District will implement systematic employee check-ins/feedback for all employees.

Goal 1.3.D. The District will decrease voluntary turnover of those leaving for similar positions in each employee group year over year.



Key Pillar 2: Trusting Relationships

Priority Area 2.1: Student and Family Partnerships

Goal 2.1.A. By the end of 2026-27, 80% of families surveyed will report a Strongly Agree/Agree that LCR3 intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Priority Area 2.2: School and Classroom Communities

Goal 2.2.A. By the end of 2026-27, 80% of students surveyed will report Strongly Agree/Agree that LCR3 establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Priority Area 2.3: Business and Community Partnerships

Goal 2.3.A. By the end of 2026-27, 80% of business and community partners surveyed will report Strongly Agree/Agree that LCR3 creates and maintains collaborative opportunities and relationships with local industry and community partners to create or maintain well-rounded educational opportunities for students and educators.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Priority Area 2.4: Higher Education Partnerships

Goal 2.4.A. By the end of 2026-27, 98% of LCR3 graduates will report through Graduate Follow Up Survey that they are engaged in a purposeful post-secondary pathway as evidenced by their involvement in one of the following activities.

1. enrolled in a college/university
2. enrolled in a trade/technical school (or program),
3. employed, or
4. in the military

Annual Growth Target: 2022-23 (93%), 2023-24 (94%), 2024-25 (95%), 2025-26 (96%), 2026-27 (98%)



Priority Area 2.5: Communication

Goal 2.5.A. By August 2023, the District will research and adopt a District-wide two-way communication platform for teachers, coaches, and sponsors.

Annual Growth Target: 2022-23 (75%), 2023-24 (100%)

Goal 2.5.B. By the end of 2026-27, as evidenced by an annual survey, the District will communicate with 80% of District stakeholders in the format of their preference.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (78%), 2026-27 (80%)

Goal 2.5.C. By the end of 2026-27, as evidenced through an annual District usage audit, 100% of District and building communications will support the mission and vision of the LCR3 School District.

Annual Growth Target: 2022-23 (90%), 2023-24 (93%), 2024-25 (95%), 2025-26 (98%), 2026-27 (100%)

Key Pillar 3: Superior Instruction

Priority Area 3.1: Student Achievement

Goal 3.1.A. By the end of 2026-27, 60% of LCR3 students will annually demonstrate on-track performance in English Language Arts (ELA) by meeting or exceeding the state standard on the Missouri Assessment Program (MAP) or End-of-Course (EOC) assessments.

Annual Growth Target: 2021-22 (48%), 2022-23 (51%), 2023-24 (53%), 2024-25 (55%), 2025-26 (57%), 2026-27 (60%)

Goal 3.1.B. By the end of 2026-27, 75% of LCR3 students will annually demonstrate significant measurable improvement in English Language Arts (ELA) by meeting or exceeding typical growth on STAR Reading.

Annual Growth Target: 2021-22 (65%), 2022-23 (67%), 2023-24 (69%), 2024-25 (71%), 2025-26 (73%), 2026-27 (75%)



Goal 3.1.C. By the end of 2026-27, 50% of LCR3 students will annually demonstrate on-track performance in math by meeting or exceeding the state standard on the Missouri Assessment Program (MAP) or End-of-Course (EOC) assessments.

Annual Growth Target: 2021-22 (41%), 2022-23 (42%), 2023-24 (44%), 2024-25 (46%), 2025-26 (48%), 2026-27 (50%)

Goal 3.1.D. By the end of 2026-27, 75% of LCR3 students will annually demonstrate significant measurable improvement in math by meeting or exceeding typical growth on STAR math.

Annual Growth Target: 2021-22 (65%), 2022-23 (67%), 2023-24 (69%), 2024-25 (71%), 2025-26 (73%), 2026-27 (75%)

Goal 3.1.E. By the end of 2026-27, 60% of LCR3 students will annually score greater than a 21 on the ACT and 30% of LCR3 students will score greater than a 63 on the ASVAB (college-readiness benchmark).

Annual Growth Target: 2021-22 (45%/15%), 2022-23 (48%/18%), 2023-24 (51%/21%), 2024-25 (54%/24%), 2025-26 (57%/27%), 2026-27 (60%/30%)

Priority Area 3.2: Best Practices in Teaching

Goal 3.2.A. By the end of 2026-27, 50% of instructional commitments during collaborative team meetings will focus on implementation of research-based strategies that include non-fiction writing, project-based learning, student goal setting, technology integration and evidence-based grading to ensure the success of each student.

Annual Growth Target: 2022-23 (25%), 2023-24 (30%), 2024-25 (35%), 2025-26 (40%), 2026-27 (50%)

Priority Area 3.3: Social, Emotional Learning

Goal 3.3 A. By the end of 2026-27, 95% of LCR3 faculty and staff will report that they are proficient in their knowledge and utilization of the RULER tools (Mood Meter, Charter, Meta Moment, BluePrint Conference).

Annual Growth Target: 2022-23 (55%), 2023-24 (65%), 2024-25 (75%), 2025-26 (85%), 2026-27 (95%)



Goal 3.3 B. By the end of 2026-27, 85% of LCR3 students will report that they are proficient in their knowledge and utilization of the RULER tools (Mood Meter, Charter, Meta Moment, BluePrint Conference).

Annual Growth Target: 2022-23 (45%), 2023-24 (55%), 2024-25 (65%), 2025-26 (75%), 2026-27 (85%)

Goal 3.3.C. By the end of 2026-27, 90% of students in each K-12 building will score in the typical or strength range on the Devereux Student Strengths Assessment (DESSA) on the post assessment.

Annual Growth Target: 2022-23 (70%), 2023-24 (75%), 2024-25 (80%), 2025-26 (85%), 2026-27 (90%)

Priority Area 3.4: Leadership and Support

Goal 3.4.A. By the start of the 2023-2024 school year, the District will develop the 10-year long range facilities plan to address facility needs based on student population growth.

Goal 3.4.B. Starting with the 2024-2025 school year, the District budget will be developed using collaborative input and will be directly aligned to the District strategic goals.

Goal 3.4.C. Throughout the 2022-2023 school year, District administration will work to grow the capacity of all Board of Education members regarding the Missouri School Improvement Program (MSIP 6) so that all members of the Board understand their responsibilities.

Priority Area 3.5: Professional Learning

Goal 3.5.A. By the end of 2026-27, The District Professional Development Committee (DPDC) will increase the response of Strongly Agree/Agree by 3% each year on the annual LCR3 Professional Development Evaluation Survey.

Annual Growth Target: 2022-23 (Baseline SA/A%), 2023-24 (Baseline SA/A% + 3%), 2024-25 (Baseline SA/A% + 6%), 2025-26 (Baseline SA/A% + 9%), 2026-27 (Baseline SA/A% + 12%)



ACTION PLANS
Key Pillar 1: Exemplary Experiences
Priority Area 1.1: Real-World Learning

Goal 1.1.A. By the end of 2026-27, 100% of LCR3 students will graduate with at least four work-based learning experiences.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.1.A.a. Beginning in 2022-2023, each 9th student will participate in the Career Exploration Fair and a college visit to explore possible career pathways available in Lincoln County and surrounding St. Louis area.	District Career Coach Freshman Seminar Teachers Ninth Grade Center Principal	Student and Business/Community Partner Surveys Career pathway enrollment numbers	NGC Budget	Annual	N/A
1.1.A.b. Beginning in 2022-2023, each 10th grade student will participate in a field trip to a local business that aligns with their chosen career pathway.	District Career Coach District Community Coordinator Career Pathway Lead Teachers	Student and Business/Community Partner Surveys Career pathway enrollment numbers	TBHS Budget	Annual	N/A
1.1.A.c. Beginning in 2023-2024, each 11th grade student will participate in a job shadowing experience and/or business roundtable event to connect with local businesses that aligns with their chosen career pathway.	District Career Coach District Community Coordinator	Student and Business/Community Partner Surveys Career pathway enrollment numbers	TBHS Budget	Annual	N/A



	Career Pathway Lead Teachers				
1.1.A.d. Beginning in 2024-2025, each 12th grade student will participate in an internship or capstone project with direct support from a local business that aligns to their chosen career pathway.	District Career Coach District Community Coordinator Career Pathway Lead Teachers	Student and Business/Community Partner Surveys Career pathway enrollment numbers	TBHS Budget	Annual	N/A

Goal 1.1.B. By the end of 2026-27, 100% of LCR3 students will graduate with completion of at least one of the post-secondary readiness plans outlined in the Missouri School Improvement Program (MSIP 6) and identified in their Individual Career and Academic Plan (ICAP).

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.1.B.a. Beginning in 2024-2025, each High School graduate will demonstrate post-secondary readiness by attaining <u>one</u> of the following: <i>Criteria 1: A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).</i> <i>Criteria 2: A combination of a college readiness assessment and an IRC or CTEC.</i> <i>Criteria 3: A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.</i>	High School Counseling Staff	Post-Secondary Readiness Spreadsheet	N/A	2022-2023	2026-2027



<p><i>Criteria 4: Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department approved work-connected experience.</i></p> <p><i>Criteria 5: Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.</i></p> <p><i>Criteria 6: Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.</i></p> <p><i>Criteria 7: Completion of early college or Associate Degree or the CORE 42.</i></p> <p><i>Criteria 8: Completion of stackable credentials.</i></p> <p><i>Criteria 9: Other department-approved work readiness measures.</i></p>				
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Priority Area 1.2: Safe and Supportive Environments

Goal 1.2.A. The District will continually address current and future instructional space requirements.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
<p>1.2.A.a. Beginning in 2022, the District will reconvene previous long-range planning team members and establish bi-annual planning sessions.</p> <ul style="list-style-type: none"> Committee members will investigate optimal school populations and programming needs at all levels (PK-12) 	<p>Superintendent</p> <p>Assistant Superintendent Facilities</p>	<p>Host the first planning session in the Fall of 2022</p>	<p>N/A</p>	<p>October 2022</p>	<p>Ongoing</p>



	Director of Community Relations				
1.2.A.b. The long-range planning committee will make recommendations for the expansion of the Ninth Grade Center by May 2023.	Superintendent Assistant Superintendent High School Principals Director of Community Relations	Recommendations presented to the Board of Education by Spring 2023	N/A	October 2022	May 2023
1.2.A.c. The District will annually forecast enrollment data by retaining a reputable Planner / Demographer.	Superintendent Registration Department	Execute an annual contract with RSP or another qualified Planner	District Budget	January 2023	Ongoing
1.2.A.d. By January 2023, the District planner will lead efforts to re-boundary elementary attendance zones for the new elementary school and further consider expansion at Hawk Point Elementary to allow for equitable programming as well as District programming centers (Special Education, English Language Learners, etc.) to determine the best use of District facilities.	District Administration Rob Swartz -RSP	By April 2023, the Board of Education will approve District boundaries	District Budget	Sept. 2023	April 2023
1.2.A.e. Annually assess teaching and learning spaces with building administration and determine instructional space priorities.	Assistant Superintendent Facilities Principals	Complete a round of planning meetings with all building principals by February 1, annually	Capital Improvement Funds Bond Issue Funds	August 2022	Ongoing



1.2.A.f. Annually assess District spaces to ensure alignment to local and federal guidelines.	Assistant Superintendent Facilities and staff	Complete a round of planning meetings with all building principals by February 1 annually	Capital Improvement Funds Bond Issue Funds	May 2022	Ongoing
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Goal 1.2.B. The District will maintain and enhance a safe and secure environment at all campus locations.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.2.B.a. The District will employ/contract a school safety specialist who will audit campus security measures using a qualified agency and report recommendations from the audits annually to the Superintendent of Schools.	Superintendent Asst. Superintendent of Facilities/Finance Director of Human Resources	Report audit to the Superintendent by May 2023	N/A	June 2022	Ongoing
1.2.B.b. Reconvene Emergency Management meetings, quarterly with community stakeholders.	Superintendent Assistant Superintendent of Facilities School Safety Specialist	The District will host emergency management meetings at least quarterly	N/A	April 2022	Ongoing
1.2.B.c. Evaluate the District Threat Assessment annually with district administrators and the school safety specialists.	Assistant Superintendent of Facilities	Building administration will review procedures and update threat assessment protocol annually.	N/A	July 2022	Ongoing



	Building Administration School Resource Officer Team				
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Goal 1.2.C. District technology services and infrastructure will support and enhance learning for optimal educational experiences.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.2.C.a. District stakeholders will assist in identifying technology options to support an environment where learning is creative, personal, and innovative.	Instructional Technology Facilitators Director of Technology	Survey tool	N/A	August 2022	Ongoing
1.2.C.b. The District will annually provide a forum for feedback for staff, students, and community members in an effort to assess our current innovative practices and tools.	Director of Technology Instructional Technology Facilitators	Capture survey feedback by each stakeholder group	N/A	May 2022	Ongoing

Priority Area 1.3: Quality Staff- Valuing Our Greatest Asset

Goal 1.3.A. The District will develop a recruitment strategy that results in an increased average number of applicants per position year over year.



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.3.A.a. The District will increase its use of social media for recruitment including posting at least one positive post per month highlighting employees.	Director of Human Resources	Post data	N/A	2022-2023	Ongoing
1.3.A.b. The District will develop relationships and partnerships with higher education institutions.	Director of Human Resources	Articulation agreements, meeting agendas	N/A	Spring 2023	Ongoing
1.3.A.c. The District will participate in at least five job fairs/college partnership events per year.	Director of Human Resources	Event attendance	HR Budget	2022-2023	Ongoing
1.3.A.d. The District will survey new employees on how they became aware of the open position.	Director of Human Resources	New employee survey	N/A	Spring 2023	Ongoing
1.3.A.e. Survey new employees on why they chose to work for LCR3.	Director of Human Resources	New employee survey data	N/A	2022-2023	Ongoing
1.3.A.f. Survey alumni who return as employees regarding their choice to return to LCR3 as an employee.	Director of Human Resources	Alumni survey data	N/A	2023-2024	Ongoing



Goal 1.3.B. By August 2026, the District will recruit at least fifteen teacher candidates that have participated in at least one District Grow Your Own initiatives for students and staff.

Growth Target: August 2024- 3 teachers, August 2025- 7 teachers

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
<p>1.3.B.a. The District will develop and implement Grow Your Own initiatives for students and classified staff members. Grow Your Own initiatives will include, but not be limited to:</p> <p>Students:</p> <ul style="list-style-type: none"> • Encourage high school students to explore teaching as a profession by supporting hands-on classroom experiences. • Maintain an Educators Rising high school extra-curricular club to provide information and opportunities for high school students who are interested in pursuing an education degree. • Offer Dual Credit for an Introductory Education course. • Identify high school students who intend to pursue a degree in education through a survey of seniors and continue to contact alumni enrolled in an education program at least annually. <p>Classified staff:</p>	<p>Director of Human Resources</p>	<p>Participant survey by initiative (strategy)</p> <p>Enrollment reports</p> <p>Completion data</p>	<p>District Budget</p>	<p>2022-2023</p>	<p>August 2026</p>



<ul style="list-style-type: none"> • Gather information on individual classified staff member’s interest in pursuing an education degree, seek information on barriers to achieving that goal, and provide information and possible resources that may assist in overcoming barriers. • Provide adjunct professors for the Pathways for Paraprofessional degree program. • Encourage high school students to explore teaching as a profession by supporting hands-on classroom experiences. 					
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Goal 1.3.C. By August 2023, the District will implement systematic employee check-ins/feedback for all employees.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.3.C.a. HR will develop a menu of effective practices for administrators and supervisors in meeting with employees.	Director of Human Resources (HR)	Menu document	N/A	2023	2027
1.3.C.b. HR will conduct employee conversations with employees from each department/building annually.	HR Department	Tracking tools	N/A	2023	2027



1.3.C.c. All new employees will be assigned a mentor or designated job alike to assist the new employee in acclimating to the District.	HR Department Mentors	Mentor log	N/A	2023	2027
1.3.C.d. Supervisors will check in with all new employees within the first 90 days of employment.	Building Administration and Supervisors	Tracking system	N/A	2023	2027
1.3.C.e. By the 2023-24 school year, supervisors will check in individually with each employee at least twice a year.	Building Administration and Supervisors	Tracking system	N/A	2023-2024	2027

Goal 1.3.D. The District will decrease voluntary turnover of those leaving for similar positions in each employee group year over year.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
1.3.D.a The District will systematically implement employee selection and onboarding processes that results in 80% of new employees reporting on a survey that they Strongly Agree/Agree that the interview/selection process was positive.	HR Department Department Leaders Building Leaders	Employee Survey	N/A	2022-2023	2027



	Interview Teams				
1.3.D.b. The District will systematically implement employee selection and onboarding processes that results in 80% of new employees reporting on a survey that they Strongly Agree/Agree that the onboarding experience was positive, and they had the information and training necessary to begin his/her position.	HR Department	New Employee Survey	N/A	2022-2023	2027
1.3.D.c. Eighty percent of employees surveyed will report that they Strongly Agree/Agree that they feel supported by administration.	HR Department District Administration	Employee Survey	N/A	2022-2023	Ongoing
1.3.D.d. HR will develop a menu of effective practices for supervisors/administrators to help employees feel valued.	HR Department	Menu document	N/A	2022-2023	Ongoing
1.3.D.e. The District will promote employee awareness of District benefits unique to Lincoln County R-III (2-hour flex, COVID Leave, Latchkey, family friendly work environment).	Benefit Coordinator/HR	HR Communications	District Budget	2022-2023	Per Board Policy
1.3.D.f. The District will annually study options to keep benefits competitive in comparison to other school districts.	Director of Human Resources	Data analysis tools	District Budget	2022-2023	Ongoing



1.3.D.g. The District will gather and analyze data on employees' reasons for leaving their position, including promotion, retirement, termination, and other employment.	Director of Human Resources	HR Tracking Tools	N/A	2022-2023	Ongoing
1.3.D.h. HR will provide information on the years of tenure of our staff.	Director of Human Resources	HR Tracking Tools	N/A	2022-2023	Ongoing

Key Pillar 2: Trusting Relationships
Priority Area 2.1: Students, Families and Community

Goal 2.1.A. By the end of 2026-27, 80% of families surveyed will report Strongly Agree/Agree that LCR3 intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.1.A.a. The District incorporates formal strategies that include parents/guardians in the educational process.	District and Building Leaders	Annual survey tool Parent participation data	District Budget	2022-2023	2026-2027
2.1.A.b. The District ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).	Director of Student Services Early Childhood Center Principal	Annual survey tool Self-Monitoring DESE Survey	Early Childhood Budget	2022-2023	2026-2027



	Parents as Teachers (PAT)	National PAT/State Affiliation result/report			
2.1.A.c. The District actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.	Director of Student Services Early Childhood Principal Parents as Teachers (PAT)	Annual survey tool Parent participation, agency partnership agendas/tools, community/school schedule	N/A	2022-2023	2026-2027
2.1.A.d. Each school building implements processes and strategies to create a welcoming environment for all families.	District and Building Leaders	Annual survey tools Attendance	District Budget	2022-2023	2026-27

Priority Area 2.2: School and Classroom Communities

Goal 2.2.A. By the end of 2026-27, 80% of students surveyed will report Strongly Agree/Agree that LCR3 establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.2.A.a. District and School Leadership develops a systematic process for	District and Building Leaders	Annual survey tool RULER Implementation	District Budget	2022-2023	2026-27



establishing and maintaining a positive learning climate.					
2.2.A.b. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.	Building Leaders	Annual survey tool	District Budget	2022-2023	2026-27
2.2.A.c. The District gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.	Director of Social Emotional Learning	Annual survey tool School Safety Survey (DESE)	District Budget	2022-2023	2026-27
2.2.A.e. The District assures student voices are heard and respected.	District and Building Leaders	Annual survey tool Building Student Advisory Councils Student participation on committees, etc.	Annual survey tool costs	2022-2023	2026-27
2.2.A.f. The District establishes procedures for using culture and climate findings to develop and revise system wide improvement goals and implementation strategies.	District and Building Leaders	Annual survey tool Professional Learning Community (PLC) Collaborative Team Rubric	District Budget	2022-2023	2026-27



2.2.A.g. The District provides ongoing training on effective classroom management strategies to maximize student engagement.	District Professional Development Committee	Annual survey tool	Mentor stipends	2022-2023	2026-27
	New Teacher Onboarding	New Teacher/Mentor Checklist	District Professional Development Budget		
	Mentor Teachers	Professional development (PDP training)			

Priority Area 2.3: Business and Community Partnerships

Goal 2.3.A. By the end of 2026-27, 80% of business and community partners surveyed will report Strongly Agree/Agree that LCR3 creates and maintains collaborative opportunities and relationships with local industry and community partners to create or maintain well-rounded educational opportunities for students and educators.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (77%), 2026-27 (80%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.3.A.a. The District Community Coordinator will develop community learning resources by establishing off campus meeting locations that create classroom spaces for students off campus that allow them to be in job related settings to learn and experience.	District Community Coordinator District Career Coach Business Engagement Focus Team Chairs	Annual survey tool	District Budget	2022-2023	2026-27



<p>2.3.A.b. The District Community Coordinator will develop community learning resources by collaborating with community partners and business partners to establish community meeting opportunities for our students to experience and get involved.</p>	<p>District Community Coordinator District Career Coach Business Engagement Focus Team Chairs</p>	<p>Annual survey tool</p>	<p>District Budget</p>	<p>2022-2023</p>	<p>2026-27</p>
<p>2.3.A.c. The District Community Coordinator will develop community learning resources by establishing a process for recruiting employers and community partners to fill job experience opportunities.</p>	<p>District Community Coordinator District Career Coach Business Engagement Focus Team Chairs</p>	<p>Annual survey tool</p>	<p>District Budget</p>	<p>2022-2023</p>	<p>2026-27</p>
<p>2.3.A.d. The District Community Coordinator will develop community learning resources by establishing an onboarding process for community and business partners.</p>	<p>District Community Coordinator District Career Coach Business Engagement Focus Team Chairs</p>	<p>Annual survey tool</p>	<p>District Budget</p>	<p>2022-23</p>	<p>2026-27</p>



Priority Area 2.4: Higher Education Partnerships

Goal 2.4.A. By the end of 2026-27, 98% of LCR3 graduates will report through Graduate Follow Up survey that they are engaged in a purposeful post-secondary pathway as evidenced by their involvement in one of the following activities.

1. enrolled in a college/university,
2. enrolled in a trade/technical school (or program),
3. employed, or
4. in the military

Annual Growth Target: 2022-23 (93%), 2023-24 (94%), 2024-25 (95%), 2025-26 (96%), 2026-27 (98%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.4.A.a. The District develops reciprocal partnerships with post-secondary institutions for the benefit of students and educators.	TBHS College/Career Counselor	Annual Graduate Follow-up Survey	Articulations with each higher education institution that indicate tuition rates per credit hour	2022-2023	2026-2027
2.4.A.b. The District implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a post-secondary degree, or entry into the workplace with a skill set conducive toward career advancement.	Director of Secondary Curriculum	District Curriculum Cycle	Annual DESE Enhancement Grant/District budget	2022-2023	2026-2027
2.4.A.c. The District provides access to career-connected experiences that	District Community Coordinator	Real-world Relevance Focus	District Budget	2022-2023	2026-2027



include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.	District Career Coach Real World Relevance Focus Team Chairs	Team Planning Document	DESE Teacher Externship Grants		
2.4.A.d. The District implements broadly-based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.	Director of Elementary Curriculum Director of Secondary Curriculum Elementary Specials and Middle School Exploratory Teachers	District Curriculum Cycle	District Academic Budget	2022-2023	2026-2027
2.4.A.e. The District ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.	Director of Secondary Curriculum TBHS CTE Teachers	District Curriculum Cycle	District Academic Budget	2022-2023	2026-2027



2.4.A.f. The District ensures the appropriate Career and Technical Student/Skills Organizations (CTSO) are affiliated with the state and national organizations and is an intra-curricular element of the associated program.	District of Secondary Curriculum TBHS CTE Teachers	District Curriculum Cycle	District Academic Budget	2022-2023	2026-2027
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Priority Area 2.5: Communication

Goal 2.5.A. By August 2023, the District will research and adopt a District-wide two-way communication platform for teachers, coaches, and sponsors. The below shows the utilization timeline for all teachers, sponsors, and coaches.

Annual Growth Target: 2022-23 (75%), 2023-24 (100%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.5.A.a. Form a committee with representatives from all levels, including sponsors/coaches, to research and test platform options. The committee will select a platform to propose to the Board of Education for adoption.	Director of Community Relations Communications Committee	Platform adoption	District Budget-Funding for the platform (some costs may be re-allocated if other platforms are replaced)	Spring 2022	Fall 2023
2.5.A.b. The District will develop and provide guidelines for platform use.	Director of Community Relations	Annual User Feedback through District survey tool	N/A	Fall 2022	Fall 2023 with annual review



	Communication Committee				
2.5.A.c. Provide training to all District employees that will utilize the platform.	Director of Community Relations	Platform reports	N/A	2022-2023	2026-27

Goal 2.5.B. By the end of 2026-27, the LCR3 will communicate with 80% of District stakeholders in the format of their preference.

Annual Growth Target: 2022-23 (70%), 2023-24 (73%), 2024-25 (75%), 2025-26 (78%), 2026-27 (80%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
2.5.B.a. Utilize an annual survey to assess stakeholder preferences annually. Adjust building and District-level practices to align with results.	Director of Community Relations Communications Committee	Annual survey tool	District Budget	2022-23	2026-27
2.5.B.b. Create and publish a quarterly newsletter to be sent to all District homes. 100% of the content will demonstrate how students and employees are working towards the District's goals.	Director of Community Relations Communications Committee and building liaisons	Annual survey tool	District Budget	Fall 2022	2026-27



<p>2.5.B.c. Research, develop, and propose a Board of Education policy to support the use of social media platforms when using District branding, as well as provide appropriate training.</p> <ul style="list-style-type: none"> • Provide training and communicate procedures to District employees regarding the adopted policy. • 100% of District school buildings will identify at least one social media platform that will be consistently used to engage families by the end of the 2022-2023 school year. 	<p>Director of Community Relations Communications Committee</p>	<p>BOE Adoption</p>	<p>N/A</p>	<p>Fall 2022</p>	<p>2026-27</p>
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Goal 2.5.C. By the end of 2026-27, as evidenced through the annual District usage audit, 100% of District and building communications will support the mission and vision of the LCR3 School District.

Annual Growth Target: 2022-23 (90%), 2023-24 (93%), 2024-25 (95%), 2025-26 (98%), 2026-27 (100%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
<p>2.5.C.a. Provide completed District branding guide to all employees and make public on the District’s website for external stakeholder usage of logos.</p>	<p>Director of Community Relations</p>	<p>Usage Audit</p>	<p>N/A</p>	<p>2022-23</p>	<p>2026-27</p>



2.5.C.b. Provide guidelines for digital signage at all District buildings.	Director of Community Relations Building Education Office Professional/Administration	Usage Audit	N/A	2022-23	2026-27
2.5.C.c. Establish and promote advertising opportunities to local businesses within LCR3 schools.	Director of Community Relations Building Administration	Funds Received	N/A	2022-23	2026-27

Key Pillar 3: Superior Instruction
Priority Area 3.1: Student Achievement

Goal 3.1.A. By the end of 2026-27, 60% of LCR3 students will annually demonstrate on-track performance in English Language Arts (ELA) by meeting or exceeding the state standard on the Missouri Assessment Program (MAP) or End-of-Course (EOC) assessments.

Annual Growth Target: 2021-22 (48%), 2022-23 (51%), 2023-24 (53%), 2024-25 (55%), 2025-26 (57%), 2026-27 (60%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.1.A.a. Instructional staff will administer assessments required by the Missouri Assessment Program (MAP) and measure academic performance for each student.	Director of Elementary Curriculum Director of Secondary Curriculum Building Principals School Test Coordinators	MAP reports	District Academic/Assessment Budget	2022-2023	2026-2027



<p>3.1.A.b. The District has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.</p>	<p>Director of Elementary Curriculum</p> <p>Director of Secondary Curriculum</p> <p>District Instructional Coaches, Psychological Examiners, and Early Childhood staff</p> <p>Classroom Teachers</p> <p>Reading and Math Interventionists, Read 180 Teachers</p>	<p>District Assessment Plan</p>	<p>District Academic/Assessment Budget</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.1.A.c. The District regularly reviews performance data for all students and disaggregates the data by student groups to effectively monitor student academic achievement.</p>	<p>District and Building Leaders</p>	<p>STAR Reading and Math Assessment Reports</p> <p>Common Assessments</p> <p>Running Records</p> <p>Independent Reading Inventory from Read Naturally Assessments</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>



<p>3.1.A.d. Instructional staff will use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.</p>	<p>Teacher Teams Instructional Coaches Read 180 Teachers</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.1.A.e. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.</p>	<p>Teacher Teams Instructional Coaches Classroom Teachers Reading Interventionists Read 180 Teachers</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-23</p>	<p>2026-2027</p>
<p>3.1.A.f. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.</p>	<p>Teacher Teams Instructional Coaches Classroom Teachers Reading Interventionists Read 180 Teachers</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.1.A.g. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.</p>	<p>Teacher Teams Instructional Coaches</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs)</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>



		STAR Reading and Math Assessment Reports			
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Goal 3.1.B. By the end of 2026-27, 75% of LCR3 students will annually demonstrate significant measurable improvement in English Language Arts (ELA) by meeting or exceeding typical growth on the STAR reading assessment(s).

Annual Growth Target: 2021-22 (65%), 2022-23 (67%), 2023-24 (69%), 2024-25 (71%), 2025-26 (73%), 2026-27 (75%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.1.B.a. The District regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.	Assistant Superintendent of Academics	District Data Dashboard	District Budget	2022-2023	2026-2027
3.1.B.b. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.	Teacher Teams Instructional Coaches Classroom teachers Reading interventionists Read 180 teachers	Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027



<p>3.1.B.c. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.</p>	<p>Teacher Teams Instructional Coaches Reading Interventionists Read180 Teachers</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.1.B.d. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.</p>	<p>Teacher Teams Instructional Coaches and Interventionists</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.1.B.e. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.</p>	<p>Teacher Teams Instructional Coaches and Interventionists</p>	<p>Weekly team agendas/Wildly Important Goals (WIGs) STAR Reading Assessment Reports</p>	<p>District Budget with alignment to Academic Calendar/Schedules</p>	<p>2022-2023</p>	<p>2026-2027</p>

Goal 3.1.C. By the end of 2026-27, 50% of LCR3 students will annually demonstrate on-track performance in math by meeting or exceeding the state standard on the Missouri Assessment Program (MAP) or End-of-Course (EOC) assessments.

Annual Growth Target: 2021-22 (41%), 2022-23 (42%), 2023-24 (44%), 2024-25 (46%), 2025-26 (48%), 2026-27 (50%)



Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.1.C.a. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.	Director of Elementary Curriculum Director of Secondary Curriculum Building Principals Site Test Coordinators	MAP reports	District Assessment Budget	2022-2023	2026-2027
3.1.C.b. The District has a local Board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.	Director of Elementary Curriculum Director of Secondary Curriculum	District Assessment Plan	District Assessment Budget	2022-2023	2026-2027
3.1.C.c. The District regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.	District and Building Leaders	STAR Math Assessment Reports	District Budget	2022-2023	2026-2027
3.1.C.d. Instructional staff use disaggregated data to adjust instruction	Teacher Teams	Weekly team agendas/Wildly	District Budget with alignment to	2022-2023	2026-2027



for identified student groups and has criteria for evaluating the effectiveness of these adjustments.	Instructional Coaches	Important Goals (WIGs) STAR Math Assessment Reports	Academic Calendar/Schedules		
3.1.C.e. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027
3.1.C.f. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027
3.1.C.g. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027



Goal 3.1.D. By the end of 2026-27, 75% of LCR3 students will annually demonstrate significant measurable improvement in math by meeting or exceeding typical growth on STAR math assessment(s).

Annual Growth Target: 2021-22 (65%), 2022-23 (67%), 2023-24 (69%), 2024-25 (71%), 2025-26 (73%), 2026-27 (75%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.1.D.a. The District regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.	Assistant Superintendent of Academics	District Data Dashboard	District Budget	2022-2023	2026-2027
3.1.D.b. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027
3.1.D.c. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027



3.1.D.d. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027
3.1.D.e. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.	Teacher Teams Instructional Coaches	Weekly team agendas/Wildly Important Goals (WIGs) STAR Math Assessment Reports	District Budget with alignment to Academic Calendar/Schedules	2022-2023	2026-2027

Goal 3.1.E. By the end of 2026-27, 60% of LCR3 students will annually score greater than a 21 on the ACT and 30% of LCR3 students will score greater than a 63 on the ASVAB (college-readiness benchmark).

Annual Growth Target: 2021-22 (45%/15%), 2022-23 (48%/18%), 2023-24 (51%/21%), 2024-25 (54%/24%), 2025-26 (57%/27%), 2026-27 (60%/30%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.1.E.a. Embed rigorous content and ACT-like questions into HS core curriculum (ELA, math, science, and social studies) that focus on score band	Director of Secondary Curriculum HS Instructional Facilitators	ACT reports	N/A	2022-2023	2026-2027



20-23 knowledge and skills as identified by ACT.	Teachers (grades 9-12)				
3.1.E.b. Increase enrollment in ACT Prep class at TBHS.	TBHS Counseling Department	HS Enrollment Reports	District Budget	2022-2023	2026-2027
3.1.E.c. Provide strategic opportunities for students to participate in ACT Prep Study Sessions during WIN time prior to national testing dates.	ACT Prep Teachers High School Instructional Facilitators	WIN Time schedule	N/A	Ongoing	N/A
3.1.E.d. Provide strategic opportunities for students to participate in ASVAB Prep Study Sessions during WIN time prior to national testing dates.	ASVAB Prep Teachers High School Instructional Facilitators	WIN Time schedule	N/A	Ongoing	N/A
3.1.E.e. Embed rigorous content and ASVAB-like questions into HS curriculum and Technical Skills courses.	Director of Secondary Curriculum HS Instructional Facilitators Teachers (Grades 9-12)	ASVAB reports	N/A	Ongoing	N/A
3.1.E.f. Students will be guided by their counselor, administrator, trusted teacher in a specific field, or academic lab	Counselors	Naviance assessments	N/A	Ongoing	N/A



teachers to make the best determination of the exam best suited for them.	Building Administrators Teachers/Academic Lab				
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Priority Area 3.2: Best Practices in Teaching

Goal 3.2.A. By the end of 2026-27, 50% of instructional commitments during teacher team meetings will focus on implementation of research-based strategies that include non-fiction writing, project-based learning, student goal setting, technology integration and evidence-based grading to ensure the success of each student.

Annual Growth Target: 2022-23 (25%), 2023-24 (30%), 2024-25 (35%), 2025-26 (40%), 2026-27 (50%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.2.A.a. All students will participate in nonfiction writing across all content areas.	Academic Council Sub Committee District Literacy Coaches High School ELA Facilitator	Teacher Team Agendas-WIGs and Instructional Commitments Annual District Professional Learning Survey	District Professional Development Budget	2022-2023	2026-2027
3.2.A.b. All high school instructional staff will be trained in Project-Based Learning (PBL) to design and implement PBL units in each career pathway.	Superior Instruction Focus Team Chairs District Career Coach	Superior Instruction Focus Team Planning Document Teacher Team Agendas-WIGs and	District Professional Development Budget	2022-2023	2026-2027



	High School Career Pathway Lead Teachers	Instructional Commitments TBHS PD Calendar			
3.2.A.c. All students will set, monitor, and reflect on at least one Wildly Important Goal concerning their academic growth each quarter.	Academic Council Sub Committee Building Guiding Coalitions	Building Guiding Coalition Agendas Student Survey artifacts in Google Shared Drives	N/A	2022-2023	2026-2027
3.2.A.d. Instructional staff will use the five elements of learning (teamwork, communication and creation, personalization of learning, critical thinking, and real-world engagement) to integrate technology effectively and intentionally into classroom instruction.	Instructional Technology Facilitators Academic Council Sub Committee Vanguard Teams (Technology Integration Leaders- Apple Platform)	Teacher Team Agendas-WIGs and Instructional Commitments	District Professional Development Budget	2022-2023	2026-2027
3.2.A.e. The District will use the Vanguard structure to strategically equip administrators and instructional leaders to design, implement, and model innovative instructional practices.	Instructional Technology Facilitators Instructional Staff Leaders and Administrators	Vanguard Agendas Teacher Team Agendas-WIGs and Instructional Commitments	District Professional Development Budget	2022-2023	2026-2027



3.2.A.f. All instructional staff will gather evidence to evaluate and provide feedback on student achievement on high priority standards through proficiency scales.	District Grading Coalition Pilot Team Academic Council Sub Committee	District Grading Coalition Timeline Teacher Team Agendas-WIGs and Instructional Commitments District Report Cards	District Professional Development Budget	2022-2023	2026-2027

Priority Area 3.3: Social Emotional Learning (SEL)

Goal 3.3.A. By the end of 2026-27, 95% of LCR3 faculty and staff will report that they are proficient in their knowledge and utilization of the RULER social emotional learning curriculum (Mood Meter, Charter, Meta Moment, BluePrint Conference).

Annual Growth Target: 2022-23 (55%), 2023-24 (65%), 2024-25 (75%), 2025-26 (85%), 2026-27 (95%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.3.A.a. All buildings will utilize RULER as their Tier 1 Social Emotional Learning (SEL) curriculum for students starting in the 2022-2023 school year.	Director of SEL Building Administrators	RULER schedules provided to Director of Social Emotional Learning & Support	District Academic Budget	2022-2023	2026-2027



3.3.A.b. Building SEL/RULER Champions will meet with DSEL for Implementation Team meetings annually.	Building SEL Champions	RULER meeting agendas	N/A	2022-2023	2026-2027
3.3.A.c. Buildings will meet with their RULER coach twice during the 2022-2023 school year.	Building SEL Champions	RULER meeting agendas	N/A	2022-2023	2026-2027
3.3.A.d.- Buildings will develop a Charter and review annually.	Building Administrators/ SEL Champions	RULER Charters	N/A	2022-2023	2026-2027
3.3.A.e. Develop SEL Implementation Staff Survey and launch annually to faculty and staff during specified window.	Academic Council SEL Team	RULER Staff Survey	N/A	2022-2023	2026-2027

Goal 3.3.B. By the end of 2026-27, 85% students will report that they are proficient in their knowledge and utilization of the RULER social emotional learning curriculum (Mood Meter, Charter, Meta Moment, BluePrint Conference).

Annual Growth Target: 2022-23 (45%), 2023-24 (55%), 2024-25 (65%), 2025-26 (75%), 2026-27 (85%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.3.B.a. All buildings will utilize RULER as their Tier 1 SEL curriculum for students starting in the 2022-2023 school year.	Director of SEL Building Principals	RULER schedules to Director of Social	District Academic Budget	2022-2023	2026-2027



		Emotional Learning & Support			
3.3.B.b. Building SEL/RULER Champions will meet with the Director of SEL for Implementation Team meetings annually.	Building SEL Champions	RULER meeting agendas	N/A	2022-2023	2026-2027
3.3.B.c. Buildings will meet with their RULER coach twice during the 2022-2023 school year.	Building SEL Champions	RULER meeting agendas	N/A	2022-2023	2026-2027
3.3.B.d. Buildings will develop a Charter and review annually.	Building Administrators SEL Champions	RULER Charters	N/A	2022-2023	2026-2027
3.3.B.e. Develop SEL Implementation Student Survey and launch annually to students, during specified window.	Director of SEL Academic Council SEL Implementation Team	RULER Student Survey	N/A	2022-2023	2026-2027



3.3.B.f. Buildings will share RULER information with families.	Building Administrators	Building newsletters, website, social media outlets	N/A	2022-2023	2026-2027
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Goal 3.3.C. By the end of 2026-27, 90% of students in each K-12 building will score in the typical or strength range on the Devereux Student Strengths Assessment (DESSA) post assessment.

Annual Growth Target: 2022-23 (70%), 2023-24 (75%), 2024-25 (80%), 2025-26 (85%), 2026-27 (90%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.3.C.a. Buildings will rate students three times a year (pre, mid, post) with the DESSA Mini.	Director of Social Emotional Learning Building Administrators	DESSA Screener	District Academic Budget (for DESSA costs)	2022-2023	2026-2027
3.3.C.b. Buildings will complete the “DESSA Full” on students who are in the “Need for Instruction” range to diagnostically identify for Tier 2 or Tier 3 supports.	Building Intervention Team	DESSA Screener	District Academic Budget	2022-2023	2026-2027
3.3.C.c. Buildings will take action for students scoring in the Needs Instruction range with strategies to bolster social and	Building Intervention Team	DESSA Screener	District Academic Budget	2022-2023	2026-2027



emotional growth and improve overall student achievement.					
3.3.C.d. Beginning in 2022, 9 th and 10 th grade students will utilize the Student Self Report (DESSA-SSR).	Director of SEL NGC and TBHS Administrators NGC and TBHS Academic Lab/WIN Teachers	DESSA Screener	District Academic Budget	2022-2023	2026-2027
3.3.C.e. Beginning in 2023 9 th , 10 th , & 11 th grade students will utilize the Student Self Report (DESSA-SSR).	Director of SEL NGC, NHHS & TBHS Administrators Academic Lab/WIN Teachers	DESSA Screener	District Academic Budget	2023-2024	2026-2027
3.3.C.f. Beginning in 2024, 9 th , 10 th , 11 th , and 12 th grade students will utilize the Student Self Report (DESSA-SSR).	Director of SEL NGC, NHHS & TBHS Administrators Academic Lab/WIN Teachers	DESSA Screener	District Academic Budget	2024-2025	2026-2027
3.3.C.g. Communication will be shared with parents.	Academic Council Director of SEL	Building newsletters, website, social media outlets	N/A	2022-2023	2026-2027



	Building Administrators				
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Priority Area 3.4- Leadership and Support

Goal 3.4.A. By the start of the 2023-2024 school year, the District will develop a (10-year) Long Range Facilities Plan to address facility needs based on student population growth.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.4.A.a. The District will complete an internal and external constituent survey regarding the development of additional high school learning spaces.	Chief Financial Officer Communications Director	Survey results	N/A	July 2023	Survey window
3.4.A.b. The District will partner with an independent consultant to complete a long-range facilities plan.	Chief Financial Officer Assistant Supt.-Facilities	Plan completion	District Budget	July 2023	TBD
3.4.A.c. The committee will establish a project/bond timeline.	Planning Committee	Completed timeline	N/A	January 2024	TBD
3.4.A.d. The District will present the final plan to all stakeholders.	Planning Committee	Timeline execution/TBD	N/A	January 2024	2024
3.4.A.e. The District will complete a needs assessment to prioritize projects appropriately.	Chief Financial Officer	Needs assessment data results	N/A	July 2023	July 2023- January 2024



	Assistant Supt.- Facilities				
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Goal 3.4.B. Starting with the 2024-2025 school year, the District budget will be developed using collaborative input and directly aligned to the District strategic goals.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.4.B.a. The District will develop a finance committee that meets quarterly.	Chief Financial Officer	Meeting minutes	N/A	July 2024	Ongoing
3.4.B.b. The District will complete an independent salary comparison to identify strengths and areas for growth.	Chief Financial Officer	Completed analysis by consultant	N/A	June 30, 2023	2023
3.4.B.c. The District will review and consider yearly strategic planning goals when developing the operating budget.	Chief Financial Officer	Integration into the budget	N/A	July 2022	Annually
3.4.B.d. The District will participate in state level advocacy for education funding.	Chief Financial Officer	Documents of participation in advocacy efforts	N/A	July 2022	Ongoing
3.4.B.e. The District will take an active role with organizations that support school finance.	Chief Financial Officer	Documents of participation in advocacy efforts	N/A	July 2022	Ongoing



Goal 3.4.C. Throughout the 2022-2023 school year, District administration will work to grow the capacity of all Board of Education members regarding the Missouri School Improvement Program (MSIP 6) so that all members of the Board understand their responsibilities.

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.4.C.a. The District will develop a Board of Education (BOE) MSIP 6 training committee.	Chief Financial Officer	Board meeting minutes	N/A	July 2022	Ongoing
3.4.C.b. The committee will review and separate the Board of Education (BOE) responsibilities into appropriate learning amounts.	Training Committee	Developed training modules	N/A	July 2022	Ongoing
3.4.C.c. The committee will develop a series of 15-minute trainings to share with the Board of Education (BOE) through various learning formats.	Training Committee	Developed training modules	N/A	July 2022	Ongoing
3.4.C.d. The committee will develop and implement a professional development calendar for the Board of Education (BOE).	Training Committee	PD Calendar	N/A	July 2022	Ongoing
3.4.C.e. The committee will survey Board of Education (BOE) members to determine their level of understanding.	Training Committee	Board meeting minutes	N/A	July 2022	Ongoing



Priority Area 3.5: Professional Learning

Goal 3.5.A. By the end of 2026-27, The District Professional Development Committee (DPDC) will increase the response of Strongly Agree/Agree by 3% each year (mid to post) on the annual LCR3 Professional Development Evaluation Survey.

Annual Growth Target: 2022-23 (Baseline SA/A%), 2023-24 (Baseline SA/A% + 3%), 2024-25 (Baseline SA/A% + 6%), 2025-26 (Baseline SA/A% + 9%), 2026-27 (Baseline SA/A% + 12%)

Strategy/Action	Champion (person(s) responsible)	Performance Measures	Source of Funding	Start Date	Completion Date
3.5.A.a. Instructional staff will use the five elements of learning (teamwork, communication and creation, personalization of learning, critical thinking, and real-world engagement) to integrate technology effectively and intentionally into classroom instruction.	District Professional Development Committee	Teacher Team Agendas-WIGs and Instructional Commitments Annual District Professional Learning Survey Apple Teacher Certifications	District Professional Development Budget	2022-2023	2026-2027
3.5.A.b. The District will use the Vanguard structure to strategically equip administrators and instructional leaders to design, implement, and model innovative instructional practices.	District Professional Development Committee	Teacher Team Agendas-WIGs and Instructional Commitments Annual District Professional Learning Survey	District Professional Development Budget	2022-2023	2026-2027



<p>3.5.A.c. The District provides classroom management professional development (PD) for all new teachers to LCR3 to retain high quality staff.</p>	<p>District Professional Development Committee Human Resources Department</p>	<p>Mentor/Mentee Survey Annual District Professional Development Survey</p>	<p>District Professional Development Budget</p>	<p>2022-2023</p>	<p>2026-2027</p>
<p>3.5.A.d. The District will provide an efficient and effective process to access and register for professional development in and out of the District.</p>	<p>District Professional Development Committee</p>	<p>Annual District Professional Development Survey</p>	<p>N/A</p>	<p>2022-23</p>	<p>2026-2027</p>
<p>3.5.A.e. All students will participate in nonfiction writing across all content areas.</p>	<p>District Professional Development Committee Academic Council Sub Committee District Literacy Coaches and HS ELA Facilitator</p>	<p>Annual District Professional Development Survey Teacher Team Agendas-WIGs and Instructional Commitments</p>	<p>District Professional Development Budget</p>	<p>2022-2023</p>	<p>2026-2027</p>



Planning Partners and Team Involvement

The LCR3 Comprehensive and Continuous, Strategic Plan was collaboratively developed. The following individuals were invited participants in some phase of the planning process and their input and contribution is appreciated.

Steering Committee

Mark Penny- Superintendent of Schools
Chris Greiner- Assistant Superintendent of Academics
Todd Culbertson- Assistant Superintendent of Facilities and Operations
Jeff Levy- Assistant Superintendent of Finance
Sarah Schmanke- Director of Human Resources
Audrey Henebry- Director of Community Relations

Mary Saale- Director of Secondary Curriculum and Assessment
Amy Porter- Director of Elementary Curriculum and Assessment
Amy Salvo- Director of Social Emotional Learning and Supports
Kelly Groeber- Director of Student Services

Strategic Plan Team

Jim Ladlie- Board of Education
Chris Greiner- Assistant Superintendent of Academics
Megan Crawmer- Elementary Principal
Holly Hite- Elementary Principal
Jeannie Harrell- Elementary Assistant Principal
Alicia Fessenden- Middle School Principal
Cortney Richardson- High School Assistant Principal
Buddy Bell- High School Math Teacher
Drew Tignor- Middle School Social Studies Teacher
Amy Spears- Middle School STEM Teacher
Mary Voss- Elementary Teacher/PAS
Alicia Evans- Elementary Teacher/AC
McKenzie Moore- Elementary Teacher/AC
Angela Watson- Parent

Shasta Hedgpeth- Parent
Staci Harris- Parent
Nichole Kinne- Parent
Emily Turner- Parent
Jussie Carmon- Parent
Tim Hooton- Parent
Alicia Hooton- Parent
Phil Hollland- Parent
Melinda Holland- Parent
Melinda McDonald- Parent
Lisa Briggs- Community Member
Cheri Winchester- Community Member
Julie Rodgers- Community Member
Jennifer DeNunzio- Social Worker



Academic Council

Alicia Evans- 3rd grade- Boone Elementary
Amber Baugh- 6th Grade Science- Troy South Middle School
Andrea Eggering- ITF- Claude Brown Elementary
Ashley Hiza- Math- Ninth Grade Center
Brad Jennings- Cyber Civics-SEL- Troy Middle School
Brittany Hosmer- Comm Arts- Troy Buchanan High School
Cheri Winchester- Executive Director of Lincoln County
Resource Board
Christina Kirchner- Assistant Principal- Troy Middle School
Christina Ryan- Literacy Coach- Cuivre Park Elementary
Courtney Rhodes- Literacy Coach- Boone Elementary
Dana Freymuth- 5th Grade Teacher- William Cappel
Elementary
Elizabeth Utterback- Ag- Ninth Grade Center
Emily Culbertson- Librarian- William Cappel Elementary
James Bertels- ITF- William Cappel Elementary
Jenna Klein- Counselor- Cuivre Park Elementary
Jennifer Mense- Foreign Language- Troy Buchanan High
School
Jennifer Orton- ITF- Troy Buchanan High School
Jennifer Gerling-Williams- 3rd Grade Teacher- Cuivre Park
Elementary
Jessica Mathews- 1st Grade Teacher- Cuivre Park Elementary
Academic Council, continued...
Johnathon White- Principal- New Horizons High School
Kelly Briscoe- Principal- Ninth Grade Center
Kirsten Wright- Literacy Coach- Troy South Middle
School/Troy Middle School
Kristi Gregory- Emotional Support Counselor- District ESC
Lindsey Bell- Comm Arts-SEL- Troy Buchanan High School
Lisa Anderson- Counselor-SEL- Boone Elementary
Lisa Hoffmann- Math- New Horizons High School
Melissa Short- Site Coordinator- Early Childhood Center

Monica Roettger- 2nd Grade Teacher- Lincoln Elementary
Rachel Stear- Instructional Resource- Lincoln Elementary
Rebecca Peasel- 5th Grade Teacher- William Cappel
Elementary
Sandra Holtgrewe- SPED Teacher- Ninth Grade Center
Sarah Howell- Math Coach- Troy South Middle School/Troy
Middle School
Shannon Henderson- Para- Early Childhood Center
Sherry Ryan- Counselor- William Cappel Elementary
Sierra Johnson- Assistant Principal- Main Street Elementary
Steffan Colbert- SPED Teacher- Troy Middle School
Toni White- Principal- Cuivre Park Elementary
Whitney Wood- Comm Arts-Troy Buchanan High School
Amy Salvo- Director of Social & Emotional Learning- Central
Office
Amy Porter- Director of Elementary Curriculum- Academic
Office
Chris Greiner- Assistant Superintendent of Academics-
Academic Office
Mary Saale- Director of Secondary Curriculum- Academic
Office
Kelly Groeber- Director of Student Services- Central Office
Audrey Henebry- Director of Community Relations- Central
Office
Sarah Schmanke- Director of Human Resources- Central
Office
Keith Eisenbath- Senior Systems Network Administrator-
Technology

****Additional Implementation Teams engaged but not listed.***



Glossary and Acronym Help Sheet

ASVAB- a vocational aptitude assessment provided by the Armed Services that measures developed abilities and helps to predict future academic and occasional success
BIT- Building Intervention Team
Bridges- PreK-5 math curriculum
CAPS- Center for Advanced Professional Studies (experiential learning)
CFO- Chief Financial Officer
CITW- Classroom Instruction that Works
CSIP- Comprehensive School Improvement Plan (document generated following the strategic planning process)
CTE- Career Technical Education
CTEC- Career Technical Education Certificate
CTSO- Career and Technical Student/Skills Organizations
DESE- Missouri Department of Elementary and Secondary Education
DESSA- student strength based behavioral assessment to assist in SEL programming and support (Devereux Student Strength Assessment)
DPDC- District Professional Development Committee
ECDA- Early Childhood Development Act
ECEC- Early Childhood Education Center
ELA- English Language Arts
EOC- End of Course Assessments in various subject matters required or provided by Missouri Department of Elementary and Secondary Education
ERW- Early Release Wednesday
HR- Human Resources
ICAP- Individualized Career and Academic Plan
IEP- Individualized Education Plan (special education students)
IRC- Industry Recognized Credential
ITFs- Instructional Technology Facilitators

LCR3- Lincoln County R-III School District
MAP- Missouri Assessment Program
MSIP- Missouri School Improvement Program (used to accredit school districts and produce annual performance reports from the Missouri Department of Elementary and Secondary Education.
MTSS- Multi-tiered System of Support
MyIGDI- PreK growth and development indicators
N/A- Not applicable (no anticipated impact on current funding source)
PAT- Parents as Teachers
PAT- Parents as Teachers (pre-K parent support)
PBL- Project Based Learning
PD- Professional Development (training and learning provided by the district or outside experiences to grow skills and meet the needs of students)
PLC- Professional Learning Community (collaborative structure used by teachers/staff to meet the needs of students)
RULER- Social Emotional Learning curriculum/assessment/tools
RYA- Registered Youth Apprenticeship
SEL- Social Emotional Learning
SPED- Special Education
STAR- Formative and benchmark assessment system to monitor student progress in particular subject matter skills
STEM- Science, technology, engineering, and math courses
SWOT- Activity to identify organizational strengths, weaknesses, opportunities, and threats
Tiered Intervention- process of instructional support in the classroom, in addition to the classroom or outside the classroom based on individual needs (stages of intervention)
TSA- Technical Skills Assessment
Vanguard- structure to equip teachers and leaders in the design, implementation, and modeling of innovative instructional practices utilizing technological tools
WIGS- Wildly Important Goals