

CSIP Goal Area 3: Quality Governance

CSIP Goals 3.1.3

As mentioned last month, while progress will continue across all Continuous School Improvement Plan (CSIP) goal areas and associated action steps, we have identified four priority areas that will require targeted attention in the coming year.

- Reinstate the 5-year Curriculum Review Cycle
- Develop a District-wide Literacy Plan
- Review RTI/MTSS system and processes to improve effectiveness
- Continue PBIS District-wide Implementation

To assist in communicating progress in each of these areas, I will indicate updates on these goals by including the word “Priority” before the CSIP goal in my reports, as seen below.

CSIP Goal Area 1: Student Learning

Priority CSIP Goal: Develop a District-wide Literacy Plan (1.1.6)

Last year, a committee of 17 teachers and administrators began the foundational work of developing a districtwide literacy plan. The group reviewed resources from the Missouri Department of Elementary and Secondary Education (DESE) and developed a staff survey to gather input from across the district. This feedback directly informed the creation of the district’s literacy vision statement, which was finalized in the spring:

"Hallsville School District is committed to creating a literacy-rich environment where engaging, evidence-based instruction empowers all students to build essential literacy skills and become resilient learners prepared to thrive in a changing world."

Building on this momentum, the committee continues its work this fall by designing a needs assessment aligned to the DESE model. This assessment will gather feedback from all teachers across the district during first quarter. In second quarter, the committee will use this data to inform the development of a comprehensive literacy plan that reflects the unique needs of our students, staff, and community.

Reading Success Plans (1.1.6)

The Missouri Read, Lead, Exceed initiative, led by the Department of Elementary and Secondary Education (DESE), is designed to strengthen literacy instruction statewide. A central component of this initiative is the implementation of Reading Success Plans (RSPs), as mandated by Section 167.645, RSMo, beginning with the 2023–2024 school year.

This legislation requires that Reading Success Plans be developed for:

- All K–3 students who exhibit a substantial deficiency in reading,
- Newly enrolled 4th and 5th grade students who are reading one or more grade levels below expectations (based on Lexile scores or deficiencies in any of the five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension), and
- Any student at risk for dyslexia, regardless of grade.

To meet these requirements and best support students’ literacy development, teams of teachers and administrators at the Primary, Intermediate, and Middle School levels established procedures for assessment, intervention, progress monitoring, documentation, and family communication.

As students advance beyond grade 5, those who continue to demonstrate substantial reading deficiencies remain on a Reading Success Plan. These students receive targeted interventions aligned with their RSP until they meet the established exit criteria defined by the legislation.

Beginning in 2024–2025, Reading Success Plans were implemented in grade 6 for the first time. In the 2025–2026 school year, implementation has expanded to grade 7. It will continue to expand each year to align with the statutory requirement that the plan “shall be updated annually and continue until the student no longer exhibits a substantial deficiency in reading.” This expansion necessitates intentional professional development and strategic planning to ensure that each grade level has the necessary instructional support and resources to meet the literacy needs of all students.

Vertical Team (1.1.3)

Our vertical teams are scheduled to meet on September 22nd for the first of five sessions planned for this year. Led by our teacher-leaders and supported by our administrators, educators across grades PK-12 collaborate to construct agendas tailored to address specific content-related needs. The discussions within these sessions encompass various critical topics, including curriculum reflection, collaborative assessment practices, the progression of standards from one grade level to the next, goal establishment, and effective problem-solving strategies. This year marks the return of full PK–12 participation in all vertical team meetings. Over the past two years, we adjusted the format of these sessions to accommodate our elementary staff’s participation in the intensive LETRS training for PK–5 classroom teachers. While some elementary teachers are still engaged in LETRS, we now have sufficient building-level representation to resume full PK-12 vertical team collaboration.

These meetings are a vital part of our work. Ongoing commitment to vertical team discussions supports intentional curriculum planning, ensures alignment across grade levels, and contributes directly to improved student learning outcomes.

CSIP Goal Area 2: Excellent Schools

Priority CSIP Goal: Continue PBIS District-wide Implementation (2.1.1)

Congratulations to the Primary School for earning the Missouri Schoolwide Positive Behavior Support Award of Excellence for the first time and to the Intermediate School for earning this award for the second consecutive year! This prestigious award recognizes their exceptional implementation of PBIS across all levels: Universal (Tier 1), Targeted (Tier 2), and Intensive (Tier 3). Their continued dedication to PBIS has built strong systems that benefit all students. This award not only acknowledges their hard work but also reinforces their commitment to ongoing, data-driven decision-making and continuous professional development. We value their leadership and look forward to seeing the entire district achieve similar success, inspired by their high standard.

As we enter year three of our Districtwide PBIS implementation, the District Leadership Team will meet monthly on each PLC day. Our first meeting will focus on goal setting and action planning for the year. We will continue to advance our efforts through the guidance of our four committees: Leadership, Evaluation, Training, and Stakeholder Engagement.

Correction: In my August report, I listed Christine McMullin and Jessica Baker as the high school tech leads. To clarify, Christine McMullin has served in that role for the past several years alongside MaCall Lankford. For the upcoming 3-year Teacher-Leader cycle, the HS tech leads will be MaCall Lankford and Jessica Baker.