

Lonedell R-14 School District

Comprehensive School Improvement Plan



August, 2022-
June, 2025

Board Adopted August 26, 2022



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Updated:

Introduction

As a component of the Missouri School Improvement Program (MSIP) review process, all districts are required by the Missouri Department of Elementary and Secondary Education (DESE) to develop a Comprehensive School Improvement Plan (CSIP) that directs the overall improvement of its educational programs and services. Missouri School Improvement Program is entering its 6th cycle and as a result, has new components and expectations for district improvement plans. The Lonedell R-14 School District utilized this opportunity to completely revamp and readdress district goals and long-term planning.

The Lonedell School District began this process in April of 2022. The purpose of the CSIP is to prioritize objectives and goals that will be developed and implemented over the course of the next three to five years. It is a plan that centers on the improvement of the district from all perspectives with the major thrust on enhancing student achievement and performance levels.

Planning Process

In the spring of 2022, a committee of district stakeholders, including school board members, administrators, teachers, parents, and community members, convened for three meetings to re-create an updated Comprehensive School Improvement Plan (CSIP). The committee first worked to identify Lonedell R-14 School District's specific needs, deficits, and priorities for improvement. They then created measurable objectives and specific action steps to guide decisions and plans moving forward.

This CSIP plan is in full accordance with MSIP 6 and will be implemented beginning in the 2022-2023 school year.

Utilization of the Plan

The Comprehensive School Improvement Plan (CSIP) is a road map to our future. The plan is designed to identify important, long range improvement issues and describes a specific set of actions to be undertaken, relative to these issues, over a three to five-year period.

The CSIP is intended to identify “what” the goals for improvement will be; it is not intended to identify “how” the district intends to make the desired improvements, although action steps do begin to lead the way. The Lonedell R-14 school board, administration, and staff will work alongside parents, community members, and subject area experts to identify and implement programs and enact changes to work towards reaching the goals outlined in the school’s CSIP.

CSIP Committee

The following individuals were members of the 2022 CSIP Committee.

Barry, Dennis	Maintenance	Duncan, Elisa	Counselor		
Brake, Paul	Teacher	Dunn, Heather	Teacher	LaTurno, Miste	Parent/Para
Brisette, Danielle	Teacher	Flora , JT	Teacher/Parent	Levintre, Macy	Parent/Para
Bielefeld, Karin	Nurse	Friel, Melanie	Teacher	Miller, Mandi	Teacher/parent
Britton, Sarah	Teaching Methods Coach	Grus, Sarah	Board Secretary	Reed, Barb	Paraprofessional
Braun, Brandy	Parent/Para	Hardaway, Kelly	Teacher	Richardson, Sarah	Paraprofessional
Cox, Kerri	Teacher/Parent	Henson, Leslie	Teacher	Short, Jaclynn	Teacher/Parent
Crumbaugh, Sue	PAT/SpEd	Hicks, Megan	Teacher	Souza, Margo	Teacher/Parent
Dace, Jody	Teacher/Parent	Howard, Carol	Teacher	Thompson, Sara	Teacher
Dierker, Tiger	Paraprofessional	Imler, Dave	Teacher	Ulrich, Jenny	Superintendent
Dierker, Wayne	Principal	Knickmeyer S.	Teacher (SpEd)	Vollmer, Kathy	Teacher/Parent
Doyel, Kaylynn	Teacher	Krouper, Haley	Teacher	Winkler, Debra	Teacher
Heideman, James	Board President/Parent/Business Owner	Rucker, Brad	Board Vice Pres	Meek, Chelle	Board Treasurer/Parent
Bailey, Judd	Board Member/Parent	Causey, Cody	Board Member/Parent	Komo, Katie	Board Member/Parent
Dunn, Jamie	Board Member				

Required Review & Revisions

The CSIP should be reviewed and amended annually with a report to the Board of Education and with a “Plan on a Page” being provided to staff and community partners. The entire document will be revised every five years.

Missouri School Improvement Program (MSIP) 6

The sixth version of the Missouri School Improvement Program (MSIP 6), the state’s accountability system for reviewing and accrediting public school districts, is focused on continuous improvement for all schools. For more information about MSIP 6, visit <https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6>.

Data Analysis

The CSIP Planning Committee will annually review the data listed below. The analysis of this data will help the committee identify strengths and concerns of the Lonedell R-14 School District. Copies of the results and reports will be distributed to committee members prior to the annual planning meeting. Copies can also be obtained by accessing The Missouri Department of Elementary and Secondary Education Website (dese.mo.gov).

<p style="text-align: center;"><u>Internal Analysis</u></p> <p>Sources of internal assessment data are both locally created and state/national normed items, including:</p>	<p style="text-align: center;"><u>External Analysis</u></p> <p>External factors outside the District’s direct control, but will be recognized in the District’s planning and include some of the following:</p>
<ul style="list-style-type: none"> • Missouri Assessment Program (MAP) • Prior MSIP Summary Reports • District Scorecard Data (Attendance, demographics, discipline, graduation rate, finance reports) • MSIP Advance Questionnaire • Stakeholder Survey Results • Building Level Performance/Growth Data 	<ul style="list-style-type: none"> • Changing Demographic Studies • Advances in Technology • Changes in Legal Requirements • Every Student Succeeds Act (SB 319) • MSIP Standards and Indicators • National Standards/Studies • Missouri Learning Standards • Changes in Political/Social Landscape • Large-Scale Societal Threats (COVID 19)

SWOT Analysis Results

Each year, the CSIP committee will consider external and internal data as well as conduct a SWOT analysis to determine the Strengths, Weaknesses, Opportunities, and Threats to the district. During the 2022 CSIP planning process, the following areas were identified in the SWOT analysis:

Updated:

SWOT ANALYSIS



Strengths

- Strong Curriculum
- Reading Resources
- Technology Resources
- PLC Process (Leadership Team)
- Small Class Sizes
- Push-in support
- Collaborative Teams
- Common Plan Time
- Instructional Best Practices in Place
- High Achievement
- Staff Competence
- Veteran Staff
- Student Oriented
- Administrator support/observations
- Strong Leadership
- Retention of Staff
- Professional Development Opportunities
- Community Support
- Supportive Environment
- Good Staff Morale
- Positive Working Environment
- Strong Outreach to Community/Resources for Community
- Opportunities for Students (clubs, athletics, etc)
- Facility Upgrades
- Strong Policies and Procedures
- Strong Leadership
- Supportive School Board



Weaknesses

- Lack Early Childhood Resources
- More Parent Support Needed
- Limited Internet Access at Home
- Collaboration Between Grade Levels
- Too Much Assessment
- Transient Population
- Large High Needs Population (Behavior, academic, SEL)
- Too Many Expectations
- Unclear Expectations
- Sub Shortage
- Teacher Shortage
- Small School = Many Jobs per Employee
- Communication
- Student Discipline
- Lack of Mental Health Services
- Lack of Job Opportunities for Families
- Socioeconomic Diversity
- Activity Schedules After School Conflict
- Student Conflict Due to Small Size (always together)
- Daily Facility Upkeep
- Limited Space
- Limited Community Resources
- Limited Tax Base
- Declining Demographics
- Transportation



Opportunities

- 4 Day School Week
- Regrouping or Expansion of Early Childhood Classrooms to Address Needs
- Gifted Program
- Ag Program
- Trauma Care Team
- Vertical Teaming/Curriculum work
- 4 Day School week (Retention)
- Trauma Care Team
- More Interventionists/Staffing
- Activities for ALL Students (non-sports)
- Leadership Opportunities for Students
- Increase Character Education
- Parent Education Classes
- Increase PTO Participation/Community Involvement
- More Variety for Outside Activities
- Free Teacher Lunches
- Early Release for PD
- Healthier Lunch Options
- Health Care for Students



Threats

- Increased Demands or Defined Pathways by State Department Which Diminish Teacher Autonomy
- Same Accountability as Large Districts but Have Less Resources
- Increased Mandates with No Funding
- Staff Shortages
- Toxic Political Environment Towards Public Schools
- Poverty Low Income Struggles for Families
- Large Population of Children Experiencing Trauma
- Drug/Alcohol Abuse
- Politicians Against Public Education
- Location/Size
- Legislative Demands Increasing
- Limited Tax Base
- Consolidation of K-8 Districts
- Limited Funding
- Rural Location
- Small District Size (54 SQ miles)
- Inflation
- Supply Chain Issues

Lonedell R-14 School District

Mission, Vision and Beliefs

As a part of the CSIP creation process, the CSIP Committee identified the district's core values and beliefs and crafted new Mission, Vision, and Belief statements that more closely align with our goals for the future. These statements will continue to act as a guide in determining the policies, rules, and regulations of the school district as we work to enact our CSIP plan.

Mission Statement

Success, Nothing Less!

Vision Statement

Our students will develop resilience and a love of learning by discovering their interests and talents while finding the courage to meet their potential.

Beliefs

1. We believe that our district should be a place where all students and staff are supported academically, socially, mentally, physically, and emotionally.
2. We believe that every child should feel safe loved and supported and have a sense of belonging in our school.
3. We believe in a collaborative effort that utilizes shared leadership to make decisions for the good of the group and to achieve the highest levels of learning for our students.
4. We believe that schools are for children and that every decision should be made with students in mind.
5. We believe in building relationships with stakeholders to build social and emotional health for our students, while also improving academic growth as well.

Lonedell R-14 School District

Mission: Success, Nothing Less!



Vision: Our students will develop resiliency and a love of learning by discovering their interests and talents while finding the courage to meet their potential.

Pillar 1

Teaching and Learning

Goal TL1

Students scoring in below basic/basic categories of the MAP test will decrease by 3% on an annual basis.

Goal TL2:

Student attendance will increase from 92% by 1% annually to reach and maintain a yearly attendance of 95%.

Goal TL3

Teachers will track ELA and Math progress for every student (K-8), intervene and remediate as appropriate, and track student growth using approved assessment tools. (Aimswest, DRA, Evaluate, KEA, etc...).

Goal TL4

100% of certified and non-certified staff will participate in learning opportunities aligned to district goals and targeted to what they are assigned to accomplish annually.

Pillar 2

Culture and Climate

Goal CC1

The district will increase the percentage of families attending school-wide events, including Parent Teacher Conferences, Title 1 Parent Involvement Events, Parenting Programs, and Freshman Orientation by 10% annually.

Goal CC2:

Teacher CWIS results will be measured annually and continue to score above the state average.

Goal CC3

Parent, Community, Stakeholder and student survey participation will increase by 10% to be evaluated annually using 2023 as the baseline year.

Pillar 3

Business and Operations

Goal BO1

Annually staff attendance will be at 94-95% (or a different percentage based on our data).

Goal BO2

The district will complete long term planning documents (Budget, Professional Development, Facility and Technology) which will be reviewed annually by the board of education.

Goal BO3

The district will maintain a 25-30% reserve balance annually as reported on the Annual Secretary of the Board Report.

Goal BO4

All staff salaries, wages, benefits and including longevity bumps will be reviewed annually and adjusted to meet or exceed peer group districts within 25 miles.

PILLAR 1
TEACHING
AND
LEARNING



Priority Area: Teaching and Learning

Goal TL1	Smart Goal TL1: Students scoring in below basic/basic categories of the MAP test will decrease by 3% on an annual basis.				
Action Step TL1.1	Action Step 1: Complete an Ongoing Curriculum Development and Improvement Cycle	Person(s) Responsible	Funding Source(s)	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4 Y1.5	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Hold Curriculum Camps in Summer 2022 with teacher pay Revise and Rewrite K-5 ELA and Math Curriculum Revise and Rewrite 6th-8th Grade Content Area Curriculum Revise and Rewrite Elective/Activity Course Curriculum Add extra professional time in school calendar for instructional staff to address professional duties such as curriculum writing 	Superintendent Principal Teaching Methods Coach Classroom Teachers Activity Teachers Elective Teachers K-5 Science Teacher	State Local	Summer 2022	Completed
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Revise and Rewrite K-5 Science and Social Studies through fall and spring semesters of 2022-2023 SY utilizing professional hours in schedule and PD days Strengthen assessment practices (common assessments added to curriculum documents) 			Summer 2023	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Assess the efficacy of professional hours in schedule to complete curriculum work using survey data/PLC process Continue to implement the Curriculum Adoption Cycle including annual review of all curriculums yearly with adoption by board. 			Summer 2024	
Resources Needed:					
Links:					

Action Step TL1.2	Action Step 2: Implement and Continue Research Based Best Practices in Tier One Instruction	Person(s) Responsible	Funding Source(s)	Completion Date	Progress		
Y1.1 Y1.2 Y1.3 Y1.4 Y1.5	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Embed new resources for ELA and Math into core instruction with fidelity (Super Kids/Reading Side by Side and Big Ideas Math) Enhance instruction by utilizing district approved programs such as IXL, Discovery Education, PBL, Seesaw, etc) Continue to work with DCI initiative to implement Research Based Practices into classrooms. (DAFL, Peer Coaching, Metacognition, Data Based Decision Making) Improve onboarding of new teachers by increasing resources and support system given to them (Coaching Labs, increased time with mentor, increased time with Principal and Teaching Methods Coach) Train all new staff on LETRS 	Superintendent Principal Teaching Methods Coach Mentor Committee Professional Development Committee Leadership Team Instructional Staff	State and Local	Summer 2023			
Y2.1 Y2.2 Y2.3 Y2.4 Y2.5	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Analyze student performance data aligned to MLS after 2nd year of new ELA series and 1st year with Math fully implemented Increase focus on student goal-setting, metacognition, Peer-Coaching as well as other Research Based Practices Assess effectiveness of technology resources such as IXL, Seesaw, Discovery Education, PBL, in alignment with new basal series) Create multi-year PD for cycle/grid to onboard new staff to existing programs (PLC, Trauma Informed Care, PBIS, etc) Train all new staff in LETRS 					Summer 2024	
Y3.1 Y3.2 Y3.3	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Conduct staff survey for non-tenured teachers to assess new onboarding measures that have been implemented and to assess needs. Continue implementation of Researched Best practices with the support of DCI or other organizations. Train all new staff in LETRS 					Summer 2025	
Resources Needed:							
Links:							

Action Step TL1.3	Action Step 3: Implement Tier 2 and Tier 3 Interventions with Fidelity	Person(s) Responsible	Funding Source(s)	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Strengthen Data Based Decision Making for Tier 2 and Tier 3 Use Intervention Compass in all classrooms with fidelity and an increased focus on data/intervention selection/timeframes. Utilization of two part-time (additional) interventionist with ESSER III funds Assess the use and effectiveness of Title 1 funds Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 	Superintendent Principal Special Education Director Teaching Methods Coach Intervention Specialist School Counselor Teachers Title 1 Intervention Assistant After Care Staff PD Committee Leadership Team	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Increase professional development in Tier 2 and Tier 3 DBDM and interventions. Consider expanding aftercare program to include tutoring Assess the need and financial ability to keep extra interventionist after ESSER III funds are depleted. Assess the use and effectiveness of Title 1 funds Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 			Summer 2024	
Y3.1 Y3.2 Y3.3	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Assess the use and effectiveness of Title 1 funds Continue to strengthen training and support for intervention and DBDM Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 			Summer 2025	
Resources Needed:					
Links:					

Action Step 1.4	Action Step 4: Provide Social Emotional Support Options (Improving Student Plans)	Person(s) Responsible	Funding Source(s)	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<p><u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u></p> <ul style="list-style-type: none"> ● Study options for student regulation (Restorative Practices, Conscious Discipline etc)- Site Visits ● Utilize Intervention Compass and the library of behavioral interventions available ● Evaluate classroom management strategies and PBIS K-8th grade <ul style="list-style-type: none"> ▪ Develop Behavior Incentives ▪ Develop Behavior Plans ▪ Establish Processes and Communication Methods for Opportunity Room Use 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Opportunity Room Coordinator Intervention Specialist School Counselor SBSW Teacher Title 1 Intervention Assistant After Care Staff	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3	<p><u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u></p> <ul style="list-style-type: none"> ● Provide professional development towards a system for student regulation and behavior needs ● Utilize Intervention Compass and the library of behavioral interventions available ● Evaluate classroom management strategies and PBIS K-8th grade <ul style="list-style-type: none"> ▪ Assess Behavior Incentives ▪ Assess Behavior Plans ▪ Assess Processes and Communication Methods for Opportunity Room Use 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Opportunity Room Coordinator Intervention Specialist School Counselor SBSW Teacher Title 1 Intervention Assistant After Care Staff	Federal State Local	Summer 2024	
Y3.1 Y3.2 Y3.3	<p><u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u></p> <ul style="list-style-type: none"> ● Full implementation of self-regulations for students ● Established protocols in place for access and communication in Opportunity Room ● Established consistent measures throughout district in regards to student behavior expectations. 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Opportunity Room Coordinator Intervention Specialist School Counselor SBSW Teacher Title 1 Intervention Assistant After Care Staff	Federal State Local	Summer 2025	
Resources Needed:					
Links:					

Updated:

Priority Area: Teaching and Learning

Goal TL2	Smart Goal TL2: Student attendance will increase from 92% by 1% annually to reach and maintain a yearly attendance of 95%.				
Action Step 2.1	Action Step 1: Communicate Attendance Importance and Expectations to All Stakeholders	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4	<p><u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u></p> <ul style="list-style-type: none"> • Monitor COVID and the impacts on attendance as the pandemic has now moved to endemic stages • Communicate with parents via multiple platforms regarding attendance expectations or concerns <ul style="list-style-type: none"> ▪ School Messenger (Phone Calls and Texts) ▪ Social Media (Facebook and Twitter) ▪ Newsletter ▪ School Website ▪ Personal Phone Calls (Counselor Leads) ▪ Open House (Flyer and Classroom Teacher Discuss) ▪ Parent/Guardian Meetings/Support Group • Care Team Meetings (Call in parent/guardians with students when needed) • Assign a caring adult to students in need of support with attendance 	School Counselor Principal Office Administrative Assistants School Base Social Worker Superintendent Special Education Director Instructional Staff/Teachers Teaching Methods Coach Opportunity Room Coordinator	Federal State Local	Summer 2023	
Y2.1 Y2.2	<p><u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u></p> <ul style="list-style-type: none"> • Evaluate and Improve Student Handbook <ul style="list-style-type: none"> ▪ Fully Implement District Policies and Handbook on attendance monitoring (Letters, Saturday School, Etc) • Communicate with parents via multiple platforms regarding attendance expectations or concerns <ul style="list-style-type: none"> ▪ School Messenger (Phone Calls and Texts) ▪ Social Media (Facebook and Twitter) ▪ Newsletter ▪ School Website ▪ Personal Phone Calls (Counselor Leads) ▪ Open House (Flyer and Classroom Teacher Discuss) 			Summer 2024	

Y2.3	<ul style="list-style-type: none"> ▪ Parent/Guardian Meetings/Support Group • Care Team Meetings (Call in parent/guardians with students when needed) • Assign a caring adult to students in need of support with attendance 				
Y2.4					
Y3.1	<p>Action Steps Year 3- Summer, Fall, Spring 2024-2025</p> <ul style="list-style-type: none"> • Communicate with parents via multiple platforms regarding attendance expectations or concerns <ul style="list-style-type: none"> ▪ School Messenger (Phone Calls and Texts) ▪ Social Media (Facebook and Twitter) ▪ Newsletter ▪ School Website ▪ Personal Phone Calls (Counselor Leads) ▪ Open House (Flyer and Classroom Teacher Discuss) ▪ Parent/Guardian Meetings/Support Group • Care Team Meetings (Call in parent/guardians with students when needed) • Assign a caring adult to students in need of support with attendance 			Summer 2025	
Y3.2					
Y3.3					
Resources Needed:					
Links:					

Priority Area: Teaching and Learning

Goal TL3	Smart Goal TL3: Teachers will track ELA and Math progress for every student (K-8), intervene and remediate as appropriate, and track student growth using approved assessment tools. (Aimsweb, DRA, Evaluate, KEA, etc...)				
Action Step 3.1	Action Step 1: Maintain Fidelity to District Resources and Assessment Tools	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4 Y1.5	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Embed new resources for ELA and Math into core instruction with fidelity (Super Kids/Reading Side by Side and Big Ideas Math) Enhance instruction by utilizing district approved programs such as IXL, Discovery Education, PBL, Seesaw, etc) Continue to work with DCI initiative to implement Research Based Practices into classrooms. (DACL, Peer Coaching, Metacognition, Data Based Decision Making) Improve onboarding of new teachers by increasing resources and support system given to them (Coaching Labs, increased time with mentor, increased time with Principal and Teaching Methods Coach) Train all new staff on LETRS 	Superintendent Principal Teaching Methods Coach Mentor Committee Professional Development Committee Leadership Team Instructional Staff	State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4 Y2.5	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Analyze student performance data aligned to MLS after 2nd year of new ELA series and 1st year with Math fully implemented Increase focus on student goal-setting, metacognition, Peer-Coaching as well as other Research Based Practices Assess effectiveness of technology resources such as IXL, Seesaw, Discovery Education, PBL, in alignment with new basal series) Create multi-year PD for cycle/grid to onboard new staff to existing programs (PLC, Trauma Informed Care, PBIS, etc) Train all new staff in LETRS 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Conduct staff survey for non-tenured teachers to assess new onboarding measures that have been implemented and to assess needs. 			Summer 2025	

	<ul style="list-style-type: none"> ▪ Continue implementation of Researched Best practices with the support of DCI or other organizations. ▪ Train all new staff in LETRS 				
Resources Needed:					
Links:					
Action Step 3.2	Action Step 2: Improve Data Based Decision Making (DBDM) Practices	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> • Utilize Intervention Compass to Provide and Monitor Student Interventions 	Superintendent Principal Special Education Director	Federal State Local	Summer 2024	
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> • Provide Instructional Staff Training on DBDM • Evaluate Progress Monitoring Processes to Best Support Students At Risk 	Instructional Staff Teaching Methods Coach Intervention Specialist		Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> • Evaluate Progress Monitoring Processes to Best Support Students At Risk 	School Counselor Teacher Title 1 Intervention Assistant After Care Staff		Summer 2025	
Resources Needed:					
Links:					

Updated:

Action Step 3.3	Action Step 3: Provide Tier 2 and Tier 3 Interventions :	Person(s) Responsible	Funding Source	Completion Date	Progress	
Y1.1 Y1.2 Y1.3 Y1.4	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Strengthen Data Based Decision Making for Tier 2 and Tier 3 Use Intervention Compass in all classrooms with fidelity and an increased focus on data/intervention selection/timeframes. Utilization of two part-time (additional) interventionist with ESSER III funds Assess the use and effectiveness of Title 1 funds Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 	Superintendent Principal Special Education Director Teaching Methods Coach Intervention Specialist School Counselor Teachers Title 1 Intervention Assistant After Care Staff PD Committee Leadership Team	Federal State Local	Summer 2023		
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Increase professional development in Tier 2 and Tier 3 DBDM and interventions. Consider expanding aftercare program to include tutoring Assess the need and financial ability to keep extra interventionist after ESSER III funds are depleted. Assess the use and effectiveness of Title 1 funds Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 				Summer 2024	
Y3.1 Y3.2 Y3.3	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Assess the use and effectiveness of Title 1 funds Continue to strengthen training and support for intervention and DBDM Utilization of study hall or advisory in Middle School for extra help and support for Grades 6-8 				Summer 2025	
	Resources Needed:					
	Links:					

Priority Area: Teaching and Learning

Goal TL4	Smart Goal TL4: 100% of certified and non-certified staff will participate in learning opportunities aligned to district goals and targeted to what they are assigned to accomplish annually.				
Action Step 4.1	Action Step 1: Review Professional Development Plan and Mentoring Handbook annually	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Utilize PD Survey, SAPP and CWIS data to develop voice and choice Provide PD aligned to district goals and individual teacher goals 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Intervention Specialist School Counselor Teacher Title 1 Intervention Assistant After Care Director/Assistants	Federal State Local	Summer 2023	
Y1.2					
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Survey Staff regarding PD effectiveness Analyze progress on teacher goals and district goals from prior year 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Review and revise PD and Mentor handbooks 	Summer 2025			
Resources Needed:					
Links:					

Action Step 4.2	Action Step 2: Provide Enriched New teacher Training	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Review PD/Mentor programs Build a scope and sequence for onboarding new staff (ranging from critical firsts to helpful to know information) Host coaching labs for new staff 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Implement new scope and sequence for PD of new staff Conduct survey of new staff regarding onboarding Host Coaching Labs for new staff Create choice boards for onboarding new staff that include links to all the “need to know” information and initiatives in our district 	Intervention Specialist School Counselor Teacher Title 1 Intervention Assistant		Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Review and revise procedure for onboarding new staff 	After Care Director/Assistants Leadership Team PDC Committee		Summer 2025	
Resources Needed:					
Links:					

Action Step 4.3	Action Step 3: Provide Individualized Ongoing Professional Learning	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Utilization of the Virtual Learning Platform and other district supported resources Ongoing Support and Training for District Programs, Resources, and Assessment Tools Provide Staff Voice and Choice in Professional Learning 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Intervention Specialist School Counselor Teacher	Federal State Local	Summer 2023	
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Continue to align personal learning to individual teacher goal Collect data on individual goals to guide PD opportunities and decisions. 	Title 1 Intervention Assistant After Care Staff		Summer 2024	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Continue to align personal learning to individual teacher goal Collect data on individual goals to guide PD opportunities and decisions. 			Summer 2025	
Resources Needed:					
Links:					

Action Step 4.4	Action Step 4: Provide Non-Certified Staff Professional Learning Opportunities	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Survey non-certified staff for types of PD that they wish to pursue Locate resources and trainings aligned to the needs of the non-certified staff members 	Superintendent Principal Special Education Director Instructional Staff Teaching Methods Coach Intervention Specialist School Counselor Teacher Title 1 Intervention Assistant After Care Staff	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Implement shadowing opportunities or possible coaching lab opportunities for non-certified staff Evaluate time and financial responsibility of district work agreement Create choice boards for onboarding of new non-certified staff that is personalized for each of their positions with links to “need to know” information for their position. 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Make needed changes to work agreements to allow more time for PD of non-certified staff. 			Summer 2025	
Resources Needed:					
Links:					

PILLAR 2
CULTURE AND
COMMUNITY



Priority Area: Culture and Community					
Goal CC1	Smart Goal CC1: The district will increase the percentage of families attending school-wide events, including Parent Teacher Conferences, Title 1 Parent Involvement Events, Parenting Programs, and Freshman Orientation by 10% annually.				
Action Step 1.1	Action Step 1: Communicate expectations with parents through in person events and written documents.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1	Action Steps Year 1- Summer, Fall, Spring 2022-2023 <ul style="list-style-type: none"> Begin a quarterly communication from the Superintendent to the community in which invitations to groups and organizations is extended. 	Superintendent	State Local	Summer 2023	
Y2.1	Action Steps Year 2- Summer, Fall, Spring 2023-2024 <ul style="list-style-type: none"> Begin short podcasts to engage the community and students from different organizations (Possibly a communication project for students) 	Superintendent Principal Teaching Methods Coach Counselor Teachers Students	State Local	Summer 2024	
Y3.1	Action Steps Year 3- Summer, Fall, Spring 2024-2025 <ul style="list-style-type: none"> Evaluate effectiveness of podcasts, newsletters, social media etc by attendance numbers and fine-tune best practices for communication with parents. 	Superintendent Principal Leadership Team	State Local	Summer 2025	
Resources Needed:					
Links:					

Actions Step 1.2	Action Step 2: Increase participation in community organizations (PTO, Boosters, Volunteer Program, etc.)	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> • Advertise to families to encourage membership. • Send enrollment forms home quarterly. • Offer Raffles/Incentives 	Administration Classroom Teachers School Social Worker School Counselor Organization Leaders Volunteer Coordinator	Federal State Local	Summer 2023	
Y2.1	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> • Add invitation into a podcast format for social media and include presidents of clubs to discuss their clubs and goals 			Summer 2024	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> • Evaluate effectiveness of Year 1 and 2 • Make changes as necessary 			Summer 2025	
Resources Needed:					
Links:					

Action Step 1.3	Action Step 3: Increase fun community events to involve more students and families.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Survey community for interests, wants and needs Partner with groups and organizations to add one additional family fun nights to 2023-2024 SY 	Administration Classroom Teachers School Social Worker School Counselor Organization Leaders Volunteer Coordinator	Federal State Local	Summer 2023	
Y2.1	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Add additional family fun nights to 2024-2025 SY 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Evaluate attendance and satisfaction of additional events and make changes as needed/warranted 			Summer 2025	
Resources Needed:					
Links:					
Action Step 1.4	Action Step 4: Develop parenting programs using available resources. (Compass, Parents as Teachers, etc.)	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Survey parents/guardians for needs of the community Study existing programs in other districts 	Administration School Social Worker School Counselor PAT Director	Federal State Local	Summer 2023	
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Implement at least one parent/guardian program for the 2023-2024 SY Assess attendance, satisfaction and overall success of implemented program 			Summer 2024	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-2025</u> <ul style="list-style-type: none"> Add a new parent/guardian program and/or extend 23-24 program Create a scope and sequence for items to cover with parents/guardians/grandparents with survey feedback from 23-24 and 24-25 			Summer 2025	
Resources Needed:					
Links:					

Updated:

Action Step 1.5	Action Step 5: Communicate with local high schools to provide families with transition support. (Parent Open House Night, Summer School Programs, Sports Camps)	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2	<u>Action Steps Year 1- Summer, Fall, Spring</u> <ul style="list-style-type: none"> Assign a staff member to reach out quarterly to local high schools for upcoming dates of events that our students may have interest in attending and advertise them on social media, newsletters, etc. Survey transportation needs to events 	Administration School Counselor 8 th Grade Teachers	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3	<u>Action Steps Year 2- Summer, Fall, Spring</u> <ul style="list-style-type: none"> Study transportation options/needs to camps, events, etc Create a student advisory to discuss student perspective and needs regarding high school transition that includes incoming and current high school students Look for grant funding for extracurricular transportation 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring</u> <ul style="list-style-type: none"> Evaluate attendance, effectiveness etc and make changes to communication methods if necessary. 			Summer 2025	
Resources Needed:					
Links:					

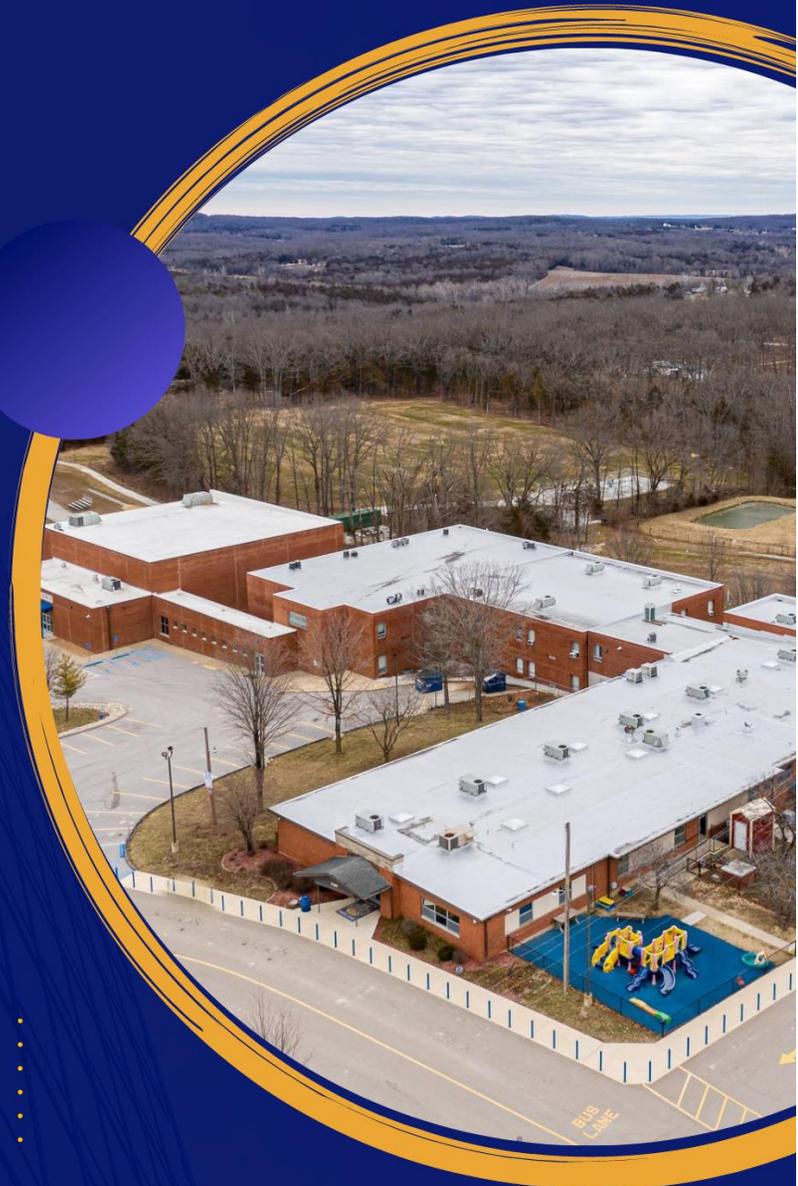
Priority Area: Culture and Community

Priority Area: Culture and Community					
Goal CC2	Smart Goal CC2: Teacher CWIS results will be measured annually and continue to score above the state average.				
Action Step 2.1	Action Step 1: Evaluate the CWIS data	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> Administer CWIS yearly Determine Strengths and weaknesses according to CWIS Use the data to plan professional learning for upcoming year to address weak areas Provide time for teams to work on best practices as measured by CWIS 	Administration Leadership Committee PD Committee	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Administer CWIS yearly Determine Strengths and weaknesses according to CWIS Use the data to plan professional learning for upcoming year to address weak areas Provide time for teams to work on best practices as measured by CWIS 			Summer 2024	
Y3.1 Y3.2 Y3.3 Y3.4	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Administer CWIS yearly Determine Strengths and weaknesses according to CWIS Use the data to plan professional learning for upcoming year to address weak areas Provide time for teams to work on best practices as measured by CWIS 			Summer 2025	
Resources Needed:					
Links:					

Priority Area: Culture and Community

Priority Area: Culture and Community					
Goal CC3	Smart Goal CC3: Parent, Community, Stakeholder and student survey participation will increase by 10% to be evaluated annually using 2023 as the baseline year.				
Action Step 1.1	Action Step 1: Provide Incentives for signing up for communication platform (Seesaw, Lumens, etc.)	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> Provide a link through text message for access. Provide devices at community events to encourage parent survey and volunteer program participation Provide opportunity for Students/Parents to Complete Surveys through the Various Platforms (including Seesaw and School Messenger) 	Administration Counselors Teachers Front Office Staff Technology Coordinator	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Assess effectiveness of accessibility measures for surveys and make necessary changes Provide a link through text message for access. Provide devices at community events to encourage parent survey and volunteer program participation Provide opportunity for Students/Parents to Complete Surveys through the Various Platforms (including Seesaw and School Messenger) 			Summer 2024	
Y3.1 Y3.2 Y3.3	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Provide a link through text message for access. Provide devices at community events to encourage parent survey and volunteer program participation Provide opportunity for Students/Parents to Complete Surveys through the Various Platforms (including Seesaw and School Messenger) 			Summer 2025	
Resources Needed:					
Links:					

PILLAR 3
BUSINESS
AND
OPERATIONS



Priority Area: Business and Operations

Goal BO1	Smart Goal BO1: Annually staff attendance will be at 94-95% (or a different percentage based on our data).				
Action Step 1.1	Action Step 1: Provide wellness resources to staff.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4 Y1.5	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> • Monitor Staff Attendance and send out letters to staff who have excess absences according to policy • The district will continue to host: <ul style="list-style-type: none"> ▪ Health Benefits Fair ▪ Vaccine clinics, ▪ Wellness program ▪ Wellness Committee • Annually Review benefits for staff (insurance, programs) • Provide Incentives for Attendance yearly payout to staff for over 30 days at sub rate • Add a staff gym facility to building 	Superintendent Principal Human Resources Nurse Wellness Committee Front Office Staff	Federal State Local	Summer 2023	
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> • Study attendance rates post-COVID to determine baseline after 2022-23 SY • Survey Staff for needs regarding wellness and attendance 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> • Conduct stay and exit interviews for staff as they retire or leave the district to discuss attendance and other items related to staff welfare 			Summer 2025	
Resources Needed:					
Links:					

Priority Area: Business and Operations

Priority Area: Business and Operations					
Goal BO2	Smart Goal BO2: The district will complete long term planning documents (Budget, Professional Development, Facility and Technology) which will be reviewed annually by the board of education.				
Action Step 2.1	Action Step 1: The district will create and maintain a long-term facility plan, technology plan and professional development plan (see Smart Goal #4 Teaching and Learning) that will include staff and community input.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> The current plans will be reviewed with a stakeholder group to elicit feedback from the community and staff The debt service levy will be evaluated for facility needs Cyber Security will be a focus of technology plan along with increasing costs of software fees 	Superintendent Principal Maintenance Director Finance Manager Board of Education	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Facility plan will be reviewed and revised to include sections for each major system in the building (HVAC, Wastewater, Electric ,etc) Discussions to begin on possible bond issue to expand front hall to include restrooms and sinks in K-1 classrooms Discussions to begin on possible FEMA structure Cyber Security will be a focus of technology plan along with increasing costs of software fees 			Summer 2024	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Possible NO Levy Increase bond issue to address facility needs if deemed necessary Cyber Security will be a focus of technology plan along with increasing costs of software fees 			Summer 2025	
Resources Needed:					
Links:					

Action Step 2.2	Action Step 2: The district will create and maintain a Curriculum Handbook	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> Curriculum Handbook will be drafted, finalized and board adopted 	Superintendent Principal Teaching Methods Coach Leadership Team	Federal State Local	Summer 2023	
Y2.1	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Curriculum Handbook will be implemented with new and existing staff 			Summer 2024	
Y3.1	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Curriculum Handbook will be reviewed and updated annually 			Summer 2025	
Resources Needed:					
Links:					
Action Step 2.3	Action Step 3: With staff and community input, the district will create and maintain a yearly budget document that addresses educational needs, as well as facility needs.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3	<u>Action Steps Year 1- Summer, Fall, Spring 2022-2023</u> <ul style="list-style-type: none"> Budget Development will be ongoing beginning in August with the Tax Rate Hearing and progressing throughout the fiscal year Budget development for the upcoming year will begin in December as planning for staff, courses etc begins Conduct Board Workshops to present financial health of the district and present and discuss needs/opportunities 				
Y2.1	<u>Action Steps Year 2-3- Summer, Fall, Spring 2023-2024</u> <ul style="list-style-type: none"> Continue steps from Year 1 Begin a superintendent advisory committee that gives input into funding priorities aligned to CSIP 				
Resources Needed:					
Links:					

Updated:

Action Step 2.4	Action Step 4: The district will create and maintain a Program Evaluation Schedule	Person(s) Responsible	Funding Source	Completion Date	Progress
Y123.1 Y123.2	<u>Action Steps Year 1,2 and 3- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> Board adoption of evaluation schedule will take place yearly Program Evaluations will take place before the board and/or be reported to the board for all departments 	Superintendent Board Secretary Department Managers	Federal State Local	Yearly	
Resources Needed:					
Links:					

Priority Area: Business and Operations

Goal BO3	Smart Goal BO3: The district will maintain a 25-30% reserve balance annually as reported on the Annual Secretary of the Board Report.						
Action Step 3.1	Action Step 1: The district will evaluate staffing, educational programs, software and contracted services yearly for efficiency and return on investment (software)	Person(s) Responsible	Funding Source	Completion Date	Progress		
Y1.1	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> The district will seek Return on Investment measurement means to begin to assess the effectiveness of instructional programs and purchases Class size projections will be conducted annually Assessment of course offerings will be conducted annually The Finance Manager will bring monthly financial reports to the board 	Superintendent Principal Finance Manager Teaching Methods Coach Technology Coordinator	Federal State Local	Summer 2023			
Y1.2				<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> ROI studies will continue to take place annually Class size projections will be conducted annually Assessment of course offerings will be conducted annually The Finance Manager will bring monthly financial reports to the board 	Summer 2024		
Y1.3					<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> ROI studies will continue to take place annually Class size projections will be conducted annually Assessment of course offerings will be conducted annually The Finance Manager will bring monthly financial reports to the board 	Summer 2025	
Y1.4							
Y2.1							
Y2.2							
Y2.3							
Y2.4							
Y3.1							
Y3.2							
Y3.3							
Y3.4							
Resources Needed:							
Links:							

Action Step 3.2	Action Step 2: The district will continue to plan for facility needs/maintenance by building a balance in Fund 4 to address cyclical needs such as roofs, asphalt, septic maintenance, asbestos abatement, etc thus avoiding unexpected costs.	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> A facility plan will be created and updated to include future projects/needs and funding sources/opportunities A maintenance cycle will be built into the facility plan that accounts for cyclical needs such as asphalt, abatement, septic maintenance, roof maintenance etc in an effort to create a target number for fund 4. 	Superintendent Finance Manager Maintenance Manager Stakeholders	Federal State Local	Summer 2023	
Y2.1 Y2.2	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Targeted year to reduce fund 4 transfer and begin to implement maintenance cycles. Review, evaluate and revise facility plan with input from stakeholders 			Summer 2024	
Y3.1 Y3.2	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Continue to work towards building a stable fund 4 transfer to cover cyclical costs and planned projects. Review, evaluate and revise facility plan with input from stakeholders. 			Summer 2025	
Resources Needed:					
Links:					

Action Step 3.3	Action Step 3: The district will continue to project high school tuition costs and plan accordingly by surveying incoming freshman for school enrollment choice and communicating regularly with area high schools for enrollment and attendance data	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1 Y1.2 Y1.3 Y1.4	<u>Action Steps Year 1- Summer, Fall, Spring 2022-23</u> <ul style="list-style-type: none"> Survey freshman for school choice in 2023-2024 SY Adjust high school tracking sheet for 10th, 11th and 12th grades Communicate with area high schools on tuition rates Assess transportation costs vs. benefits to two high schools 	Superintendent Principal Front Office Staff Counselor Finance Manager MOSIS Coordinator 8 th Grade Teachers	Federal State Local	Summer 2023	
Y2.1 Y2.2 Y2.3 Y2.4	<u>Action Steps Year 2- Summer, Fall, Spring 2023-24</u> <ul style="list-style-type: none"> Survey freshman for school choice in 2023-2024 SY Adjust high school tracking sheet for 10th, 11th and 12th grades Communicate with area high schools on tuition rates Assess transportation costs vs. benefits to two high schools 			Summer 2024	
Y3.1 Y3.2 Y3.3 Y3.4	<u>Action Steps Year 3- Summer, Fall, Spring 2024-25</u> <ul style="list-style-type: none"> Survey freshman for school choice in 2023-2024 SY Adjust high school tracking sheet for 10th, 11th and 12th grades Communicate with area high schools on tuition rates Assess transportation costs vs. benefits to two high schools 			Summer 2025	
Resources Needed:					
Links:					

Priority Area: Business and Operations

Priority Area: Business and Operations					
Goal BO4	Smart Goal BO4: All staff salaries, wages, benefits and including longevity bumps will be reviewed annually and adjusted to meet or exceed peer group districts within 25 miles.				
Action Step 4.1	Action Step: The district will collaborate with area schools and conduct studies on area pay scales and wages	Person(s) Responsible	Funding Source	Completion Date	Progress
Y1.1	<u>Action Steps Year 1-</u> Summer, Fall, Spring 2022-2023 <ul style="list-style-type: none"> With input from Leadership team and CT groups, comparative district groups will be created Spreadsheet will be created to compare salary, PTO policies, wellness benefits, health benefits. Financial and/or benefit plan will be created to address discrepancies. The district will annually review longevity bumps in the salary schedule 	Superintendent Human Resources Manager Finance Manager Board of Education Leadership Team	Federal State Local	Summer 2023	
Y1.2					
Y1.3					
Y1.4					
Y2.1	<u>Action Steps Year 2-</u> Summer, Fall, Spring 2023-2024 <ul style="list-style-type: none"> Salaries, PTO policies, wellness benefits, health benefits will be reviewed. Financial and/or benefit plan will be created to address discrepancies. The district will annually review longevity bumps in the salary schedule 			Summer 2024	
Y2.2					
Y2.3					
Y3.1	<u>Action Steps Year 3-</u> Summer, Fall, Spring 2024-2025 <ul style="list-style-type: none"> Salaries, PTO policies, wellness benefits, health benefits will be reviewed. Financial and/or benefit plan will be created to address discrepancies. The district will annually review longevity bumps in the salary schedule 	Summer 2025			
Y3.2					
Y3.3					
Resources Needed:					
Links:					

Updated: