



# Continuous School Improvement Plan



**WENTZVILLE**  
SCHOOL DISTRICT

# The Plan



Our strategic plan serves as a roadmap for our school district, outlining clear goals, strategies, and actionable steps, to enhance educational outcomes and address challenges, ensuring transparent communication and active engagement with parents and other stakeholders in shaping the District's future.

It aims to foster collaboration, align efforts, and create a shared vision for continuous improvement, ultimately benefiting students and the broader community.

This plan will begin on August 1, 2024, and will continue through June 30, 2029.

# The Process

**The process for developing the strategic plan included meetings with the following:**

## **Administration:**

Four meetings were held with the superintendent and members of the administrative team. Five meetings were held with cabinet members and goal champions.

## **Steering Committee:**

The steering committee included representation from parents, business professionals, students, teachers, support staff, building administrators, District administrators, public service representatives, and members of the Board of Education (see Appendix A). Throughout these sessions, the team acquired insights into the prerequisites of a strategic plan, collectively crafted a mission and vision, examined comprehensive data (needs assessment), conducted an analysis of the District's status (SWOT), assessed stakeholder input from forums and surveys, pinpointed strategic priorities, and provided recommendations for subcommittee composition and potential action steps. In its final meeting, the group provided feedback on the work of the subcommittees and finalized the plan to be sent to the Board of Education for approval.

## **Subcommittees:**

Three subcommittees were formed, aligned to the strategic priorities, and goal champions/leaders were identified. A total of 56 stakeholders were included in the three subcommittees (see Appendix B). Subcommittees met throughout January-March to draft plans for the priority areas. These teams identified smart goals, metrics, and action plans.

## **Mission and Vision:**

The steering committee reviewed the prior mission and vision and reviewed exemplars from non-educational businesses. Each member contributed individual input to shape the mission and vision, leading to a final version achieved through extensive collaborative discussions.

# Needs Assessment

**A needs assessment was developed using data from the following areas:**

## **Enrollment and Demographics:**

Five year trends in each, as well as special and gifted education

## **Finance:**

Per pupil cost, operation fund reserves, and audit information

## **Achievement:**

Local reading and math data, disaggregated state assessment data, ACT data, graduation rate, and post-graduate placement

## **Attendance:**

Student attendance rates for the last five years

## **Discipline:**

Suspension rates and trends

## **Climate and Culture:**

Recent parent, student, and staff survey results

## **Staff Data:**

Percent of teachers with advanced degrees and national teacher shortage





## Mission

The Wentzville School District champions excellence in education, creating a student-centered community where all are empowered to thrive and grow.



## Vision

The Wentzville School District is dedicated to an educational experience that maximizes the potential of every student. We are defined by our commitment to academic excellence, fiscal responsibility, and collaboration. We aspire to be the district of choice for students, families, staff, and the community.

### Key issues identified from annual performance data and local assessments

Proportional attendance has decreased by 10% over the last four years. On state assessments, the District is “on target” for all students in both status and growth with the exception of status for math. Some student groups are not on target. Curriculums are not regularly updated and common assessments are not consistently aligned. 79% of students reported positively about their well-being. On a scale of 1-5, high school students ranked topics such as feeling comfortable being themselves, having voice, and feeling respected in the middle of the scale.

### Key issues identified from internal and external factors

Stakeholders indicate a desire to improve overall achievement, specifically in the area of reading. Stakeholders would like to see additional offerings in the area of career programming. Staff and administrator surveys indicated a need to address belonging, behavior, and career/social skills.

### Prioritized needs for the District/school

1. Academic Excellence
2. Belonging
3. Resource Optimization

### Description of equity of educational experiences

There are gaps in different subgroups on state assessments, ACT, AP scores, attendance, and graduation. The white/all student groups outperform other groups consistently. The current plan provides actions to address belonging and tiered support for academics, social/emotional/behavioral, and attendance.

### Unique characteristics of the District

The Wentzville School District has undergone rapid growth and development. This has caused the need to build additional schools and change school boundaries. Much institutional energy in previous years has been expended on managing this growth. The demographics of Wentzville are both urban and suburban. The community is comprised of people who have lived in the District for generations, people who have recently moved to the community, and people who live in the District temporarily.



# Academic Excellence

## Attendance and Engagement



**WSD will improve the proportional attendance rate from 82.9% to 90% by the end of the 2028-2029 school year. The growth will be 1.4% per school year, as measured by the Annual Performance Report.**

### Rationale

- The District's attendance has decreased from 87.7% (proportional) to 76.2% in the last four years. This directly correlates with the decrease across the state. The attendance rate of 82.9% per DESE APR falls in the "approaching" category.
- The goal will provide for a designation increase from "approaching" to "on target" on the Annual Performance Review.
- In a statewide data review, attendance had the most direct correlation with achievement of indicators studied.
- In addition to being essential to school success, regular attendance is a skill that has endurance beyond high school and extends to colleges and careers.
- Research suggests student and staff engagement will contribute to increased attendance for students and staff.

### Strategies for Implementation

- Utilize various community partnerships to provide mentorship opportunities for Kindergarten–12<sup>th</sup> grade students. Success will be measured based on the number of students involved with a mentor or a mentorship program.
- Continue developing the teacher mentorship programming to initiate staff and engage them in WSD. Success will be measured by the feedback collected from teachers who participate.
- Include attendance goals aligned to Comprehensive School Improvement Plan in all school improvement plans.
- Increase student voice and leadership as measured by the improvement in the areas of student leadership and staff leadership.
- Research alternative attendance options measured by professional learning opportunities for staff.
- Utilize new evidence-based research regarding attendance communication, and track the effectiveness of use.
- Provide professional development on engagement and motivation, and measure success on professional learning surveys and walk-through forms in the classrooms.



# Academic Excellence

## Curriculum and Evidence-Based Instruction



**WSD curricula will be reviewed and approved on a 6-year cycle. All curricula will be updated from the current 34% that is updated to 100% at the end of the 6-year cycle.**

### Rationale

- The District has created a 6-year cycle to bring all curricula up to date and take it through the writing process to ensure the curriculum is grounded in evidence-based practices that support teachers with resources to help students grow and achieve.
- Curriculum documents and resources have not been fully funded.
- Research shows that providing teachers with evidence-based instructional strategies increases student achievement.
- The diverse needs of students in the WSD make it essential to differentiate evidence-based instructional practices.
- A well-rounded, challenging curriculum will engage students and staff, impacting attendance and student achievement.
- Consistency in implementing a district-wide curriculum with evidence-based instructional practices is key to student success.

### Strategies for Implementation

- Write curriculum documents using teachers skilled in the content areas who come together in an extensive curriculum and assessment development process. All documents will include best practices and include all student groups.
- Embed inquiry-based, personalized learning, and/or competency-based learning, where appropriate in curriculum documents to foster student voice and choice and increase engagement.
- Provide and evaluate high-quality professional development for all staff on District curriculum, resources, and evidence-based instructional practices.



# Academic Excellence

## Academic Achievement and Growth



**WSD students will score a designation of Target (highest designation) as measured by the Annual Performance Report achievement performance indicators in status and growth in ELA, Math, Science, and Social Studies. WSD students will increase proficiency and growth scores in reading by 2% annually as measured by i-Ready, NWEA, and MAP assessments.**

### Rationale

- The District has shown growth in many areas and will continue to focus on earning the highest designation in academic achievement and growth.

\*These measures are based on the 5/2024 updated MSIP6 guidelines.

Wentzville Academic Performance and Growth				
Performance Totals				
Performance		Points Possible	Points Earned	Designation
Academic Achievement <b>Status</b> English Language Arts	All Students	12	12	Target
	Student Group	6	4.5	On Track
Academic Achievement <b>Status</b> Mathematics	All Students	12	9	On Track
	Student Group	6	3	Approaching
Academic Achievement <b>Status</b> Science	All Students	4	4	Target
	Student Group	2	1.5	On Track
Academic Achievement <b>Status</b> Social Studies	All Students	4	4	Target
	Student Group	2	2	Target
Academic Achievement <b>Growth</b> Eng. Language Arts	All Students	12	12	Target
	Student Group	6	3	On Track
Academic Achievement <b>Growth</b> Mathematics	All Students	12	12	Target
	Student Group	6	3	On Track
Academic Achievement <b>Growth</b> Science	All Students	4	4	Target
	Student Group	2	2	Approaching
Academic Achievement <b>Growth</b> Social Studies	All Students	4	4	Target
	Student Group	2	1.5	On Track

### Strategies for Implementation

- Align building school improvement plans to address academic achievement in all four areas.
- Evaluate data to plan and improve subgroup learning through the implementation of PLCs.
- Research and implement effective practices in grading.
- Implement the ci3t process with fidelity. The percentage of students in each of the 3 tiers of instruction will be as follows: Tier 1: 80%, Tier 2: 15%, Tier 3: 5%, in the areas of academics, behavior, and social-emotional.
- Research and implement effective practices grounded in the Science of Reading.





# Academic Excellence

College and Career Ready



**WSD students will score a designation of Target (highest designation) as measured by the Annual Performance Report achievement performance indicators. In status: Graduate Follow Up | Success Ready - Career Tech Ed expansion.**

## Rationale

- Expand our career focus beyond 6-12 to PreK-5.
- Workforce data tells us that 63% of students think they are career-ready, but only 25% of employers say they are.
- Students should be prepared to either enter a career or college, and our schools are a key place where this is developed.
- The goal of education is to help inspire productive successful members of society, regardless of their goals after high school.
- No APR points have been earned for Success Ready - Career Tech Ed Expansion.

## Strategies for Implementation

- Implement consistent use of four-year plan for all students.
- Expand job-shadowing opportunities.
- Connect curriculum to real-world and industry.
- Continue to build/expand the Pathways Program (expand to PreK-5, continuously evaluate and adjust coursework to align with industry expectations, provide for more robust experiences within the current pathways).
- Expand college and career speaker bank.
- Weave career connections into PreK-8 curricula.
- Expand partnerships with businesses, colleges, tech schools, and the trades.



# Belonging

Community Engagement



**WSD will increase the quantity by 10% of community event attendance and survey responses. The Wentzville School District will increase by 5% the positive responses of The Family Engagement strand of the Measurable Results Assessment (MRA).**

## Rationale

- MSIP 6 Requirements for Communication, Collaborative Partnerships, and Climate and Culture.
- Students' caregivers are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home (MRA).
- Poor attendance at Community Engagement Events.
  - Round Tables (4 in 2023-2024 / from 2-10 participants each).
  - CSIP Engagement (4 events in Fall 2023 / from 40-60 participants each).
  - General Community Engagement (Spring 2023 / ~60 participants).
- Survey Participation low response rate.
  - Current School Year (2023-2024)
    - Family Culture and Climate Survey (Fall 2023 - 697 responses).
    - CSIP Priority Survey (Fall 2023 - 728 responses).
    - Safety and Security Survey (Fall 2023 - 419 responses).
    - Communications Mini-Survey (Spring 2024 - 225 responses).
  - Past School Years
    - Parent Satisfaction (Spring 2022 - 3972 responses).
    - Communication Survey (Spring 2023 - 1512 responses).

## Strategies for Implementation

- Establish an expectation and baseline standard for the measurement of community engagement.
- Implement a systematic approach to increase stakeholder reach as well as improve and streamline communication efforts.
- Create meaningful opportunities for engagement with the community, seek feedback, and transparently communicate results.
- Establish and maintain partnerships that support students, families, and the community.



# Belonging

## Relationships



**WSD will strengthen relationships by creating supportive environments for students (by 5%) and staff (by 5%) by the end of the 2028-29 school year, as measured by the student and staff culture and climate questions on the MRA surveys (students-belonging and trusted relationships and staff-voice).**

### Rationale

- MSIP 6 Requirements for Inter/Intra- Personal Relationships, Communication, Collaborative Partnerships, and Climate and Culture.
- Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role (MRA).
- Students feel cared about and understood by people in their school (MRA).
- Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to (MRA).
- Current survey data for 2022-2023 Culture and Belonging Survey:

High School Students 1 (Completely Disagree- 5 (Completely Agree)	
Question	Average Score
My school ensures all student voices are heard and respected.	3.07
I know how to disagree without starting a fight or argument.	3.74
My school has clear procedures for handling school emergencies.	3.65
There is at least one person in my school I can talk to if I have a problem.	4.9
I am included in lots of activities at my school.	3.01
I can really be myself at school.	3.12

Staff 1 (Completely Disagree- 5 (Completely Agree)	
Question	Average Score
My school ensures all student voices are heard and respected.	4.06
My school provides a safe, healthy and effective learning environment for our students.	4.03
My school district provides school culture and climate reports periodically to all stakeholders.	3.65
My school has clear procedures for handling emergencies.	4.47
My professional growth is important to this school.	3.74

Parents 1 (Completely Disagree- 5 (Completely Agree)	
Question	Average Score
My school ensures all student voices are heard and respected.	3.63
My school provides a safe, healthy and effective learning environment for our students.	3.35
My school district provides school culture and climate reports periodically to all stakeholders.	3.19
My school does a great job celebrating and promoting success.	3.70
Administrators at my child's school are responsive and supportive.	3.65
People in my school take my opinions seriously.	3.3



# Belonging

Relationships (Continued)

## Strategies for Implementation

- Establish an expectation and baseline standard for the measurement of community engagement.
- Support and maintain multiple and various opportunities for student, staff, and parent involvement.
- Increase and communicate scaffolded support in order to connect staff and students to the greater school community and establish positive relationships.
- Recognize students and staff.





# Belonging

Student and Staff Well-Being



**WSD will improve the well-being of students and staff (each by 5%) by the end of the 2028-29 school year as measured by the MRA (students - student positive well-being and staff - staff leadership personal effectiveness).**

## Rationale

- MSIP 6 Requirements for *Safe, Orderly and Caring Environment; Communication; Collaborative Partnerships; Climate and Culture; Equity of Educational Experiences; and Multi-tiered System of Support.*
- Student Positive Well-Being (79.33%).
- Staff Leadership Personal Effectiveness (73.94%).

## Strategies for Implementation

- Alignment and Baseline: Establish an expectation and baseline standard for the measurement of student and staff well-being.
- Focus on the Whole Person: Promote and support healthy lifestyles and balance.
- Proactive Programming: Implement programming and form partnerships that support the needs of the whole-student and whole-staff in order to ensure they have the supportive structures in place for success.



# Belonging

Collaborative Climate and Culture



**WSD will increase the sense of belonging for students (by 5%) and staff (by 5%) by the end of the 2028-29 (for questions regarding feeling welcomed, valued, trusted, respected, and understood).**

- **Rationale**

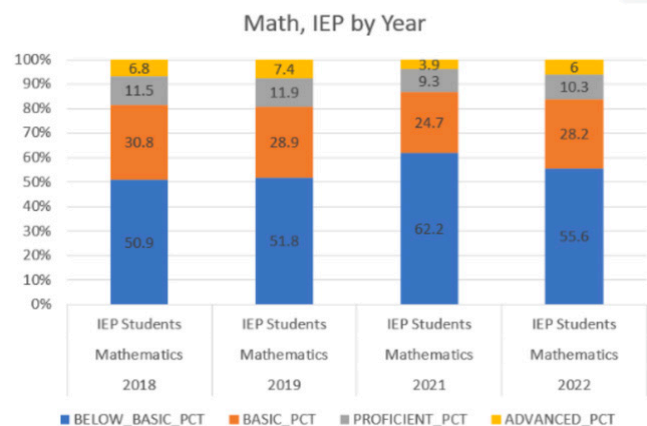
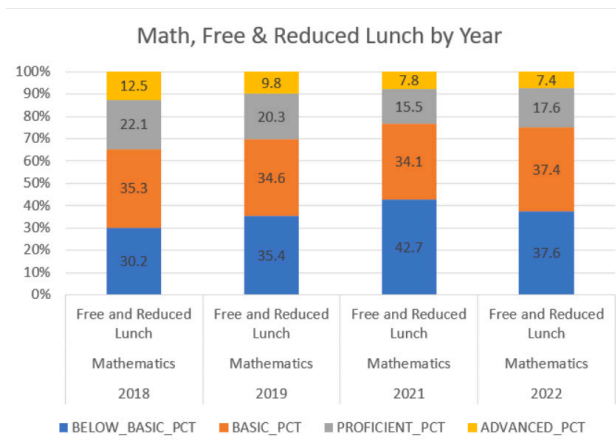
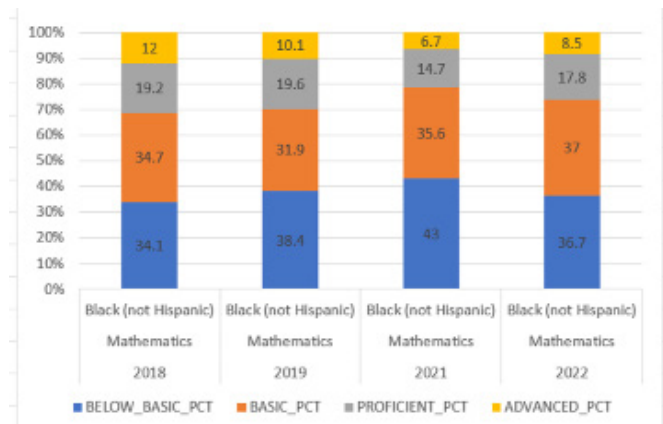
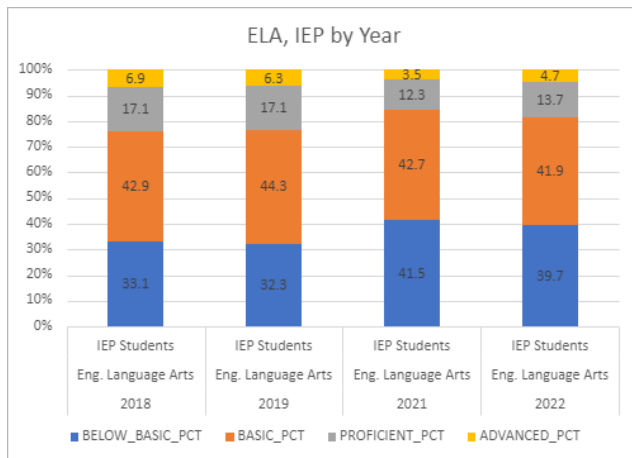
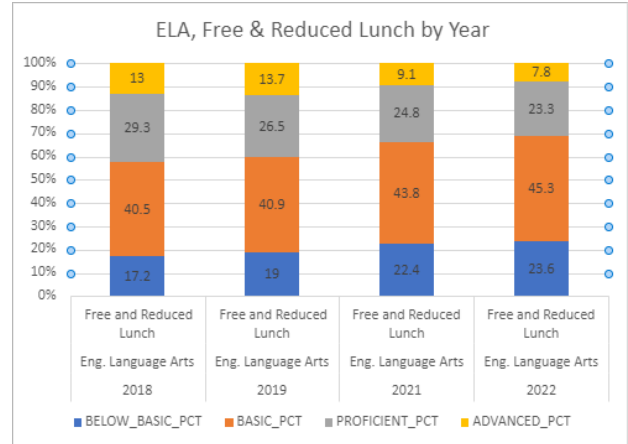
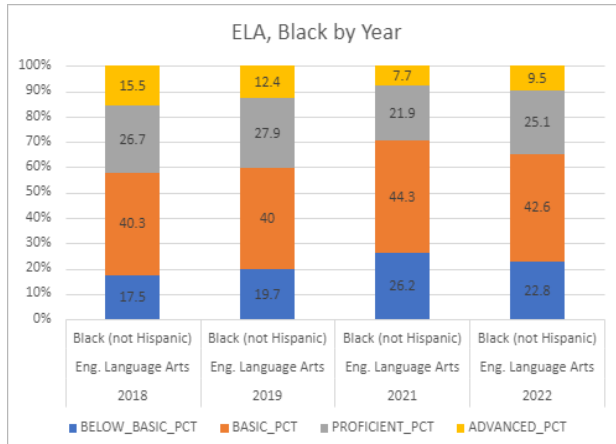
- MSIP 6 Requirements for *Safe, Orderly and Caring Environment; Communication; Collaborative Partnerships; Climate and Culture; Culture of High Academic and Behavioral Expectations; Equity of Educational Experiences; Comprehensive School Counseling Program; Parent/Guardian Involvement; and Multi-tiered System of Support.*
- The incorporation of practices that engage all learners leads to enhanced academic outcomes, including motivation, engagement, effort, and grades.
- District Data
  - Belonging Survey
    - Weaknesses as Identified by Students:
      - I am included in lots of activities in my school - 3.01/5
      - I can really be myself at school - 3.12/5
    - Weakness as Identified by Staff:
      - My professional growth is important to the school - 3.74/5
    - Weakness as Identified by Parents:
      - People in my school take my opinions seriously - 3.3/5



# Belonging

Collaborative Climate and Culture (Continued)

- MAP Student Group Data





# Belonging

Collaborative Climate and Culture (Continued)

- Discipline Data
  - Per DESE (Oct. 2022) - Potential Discipline Disproportionality or Discrepancy in the following areas:
    - Risk Ratio exceeded for All Special Education Students (Discrepancy).
    - Risk Ratio exceeded for Black Special Education Students (Discrepancy and Disproportionality).
  - Per DESE (Jan. 2023) - Potential Discipline Discrepancy in the following area:
    - Risk Ratio exceeded for Multi-racial Special Education Students.
  - Special Education Identification
    - Disproportionate representation is defined as two consecutive years of risk ratios greater than 2.5.
    - 23-24 Risk Ratio for Disproportionate Representation - Intellectual Disability (Black Students) 2.99.
- Total Student Population Gifted Identification - 3.16%.
- Community survey (strategic planning) included school culture and experience as a priority.

## Strategies for Implementation

- Establish an expectation and baseline standard for the measurement of school culture.
- Decrease disparities in special education identification, specialized programming identification, discipline disproportionality, and student group achievement as outlined by DESE standards
- Establish and implement opportunities with various stakeholder groups in order to seek feedback and plan for future learning and improvements.
- Audit facilities, curriculum, programming, and opportunities to ensure positive connections and access for all students and staff.





# Resources

## Finances



**WSD will demonstrate good stewardship of financial resources by achieving clean audits, maintaining a fund balance in alignment with board priorities, and maintaining a balanced operating budget in 5 of 5 years.**

### Rationale

- MSIP 6 requirement for Ethics; Operations and Resource Management; Personnel; School Safety; Class Size and Assigned Enrollments; Safe, Orderly, and Caring Environment; and Data Submission.
- The finance department supports student success by making the best use of taxpayer dollars through informed decision-making, planned resource allocation, ongoing financial stability, providing accurate and timely financial statements, and enhancing organizational effectiveness.

### Strategies for Implementation

- Maintain balanced operating budget.
- Provide balanced, five-year forecasts.
- Maintain healthy fund balances.
- Obtain unqualified audit opinions.
- Effectively communicate financial information to internal and external stakeholders.
- Actively pursue measures to gain efficiencies.



# Resources

## Staffing

**WSD will increase retention, decrease vacancies, and increase satisfaction by 1% annually as measured by employee retention rates and employee satisfaction surveys.**



- **WSD will decrease vacancies 1% annually as measured by employment openings.**
- **WSD will increase retention 1% annually as measured by the DESE retention rate.**
- **WSD will increase satisfaction 1% annually as measured by the Measurable Results Assessment.**

### Rationale

- MSIP 6 requirement for Culture of High Academic and Behavioral Expectations; Operations and Resource Management; Personnel; and Safe, Orderly, and Caring Environment.
- Fill historically vacant positions, and attract and retain high quality candidates for positions in the WSD.
- Research shows turnover is costly for both certified and non-certified staff. In addition, the teacher shortage makes it difficult to fill all vacancies with highly qualified teachers.

### Strategies for Implementation

#### Retention

- Increase certified staff retention by 1% annually - \*Data will be derived from DESE 3-year retention rate.
- Increase classified staff retention by 1% annually - \*Data will be derived at the end of fiscal year data.

#### Employee Satisfaction

- Improve positive response rates for staff taking the MRA Survey > Culture > Supportive Environment for Staff > Staff Voice (9 questions) and Collective Efficacy (5 questions) from 76.94/100 to 83/100 over 5 years (by at least 1% annually).

#### Recruitment

- Decrease the number of classified staff vacancies by 1% annually.  
\*Data will be derived at the end of fiscal year data.



# Resources

## Facilities

WSD will create, implement, manage, and revise a Master Facilities Plan that includes:



- Growth and expansion
- Upgrading and maintaining buildings
- Safety and security
- Proactive and efficient planning

As measured by successful completion of all critical needs projects and the number of buildings increasing in energy star rating, over the next 5 years.

### Rationale

- MSIP 6 requirement for Operations and Resource Management and School Safety.
- WSD previously did not have a documented comprehensive long-range master facilities plan.

### Strategies for Implementation

#### Implement long-range Master Facilities Plan

- General growth and expansion of programming.
- Upgrading and maintaining existing facilities.
- Implementing and increasing safety and security.
- Preventative maintenance planning and efficiency considerations.
- Critical Roofing needs - 10 buildings.
- Critical HVAC needs - 6 buildings.
- Critical Energystar scores - 11 buildings.
- Critical Playground needs - 9 sites.

# Appendix

- Appendix A - CSIP Steering Committee Members
- Appendix B - CSIP Subcommittee Members
- Appendix C - Goal Action Steps



# Appendix A

## CSIP Steering Committee Members

CSIP Steering Committee 2023-2024	
Interim Superintendent	Brian Bishop
Interim Superintendent	Jeri LaBrot
Assistant Superintendent of Academic Services	Katie Brettschneider
Chief Financial Officer	Rick Angevine
Chief Communications Officer	Brynne Cramer
Executive Director of Student Services	Doug Cuneio
Executive Director of Facilities	Josh Schaeffer
BOE Vice President (2023), President (2024)	Shannon Stolle
BOE Member	Katie Lyczak
Elementary Principal	Doug Holler
Middle School Principal	Katie Greer
High School Principal	Amanda Shelmire
WNEA President	Bekah Messick
4894 President	Heather Wagner
Parent	Ashly Curry
Parent	Jen Pritchard
Parent	Cynthia Madden
Teacher of the Year	Matt Barker
Business/ Community Members	Kyle Gaines
Business/ Community Members	Nathan Bibb
High School Student	Parker Cross
High School Student	Grace Edney
High School Student	Rachel Goldberg
High School Student	Ben Jones

# Appendix B

## CSIP Subcommittee Members

Subcommittees		
ACADEMICS	BELONGING	RESOURCES
Amanda Hurt   Parent	Tricia Kaelin   Parent	Dolon Silimon   Parent
Michelle Bernth   Parent	Kathy DeLaquil   District Admin	Arla Monroe   Director of Technology Operations
Jenna Roberson   Community Member	Summer Poe   Parent	Steven Pryor   High School Assistant Principal
Candice Doerr   Parent	Melanee May   Parent	Amanda Knittel   Parent
Tara Nielsen   Parent	Katie Saeger   Parent	Vernita Lewis   Parent
Constance Hallemeier   District Academic Services Staff	Erin Abbott   Parent	Alicia Hooton   Elementary Principal
Nicole Papuga   Parent	Rosemary Doss   Parent	Kim Ten Clay   Parent
Kimberley Walters   Elementary Principal	Claudia Jenkins   Parent	Rachel Hale   Parent
Nicole Myers   Early Childhood Assistant Principal	Katie Vargas   Parent	Teah Kelly   Staff / Parent
Jennifer Powers   Parent	Teresa Johnson   Parent	Theresa McCulloch   Elementary Principal
Tricia Mahoney   High School Alternative Teacher	Tammy Braun   Staff / HS Counselor / Lead School Counselor	Nick Landry   Parent
Jenny McBride   District Academic Services Staff	Sherell Bourne-Lynch   Parent	Julie Prine   Middle School Teacher / Lead Music Teacher
Katie Brettschneider   Co-Chair / Admin - Cabinet	Nathan Tock   Parent	Tamara King-Krolik   Parent
Aimee Benninghofen   Parent	Kaci Lueking   District Academic Services Staff / Parent	Julie Vahle   Elementary Principal
Shannon Stolle   BOE Member / Parent	Becky Claggett   Parent	Maegan Kurz   District Academic Services Staff / Parent
Priscilla Frost   District Admin	Doug Cuneio   Admin - Cabinet	Matt Schulte   Elementary Principal
Nicole Willmann   District Admin	Doug Holler   Co-Chair / Elementary Principal	Harry Daw   Community Member
	Laura Rowe-Holler   Admin - Cabinet	David Biesenthal   Board Member / Parent
	David Lewis   BOE Member	Brian Bishop   Co-Chair / Admin - Cabinet
	Jeri LaBrot   Co-Chair / Admin - Cabinet / Parent	

## **Appendix C**

### Goal Action Steps

# Academic Excellence

## Attendance and Engagement

Improve the proportional attendance rate from 82.9% to 90% by the end of the 2028-2029 school year				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
Teacher Mentorship programs are established and evaluated each year	Summer 2024	Academic Services Building Administration	DESE Standards and Guidelines Mentorship Program Feedback Surveys Educators Thriving Program Resources	
Quarterly meetings for all 1 <sup>st</sup> year and 2 <sup>nd</sup> year teachers to provide support at the district and building level	Summer 2024	Academic Services Building Administration	DESE Standards and Guidelines New Teacher Program Feedback Surveys Educators Thriving Program Resources	
All buildings will incorporate attendance goals in their annual school improvement plan	Fall 2024	Academic Services Building Administration	Focus School Software	
Leadership will collaborate 4 times a year using the PLC process with a focus on attendance	Fall 2024	Building Administration Academic Services Evaluating District Administrator	Professional Learning Resources for PLC work Focus School Software	
Student mentorship programs are established with community partnerships and individual students and student groups	Winter 2025	Academic Services Community Relations Building Administration	Community Partnerships	
Create student advisory groups within the buildings so students have a group of students and a teacher to connect with and help support them	Fall 2024	Building Administration Building Staff	Community Partnerships	
Research alternative instructional methods to increase attendance options for students	Winter 2025	Academic Services Building Administration	Professional Learning Resources	
Increase staff attendance by providing choice-based professional learning	Summer 2024	Academic Services Building Administration	KickUp Feedback Surveys KickUp Sign-ups	
Intentionally model the use of engagement strategies through coaching and Professional Learning	Fall 2024	Academic Services Building Administration	Academic Services continued training	
Develop and continuously audit the curriculum to ensure it is inclusive of: <ul style="list-style-type: none"> <li>Student-centered learning</li> <li>Promoting engagement</li> <li>Connecting real-world resources and experiences</li> <li>Choice-based and interest-based learning</li> </ul>	Summer 2024	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
Utilize tech coaches for support to leverage technology for effective instructional purposes	Fall 2024	Academic Services Curriculum writing teams Technology Coaches Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
Establish Action Teams within all buildings in the following areas (Leadership, Culture, Academics) to improve climate, culture, and staff leadership	Fall 2024	Academic Services Leader In Me Building Coaches Building Administration	Leader in Me Professional Learning	
Establish Student Lighthouse teams within all buildings	Fall 2024	Academic Services Leader In Me Building Coaches Building Administration	Leader in Me Professional Learning	
<ul style="list-style-type: none"> <li>Research effective communication strategies for attendance.</li> <li>Establish systems at the building and district level to carry out communication plans.</li> <li>Establish effective communication and collaboration with families to promote student attendance.</li> </ul>	Summer 2024	Community Relations Technology Department Building Administration	Focus School Software	
Funding Source(s): Operating Funds, 1% PD Funds   MSIP Standard(s): CC2A, B, TL1B				

## Academic Excellence

### Curriculum and Evidence-Based Instruction

Curricula will be reviewed and approved on a 6-year cycle				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
As part of the curriculum writing process, common assessments will be written and aligned with content priority standards	Spring 2024	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document	
Provide continuous, differentiated professional learning for all curriculum and resources	Summer 2024	Academic Services Curriculum Writing Teams Building Administration	District Professional Learning Plan Academic Services Professional Learning Plan	
Integrating inquiry-based, personalized learning, and/or competency-based learning, where appropriate, as part of the curriculum writing process	Fall 2024	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
Expand curriculum writing, professional learning, and resources to all student groups and grade levels	Fall 2024	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
Portrait of a Learner competencies will be researched, developed, and implemented	Spring 2024	Academic Services Curriculum Writing Teams Building Administration	District Professional Learning Plan Academic Services Professional Learning Plan District MRA Survey Data	
Curriculum, instruction and assessment will be the foundation of all Professional Learning Communities	Summer 2024	Academic Services Curriculum Writing Teams Building Administration Classroom Teachers	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
Utilize district resources aligned to Missouri Learning Standards in all classrooms	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Classroom Teachers	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan	
<b>Funding Source(s):</b> Operating Funds, 1% PD Funds, Title Funds   <b>MSIP Standard(s):</b> AS1A, B, C, D, F				

# Academic Excellence

## Academic Achievement and Growth

Score a designation of Target as measured by the annual performance report achievement performance indicators in status and growth in ELA, Math, Science and Social Studies; and increase proficiency and growth scores in reading by 2% annually				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
Enhance and evaluate tier 1 practices K-12. (WSD curriculum and resources implementation, Science of Reading training, PLC development and alignment, etc.)	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents PLC Time	
Provide professional development on tier 2 teaching, learning, and monitoring	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents PLC Time	
Develop clear tier 3 guidance and resource alignment	Spring 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents PLC Time	
Support student group growth in academic achievement in the specialized setting and the regular education setting	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents PLC Time	
Identify and integrate tiered interventions through the ci3t process that are taught with fidelity across the district	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents PLC Time	
Ensure that Middle School Flex time and High School Academic Student Success time is consistent across the district and aligned to district and building goals	Fall 2024	Academic Services Building Problem Solving Teams Building Administration	District Professional Learning Plan Academic Services Professional Learning Plan District Tiered Resource Website District Curriculum Documents Universal Supports Documents CSIP BSIP PLC Time	
Provide professional learning to support administrators and teachers as instructional leaders (Science of Reading, PLC, WSD curriculum and resources, etc)	Fall 2024	Academic Services District Professional Development Committee	District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Develop clear success criteria for classroom teachers and administrators (resources, scope/sequence/pacing, assessments, standards and scales)	Winter 2024	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Develop and implement standards-based grading practices in Kindergarten through Fifth grade: <ul style="list-style-type: none"> <li>Produce clear learning targets and scales for all content areas</li> <li>Develop common summative assessments tied to Missouri learning standards and learning targets</li> </ul>	Fall 2025	Academic Services Curriculum Writing Teams Building Administration	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Develop and administer clear professional learning on grading and reporting for staff, students, parents and stakeholders	Fall 2025	Academic Services Curriculum Writing Teams Building Administration District Professional Development Committee	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan PLC Time Focus School Software	
Create a district grading policy K-12	Fall 2025	Grading Leadership Team Building Administration Academic Services	Curriculum Process Documents, Curriculum Cycle Document District Professional Learning Plan Academic Services Professional Learning Plan PLC Time Focus School Software Grading Leadership Team	
Ensure that professional learning communities support academic achievement and growth through analyzing data by creating clear guidelines and procedures and methods for reporting	Fall 2025	Grading Leadership Team Building Administration Academic Services	District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Implement problem solving teams with protocols and guidelines to ensure consistency among buildings and that data is the basis of decision making	Fall 2024	Academic Services Curriculum Writing Teams Building Administration Building Problem Solving Teams	District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Goal setting will take place at the district, building, classroom and student level. All goals will be in alignment with the Comprehensive School Improvement Plan.	Summer 2024	Academic Services Building Administration Building Problem Solving Teams	CSIP Plan BSIP Plan District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Provide continuous professional learning for new and experienced PLCs	Summer 2024	Academic Services Building Administration Building Problem Solving Teams	District Professional Learning Plan Academic Services Professional Learning Plan PLC Time	
Funding Source(s): Operating, Title I   MSIP Standard(s): A51A, B, D, A52A, C, D, E, EA1A, B, C, EA2A, TL 7A, D				



# Academic Excellence

## College and Career Ready

Score a designation of Target as measured by the Annual Performance Report achievement performance indicators				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
Utilize Career Planning Resources for career exploration (6-12) and four-year plan creation (7-12)	Fall 2024	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software Focus School Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand teacher externships in grades 6 - 12 to connect with community partners and create project-based learning lessons and field trips for students	Spring 2025	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand community partnerships and career speakers	Winter 2025	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand Career Planning Resources to PK - 12 to focus on career exploration	Fall 2025	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software Focus School Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand the WSD Pathways to PK - 5 to build connections and awareness	Fall 2025	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software Focus School Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand teacher externships for PK - 5 teachers to make connections with community partners and businesses	Summer 2025	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software District Professional Learning Plan Academic Services Professional Learning Plan	
Embed college/career readiness/real world and industry connections into the WSD curriculum	Fall 2024	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	Curriculum Process Documents, Curriculum Cycle Document College and Career Planning Software District Professional Learning Plan Academic Services Professional Learning Plan	
Build and execute capstone experiences for all the WSD Pathways (grades 11 and 12)	Fall 2024	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	Curriculum Process Documents, Curriculum Cycle Document College and Career Planning Software Focus School Software District Professional Learning Plan Academic Services Professional Learning Plan	
Expand apprenticeship opportunities	Fall 2024	Academic Services Student Success Content Leader College and Career Counselors Grade Level Counselors Future Ready Cohort	College and Career Planning Software District Professional Learning Plan Academic Services Professional Learning Plan	
Funding Source(s): Operations, Title 1   MSIP Standard(s): TLIA, E, F, J, CC3A, B				

## Belonging

Community Engagement

Increase community event attendance by 10% and survey responses will increase by 5% the positive responses of The Family Engagement strand of the Measurable Results Assessment (MRA)				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
<b>Alignment &amp; Baseline</b> - Develop building SIP plans that include a belonging goal with a <i>community engagement</i> strategy. Identify specific, quantitative baseline measurements for: <ul style="list-style-type: none"> <li>Attendance at Community Engagement Events</li> <li>Survey Response #s</li> </ul>	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations	Individual School Improvement Plans Survey Responses Engagement Event Attendance Count	
<b>Communication</b> - Systematize, streamline, and increase the reach, of building & district communication efforts	Fall 2024	Building Administrators Cabinet Administrators Building Webmasters Communications and Community Relations Instructional Technology Social Media Users	Newsletters using <i>Smore</i> District webpages using <i>Canva</i> <i>Focus</i> app Annual Report Online Newsletter Subscription opportunities Social Media platforms District Content Calendar Web analytics	
<b>Feedback Loop</b> <ul style="list-style-type: none"> <li>Streamline data analysis (consolidation, consistent timing, quality data, same questions)</li> <li>Communicate results</li> <li>Create responsive action plan</li> </ul>	Winter 2024	Communications and Community Relations Building Administrators Cabinet Administrators Academic Services	District Surveys and Results District Content Calendar Newsletters & Social Media	
<b>Feedback Loop</b> - Identify, audit, and catalogue all established district committees	Spring 2025	Communications and Community Relations Building Administrators Cabinet Administrators	Diligent Board Agendas Negotiations Books District Communications / Notes	
<b>Feedback Loop</b> - Plan and organize purposeful district community engagement events	Fall 2024	Communications and Community Relations Building Administrators Cabinet Administrators	Number and purpose of events Attendance and Participation Feedback Newsletters & Social Media	
<b>Partnerships</b> - Establish and strengthen family, community, and partner-provider partnerships	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations Counselors Educational Support Counselors (ESCs)	Volunteer Opportunities School Events Open House Parent-Teacher Conferences, Performances PTO/PTA/PTC/Booster Support to Families	
<b>Funding Source(s):</b> Operating Funds, ESSER III, Grant Funding (Kern Family Foundation), Title Funding   <b>MSIP Standard(s):</b> L8A, B, CC3A, B, CC4A, C, D, DB3A, B, C, D				

## Belonging Relationships

Strengthen relationships by creating supportive environments for students (by 5%) and staff (by 5%) by the end of the 2028-29 school year				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
<b>Alignment and Baseline</b> - Develop building SIP plans that include a belonging goal with a <i>student and staff relationship strategy</i> .	Summer 2024	Building Administrators Cabinet Administrators Community Relations Department	Individual School Improvement Plans	
<b>Alignment and Baseline</b> - Identify specific, quantitative baseline measurements - MRA data (staff, student, and parent culture survey)	Fall 2024	Building Administrators Cabinet Administrators Community Relations Department	Measurable Results Assessment Ancillary Survey Responses	
<b>Increase Involvement</b> - Offer a wide variety of intramurals, clubs, athletics, and other school-sponsored activities.	Fall 2024	Athletic Coaches Activities Directors Club & Intramural Sponsors Staff and Student Lighthouse Teams	Supports for district activity and athletic programs • Facilities • Funding • Supplies	
<b>Increase Involvement</b> - Increase student leadership opportunities	Spring 2025	Athletic Coaches Building Administrators Cabinet Administrators Counselors Club/Intramural Sponsors Educational Support Counselors Staff and Student Lighthouse Teams	Student Leadership Groups • Lighthouse Teams • STUCCO • NHS, etc Engagement Events Advisory Councils	
<b>Provide Supports</b> - Develop and improve student mentorship and transition experiences	Spring 2025	Building Administrators Cabinet Administrators Counselors Educational Support Counselors	Student and Staff Lighthouse Teams Transition Day plans and supports Established Mentorship plans Survey Data	
<b>Provide Supports</b> - Develop and improve staff mentorship and transition experiences	Summer 2025	Academic Services Department Building Administrators Cabinet Administrators Human Resources Department Mentors/Mentees	Frontline service Teacher orientation and mentorship program Finances, Supplies, and Materials • recruitment • hiring • onboarding • orientation • mentorship Staff Survey Data	
<b>Increase Connections</b> - Increase the number of staff and students who identify a strong connection to at least one person in the school.	Fall 2024	Building Administrators Certified Staff Support Staff Counselors Educational Support Counselors	Survey Data	
<b>Increase Connections</b> - Provide structures for supportive and connected groups for belonging.	Fall 2024	Building Administrators Certified Staff Support Staff Counselors Educational Support Counselors	School Community Building Structures • Families, houses, teams, departments, feeder patterns, etc. Internal support structures Connections to external supports for families	
<b>Celebrate Success</b> - Develop and streamline students and staff monthly recognition opportunities	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Board of Education meetings <i>Inside the WSD</i> (parent) <i>Team WSD</i> (staff) District Social Media Outlets District Content Calendar	
<b>Celebrate Success</b> - Develop and streamline students and staff annual recognition opportunities	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Annual Performance Report Annual District Awards Banquet Senior recognitions Award Nominations	
<b>Celebrate Success</b> - Develop and streamline other recognition opportunities for students and staff	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	District Social Media Outlets Newsletters Award Nominations Board of Education meetings District Content Calendar	
<b>Funding Source(s):</b> Operating Funds, Grant Funding (Kern Family Foundation) <b>MSIP Standard(s):</b> TL4 B, L8A, B, CC3 A, B, CC4A, B, C, D, DB3A, B, C, D				

## Belonging

### Student and Staff Well-Being

Improve the well-being of students and staff (each by 5%) by the end of the 2028-29 school year				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
<b>Alignment and Baseline</b> - Develop building SIP plans that include a belonging goal with and a well-being strategy	Summer 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Individual School Improvement Plans	
<b>Alignment and Baseline</b> - Identify specific, quantitative baseline measurements	Summer 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Measurable Results Assessment and Data Ancillary Survey Results	
<b>Focus on the Whole Person</b> - Create increased opportunities for promoting a healthy lifestyle and balance for students through community events, programs, and presentations	Spring 2025	Building Administrators Cabinet Administrators Certified Teachers Counselors Educational Support Counselors (ESCs) Health Services Department Nurses School Support Interventionist (SSI)	District and Partner Resources <ul style="list-style-type: none"> <li>Internal Programming</li> <li>Outside Resources</li> </ul> Wellness Opportunities Health Class Curriculum and Presentations Partnerships/Speakers/Class Offerings/Field Trips Flex Time and Power Lunch Teacher Choice Options for PD	
<b>Focus on the Whole Person</b> - Create increased opportunities for promoting a healthy lifestyle and balance for staff	Fall 2024	Administrators	Wellness Opportunities Teacher Choice Options for PD	
<b>Proactive Programming</b> - Develop and implement proactive programming and social-emotional learning at all levels <i>Counseling Programs</i> <ul style="list-style-type: none"> <li>Implement counseling curriculum</li> <li>Implement counseling lessons</li> <li>Reduce reactive ESC referrals</li> </ul>	Fall 2024	Administrators Certified Teachers Counselors Educational Support Counselors (ESCs) Health Services Department Nurses School Support Interventionist (SSI)	District and Partner Resources <ul style="list-style-type: none"> <li>Internal Programming</li> <li>Outside Resources</li> </ul> Wellness Opportunities Health Class Curriculum and Presentations Partnerships/Speakers/Class Offerings/Field Trips Flex Time and Power Lunch	
<b>Proactive Programming</b> - Develop and implement proactive programming and social-emotional learning at all levels <i>Social-Emotional Learning</i> <ul style="list-style-type: none"> <li>Implement skill-based lessons through <i>Leader in Me</i></li> <li>Establish and assess student, staff, and family baselines and growth in the areas of leadership, culture, and academics</li> <li>Increase leadership opportunities for students</li> <li>Create opportunities for goal development, tracking, and monitoring for individuals, classes, buildings, and the district</li> </ul>	Fall 2024	Administrators Certified Teachers Counselors Educational Support Counselors (ESCs) Health Services Department Nurses School Support Interventionist (SSI)	District and Partner Resources <ul style="list-style-type: none"> <li>Internal Programming</li> <li>Outside Resources</li> </ul> Wellness Opportunities Health Class Curriculum and Presentations Partnerships/Speakers/Class Offerings/Field Trips Flex Time and Power Lunch Teacher Choice Options for PD Leader in Me Online Resources Leader in Me Coaching Sessions and Professional Learning	
<b>Proactive Programming</b> - Develop and implement proactive programming and social-emotional learning at all levels <i>Partner Agencies</i> <ul style="list-style-type: none"> <li>Identify and implement DESE-required and supplemental presentations</li> <li>Increase parent involvement</li> <li>Develop consistent communication practice to allow for transparency</li> <li>Identify data-based practices</li> <li>Establish referrals and re-entry support and processes</li> </ul>	Fall 2024	Counselors Educational Support Counselors (ESCs) Parents School Support Interventionist (SSI) Various Partner Agencies	District and Partner Resources <ul style="list-style-type: none"> <li>Internal Programming</li> <li>Outside Resources</li> </ul> Wellness Opportunities Health Class Curriculum and Presentations Partnerships/Speakers/Class Offerings/Field Trips	
<b>Funding Source(s):</b> Operations   <b>MSIP Standard(s):</b> L8A, B, CC1A, B, C, D, E, CC3A, B, CC4A, C, D, DB3A, B, C, D, EA4A, B, C, D, TL7A, B, C, D, E, F				



## Belonging

Collaborative Climate and Culture

Increase the sense of belonging for students (by 5%) and staff (by 5%) by the end of the 2028-29 school year				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
<b>Alignment and Baseline</b> - Develop building SIP plans that include a belonging goal with a <i>school culture</i> strategy	Summer 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Individual School Improvement Plans	
<b>Alignment and Baseline</b> - Identify specific, quantitative baseline measurements <ul style="list-style-type: none"> <li>MRA data</li> </ul>	Fall 2024	Building Administrators Cabinet Administrators Communications and Community Relations Department	Measurable Results Assessment and Data Ancillary Survey Results	
<b>Reduce Disparity in Data</b> - Increase opportunities for collaboration and calibration with administrators regarding: <ul style="list-style-type: none"> <li>Parent communication</li> <li>Code of conduct</li> <li>General school expectations and procedures</li> <li>SEL curriculum implementation</li> </ul>	Fall 2024	Administrators Student Services Department Counselors	Focus Discipline Data PLC frameworks Leader In Me District Coaching Days and Professional Learning	
<b>Reduce Disparity in Data</b> - Address disparity in district data in the area of: Belonging Survey <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> <li>Families</li> </ul>	Fall 2024	Administrators Student Services Department Counselors	Focus Discipline Data PLC frameworks Leader In Me District Coaching Days and Professional Learning MRA Surveys and MRA Survey Data	
<b>Reduce Disparity in Data</b> - Address disparity in district data in the area of: MAP Student Group Data	Fall 2024	Teachers (General Education and Special Education) Building Administrators Academic Services Department Special Education Department	CI3T and Problem Solving Teams, PLC frameworks, Focus Discipline Data, APR Student Group Data	
<b>Reduce Disparity in Data</b> - Address disparity in district data in the area of: Discipline Dispro Data	Fall 2024	Exec Director of Student Services (Pre-5; 6-12) Building Administrators School Support Interventionists	CI3T and Problem Solving Teams PLC frameworks Focus Discipline Data	
<b>Reduce Disparity in Data</b> - Address disparity in district data in the area of: Special Education Dispro Data	Fall 2024	Exec Director of Special Education and Special Education Department Teachers (General Education and Special Education) Building Administrators Academic Services Department, Intervention Coach	CI3T and Problem Solving Teams PLC frameworks Focus Discipline Data APR Student Group Data	
<b>Reduce Disparity in Data</b> - Address disparity in district data in the area of: Gifted Identification	Fall 2024	Gifted Teachers Academic Services Department	CI3T and Problem Solving Teams PLC frameworks Focus Gifted Data Gifted Education Screening Data	
<b>Feedback and Learning</b> - Provide various feedback and learning opportunities for various stakeholder groups	Fall 2024	Belonging Committee Faculty Advisory Committee Academic Services Student Advisory Committee Professional Development Committee	Belonging Committee - Staff & Community Belonging Committee- Students Faculty Advisory Committee Student Advisory Committee Family Engagement Events Professional development opportunities for certified and support staff	
<b>Inclusion and Representation</b> - Develop processes for regular audits to evaluate the effectiveness and equity of: <ul style="list-style-type: none"> <li>Facilities (ie: playgrounds)</li> <li>Curriculum</li> <li>Programming (ie: summer school, preschool, etc.)</li> </ul>	Winter 2025	Facilities Department Maintenance Department Academic Services Department Special Education Department Early Childhood Director Academic Services Department Club and Activity Sponsors	Curriculum Documents and Resources Enrollment Master Facilities Plan	
<b>Inclusion and Representation</b> - Evaluate student enrollment in various programs such as: <ul style="list-style-type: none"> <li>Horizons participation</li> <li>AP classes</li> <li>Special Education</li> </ul>	Winter 2025	Academic Services Department Special Education Department Teachers Building Administrators Cabinet Administrators	Enrollment Focus Data	
<b>Inclusion and Representation</b> - Increase student & family engagement opportunities <ul style="list-style-type: none"> <li>Student clubs, activities, and events</li> </ul>	Winter 2025	Club and Activity Sponsors Athletic Coaches Athletic Directors Building Administrators Cabinet Administrators Operations Department	Survey Data Building Engagement Opportunities	
<b>Funding Source(s):</b> Operations   <b>MSIP Standard(s):</b> L8A, B, CC1A, B, C, D, E, CC2A, CC3A, B, CC4A, C, D, DB3A, B, C, C, EA4A, B, C, D, TL7A, B, C, D, E, F, TL10				

## Resources

### Finances

<b>Demonstrate good stewardship of financial resources by achieving clean audits, maintaining a fund balance in alignment with board priorities, and maintaining a balanced operating budget in 5 of 5 years</b>				
<b>Action Steps</b>	<b>Start Date</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Complete Date</b>
Continuously monitor revenue and expense activity to ensure budgets and five-year plans are on track	Summer 2024	CFO Finance Department	SISFin Financial Reports DESE Communications	
Conduct a monthly fund balance analysis with revenue and expense projections to ensure operating fund balances remain at expected level	Summer 2024	CFO Finance Department	SISFin Financial Reports	
Conduct an analysis of potential grant funding changes and take steps as deemed necessary	Summer 2024	CFO Finance Department	SISFin Financial Reports DESE Communications Department Collaboration	
Contact the district's external auditors on any issues which could qualify an audit and confirm dispositions before they become relevant	As Needed	CFO Finance Department Auditors	External Auditor Communication Department Collaboration	
Hold Finance Committee meetings quarterly on subjects of interest to stakeholders and publish the presentations through Community Relations	Summer 2024	CFO Finance Department Community Relations	SISFin Financial Reports Budget Reports Department Collaboration	
Continue to find and implement cost reduction opportunities: <ul style="list-style-type: none"> <li>Implement and adjust the district's benefit self-funding plan to reduce district and employee costs</li> <li>Streamline/Implement integrated time and attendance processes to reduce redundant and manual work</li> </ul>	Summer 2024	CFO Finance Department Insurance Broker Vendors	SISFin Financial Reports Budget Reports Insurance Cost Analysis Department Collaboration Industry Best Practices	
Use student and staff satisfaction information to produce informed and relevant budget allocations among funds, departments and schools	Spring 2025	CFO Finance Department Community Relations	Enrollment Data Student and Staff Satisfaction Data	
<b>Funding Source(s):</b> Operations   <b>MSIP Indicator(s):</b> L2C: L4 A, B, C, D, DB1				



## Resources

### Staffing

Increase retention, decrease vacancies and increase satisfaction by 1% annually as measured by employee retention rates and employee satisfaction surveys				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
Evaluate flexible schedules when possible	Summer 2024	Executive Director of Human Resources Director of Human Resources Superintendent	Job descriptions District and Union committees	
Maximize staff work time: <ul style="list-style-type: none"> <li>• Training videos (full day allotted)</li> <li>• Instructional Assistants can flex their time on non-student attendance days</li> <li>• Bring language to negotiations to expand roll-over of personal time</li> </ul>	Fall 2024	Executive Director of Human Resources Director of Human Resources	Time for district and professional organizations collaborations	
Implement additional attendance incentives after reviewing successful incentive programs	Summer 2025	Executive Director of Human Resources Chief Financial Officer	Time for district and professional organizations collaborations	
Identify actions to include of support staff in building culture (meetings, celebrations, surveys, etc.)	Fall 2024	Executive Director and Director of Human Resources Chief Communications Officer	District and Union collaborations Collaborate with the Communications & Community Relations department Align support staff training	
Provide additional on-boarding and learning opportunities for support staff	Summer 2025	Assistant Superintendent of Academic Services Executive Director of Human Resources Director of Human Resources Onboarding Generalist	Online trainings and resources District provided support staff professional development	
Funding Source(s): Operations   MSIP Indicator(s): CC2 A, B, L4 A, L8A, L9B, CC1b, CC1D, CC1E				

## Resources

### Facilities

Create, implement, manage, and revise a Master Facilities Plan				
Action Steps	Start Date	Person Responsible	Resources	Complete Date
Review and revise the facility master plan annually	September 2024	Executive Director of Facilities	Long Range Facility Master Plan Collaborate with District Facility partners (architect & engineers)	
Determine the need for a Bond Initiative to account for future growth in the district	September 2024	Chief Communications Officer Chief Financial Officer Executive Director of Facilities Executive Director of Operations Superintendent	Review feasibility study completed during the 2023-2024 school year Review demographic study completed during 2023-2024 school year Collaborate with District Facility partners (architect & engineers)	
Provide and maintain safe, clean and aesthetically pleasing facilities to accommodate student growth	Ongoing	Executive Director of Facilities Director of Custodial Services Director of Maintenance District Project Manager Executive Director of Human Resources	Training and Equipment Staffing	
Improve and upgrade older facilities	Ongoing	Executive Director of Facilities Director of Custodial Services Director of Maintenance District Project Manager Executive Director of Human Resources Superintendent	Training and Equipment Staffing	
Improve sustainability and energy consumption district wide	Ongoing	Executive Director of Facilities Director of Maintenance	Collaborate with District Facility partners (architect & engineers, building automation experts) Collaborate with utility companies	
<b>Funding Source(s):</b> Facilities Budget, Explore the possibility of a bond issue   <b>MSIP Indicator(s):</b> <u>Operations and Resource Management</u> L4 b, L4 E. <b>School Safety</b> L10 C				