**USD 434 Santa Fe Trail**

**2021-2022**

**BOE GOALS**

| **1. District Communication**  Improve Communication to all Stakeholders | **Responsible Party** | **Threshold** | **Target** | **Maximum** |
| --- | --- | --- | --- | --- |
| 1.1 Increase parent participation in communications. | All Administration & Staff | Communicate with parents about the importance of accurate data (including email addresses for both parents) in SIS. | 95% of parents' data in SIS is accurate and up to date. | All parents are up to date in SIS and are signed up for all modes of communication. |
| 1.2 Communicate with families regarding classroom instruction, curriculum, and activities. | All Administration & Staff | Meet the teacher opportunities  Parent/Teacher conferences - offer in person and Zoom meetings  Individual Plans of Study conferences  Parent meetings before each activity season. | 95% of parents are taking part in Individual Plans of Study and parent conferences | All parents are taking part and working with the school for their child's success. |
| 1.3 Communicate through a variety of media. | All Administration & Staff | Update the school website | Use the website as the placeholder for all school communications.  Supplement communication with -School Messenger  -School Newsletters  -Social Media | Use all modes of communication to streamline school and district information |
| 1.4 Evaluate the effectiveness of school communication. | All Administration, Staff & District Leadership Team | Survey stakeholders and analyze data to spur continuous growth and improvement. | Compare internal and external data to calibrate effectiveness | Evaluate yearly growth and effectiveness |

| **2. Student Achievement**  Improve teaching and learning through research based strategies that support students postsecondary success | **Responsible Party** | **Threshold** | **Target** | **Maximum** |
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| 2.1 Increase student learning opportunities. | All Administration & Staff | Course offerings in-person and blended  Before and after school activities. | STREAM Program  Job Shadowing  Internships  Community Mentors  CTE Pathways  Increase off-campus opportunities | Provide learning opportunities that meet the needs of all students. |
| 2.2 Increase stakeholder engagement in student learning. | All Administration & Staff | Survey stakeholders regarding community needs and employability skills for high school graduates. | Focus on:  Academic Activities  Athletic Activities  Fine Arts Activities  Family Nights  Community Partnerships | Develop a process to access stakeholder satisfaction |
| 2.3 Develop and implement a plan to address student learning loss and social emotional needs due to the pandemic | All Administration & Staff | Provide Math and Reading interventions,  SEL embedded teaching practices and monitor  attendance | 75% of Students at or above grade level in reading and math based on criterion referenced assessments.  Refer struggling students to counselors and/or social worker. | 95% of students at or above grade level in core subjects. |
| 2.4 Analyze and improve current student achievement levels | All Administration and Staff | Identify and remove barriers to success  Provide effective teacher mentoring for all students.  Provide academic intervention practices K-12 | The majority of Students scoring at level 3 or 4 on State Assessments.  75% of Students at or above grade level in reading and math based on criterion referenced assessments. | 65% of Students scoring at level 3 or 4 on State Assessments  95% of Students at or above grade level in reading and math based on criterion referenced assessments. |
| 2.5 Develop and align an effective scope and sequence for all core subjects K-12 | District and Building Administration | Align Reading and Math curricula K-5  Develop an adoption and review cycle for resources to support curriculum. | Adopt resources to support curriculum alignment and best practices  Training and coaching to support staff  Walk Throughs to determine effectiveness and fidelity - review comprehensive walk- through data to design PD by buildings | All grades and content areas publish an aligned curriculum/standards.  All teachers work within the curriculum to determine effectiveness  Students show growth in Math and Reading over next 3 years |
| 2.6 Continue to implement the Four Principles of Redesign. | Building Administration and Staff | All buildings are actively involved in the redesign process. | Students in all buildings have new opportunities for learning within the redesign principles  -Real World Projects  -Personalized Learning  -Civic Engagement  -SEL | Post Secondary Success Rate improves by 5% over 3 years due to more student opportunities for learning. |
| 2.7 Analyze and improve practices to prepare for postsecondary success | All Administration & Staff | Students have an individual plan and school opportunities to meet their path to post-secondary success | All students are preparing for college and/or the career of their choice. | All graduates have a postsecondary plan. |
| 2.8 Develop an effective alumni tracking system to improve postsecondary success | High School and District Administration | Develop and administer an exit survey for all Seniors. | Create an Alumni Portal on the district website.  Survey alumni two years out. | Survey alumni five years out.  Alumni are employed in a career of their choice. |
| 2.9 Review and analysis of all student activity and athletic programs and facilities. | District and Building Administration. Athletic Directors and Coaches. | Survey students and parents regarding needs, wants and expectations regarding participation, win/loss, and facilities. | Maintain or increase numbers of students involved in activities and athletics.  Develop job descriptions and create clear and measurable expectations for all coaches and sponsors.  Hold post-season meetings with coaches to plan for coming year | 95% of the student body will be involved in at least one activity or sport.  Effectively evaluate all coaches, sponsors and programs yearly. |
| **3. Recruit and retain highly qualified staff** | **Responsible Party** | **Threshold** | **Target** | **Maximum** |
| 3.1 Partner with local universities for recruitment | District and building administration | Post job vacancies to the district website and to Kansas Teaching Jobs.  Develop recruitment brochures | Identify and contact potential candidates Attend on sight and virtual job fairs.  Develop a Future Teacher Pathway and encourage students to enroll. | Develop an exit survey and analysis recruitment, retention and attrition. Identify future openings and potential candidates |
| 3.2 Continue to provide high quality mentoring for new teaching and administrative staff | District and building administration. Highly qualified mentors. | Train and support high quality mentors  Carefully match mentors and mentees  Provide a stipend for high quality mentors. | Provide ongoing support for 1st and 2nd year teachers and administrators | Survey 1st and 2nd year teachers each year. Analysis feedback for improvement  Retain 95% of new staff |
| 3.3 Provide highly competitive salary/benefits. | Board of Education, Teachers Association, Negotiation Teams. | Work with SFTEA to review salary schedules and options. Make base salary and benefit package competitive.  Sign on bonuses | Negotiate a very competitive salary schedule and benefit package. | Establish recruitment and retention bonuses.  Increase early retirement bonus. |
| 3.4 Improve the district and building climate and culture. | All Administration & Staff | Address social and emotional needs of staff | Create opportunities for all staff to have voice in finding solutions | All staff feel valued and respected.  Measured by ? |
| 3.5 Provide research based professional learning and resources. | All Administration & Staff | Personalized professional learning opportunities for staff are provided and incentivized during the summer and school year. | 50% of staff embeds professional learning in their classrooms and assigned positions as indicated by classroom walkthroughs from administration. | 100% of staff embeds professional learning in their classrooms  Instructional leaders use triangulation of data to determine fidelity and effectiveness of instructional practices. |
| 3.6 Recognize and celebrate success. | Board of Education & All Administration | Include Shoutouts in the building and district newsletters.  Celebrate at Faculty meetings. | District and building teachers of the month and year.  Recognition at Board Meetings.  Write articles for the newspaper. | Nominate teachers for State and National Recognition.  Kansas Teacher of the Year  Horizon Teacher award participation |
| 3.7 Hire and retain highly-qualified classified staff. | District and building administration | Post job vacancies to the district website, local newspaper and to Kansas Teaching Jobs.  Develop classified job descriptions | Identify and contact potential candidates  Develop an evaluation tool to conduct yearly evaluations.  Host onsite or virtual job fairs. | Develop an exit survey and analysis for recruitment, retention and attrition.  Identify future openings and potential candidates |
| **4. Community Involvement** | **Responsible Party** | **Threshold** | **Target** | **Maximum** |
| 4.1 Build trust with the community and staff through effective communication.  Improve transparency. | All Administration, Staff & District Leadership Team | Mail Newsletter to all residents 4 times per year.  Building and District Leadership teams.  Site Councils. | Hold a Town Hall meeting in each community each year.  District administration meets with each building staff at least once per year. | Meet with and build partnerships with community leaders.  Publicly recognize staff for outstanding achievement. |
| 4.2 Improve district enrolment through PowerSchool. | District administration and technology. | Develop and Implement a seamless Online Enrollment Process. | Online Enrolment opens April 1 through August 31. | District Enrollment Process Meets the Needs of all Parents and Students. |
| 4.3 Partner with City Parks and Recreation directors and other athletic leaders in our communities. | Board of Education District and Building Administration and Staff | Meet with City Parks and Recreation Directors and other community athletic leaders to identify areas of need and cooperation. | Review and amend board policy as deemed appropriate | Establish ongoing review and assessment process to review effectiveness. |
| **5.0 Budget and Facilities** | **Responsible Parties** | **Threshold** | **Target** | **Maximum** |
| 5.1 Continue to monitor and effectively prioritize the use of district funds. | Board of Education and Superintendent | Fund and effectively maintain all existing programs. | Prioritize the use of all local, state and federal funds and increase reserves | Effectively plan for and prepare the district for potential decreases in state funding. |
| 5.2 Continue to Improve the existing facilities through the effective use of capital outlay funds. | Board of Education, district and building administration. | Prioritize projects to be funded through capital outlay funds. | Develop and implement a capital outlay plan. | Develop a three to five year capital outlay plan for all district facilities. |
| 5.3 Monitor and review all existing contracts and agreements with outside companies. | District and building administration. | Review contracts and agreements for food service, electrical, HVAC and technology. | Develop a 3 to 5 year review and bid cycle.  Make recommendations to the BOE | Adopt and implement the new review and bid cycle. |
| 5.4 Review the existing grade configuration in our district facilities, | Board of Education, administration, district leadership team and building site councils. | Research and determine the most effective grade configuration for delivery of instruction. | Survey the staff and community regarding facility use and configuration. | Make recommendations to the Board of Education. |
| **6.0 School Safety and Security** | **Responsible Parties** | **Threshold** | **Target** | **Maximum** |
| 6.1 Provide a safe and secure learning environment in all district facilities. | Board of Education, Administration and all district staff. | Review all district crisis plans and practice drills in all buildings.  ALICE training for all staff w/ yearly review  Building evaluations for safety improvements | Develop consistent and easily understood crisis plans in all buildings. | Review crisis plans annually and effectively train all staff and students in safety protocols. |
| 6.2 Review and revise current crisis plans to provide proactive readiness in case of an emergency | All Administration, Staff Committees | Develop a simple and usable crisis response plan for use by the majority of staff. Develop a detailed plan for use by the crisis team. | Surveyed staff report back that 90% feel very prepared in case of an emergency. | Surveyed staff report back that 100% feel very prepared in case of an emergency. |