

2023-  
2024

# ***MVR-III Strategic Plan***

Comprehensive School Improvement Plan (CSIP)



"Together We Make a Difference in Doing What's Best for Kids."

MVR-III Board of Education  
Board Approval on  
7/19/2023

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## Mission

*"Together We Make a Difference In Doing What's Best for Kids."*

The District has a board-approved Strategic Plan, also known as a Comprehensive School Improvement Plan (CSIP), guided by the above mission statement and based on the district's fundamental beliefs about teaching and learning. This plan serves as the district's foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement.

Our Strategic Plan was developed through the combined efforts of board members, staff, administrators, students, parents/guardians, and community members and it is ongoing. Targets, along with governing priorities and objectives are provided in sufficient detail to direct the improvement efforts of the district for at least a five-year period. The Strategic Plan is developed, evaluated, and updated as needed in accordance with Board Policy AD.

A copy of the district's Strategic Plan is available on the district website and can also be accessed at the superintendent's office.

# **Vision of Student Learning**

What we value related to students and student learning

The Fundamental Values of the District

Constant Focus that Guides the Strategic Plan (CSIP)

<u><b>Belief in Educating The Whole Child</b></u>	<u><b>Current MVR-III Policies</b></u>
<p>MVR-III Values...</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Creativity</li> <li>Critical Thinking</li> <li>Citizenship</li> <li>Respectfulness</li> <li>Responsibility</li> <li>Resilience</li> </ul> <p style="color: purple; text-align: center;"><b>These are MVR-III's 8 Pillars of Success</b></p>	<p>Policy AD- School District Mission Policy GCN- Evaluation of Professional Staff Policy IA-Instructional Goals/Priority Objectives</p>
<u><b>Current Strategic Plan Strategies Guided by our beliefs</b></u>	<u><b>Current PD Plan Goals Guided by our Beliefs</b></u>
<p>MVR-III values...</p> <ul style="list-style-type: none"> <li>#1-Teaching and Learning</li> <li>#2-Culture, Climate, and Relationships</li> <li>#3-Leadership, Rigor, and High Expectations</li> </ul>	<p>MVR-III values...</p> <ul style="list-style-type: none"> <li>#1-Instructional decisions driven by data.</li> <li>#2-Effective instruction in ALL classrooms.</li> <li>#3-Effective programs to meet the needs of all students.</li> <li>#4-Continuous partnerships with parents and community.</li> </ul>

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## *Meramec Valley R-III Governance*

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Meramec Valley R-III School District  
126 North Payne Street  
Pacific, Missouri 63069  
636-271-1400  
[www.mvr3.k12.mo.us](http://www.mvr3.k12.mo.us)

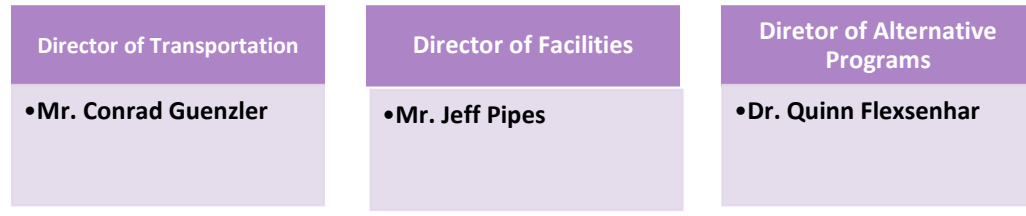
### **Board of Education**

Matt Trower	President
Dianna Meyer	Vice President
Mary Clasby-Agee	Member
Amanda Nemeth	Member
Tim Richardson	Member
Laura Riegler	Member
Louis Vondera	Member

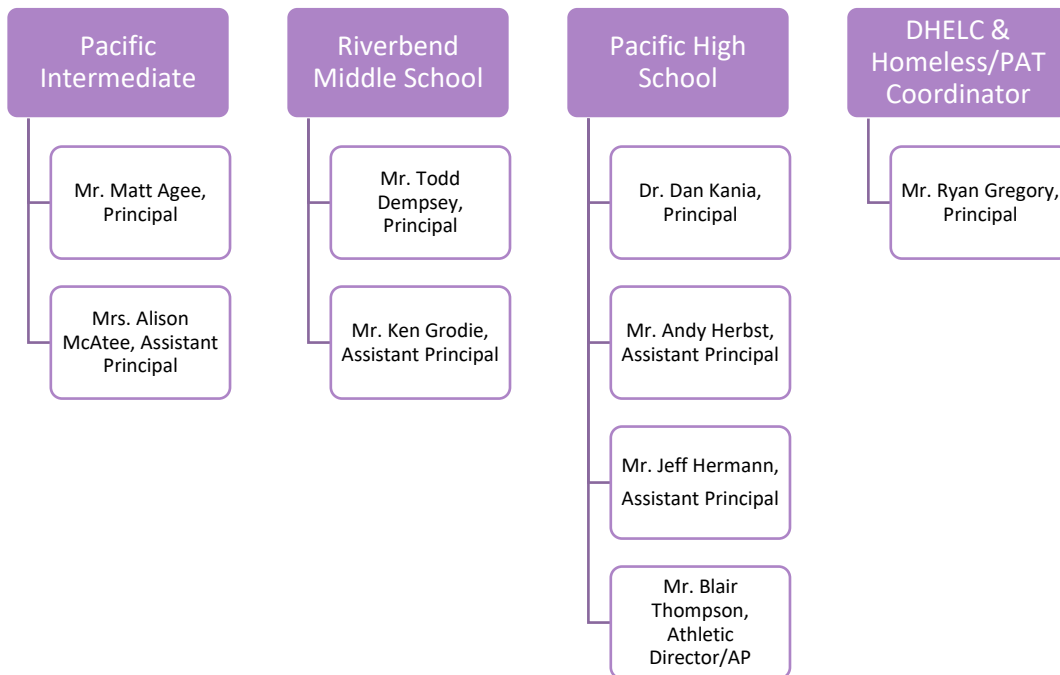
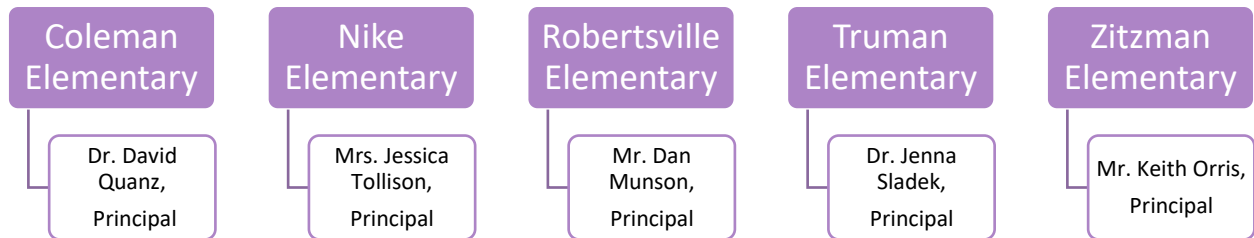
### **District Administration**

Dr. Carrie Schwierjohn	Superintendent
Mr. Tom Sauvage	Assistant Superintendent
Dr. Ketina Armstrong	Assistant Superintendent
Mr. Al Kirchhofer	Chief Financial Officer

**District Directors**



**Building Administration**



**Strategic Planning Committee Members**

This committee is instrumental in monitoring, reviewing, revising, and creating commitment to the District Mission and Vision set out in this Strategic Plan.

<b><u>Special Education Members</u></b>	<b><u>Elementary Members</u></b>	<b><u>Secondary Level Members</u></b>
Cathy Bearden-RE Sp.Ed.	Becky Centerino-ZE 4 <sup>th</sup> Grade Dan Munson-RE Principal Ashtyn O’Halloran- CE kindergarten Stephanie Bray- RE Title Reading Sue Livingstone- TE 2 <sup>nd</sup> Grade Jamie Harris- NE 2 <sup>nd</sup> Grade Jimi Brooks- District ELL	Gretchen McWherter- PI Art Matt Agee-PI Principal Dan Kania-PHS Principal
<b><u>District Level Members</u></b>	<b><u>Board of Education Members</u></b>	<b><u>Parents, Students, &amp; Community Members</u></b>
Al Kirchhofer-Chief Financial Officer Carrie Schwierjohn-Superintendent Tom Sauvage-Assistant Superintendent Ketina Armstrong-Assistant Superintendent	Dianna Meyer-Member Tim Richardson-Member	Key Communicator Parent Committee Members Student Council Members

*-New committee members updated yearly in August/September, per building committee recommendations and Board of Education committee determination.*

## District Committee Overview

The Board of Education also directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district. The chart below lists some of the major district committees that also help analyze, recommend, review, and measure continuous school improvement efforts. District program evaluation guidelines are detailed in [Policy IM-AP1 and the schedule of review can be found on the form, Policy IM-AF1.](#)

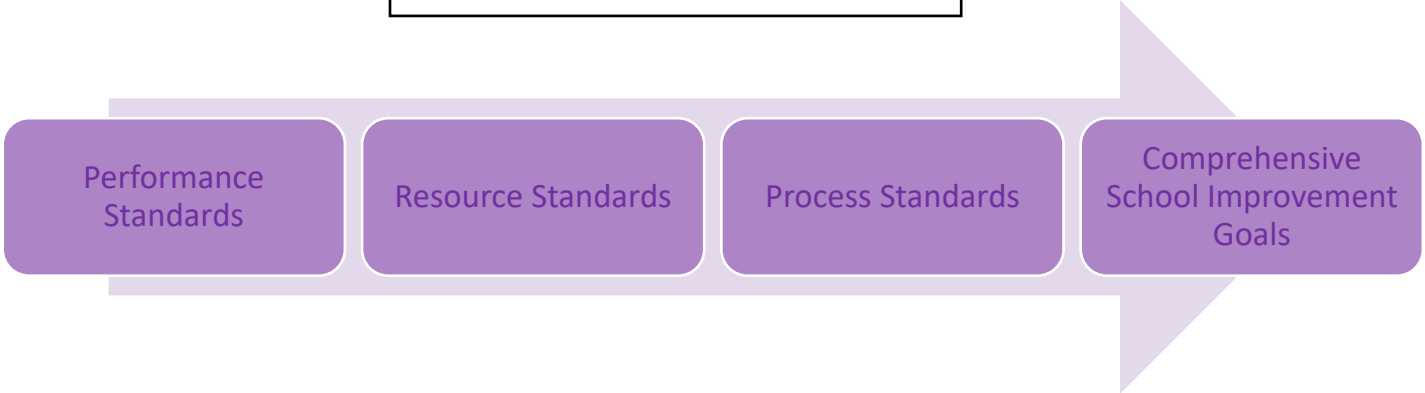
<p><b><u>Strategic Planning</u></b> <i>Meets each trimester on the first Thursday of the month.</i></p>	<p><b><u>Character Education &amp; School Counseling Advisory</u></b> <i>Meets twice yearly-October and April.</i></p>	<p><b><u>District Policy Review</u></b> <i>Meets as needed typically 1<sup>st</sup> Tuesday of each month</i></p>
<p><b><u>Transportation Committee</u></b> <i>Meets yearly</i></p>	<p><b><u>Safety Committee</u></b> <i>Meets quarterly</i></p>	<p><b><u>Technology Committee</u></b> <i>Meets every trimester-1<sup>st</sup> Monday of the month</i></p>
<p><b><u>Curriculum &amp; Textbook Review</u></b> <i>Second Thursday: March, April, May, &amp; June</i></p>	<p><b><u>School Health &amp; Wellness Advisory</u></b> <i>Meets each trimester</i></p>	<p><b><u>Professional Development Committee (PDC)</u></b> <i>(elected positions) Meets 3 weeks prior to each PD day</i></p>
<p><b><u>Key Communicators</u></b> <i>Meets each trimester</i></p>	<p><b><u>District Leadership Team (DCI)</u></b> <i>Once a trimester, last Monday of the month</i></p>	<p><b><u>Parents as Teachers Advisory</u></b> <i>Meets twice yearly</i></p>
<p><b><u>A+ Advisory</u></b> <i>Meets twice yearly</i></p>	<p><b><u>District Finance Committee</u></b> <i>Meets each trimester</i></p>	<p><b><u>District Insurance Committee</u></b> <i>Meets at least once per year in the spring, usually March, and as needed in April, May, and June.</i></p>
<p><b><u>Calendar Committee</u></b> <i>Meets monthly January-March as needed</i></p>		

All district level committee meeting can be found on the MVR-III website under Professional Development, [District Meeting and Professional Learning Calendar.](#)

A complete listing of district committee membership can be found on the MVR-III website under CSIP Plan, [Committee Lists.](#)



**DESE MSIP 5 Guidance Handbook**



### MVR-III CSIP Planning Process

<u>Who</u>	<u>What</u>	<u>When/Where</u>	<u>How</u>	<u>Why</u>
Key Stakeholders For Each Goal Area	Guiding Plan for all school improvement	Regular Review	Program Evaluations tied to Strategic Planning Goals-monthly review	To improve student achievement.
Leaders	Building School Improvement Plans (BSIP) must be aligned to the Strategic Plan	January, February, March, May, and presented for revision in June as needed	BSIP Plans tied to Strategic Planning Goals	To prepare all MVR-III students for college and/or career.
Teachers	Leader/Classroom/Grade Level Goals must align to BSIP & Strategic Plan	Monthly Goal & Program updates presented to the BOE for review	MSIP 5 APR Results-June-October reviews	To continuously monitor MVR-III efforts towards educating The WHOLE CHILD
Grade Level Chairs/Department Chairs	Program Goals must align to the Strategic Plan	Strategic Planning highlights in monthly <i>MVR-III Memo on Learning</i>	Local Data/Results	<ul style="list-style-type: none"> <li>• Healthy</li> <li>• Safe</li> <li>• Engaged</li> <li>• Supported</li> <li>• Challenged</li> </ul>
Teacher Organization	Collaborative Teams develop the plans for improvement and monitor the success at all levels	MVR-III Strategic Planning updates posted on the website	Teacher Growth Plans tied to Strategic Plan/BSIP Goals-continuous reviews	
Program Directors		Use Social Media to showcase Strategic Planning progress	District Report Card updated, presented, and posted yearly in December	
Community				
Parents				
Students				

Developed and updated by the Strategic Planning Committee on 6/27/2019

## Evaluation of Strategic Plan

The Strategic Plan is the guiding plan for the entire district. Building School Improvement Plans (BSIP) are aligned yearly to the Strategic Plan. The BSIP guides the classroom/grade level plans/goals at each site. The following timeline gives an overview of the regular review and evaluation of both the Strategic Plan and BSIP's which is essential for effective implementation. A monthly student achievement report is also given at the Board of Education meetings by Central Office personnel.

Annual Timeline	CSIP Plan	BSIP Plan(s)	Program Evaluations/Evidence
<b>August</b>	Review end-of-year & summer school results Analyze District MSIP 5 & MAP preliminary data	Review end-of-year & summer school results with goals Analyze District MSIP 5 & MAP preliminary data	Parents as Teachers Early Childhood Education SACC
<b>September</b>	Goal review and achievement progress, celebrations, and growth opportunities shared with staff.  Middle-of-the-year review of program evaluations	Building Leadership Teams meet to review BSIP goal attainment & needs based on beginning-of-year (BOY) benchmark data	Odyssey Title I Preliminary APR
<b>October</b>		Finalize BSIP plan for the current year based on final District & Building data	ACT results Review of final District APR information
<b>November</b>		Posted BSIP Plan on building website by November 1 <sup>st</sup>  Communicate progress on a monthly basis with staff, students, and parents	Career Education
<b>December</b>	Gather middle-of-the-year data to monitor progress of CSIP goals Review and update the District Report Card	Gather middle-of-the-year (MOY) data to monitor progress of Strategic Plan goals-communicate to staff, students, and parents the progress Present MOY data to Central Office by mid-January	CSIP Plan  District Technology Plan  District Report Card
<b>January</b>	1 <sup>st</sup> Strategic Planning Committee meeting to determine progress and needs	Review of grades, discipline, attendance, credits, retention for 1 <sup>st</sup> semester is part of the MOY data	Comprehensive Guidance Program  At-Risk Program
<b>February</b>	2 <sup>nd</sup> Strategic Planning Committee meeting to determine progress and needs  Review 180 days Graduate Follow-up data	Elementary review of sub-group progress and reading improvement plan progress	Library Media Program Evaluation A+ Program Evaluation
<b>March</b>	3 <sup>rd</sup> Strategic Planning Committee meeting to determine progress and needs <ul style="list-style-type: none"> <li>• Finalize updates</li> <li>• review yearly program evaluations</li> <li>• revise necessary goals</li> </ul> Communicate needs to stakeholders  Review of Goals based on 3 <sup>rd</sup> quarter student learning	Review of Goals based on 3 <sup>rd</sup> quarter student learning	Special Education Program Evaluation
<b>April</b>			Facilities & Grounds  Safety
<b>May</b>	Present revised 5-year Strategic Plan to the Board of Education for approval. Review the Impact of the Strategic Plan on student achievement and revise needs.	End-of-the-year (EOY) benchmark analysis to guide summer development & needs  Survey feedback from staff, students, and parents/community Review the Impact of the CSIP Plan on student achievement and revise needs	District Assessment Plan
<b>June</b>	Leadership Retreat Days devoted to CSIP goal review	Building Climate Reports are presented to Central Office during the Leadership Retreat <ul style="list-style-type: none"> <li>• attendance</li> <li>• discipline patterns</li> <li>• parent involvement</li> <li>• community service</li> <li>• retention rates</li> </ul>	Student Health Services Wellness  Budget closed out and presented to Board with adoption of new budget aligned to CSIP Goals

## **District Targets, Governing Objectives, & Governing Priorities**

The Board of Education has identified the following Targets, Governing Priorities, and Governing Objectives for the Meramec Valley R-III School District.

Target 1 – Improve Student Achievement - **All MVR-III students will graduate college and/or career ready**

**Governing Priority A:** Student Wellness and Success

*Governing Objective 1:* Create explicit systems regarding student wellness, teaching, assessment, and learning in order to provide consistent and equitable learning opportunities across the District that propel student achievement, participation, and post-secondary options.

Target 2 – Enhance Climate & Culture **MVR-III will recruit, attract, develop, and retain highly qualified staff yearly**

**Governing Priority A:** Human Resources

*Governing Objective 1:* Analyze and evaluate faculty and staff turnover.

*Governing Objective 2:* Analyze and evaluate salary schedules and benefit plans.

*Governing Objective 3:* Examine class sizes to determine staffing.

*Governing Objective 4:* Create and sustain a supportive culture to develop and retain faculty, staff, and administrators.

Target 3 – Differentiate and Expand Resources and Services for Students - **All MVR-III students will learn in an environment that is collaborative, engaging, inclusive, innovative, and conducive to learning.**

**Governing Priority A:** Instructional Resources

*Governing Objective 1:* Develop, implement, and maintain a long-range technology plan.

**Governing Priority B:** Career Readiness

*Governing Objective 1:* Expand course offerings and school-related experiences that develop work-ready graduates.

Target 4 – Increase Parent and Community Involvement - **MVR-III parents, students, and community members will actively participate in school events to support student learning.**

**Governing Priority A:** Communication

*Governing Objective 1:* Develop a comprehensive communications plan.

*Governing Objective 2:* Intentionally build relationships and partnerships with internal and external stakeholders.

Target 5 – Maintain Effective Governance Practices - **MVR-III will be governed to provide fiscal resources and leadership that benefit students, staff, and parents.**

**Governing Priority A:** Finance

*Governing Objective 1:* Examine debt service and capital projects funds.

*Governing Objective 2:* Develop a finance training plan for all clerical staff.

*Governing Objective 3:* Develop and implement a district-wide inventory plan.

**Governing Priority B:** Facilities

*Governing Objective 1:* Develop and implement a regular maintenance plan.

*Governing Objective 2:* Develop and utilize a long-range facilities plan.

*Governing Objective 3:* Examine the current utilization of facilities and make recommendations for improvement.

# MVR-III S.M.A.R.T. Goals

The MVR-III Strategic Planning Committee has developed S.M.A.R.T. Goals for each governing objective. What are S.M.A.R.T. Goals? S.M.A.R.T. is an acronym that stands for **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely

**Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal we must answer the six “W” questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal we set.

When we measure our progress we stay on track, reach our target dates, and experience the exhilaration of achievement that spurs us toward the continued effort required to reach our goals. To determine if our goal is measurable, we must ask questions such as.....

- How much?
- How many?
- How will I know when it is accomplished?

**Attainable** – When we identify goals that are most important, we begin to figure out ways to make them come true. We develop the attitudes, abilities, skills, and financial capacity to reach them. Goals that may have seemed out of reach eventually move closer and become attainable, not because goals shrink, but because we grow and expand to match them.

**Realistic**- To be realistic, a goal must represent an objective toward which we are both *willing* and *able* to work. A goal can be both high and realistic; we are the only ones who can decide just how high our goal should be. But we must be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs ever accomplished actually seem easy simply because they were a labor of love.

**Time-bound** – A goal should be grounded within a time frame. If no time frame is tied to it there’s no sense of urgency. If a person wants to lose 10 lbs., that person must identify when they want to lose it by? “Someday” won’t work. But if that goal is anchored within a timeframe, “by May 1st”, then it is set in one’s unconscious mind to begin working on the goal.

- *All S.M.A.R.T Goals are aligned to the five district Targets, Governing Priorities, and Governing Objectives.*
- **S.M.A.R.T Goal Labeling Description:**
  - **Each SMART Goal follows a Number.Capital Letter.Number.Lower-case Letter format (Ex. 1.A.2.b)**
  - **The first number represents one of the five district Targets**
  - **The capital letter represents the Governing Priority for the respective district Target**
  - **The second number represents the Governing Objective for the respective Governing Priority**
  - **The lowercase letter represents the SMART Goal for the respective Governing Priority**
  - *Thus, **SMART Goal 2.A.4.b** would represent the second SMART Goal (**b**), of the fourth governing objective (**4**), underneath the first governing priority (**A**), of the second district Target (**2**).*

# **Target 1 – Increase Student Achievement**

## **All MVR-III students will graduate college and/or career ready**

**Governing Priority A:** Student Wellness and Success

*Governing Objective 1:* Create explicit systems regarding student wellness, teaching, assessment, and learning in order to provide consistent and equitable learning opportunities across the District that propel student achievement, participation, and post-secondary options.

SMART Goals:

- a. **A consistent framework to proactively teach and responsively manage behavior will be identified and supported with training for sustained, District-wide implementation.**
- b. **The Assistant Superintendent for Curriculum and Instruction with a representative team will devise a process to study and train educators on the Multi-Tiered Systems of Support (MTSS) in order to determine how to phase in the practices of MTSS (universal screening, progress monitoring, data teams, decision protocols, high-quality Tier 1 instruction, including behavior, interventions, etc.).**
- c. **All (100%) of MVR-III's Kindergarten through 8<sup>th</sup> grade students will show growth in reading and math from the fall to spring assessment as measured by Evaluate.**
- d. **The average ACT composite score for Pacific High School will increase each year until it exceeds the state and peer group average. Once achieved, Pacific High School will maintain an ACT composite score above the state and peer group average.**
- e. **Explore the need and options for an electronic learning management system (LMS) for creating, managing, and sharing content, resources, and data relative to curriculum and courses in order to make a recommendation regarding purchase.**

SMART Goal 1.A.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>A consistent framework to proactively teach and responsively manage behavior will be identified and supported with training for sustained, District-wide implementation.</b></p>	<p>The Assistant Superintendents for Human Resources and Curriculum and Instruction, along with building representatives, will establish a process that reviews the behavior systems that have been and are being implemented and research various systems in order to determine an evidenced-based approach to supporting the behavior of students beginning with preschool through high school.</p>	<p>A committee will be convened to review and research comprehensive, proactive behavior management frameworks in order to make a recommendation to the Board of Education for adoption and implementation district-wide.</p>	<p>School administrators and teachers are skilled to examine referral and discipline data, consider historic practices, and examine current research to make informed recommendations regarding the needs of students and training for faculty and staff in order to implement an evidenced-based, comprehensive approach to support behavior.</p>	<p>Consistent implementation of a system reduces suspensions and overall behavior problems. An evidenced-based system implemented with fidelity improves the academic performance, attendance, and ability of students to regulate their emotions and behave in socially appropriate ways. It also enhances students' perception of safety and reduces teacher burnout.</p>	<p><b>August 2019 – In Progress</b>                      The study and selection of a District-wide framework/system for teaching and managing behavior will be accomplished and communicated. Training and implementation plans will be determined.</p> <p><b>August 2019 – 2024 – In Progress</b>                      Initial training, implementation and resources will be deployed with plans made for retraining to ensure sustained implementation with fidelity.</p>



SMART Goal 1.A.1.b

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Assistant Superintendent for Curriculum and Instruction with a representative team will devise a process to study and train educators on the Multi-Tiered Systems of Support (MTSS) in order to determine how to phase in the practices of MTSS (universal screening, progress monitoring, data teams, decision protocols, high-quality Tier 1 instruction, including behavior, interventions, etc.).</b></p>	<p>The Superintendent for Curriculum and Instruction with a representative team will establish a collaborative process to study and train educators on the MTSS framework with the goal of systematic and full implementation across the District. The focus will be on training, creating common language, processes, and documentation of MTSS.</p>	<p>A written plan will be developed, communicated, and implemented District-wide following an established time-line that honors the urgency for students balanced with the rate of change for professionals.</p>	<p>The Superintendent for Curriculum and Instruction with a representative team have knowledge of and access to a range of resources to study and implement a MTSS framework, with consultants available as needed for training or technical assistance.</p>	<p>MTSS is an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. MTSS has been adopted by 40 states to date as a framework to meet the needs of all students. Missouri DESE supports MTSS and provides resources to assist schools toward implementation.</p>	<p><b>2020-2021 – In Progress</b>            A process will be established and updates provided to the Board of Education by the Superintendent and/or designees with specific recommendations as indicated.</p>

SMART Goal 1.A.1.c

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>All (100%) of MVR-III's Kindergarten through 8<sup>th</sup> grade students will show growth in reading and math from the fall to spring assessment as measured by a district approved formative assessment tool.</b></p>	<p>The Assistant Superintendent of Curriculum and Instruction, principals, and teachers will monitor growth data in order to focus instruction to ensure 100% of the students in Kindergarten through 8th grade progress in reading for from fall to spring as measured by a district approved formative assessment tool. Monthly data teams will be utilized to analyze student growth and guide instruction.</p>	<p>The district approved formative assessment tool is administered to students as a screening and progress monitoring tool 8 times per year. The results are longitudinal, quantifiable, and will be reported to the Board of Education.</p>	<p>The administration and interpretation of a district approved formative assessment tool is used by administrators and school personnel as one measure to monitor student growth and adjust instruction accordingly.</p>	<p>The district approved formative assessment tool assists in tracking student progress and growth in basic skills. The scores help identify student strengths or if additional help might be needed in certain areas. When used with other diagnostic and authentic assessments, teachers may use this information to plan individual and group instruction. Kindergarten through 8th grade are developmental, milestone years for reading that predict future success.</p>	<p><b>Annually – In Progress</b> An update regarding fall and spring assessment data using the district approved formative assessment tool will be included with achievement reports to the Board as testing windows indicate.</p> <p><b>2020-2024</b> Updates regarding student growth will be presented to the Board of Education.</p>

SMART Goal 1.A.1.d

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The average ACT composite score for Pacific High School will increase each year until it exceeds the state and peer group average. Once achieved, Pacific High School will maintain an ACT composite score above the state and peer group average.</b></p>	<p>The central office and school personnel will continue to promote rigorous instruction and student success, which will be demonstrated in part by composite ACT scores that remain at or above the state average.</p>	<p>The ACT is administered annually and the local, state, and national scores reportable to all stakeholders, including the Board of Education.</p>	<p>The MVR-III District is placing a priority on developing a Pre-K through 12<sup>th</sup> grade aligned curriculum, implementing high-yield instructional strategies, and offering professional development. Setting high expectations and providing support for students to take and achieve well on the ACT is an attainable goal.</p>	<p>The ACT is required for applications on many post-secondary institutions, colleges, and technical schools. A strong score on the ACT may provide scholarship opportunities for students. Supporting students' participation and performance on the ACT may offer a competitive edge as they pursue college and career goals. In 2018, the average ACT score for graduating seniors in Missouri was 20.0. MVR-III's average ACT score was 19.8.</p>	<p><b>Fall 2024 - Met</b> The average composite score for Pacific High School will increase and remain at or above the state and peer group average by 2024.</p> <p><b>Fall 2020-2024</b> Annual reports regarding the ACT testing results will be provided to the Board of Education.</p>

**SMART Goal 1.A.1.e**

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>Explore the need and options for an electronic, learning management system (LMS) for creating, managing, and sharing content, resources, and data relative to curriculum and courses in order to make a recommendation regarding purchase. Provide support, training, and implementation guidance for grades 7-12.</b></p>	<p>The Assistant Superintendent for Curriculum and Instruction, Director of Technology, building administrators, and teacher teams will investigate learning management systems in order to make a recommendation to the Board of Education during the standard budget cycle.</p>	<p>A process will be designed and implemented to consider the best match of a LMS for the Meramec Valley R-III School District with a written recommendation brought forth to the Board of Education.</p>	<p>Teams of professionals are able to create and implement a process to analyze the need for a LMS, define the desired functional and technical requirements, then vet and evaluate products in order to make a recommendation to the Board of Education.</p>	<p>Automating processes so families, students, and teachers may communicate and share resources, have increased opportunities for blended and flipped classes, and access to data is important. Having one LMS for K-12 eliminates the need for teachers to create or seek out their own system and standardizes access for students and families.</p>	<p><b>October/November 2018 - Met</b>            Create a district-wide process and a pilot at secondary for investigating the needs and options for a LMS.</p> <p><b>August 2019 - Met</b>            The investigative team will select and recommend a LMS for purchase to the Board of Education. Canvas was selected and is currently being implemented.</p>

## **Target 2 – Enhance Climate & Culture**

### **MVR-III will recruit, attract, develop, and retain highly qualified staff yearly**

#### **Governing Priority A: Human Resources**

*Governing Objective 1:* Analyze and evaluate faculty and staff turnover.

SMART Goal:

- a. **The Assistant Superintendent for Human Resources will create a systematic plan to gather exit data for all departing employees in order to identify and mitigate factors that may improve employee retention.**

*Governing Objective 2:* Analyze and evaluate salary schedules and benefit plans.

SMART Goal:

- a. **The Assistant Superintendent for Human Resources will conduct an audit and comparison of all employee salary schedules and benefits to present in a written report for the Superintendent and Board of Education.**

*Governing Objective 3:* Examine class sizes to determine staffing.

SMART Goal:

- a. **The Assistant Superintendents for Curriculum and Instruction and Human Resources will collect and examine class assignment practices and class-size data in order to produce a report for the Superintendent and Board of Education.**

*Governing Objective 4:* Create and sustain a supportive culture to develop and retain faculty, staff, and administrators.

SMART Goals:

- a. **Upon selection for an administrative role (district leadership, principal, central office, etc.), collaboratively selected mentors meeting DESE certification requirements, if needed, and professional growth mentorship programs will be supported. Additionally, task-specific mentors (e.g., tax levy, bond issue, welcome and assimilation to the MVR-III community, etc.), will be provided as determined by the Superintendent.**
- b. **The central office and building principals will administer leadership surveys as a mechanism for receiving feedback relative to key indicators of responsibility from a representative balance of respondents. The results are intended for feedback and professional growth.**
- c. **The District Professional Development Committee (PDC) will continue to engage in data analysis, discussions, and planning in order to establish a 3 – 5 year plan to support the professional development of educators.**

SMART Goal 2.A.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Assistant Superintendent for Human Resources will create a systematic plan to gather exit data for all departing employees in order to identify and mitigate factors that may improve employee retention.</b></p>	<p>The Assistant Superintendent for Human Resources will research and design an exit process to systematically and accurately capture pertinent data in order to mitigate factors that may improve employee retention. The information will be presented to the Board of Education.</p>	<p>Data will be collected, analyzed, and an exit process established and presented in a written format to the Board of Education.</p>	<p>The Assistant Superintendent of Human Resources, with outside assistance as needed, is able to research exit processes, which can be used to design a system for the Meramec Valley R-III School District. External sources utilized to gather the data may increase the quality of the exit data.</p>	<p>Understanding the variables that contribute to employee departures positions the District to address controllable factors to improve employee satisfaction and retention, which will therefore, improve stakeholder trust.</p>	<p><b>May 2020 – In Progress</b>                      The research and the creation of an exit process will be created and presented to the Board of Education for approval.</p> <p><b>2020-2024</b>                      Implement the planned design, present the data analysis and findings on a regular basis, and responsively address themes as indicated.</p>

SMART Goal 2.A.2.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Assistant Superintendent for Human Resources will conduct an audit and comparison of all employee salary schedules and benefits to present in a written report for the Superintendent and Board of Education.</b></p>	<p>The Assistant Superintendent for Human Resources is able to examine current salary schedules, consistency of placement on the salary schedules, and benefit packages for comparison to peer group. Additionally, the Assistant Superintendent for Human Resources is able to examine the implementation of the current benefit plan. The information will be produced in a written report for the Superintendent and Board of Education as the foundation for planning during the budgetary process.</p>	<p>The information will be presented in a written report for the Superintendent and Board of Education.</p>	<p>All information is public and attainable, which the Assistant Superintendent for Human Resources can access and organize into a written report.</p>	<p>Having a long-term plan for compensation and benefits that contributes to the recruitment and retention of highly qualified personnel.</p>	<p><b>March (Annually) – In Progress</b>                      The comparative study should be completed with salary and any benefits recommendations made for the 2019-2020 school year within the normal budget process.</p> <p><b>2020-2024</b>                      A defined long-term strategy will be developed and implemented after an in-depth financial review and priorities are determined.</p>

SMART Goal 2.A.3.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Assistant Superintendents for Curriculum and Instruction and Human Resources will collect and examine class assignment practices and class size data in order to produce a report for the Superintendent and Board of Education.</b></p>	<p>The Assistant Superintendents for Curriculum and Human Resources will collect and examine class assignment, practices and class-size data, both current and trend data, in order to produce a report for the Superintendent and Board of Education.</p>	<p>A data-rich, written report will be produced and presented to the Superintendent and Board of Education.</p>	<p>All the information is available within the District to produce a report, which can provide the foundation for planning and decision-making.</p>	<p>A high value for small class sizes was a consistent theme discussed across internal and external stakeholder groups. There was also concern that class sizes were too large in several instances across the District. Missouri DESE publishes recommendations for standard and desirable class sizes. This information can be used for comparison to the realities of MVR-III as it relates to the priorities of stakeholders.</p>	<p><b>October (Semi-annually) – In Progress</b>            A report regarding class sizes will be presented to the Superintendent.</p> <p><b>February &amp; October 2019 - 2024</b>            A report to the Board of Education regarding class sizes will be presented semi-annually to the Board of Education.</p>



SMART Goal 2.A.4.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>Upon selection for an administrative role (district leadership, principal, central office, etc.), collaboratively selected mentors meeting DESE certification requirements, if needed, and professional growth mentorship programs will be supported. Additionally, task-specific mentors (e.g., tax levy, bond issue, welcome and assimilation to the MVR-III community, etc.), will be provided as determined by the Superintendent.</b></p>	<p>Mentors will be collaboratively selected by administration - a DESE mentor and/or professional growth mentorship opportunities. The selected mentor and/or growth opportunities will work confidentially with the administrator. Additionally, task-specific mentors with District input, as warranted, will be assigned. Task-specific mentors and goals will be established with input from the District. Although electronic communication is a tool for the mentor and mentee, regular face-to-face communication will occur.</p>	<p>Each administrator and mentor will maintain a log of meetings, and for task-specific mentors, a mutually agreeable account of goals accomplished.</p>	<p>The administrators are able to identify and work with mentors. For task-specific mentors, District input may be provided. Outside recommendations are available as requested.</p>	<p>Administrators often hold unique roles within the District and need support to address the rapidly evolving pace of professional demands. Additionally, understanding the expectations of the District from internal and external sources through mentoring and coaching facilitates success.</p>	<p><b>2019-2024 (As needed) – In Progress</b>            Each administrator will collaboratively identify a mentor to meet DESE certification requirements, if needed, and/or professional growth mentorship opportunities. The mentor will be reported to the immediate supervisor and DESE as prescribed. Task-specific mentors will be assigned with specific goals established. A summary of outcomes will be written by the assigned mentor and mentee and reported to the Superintendent.</p>

SMART Goal 2.A.4.b

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The central office and building principals will administer leadership surveys as a mechanism for receiving feedback relative to key indicators of responsibility from a representative balance of respondents. The results are intended for feedback and professional growth.</b></p>	<p>The Superintendent and Assistant Superintendent of Human Resources are able to select or develop and administer available tools for soliciting feedback to certified and classified personnel to ensure the sample size and results are useful to consider improvements. An independent server should be explored to support participants' confidence and confidentiality.</p>	<p>A window for the administration leadership surveys will be set and a tool selected or developed. The results for the Superintendent will be shared with the Board of Education. The results for the Assistant Superintendents, building principals and District-wide personnel will be discussed with the Superintendent or respective supervisor.</p>	<p>The Superintendent and Assistant Superintendent for Human Resources are able to review, price, and select or develop a survey to contribute to the District's leadership development.</p>	<p>Feedback, when used appropriately, is fundamentally necessary to foster learning that drives enhanced performance and professional growth. When combined with other sources of information and data points, feedback from leadership surveys can broaden understanding of perceptions and the impact of one's positional influence on key District functions.</p>	<p><b>March (Annually) – In Progress</b> A leadership survey will be selected and administered. The Board of Education will review the results of the survey for the Superintendent. The survey for other leaders will be reviewed by the Superintendent and/or respective supervisor.</p> <p><b>Spring 2020-2024</b> The leadership survey will be administered yearly. After five years, the tool will be reviewed for adequacy and updates.</p>

SMART Goal 2.A.4.c.

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The District Professional Development Committee (PDC) will continue to engage in data analysis, discussions, and planning in order to establish a 3–5 year plan to support the professional development of educators.</b></p>	<p>The Assistant Superintendent for Curriculum and Instruction will collaborate with administrators and teachers to identify a process that provides teachers continued support for the long-term learning of educators. Goals should continue to consider a systematic method to address educator learning needs, which may require training beyond the school day, and training for new personnel to ensure sustained implementation of practices with fidelity.</p>	<p>The PDC will make recommendations for professional development for faculty, which will align to MVR-III’s achievement data and instructional priorities.</p>	<p>The Assistant Superintendent for Curriculum and Instruction, in partnership with administrators, is able to continue to collaborate with a teacher selected, teacher-led committee to make decisions regarding priorities and plans for educator professional development.</p>	<p>The Excellence in Education Act and subsequent, significant pieces of legislation, the DESE Missouri School Improvement Plan (MSIP) and Board Policies GCL, GCL-AP(1), and GCL-AP(2) require school districts to support the professional learning of educators, in part, through the establishment of a PDC. Additionally, Board Policy GBCB requires faculty to keep current on developments affecting their area of expertise.</p>	<p><b>May 2020 - Met</b>  A 3-5 year plan for professional development will be presented to the Board of Education. The Board of Education should approve the professional development plan each year, even if a multi-year plan is developed. The board approved this plan in June 2019 and will continue to approve annually in June.</p>

# **Target 3 – Differentiate and Expand Resources and Services for Students**

**All MVR-III students will learn in an environment that is collaborative, engaging, inclusive, innovative, and conducive to learning**

## **Governing Priority A: Instructional Resources**

*Governing Objective 1:* Develop, implement, and maintain a long-range technology plan.

SMART Goal:

- a. **The Director of Technology will conduct an evaluation of all major technology equipment currently in place, and major equipment needed, in order to support 21<sup>st</sup> century learning and budget for future expenditures.**

## **Governing Priority B: Career Readiness**

*Governing Objective 1:* Expand course offerings and school-related experiences that develop work-ready graduates.

SMART Goal:

- a. **Research and consider programming options for students who struggle to succeed in a comprehensive middle and high school (e.g., externships, internships, career pathways, MO-Options, small learning community, etc.).**

SMART Goal 3.A.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Director of Technology will conduct an evaluation of all major technology equipment currently in place, and major equipment needed, in order to support 21<sup>st</sup> century learning and budget for future expenditures.</b></p>	<p>Capital expenditures can become a significant drain on the budget, especially when they are not budgeted in advance. A specific plan to address this need will be created to ensure instructional technology is underwritten to support and reflect 21<sup>st</sup> century learning for students.</p>	<p>A written report will be prepared that outlines all major technology capital equipment, the life expectancy of the equipment, and an estimate to replace the equipment. Cross reference to curriculum and instruction should be considered.</p>	<p>The Director of Technology, with the potential utilization of outside consultants, is able to prepare this plan.</p>	<p>This plan will significantly aid the district in anticipating major technology expenditures to ensure 21<sup>st</sup> century learning opportunities for students. This report will become a part of the budgeting process.</p>	<p><b>March (Annually) – In Progress</b>            A written report will be presented to the Board of Education during the March meeting with specific action steps and time lines specified.</p>

SMART Goal 3.B.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>Research and consider programming options for students who struggle to succeed in a comprehensive middle and high school (e.g., externships, internships, career pathways, MO-Options, small learning community, etc.).</b></p>	<p>The Assistant Superintendent for Curriculum and Instruction will convene a representative team to examine data regarding students with profiles that place them at risk for school failure or drop-out. Based upon the number of students and need, the team will examine program options in research and within other Districts that promote persistence to graduation. All the information, including any recommendations and cost projections, will be presented in a written report to the Superintendent, and as required by Board Policies, to the Board of Education. The district launched this process, called Reimagine MVR-III, in Nov. 2019.</p>	<p>The findings and recommendations, including a cost analysis, will be prepared in a written report and presented to the Superintendent and as required by Board Policies, to the Board of Education.</p>	<p>District personnel are equipped to examine student data and placement decisions, and research programming options in order to objectively report findings and make recommendations to ensure students are afforded a high- quality education with interventions and supports matched to individual needs.</p>	<p>Board Policy IGA states, “Additional programs are developed or piloted to address student needs. Such programs are planned and evaluated on an ongoing basis and seek for further enhanced learning and achievement.” Board Policies IGBD and IGBD-AP(1) also authorize the District to “create and implement other programs designed to assist students of any grade who appear to be at risk of dropping out of school or failing to graduate from high school college- or career-ready.”</p>	<p><b>Fall 2020 – In Progress</b> The findings and recommendations of the research team will be presented in a written report to the Superintendent.</p> <p><b>Nov. 2020</b> The findings and recommendations will be presented to the Board of Education.</p> <p><b>Fall 2021-2024</b> Recommendations as approved by the Board of Education will be implemented.</p>

# **Target 4 – Increase Parent and Community Involvement**

**MVR-III parents, students, and community members will actively participate in school events to support student learning.**

**Governing Priority A: Communication**

*Governing Objective 1: Develop a comprehensive communications plan.*

SMART Goals:

- a. **The Superintendent and/or designees will develop, publicize, and annually update a District Scorecard with baseline and target data to track and communicate measurable, key objectives.**
- b. **The Superintendent will ensure that a contact page for Board members is posted on the District website which will include each member’s name, short biography, role, term, district email, phone number and the central office mailing address to facilitate ease of access for all stakeholders.**
- c. **The Superintendent and/or Assistant Superintendents will hold quarterly teacher advisory meetings to exchange information and build positive, proactive relationships.**

*Governing Objective 2: Intentionally build relationships and partnerships with internal and external stakeholders.*

SMART Goal:

- a. **The Superintendent, designated administrators, Board of Education members, teacher representatives, parents, and community members will meet to strategically consider and recommend strategies for improving relationships and expanding partnerships between the District and community for task specific projects.**

SMART Goal 4.A.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent and/or designees will develop, publicize, and annually update a District Scorecard with baseline and target data to track and communicate measurable, key objectives.</b></p>	<p>The Superintendent and/or designees will develop a District Scorecard for tracking essential objectives for publication, which will include baseline and target data.</p>	<p>A District Scorecard will be produced and presented to the Board of Education for approval, then shared and updated annually, for all stakeholders.</p>	<p>District personnel have the data and resources to develop, track, and publicize a District Scorecard based upon essential objectives.</p>	<p>A District Scorecard provides stakeholders an overview of MVR-III's performance in several key areas by showing target objectives and progress toward them. A District Scorecard transparently and objectively reflects successes and areas for improvement. It also facilitates the District's focus and prioritizes resources to enhance student success.</p>	<p><b>November 2022 – Met</b>            (Will continue to be updated annually)</p> <p>A District Scorecard will be developed and presented to the Board of Education for approval. Annual updates to the Board of Education will be provided regarding objectives on the scorecard, which will be shared with all stakeholders.</p>



SMART Goal 4.A.1.b

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent will ensure that a contact page for Board members is posted on the District website which will include each member’s name, short biography, role, term, district email, phone number, and the central office mailing address to facilitate ease of access for all stakeholders.</b></p>	<p>The Superintendent will ensure that each Board member is provided a District email account. Additionally, a contact page for all Board members will be created and posted on the District website.</p>	<p>District email accounts and a contact page for the Board of Education will be created and posted on the District website.</p>	<p>District personnel have the expertise and technology to create and post a contact page for the Board of Education.</p>	<p>The need to increase communication at all levels of the school system was a priority expressed by stakeholders. Board Policy BBA under the section <i>Public Relations</i> states, “The Board is responsible for providing adequate and direct means for keeping the district patrons informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.” A contact page contributes to the realization of this responsibility.</p>	<p><b>August 2019 - Met</b> District email accounts and a contact page for the Board of Education will be created and posted.</p>

SMART Goal 4.A.1.c

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent and/or Assistant Superintendents will hold Quarterly teacher advisory meetings to exchange information and build positive, proactive relationships.</b></p>	<p>The Superintendent and/or Assistant Superintendents will establish and facilitate a teacher advisory committee for the purpose of exchanging information and building positive, proactive relationships.</p>	<p>Volunteers within each building will be selected by peers to serve as representatives for the advisory committee. The advisory committee will meet monthly with an agenda developed by the Superintendent and topics submitted by committee members. Minutes will be distributed to all faculty, administrators, and the Board of Education.</p>	<p>The Superintendent and/or Assistant Superintendents are able to publicize information about the advisory committee to faculty. Scheduled times for monthly, teacher advisory committee meetings will be determined and communicated to selected representatives. Data is able to be tracked with the agendas and minutes shared and archived.</p>	<p>Board Policy GBB states, “The Board of Education encourages employees to contribute their ideas for the betterment of the school district.” It further states, “The Superintendent will establish channels for the intercommunication of ideas among the professional and support staff.” Well-run, advisory committees give employees a voice on a range of issues, which may enhance District operations and increase employee morale and job satisfaction.</p>	<p><b>September 2019 –</b>  <span style="background-color: green; color: white; padding: 2px;"><b>Met</b></span>            (Will continue annually)</p> <p>The communication and selection processes will be initiated with the goal of beginning monthly teacher advisory meetings in fall 2019. The committee minutes will be distributed to faculty, administration, and the Board of Education within one week of the meeting.</p>

SMART Goal 4.A.2.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent, designated administrators, Board of Education members, teacher representatives, parents, and community members will meet to strategically consider and recommend strategies for improving relationships and expanding partnerships between the District and community for task specific projects.</b></p>	<p>A team of school and community representatives will meet to strategically consider and recommend strategies for improving relationships and partnerships (e.g., mental health supports, before/after school activities, grow-your-own, internships, externships, etc.) in ways that strengthen opportunities for students and families as needed.</p>	<p>A written plan will be developed and presented to the full Board of Education.</p>	<p>The team is able to create and execute a multi-faceted, consistent plan that builds relationships and partnerships with internal and external stakeholders.</p>	<p>Stakeholders across all groups identified communication and improved partnerships with the community as one of the primary needs to move the Meramec Valley School District forward.</p>	<p><b>January 2020 – In Progress</b>                      The team will create a detailed, multifaceted plan to increase relationships and partnerships between the community and District, which will be presented to the Board of Education for approval.</p> <p><b>2020-2024</b>                      Implementation of the plan will be systematic and on-going as needed.</p>

# Target 5 – Maintain Effective Governance Practices

**MVR-III will be governed to provide fiscal resources and leadership that benefit students, staff, and parents.**

## **Governing Priority A: Finance**

*Governing Objective 1:* Examine debt service and capital projects funds.

SMART Goal:

- a. **The Chief Financial Officer, in conjunction with outside consultants, will analyze and develop a long range plan for the Debt Service Fund and Capital Projects Fund.**

*Governing Objective 2:* Develop a finance training plan for all clerical staff.

SMART Goal:

- a. **The Chief Financial Officer will develop a plan to provide training to all staff dealing with the financial matters of the school district.**

*Governing Objective 3:* Develop and implement a district-wide inventory plan.

SMART Goal:

- a. **The Chief Financial Officer, and/or designee(s), will develop and maintain an inventory of district property.**

## **Governing Priority B: Facilities**

*Governing Objective 1:* Develop and implement a regular maintenance plan.

SMART Goal:

- a. **The Director of Facilities will work with existing personnel to evaluate all equipment and facilities for routine maintenance needs.**

*Governing Objective 2:* Develop and utilize a long-range facilities plan.

SMART Goal:

- a. **The Superintendent and designees will develop a preliminary, long range facilities plan based on enrollment and department needs of the District.**

*Governing Objective 3:* Examine the current utilization of facilities and make recommendations for improvement.

SMART Goal:

- a. **The Superintendent with a representative team will initiate a process to review and determine recommendations regarding adjusting elementary attendance boundaries and/or programming to more fully utilize all school buildings and stabilize class size and personnel assignments.**

**SMART Goal 5.A.1.a**

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Chief Financial Officer, in conjunction with outside consultants, will analyze and develop a long range plan for the Debt Service Fund and Capital Projects Fund.</b></p>	<p>A written report containing a 5-year levy projection, principal and interest payments, and lease payments will be prepared for presentation to the Board of Education.</p>	<p>A written report will contain anticipated assessed valuation information, projected tax levies, leases, and bond payment information.</p>	<p>This report can only be produced in conjunction with outside consultants.</p>	<p>A written report will assist the District in establishing tax rates, and planning for the future.</p>	<p><b>June (Annually) – In Progress</b> A written report will be presented to the Board of Education.</p>

SMART Goal 5.A.2.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Chief Financial Officer will develop a plan to provide training to all staff dealing with the financial matters of the School District.</b></p>	<p>A written plan to provide training to all staff dealing with the financial matters of the School District will be developed and implemented.</p>	<p>A plan will be created impacting the current year, and providing for annual training of staff.</p>	<p>Existing personnel can create the plan. Consultants may be utilized to provide the training.</p>	<p>An annual training plan reflects best practices and demonstrates integrity with taxpayer’s dollars. A written and implemented plan will facilitate staff’s understanding of requirements, accurate handling, reporting, and appropriately managing budgetary systems.</p>	<p><b>June 2020 – In Progress</b> A written plan will be presented to the Board of Education and implemented during the current fiscal year.</p> <p><b>August 2020-2024</b> Annual training for all staff dealing with financial matters of the school will be provided and documented. Attendance will be included in the documentation.</p>

SMART Goal 5.A.3.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Chief Financial Officer, and/or designee(s), will develop and maintain an inventory of district property.</b></p>	<p>A written plan for determining current property and for maintaining an inventory of district property will be developed in an electronic format.</p>	<p>A written plan and finalized inventory list will be prepared for the Board of Education.</p>	<p>This plan can be completed by utilizing existing information and consulting with school district personnel. Consultants may be utilized.</p>	<p>A District inventory will help assess current inventory, continually update inventory on an annual basis, and provide accurate information to the insurance company of the School District.</p>	<p><b>February-</b> A draft plan will be presented to the Superintendent.</p> <p><b>May 2022- Met</b> (Will continue to be updated annually)</p>

SMART Goal 5.B.1.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Director of Facilities will work with existing personnel to evaluate all equipment and facilities for routine maintenance needs.</b></p>	<p>A plan to address ongoing preventive maintenance will be prepared to help preserve the life expectancy of facilities and equipment. A written report will be prepared.</p>	<p>A written report will be presented to the Superintendent and the Board of Education.</p>	<p>This information should be readily available in the District. This process will require dedicated time of the current employees to accomplish thoroughly.</p>	<p>This plan will help the District preserve the life expectancy of equipment and plan for significant capital expenditures.</p>	<p><b>Spring (Annually) – In Progress</b>            A written report will be presented to the Superintendent prior to April each year.</p> <p><b>Spring-Summer 2020-2024</b>            This report will also be presented to the Board of Education at a Board meeting after the Superintendent’s review.</p>



SMART Goal 5.B.2.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent and designees will develop a preliminary, long range facilities plan based on enrollment and department needs of the District.</b></p>	<p>A written projection of student enrollment and department growth will be prepared. This report will help determine the future facility needs of the District.</p>	<p>A written preliminary report will be presented to the Superintendent. After the Superintendent approves the report, it will be presented to the Board of Education.</p>	<p>These projections can be completed by accessing current information and consulting with existing personnel.</p>	<p>A long-range plan facilitates fiscal and facilities planning for the school district. Board Policy FB states, “The Board shall periodically review the long-range school facilities plan. This review will provide guidance for capital outlay expenditures and will ensure that the School District has well-planned school buildings at proper locations when needed and at reasonable costs.”</p>	<p><b>Fall 2020 – In Progress</b> A preliminary report will be presented to the Board of Education.</p> <p><b>2020-2024</b> Periodic updates and discussion regarding long-range facilities planning and projects will be provided to the Board of Education.</p>

SMART Goal 5.B.3.a

SMART Goal	Specific	Measurable	Attainable	Relevant	Time-Bound
<p><b>The Superintendent with a representative team will initiate a process to review and determine recommendations regarding adjusting elementary attendance boundaries and/or programming to more fully utilize all school buildings and stabilize class size and personnel assignments.</b></p>	<p>The Superintendent with a representative team will examine all variables and the implications of adjusting elementary attendance boundaries to more fully utilize all school buildings with the goal of making specific recommendations to the Board of Education.</p>	<p>A process will commence with the goal of providing written recommendations regarding elementary attendance boundaries with all pertinent details, including communication, personnel, transportation, costs, etc. to the Board of Education for consideration and action.</p>	<p>District personnel have all the information and tools necessary to consider adjustments in the elementary attendance boundaries to more fully utilize all school buildings and stabilize class size and personnel assignments.</p>	<p>Stakeholder input was clear that underutilizing some school buildings created overcrowding in others, as well as unbalanced class sizes and personnel assignments. Stakeholders expressed an expectation that this issue will be decided during the 2018-2019 school year after years of discussion. Board Policy JCB states, “The Board will establish attendance areas for all of the district’s school buildings, which will be reviewed annually.”</p>	<p><b>December (As Needed) – In Progress</b> The Superintendent will convene a team to study the factors and implications of adjusting elementary attendance boundaries on an annual basis.</p> <p><b>March (Annually)</b> The Superintendent will present a report with specific recommendations to the Board of Education as an action item regarding elementary attendance boundaries on an annual basis.</p>

