

Pleasant Hill R-III School District's Mission

Every Student Every Day

Pleasant Hill R-III School District's Vision

The vision of the Pleasant Hill R-III is to be: an exemplary school district creating fearless, independent learners bound for lifelong excellence

Pleasant Hill R-III School District's Belief Statements

We believe:

- In developing life-long learners and citizens of character, by providing a quality education for every student
- All students and adults should be empowered and supported to reach their potential without the fear of failure
- All stakeholders are responsible and instrumental in working together to ensure student success
- It is our responsibility to foster a safe environment supporting the emotional, mental, and physical well-being of the school community
- In positive relationships among students, parents, staff, board, and community as the foundation for learning and achievement
- In working collaboratively to make student-centered, data-driven, and financially responsible decisions

DRAFT Pleasant Hill Middle School District
 Comprehensive School Improvement Plan
 2022-2025

Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.		Responsible Parties	Funding Sources
Objective A	Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.		
Action Step 1	Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state ELA assessments. Time Frame: '22-'25 Action Plan: ELA Action Plan	C&I Team Building Administrators	General PD
Action Step 2	Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state Math assessment. Time Frame: '22-'25 Action Plan: Math Action Plan	C&I Team Building Administrators	General PD
Action Step 3	Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state Science assessment. Time Frame: '22-'25 Action Plan: Science Action Plan	C&I Team Building Administrators	General PD
Action Step 4	Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state Government assessments. Time Frame: '22-'25 Action Plan: Government Action Plan	C&I Team Building Administrators	General PD
Action Step 5	Review FastBridge data cycles to monitor individual student progress in the area of ELA and Math for students in grades K-10. Time Frame: '22-'25 Action Plan: FastBridge Action Plan	C&I Team Building Administrators ELA & Math Teachers	General PD

DRAFT Pleasant Hill High School District
Comprehensive School Improvement Plan
 2022-2025

Action Step 6	Provide quality professional development on effective instructional practices. Time Frame: '22-'25 Action Plan: PD Action Plan	C&I Team Building Administrators	General PD
Objective B	Provide a Multi-Tiered System (MTSS) of Support for all students	Responsible Parties	Funding Sources
Action Step 1	Develop a systematic approach to a district-wide implementation of Multi-Tiered System of Support to support the needs of all students Time Frame: '22-'25 Action Plan: MTSS Action Plan	C&I Team Director of Special Services District Behavior Interventionist Building Administrators Teachers	General PD
Action Step 2	Implement an MTSS process for all sites. Time Frame: '24-'25	C&I Team Director of Special Services District Behavior Interventionist Building Administrators Teachers	General PD
Objective C	Continue to improve graduating cohorts College and Career Readiness	Responsible Parties	Funding Sources
Action Step 1	Utilize assessment data to monitor each cohort's College and Career Readiness and continue to make program improvements Time Frame: '23-'25 Action Plan: College and Career Action Plan	Assistant Superintendent C&I Team HS Building Administrators	General PD
Objective D	Consistently monitor student attendance to strategically support academic achievement	Responsible Parties	Funding Sources
Action Step 1	The district will increase attendance to a minimum of all students having 90% or better attendance annually.	Building Administrators Teachers	General PD

DRAFT Pleasant Hill High School District
Comprehensive School Improvement Plan
2022-2025

	<p>Time Frame: '22-'25 Action Plan: Student Attendance Action Plan</p>	<p>Parents Students Counselors Social Worker</p>
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Priority 2: Positive Climate and Culture

Goal: We will create and sustain a positive climate and culture district-wide.				
Objective A: Provide a positive climate and culture for staff.				
Action Step 1	<p>Annually retain at least 90% of our certificated employees. Time Frame: '22-'25 Action Plan: Certified Employees Action Plan</p>	<p>District Administrators Board of Education Building Administrators PDC Parents Community</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>
Action Step 2	<p>Annually retain at least 90% of our classified employees. Time Frame: '22-'25 Action Plan: Classified Employees Action Plan</p>	<p>District Administrators Board of Education Building Administrators PDC Parents Community</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>
Action Step 3	<p>Train staff, directly responsible for supporting students, in implementing the following programs: Trauma Informed Care, Signs of Suicide, and Positive Behavior Intervention Supports Time Frame: '22-'25 Action Plan: Programs Action Plan</p>	<p>District Administration Building Administration Building Counselors Social Worker District Behavior Interventionist</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>
Objective B: Provide a positive climate and culture for students.				
Action Step 1	<p>Develop a systemic process for supporting the positive climate and culture for all</p>	<p>District Administration</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>

**DRAFT Pleasant Hill II School District
Comprehensive School Improvement Plan
2022-2025**

	<p>students district wide. Time Frame: '23-'25 Action Plan: Students Action Plan</p>	<p>Building Administration Counselors Social Worker Teachers District Behavior Interventionist PDC</p>	<p>PD</p>
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Priority 3: Safe Schools

<p>Goal: We will maintain quality learning environments for students through systematic plans to address needs.</p>			
<p>Objective A</p>	<p>Maintain a safe environment in all district facilities</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>
<p>Action Step 1</p>	<p>Assessing district facility's physical safety measures each school year Time Frame: '22-'25</p>	<p>Deputy Superintendent Assistant Superintendent Director of Facilities Building Administrators</p>	<p>General</p>
<p>Objective B</p>	<p>Maintain a safe, secure, and modern technology infrastructure</p>	<p>Responsible Parties</p>	<p>Funding Sources</p>
<p>Action Step 1</p>	<p>Continuously assessing and supporting the district infrastructure and network to ensure security and reliability Time Frame: '22-'25</p>	<p>Director of Technology Network Engineer Systems Administrator</p>	<p>General</p>

DRAFT Pleasant Hill II School District
Comprehensive School Improvement Plan
2022-2025

Priority 4: Communication

Goal: We will develop a comprehensive communication plan to ensure regular communication with all stakeholders.		
Objective A	Responsible Parties	Funding Sources
Develop a communication plan that details strategies to increase understanding and support for the district with internal and external stakeholders.	District Administration District Central Office Staff Building Administration	General
Action Step 1	Develop a multi-year district-wide communication plan. Time Frame: '23-'24 Action Plan: Communications Action Plan	

Priority 5: Financial Stability

Goal 1 We will maintain financial stability in accordance with Board policy and regulations set forth by the Department of Elementary and Secondary Education.		
Objective A	Responsible Parties	Funding Sources
The district will maintain a minimum reserve balance of 20% or higher annually.	Superintendent BOE District Administration Building Administration	General
Action Step 1	Administration works collaboratively to review recurring expenditures, one-time purchases, etc. annually. Time Frame: '22-'25	
Action Step 2	Review and maintain a 3 year capital expenditure budget. Time Frame: '22-'25	

**DRAFT Pleasant Hill II School District
Comprehensive School Improvement Plan
2022-2025**

			Administration Building Administration	
Action Step 3	Develop, implement, and maintain appropriate internal audit controls and procedures. Time Frame: '22-'25		Superintendent District Administration	General
Objective B	The district will dedicate resources and support to fund our identified priorities.		Responsible Parties	Funding Sources
Action Step 1	Maintain a replacement cycle for teaching and learning needs, including both instructional and infrastructure needs, to be supported by district budget. Time Frame: '22-'25		Superintendent District Administration	General
Action Step 2	Maintain a replacement cycle for district technology needs, including both instructional and infrastructure needs, to be supported by district budget. Time Frame: '22-'25		Superintendent District Administration	General
Action Step 3	Maintain a replacement cycle for district special services needs, including both instructional and infrastructure needs, to be supported by district budget. Time Frame: '22-'25		Superintendent District Administration	General
Action Step 4	Maintain a replacement cycle for district safety needs, including both instructional and infrastructure needs, to be supported by district budget. Time Frame: '22-'25		Superintendent District Administration	General
Action Step 5	Maintain a replacement cycle for district communication needs, including both instructional and infrastructure needs, to be supported by district budget. Time Frame: '22-'25		Superintendent District Administration	General

Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 1: Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state ELA assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 Spring Benchmark Data (80% or higher):

- 1 - 53.9% Advanced & Proficient *assessment is read aloud to all students
- 2 - 37.3% Advanced & Proficient

2022 3-English II MAP/EOC Data:

- 3rd - 46.8% Advanced & Proficient
- 4th - 52.5% Advanced & Proficient
- 5th - 40% Advanced & Proficient
- 6th - 48.5% Advanced & Proficient
- 7th - 39.4% Advanced & Proficient
- 8th - 35.4% Advanced & Proficient
- English I - 67.7% Advanced & Proficient
- English II - 63.8% Advanced & Proficient

Evidence Based Strategy(ies) for Implementation:

1. Continue to implement with fidelity the district adopted resource in kindergarten through 8th grade and continue to revise the ELA curriculum for students in grades 9-12.
2. Utilize district benchmark assessments in the fall, winter, and spring to reflect on student achievement throughout the implementation of the curriculum.
3. Lead teams through data triangulation processes to help identify curriculum, instruction, or student learning gaps.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Curriculum Fidelity Audit	Week of 9/11	Director of Curriculum	Observation Form Focuses: mini-lesson, environment, work time	
2. Review grade level benchmark results focusing on skills taught in 1st quarter	Nov. 2023	Assistant Superintendent and Director of Curriculum	ELA Standards Assessed Results	
3. Meet and discuss benchmark data with individual building principals	Nov. 2023	Assistant Superintendent	Building Data Spreadsheet	
4. Curriculum Fidelity Audit	Week of 11/27	Director of Curriculum	Observation Form Focuses: conferring and debrief	

<p>Semester 2:</p> <ol style="list-style-type: none"> 1. Curriculum Fidelity Audit 2. Review grade level benchmark results focusing on skills taught in 2nd quarter 3. Meet and discuss benchmark data with individual building principals 4. Review grade level benchmark results focusing on skills taught in 3rd quarter 5. Meet and discuss benchmark data with individual building principals 	<p>Week of Jan. 24</p> <p>Jan. 22</p> <p>Feb 24</p> <p>March 18</p> <p>March 25</p>	<p>Director of Curriculum</p> <p>Assistant Superintendent and Director of Curriculum</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent and Director of Curriculum</p> <p>Assistant Superintendent</p>	<p>Observation Form Focuses: work time, conferring, needs-based groups, debrief</p> <p>ELA Standards Assessed Results</p> <p>Building Data Spreadsheet</p> <p>ELA Standards Assessed Results</p> <p>Building Data Spreadsheet</p>	
<p>Long Range:</p> <ol style="list-style-type: none"> 1. Identify and document curriculum gaps for curriculum revision work after each benchmark window. 	<p>ongoing</p>	<p>Director of Curriculum</p>	<p>ELA Standards Assessed: Gaps Identified</p>	

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Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 2: Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state Math assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 Spring Benchmark Data (80% or higher):

- 1 - 48.1% Advanced & Proficient *assessment is read aloud to all students
- 2 - 30.1% Advanced & Proficient

2022 3-Algebra II MAP/EOC Data:

- 3rd - 43% Advanced & Proficient
- 4th - 56.7% Advanced & Proficient
- 5th - 38.3% Advanced & Proficient
- 6th - 55.4% Advanced & Proficient
- 7th - 40.4% Advanced & Proficient
- 8th - 18.1% Advanced & Proficient
- 8th Algebra I - 55.6% Advanced & Proficient
- HS Algebra I - 22.5% Advanced & Proficient
- Algebra II - 33.8% Advanced & Proficient

Evidence Based Strategy(ies) for Implementation:

1. Continue to implement with fidelity Eureka Math Squared in kindergarten through Algebra I and continue to revise the math curriculum for students in grades 9-12.
2. Utilize district benchmark assessments in the fall, winter, and spring to reflect on student achievement throughout the implementation of the curriculum.
3. Lead teams through data triangulation processes to help identify curriculum, instruction, or student learning gaps.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Curriculum Fidelity Audit	Week of 9/11	Director of Curriculum	Observation Form (K-5) Observation Form (6-9) Focuses: Fluency, Launch, Learn	
2. Review grade level benchmark results focusing on skills taught in 1st quarter	Nov. 2023	Assistant Superintendent and Director of Curriculum	Math Standards Assessed Results	
3. Meet and discuss benchmark data with individual building principals	Nov. 2023	Assistant Superintendent	Building Data Spreadsheet	
4. Curriculum Fidelity Audit	Week of 11/27	Director of Curriculum	Observation Form (K-5) Observation Form (6-9) Focuses: Launch, Learn, Problem Set, Land	

<p>Semester 2:</p> <ol style="list-style-type: none"> 1. Curriculum Fidelity Audit 2. Review grade level benchmark results focusing on skills taught in 2nd quarter 3. Meet and discuss benchmark data with individual building principals 4. Review grade level benchmark results focusing on skills taught in 3rd quarter 5. Meet and discuss benchmark data with individual building principals 	<p>Week of Jan. 24</p> <p>Jan. 24</p> <p>March 24</p> <p>April 24</p>	<p>Director of Curriculum</p> <p>Assistant Superintendent and Director of Curriculum</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent and Director of Curriculum</p> <p>Assistant Superintendent</p>	<p>Observation Form (K-5) Observation Form (6-9) Focuses: Launch, Learn, Problem Set, Land</p> <p>Math Standards Assessed Results</p> <p>Building Data Spreadsheet</p> <p>Math Standards Assessed Results</p> <p>Building Data Spreadsheet</p>	
<p>Long Range:</p> <ol style="list-style-type: none"> 1. Identify and document curriculum gaps for curriculum revision work after each benchmark window. 	<p>ongoing</p>	<p>Director of Curriculum</p>	<p>Math Standards Assessed: Gaps Identified</p>	

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Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 4: Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on the Government EOC assessment.

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 Government EOC Data:

Government - 53% Advanced & Proficient

Evidence Based Strategy(ies) for Implementation:

1. Vertically align the MLS and our science curriculum in grades three through high school courses.
2. Develop district benchmark assessment for Government over the summer.
3. Utilize the district benchmark assessment in the fall, winter, and spring to reflect on student achievement throughout the implementation of the curriculum.
4. Lead teams through data triangulation processes to help identify curriculum, instruction, or student learning gaps.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Benchmark Assessment Creation	July 2023	Director of Curriculum		
2. Review grade level benchmark results focusing on skills taught in 1st quarter	Nov. 2023	Assistant Superintendent and Director of Curriculum		
3. Meet and discuss benchmark data with individual building principals	Nov. 2023	Assistant Superintendent	Building Data Spreadsheet	
Semester 2:				
1. Review grade level benchmark results focusing on skills taught in 2nd quarter	Week of Jan. 24	Assistant Superintendent and Director of Curriculum		
3. Meet and discuss benchmark data with individual building principals	Jan. 24	Assistant Superintendent	Building Data Spreadsheet	
4. Review grade level benchmark results focusing on skills taught in 3rd quarter	March 24	Assistant Superintendent and Director of Curriculum		
5. Meet and discuss benchmark data with individual building principals	April 24	Assistant Superintendent	Building Data Spreadsheet	

<p>Long Range:</p> <p>1. Identify and document curriculum gaps for curriculum revision work after each benchmark window.</p>	<p>ongoing</p>	<p>Director of Curriculum</p>		
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Effective Teaching and Learning

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Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 3: Each grade level will increase the percentage of students performing at the advanced and proficient levels by 3% annually on each required state Science assessments.

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 5th, 8th, & Biology MAP/EOC Data:

5th - 44.1% Advanced & Proficient

8th - 38.5% Advanced & Proficient

Biology - 43.2% Advanced & Proficient

Evidence Based Strategy(ies) for Implementation:

1. Continue to implement Project Lead the Way in grades 3 through high school courses.
2. Vertically align the MLS and our science curriculum in grades three through high school courses.
2. Utilize district benchmark assessments beginning third grade through Biology in the fall, winter, and spring to reflect on student achievement throughout the implementation of the curriculum.
3. Lead teams through data triangulation processes to help identify curriculum, instruction, or student learning gaps.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. MLS Curriculum Audit	July 2023	Director of Curriculum		
2. Review grade level benchmark results focusing on skills taught in 1st quarter	Nov. 2023	Assistant Superintendent and Director of Curriculum		
3. Meet and discuss benchmark data with individual building principals	Nov. 2023	Assistant Superintendent	Building Data Spreadsheet	
Semester 2:				
1. Review grade level benchmark results focusing on skills taught in 2nd quarter	Week of Jan. 24	Assistant Superintendent and Director of Curriculum		
3. Meet and discuss benchmark data with individual building principals	Jan. 24	Assistant Superintendent	Building Data Spreadsheet	
4. Review grade level benchmark results focusing on skills taught in 3rd quarter	March 24	Assistant Superintendent and Director of Curriculum		
5. Meet and discuss benchmark	April 24	Assistant Superintendent	Building Data Spreadsheet	

data with individual building principals				
Long Range: 1. Identify and document curriculum gaps for curriculum revision work after each benchmark window.	ongoing	Director of Curriculum		

Effective Teaching and Learning

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Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 5: Review FastBridge data cycles to monitor individual student progress in the areas of ELA and Math for students in grades K-9.

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 ELA FastBridge Spring Data:

- K - 46.6% (on/above grade level)
- 1 - 79.6% (on/above grade level)
- 2 - 88.1% (on/above grade level)
- 3 - 74.2%
- 4 - 73.9%
- 5 - 41.5%
- 6 - 51.7%
- 7 - 43.8%
- 8 - 40.6%
- 9 - 18%

2022 Math FastBridge Spring Data:

- K - 22.7%
- 1 - 24.8%
- 2 - 25.2%
- 3 - 17.3%
- 4 - 29.2%
- 5 - 10.8%
- 6 - 11.3%
- 7 - 9%

Evidence Based Strategy(ies) for Implementation:

1. Utilize district FastBridge assessments in the fall, winter, and spring to reflect on student achievement throughout the implementation of the curriculum.
2. Lead teams through data triangulation processes to help identify curriculum, instruction, or student learning gaps.
3. Identify students and student groups for intervention groups in the area of reading.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Develop FastBridge Assessment Calendar	July 2023	Director of Curriculum	District Assessment Calendar	
2. Meet with the State approved assessment vendors to identify a new assessment platform to implement during the 24-25 school year.	Sept. 2023	Assistant Superintendent Director of Curriculum	State Approved Assessment Vendor List	
3. Review grade level FastBridge results from the fall assessment	Sept. 2023	Assistant Superintendent Director of Curriculum	FastBridge Reports	

adjust intervention groups as needed			(s2i Report and district report from Director of Curriculum)	
4. Meet and discuss FastBridge data with individual building principals	Sept. 2023	Assistant Superintendent	Building Data Spreadsheet	
5. Communicate FastBridge results with parents following the fall assessment	Sept. 2023	Classroom Teacher	Parent Letter Individual Student Report Reading Plan (when applicable)	
6. Review grade level FastBridge results from the winter assessment adjust intervention groups as needed	Dec. 2023	Assistant Superintendent Director of Curriculum	FastBridge Reports (s2i Report and district report from Director of Curriculum)	
7. Communicate FastBridge results with parents following the winter assessment	Dec. 2023	Classroom Teacher	Parent Letter Individual Student Report Reading Plan (when applicable)	
8. Meet and discuss FastBridge data with individual building principals	Dec. 2023	Assistant Superintendent	Building Data Spreadsheet	
Semester 2:				
1. Determine the role FastBridge will serve in the 24/2 school year. Communicate upcoming changes to district and building leadership.	Jan. 2024	Assistant Superintendent Director of Curriculum	FastBridge User Manual & New Vendor User Manual	
2. Review grade level FastBridge results from the early spring assessment adjust intervention groups as needed	Feb. 2024	Assistant Superintendent Director of Curriculum	FastBridge Reports (s2i Report and district report from Director of Curriculum)	
3. Communicate FastBridge results with parents following the early spring assessment	Feb. 2024	Classroom Teacher	Parent Letter Individual Student Report Reading Plan (when applicable)	
4. Meet and discuss FastBridge data with individual building principals	March 2024	Assistant Superintendent	Building Data Spreadsheet	
5. Communicate Assessment platform changes to teaching staff	March 2024	Director of Curriculum	New Assessment Platform Resources	
6. Review grade level FastBridge results from the spring assessment adjust intervention groups as needed	May 2024	Assistant Superintendent Director of Curriculum	FastBridge Reports (s2i Report and district report from Director of Curriculum)	
7. Communicate FastBridge results with parents following the early spring assessment	May 2024	Classroom Teacher	Parent Letter Individual Student Report Reading Plan (when applicable)	

8. Meet and discuss FastBridge data with individual building principals	May 2024	Assistant Superintendent	Building Data Spreadsheet	
<p>Long Range:</p> <p>1. Train staff on the new assessment platform</p> <p>2. Identify and document curriculum gaps for curriculum revision work at the end of the year.</p> <p>3. Identify reading interventions that produced high results.</p>	<p>July/ Aug. 2024</p> <p>Ongoing</p> <p>Dec. Feb. May</p>	<p>Director of Curriculum C&I Team</p> <p>Director of Curriculum</p> <p>Director of Curriculum</p>	<p>New Assessment Platform Training Resources</p> <p>MAP/EOC data FastBridge data</p> <p>MAP/EOC data FastBridge data</p>	

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Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective A: Ensure the district provides quality curriculum, resources, and instructional practices to support all learners.

Action Step 6: Provide quality professional development on effective instructional practices.

Rationale (name the existing conditions/data points to support the selection of the goal):

2023 PD Survey Results

2023 NEE District Indicator Averages

Evidence Based Strategy(ies) for Implementation:

1. Identify high yield research-based instructional practices for teachers to implement including engagement strategies.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Develop Student Engagement Look Fors and create fidelity checklist	May 2023	Director of Curriculum	NEE	
2. Select high-yield instructional practices for PHR3	May 2023	Director of Curriculum C&I Team	Visible Learning by J. Hattie Marzano	
3. Plan professional development sessions to build teacher and administrator capacity in student engagement	June 2023	Director of Curriculum C&I Team	NEE Marzano Lemov	
4. Plan professional development sessions to build teacher and administrator capacity in high-yield instructional practices	June 2023	Director of Curriculum C&I Team	Visible Learning by J. Hattie Marzano	
5. Deliver professional development sessions to build teacher and administrator capacity in student engagement.	August 2023	Director of Curriculum C&I Team	NEE Marzano Lemov	
6. Deliver professional development sessions to build teacher and administrator capacity in high-yield instructional practices	August 2023	Director of Curriculum C&I Team	Visible Learning by J. Hattie Marzano	
7. Increase UCM course offerings and staff participation	Sept. 2023	Assistant Superintendent Director of Curriculum District PDC	Professional Development Survey Results Course Offerings	

<p>Semester 2:</p> <ol style="list-style-type: none"> 1. Complete Fidelity Audit Form during classroom observations 2. Review data from fidelity audit and NEE data to plan for additional PD and support for teachers 3. Use data to plan and provide professional development opportunities to build teacher capacity in student engagement and high-yield instructional practices. 4. Complete Fidelity Audit Form during classroom observations 	<p>Feb. 2024</p> <p>Feb. 2024</p> <p>Feb. 2024- April 2024</p> <p>April/ May 2024</p>	<p>Building Administrators</p> <p>Assistant Superintendent Director of Curriculum Building Administrators</p> <p>Assistant Superintendent Director of Curriculum Building Administrators ICI Team District PDC</p> <p>Building Administrators</p>	<p>Fidelity Audit Form NEE Data</p> <p>Fidelity Audit Form NEE Data</p> <p>Fidelity Audit Form NEE Data Visible Learning by J. Hattie Marzano Lemov</p> <p>Fidelity Audit Form</p>	
<p>Long Range:</p> <ol style="list-style-type: none"> 1. Identify and document curriculum gaps for curriculum revision work at the end of the year. 2. Identify reading interventions that produced high results. 	<p>Ongoing</p> <p>Dec. Feb. May</p>	<p>Director of Curriculum</p> <p>Director of Curriculum</p>	<p>MAP/EOC data FastBridge data</p> <p>MAP/EOC data FastBridge data</p>	

Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective B: Provide a Multi-Tiered System (MTSS) of Support for all students

Action Step 1: Develop a systematic approach to a district-wide implementation of Multi-Tiered System of Support to support the needs of all students

Rationale (name the existing conditions/data points to support the selection of the goal):

2022 K-2 FastBridge Reading Spring Data:
 K - 46.6% (on/above grade level)
 1 - 79.6% (on/above grade level)
 2 - 88.1% (on/above grade level)

2022 Spring Math Benchmark Data (80% or higher):
 1 - 48.1% Advanced & Proficient *assessment is read aloud to all students
 2 - 30.1% Advanced & Proficient

2022 District Discipline Data
 District ISS Incidents - 73
 District OSS Incidents - 13

2022 3-English II MAP/EOC Data:
 3rd - 46.8% Advanced & Proficient
 4th - 52.5% Advanced & Proficient
 5th - 40% Advanced & Proficient
 6th - 48.5% Advanced & Proficient
 7th - 39.4% Advanced & Proficient
 8th - 35.4% Advanced & Proficient
 English I - 67.7% Advanced & Proficient
 English II - 63.8% Advanced & Proficient

2022 3-Algebra II MAP/EOC Data:
 3rd - 43% Advanced & Proficient
 4th - 56.7% Advanced & Proficient
 5th - 38.3% Advanced & Proficient
 6th - 55.4% Advanced & Proficient
 7th - 40.4% Advanced & Proficient
 8th - 18.1% Advanced & Proficient
 8th Algebra I - 55.6% Advanced & Proficient
 HS Algebra I - 22.5% Advanced & Proficient
 Algebra II - 33.8% Advanced & Proficient

Evidence Based Strategy(ies) for Implementation:

1. Practice data driven decision making processes to support the implementation of the MTSS process to provide focused and intense interventions to students.
2. Identify and utilize district-wide interventions.
3. Implement a district-wide progress monitoring process for both academics and behavior
4. Ensure all sites have a trained and functioning student problem solving team.
5. Identify and utilize a district-wide behavior data collection process.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Meet and discuss FastBridge and benchmark data with individual building principals	Sept. 2023	Assistant Superintendent	Building Data Spreadsheet	
2. Create a district-wide intervention inventory	Sept. 2023	C&I Team, Director of Curriculum, Director of Special Services, & District Behavior Interventionist	Building Interventions List	
3. Establish appropriate progress monitoring practices for academics and behavior (ISS & OSS)	Oct. 2023	C&I Team, Director of Curriculum, Director of Special Services, & District Behavior Interventionist	FastBridge and TeacherEase	

4. Establish a problem solving team with consistent practices and processes	Aug. 2023	Assistant Superintendent, Director of Special Services, & District Behavior Interventionist	ALIRT Process	
Semester 2:				
1. Meet and discuss FastBridge data with individual building principals	Jan. 2024	Assistant Superintendent	Building Data Spreadsheet	
2. Update district-wide intervention inventory	Jan. 2024	C&I Team, Director of Curriculum, Director of Special Services, & District Behavior Interventionist	District-wide Intervention List	
3. Utilize appropriate progress monitoring practices for academics and behavior	Jan. 2024	Assistant Superintendent, Director of Special Services, & District Behavior Interventionist	FastBridge and TeacherEase	
4. Monitor the fidelity of problem solving teams	Feb. 2024	Assistant Superintendent, Director of Special Services, & District Behavior Interventionist	Observation Form: Problem Solving Fidelity Checklist	
5. Explore behavior data collection practices	Feb. 2024	Assistant Superintendent, Director of Special Services, & District Behavior Interventionist	Survey neighboring districts; PBIS	
6. Create a district-wide MTSS handbook	Feb. 2024	Assistant Superintendent, Director of Curriculum, & Director of Student Services	RtI process & PBIS practices	
Long Range:				
Implement a district-wide behavior data collection process to implement in '24	Aug. 2024	Assistant Superintendent, Director of Special Services, & District Behavior Interventionist	Utilize established MTSS handbook	
Full implementation action plan will be developed in 2024.	Aug. 2024	Assistant Superintendent, Director of Curriculum, & Director of Student Services	Utilize established MTSS handbook	
Monitoring of the implementation will occur in 2025.	Aug. 2025	Assistant Superintendent, Director of Curriculum, & Director of Student Services	Utilize established MTSS handbook & Observation Forms	

Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective C: Continue to improve graduating cohorts College and Career Readiness

Action Step 1: Utilize assessment data to monitor each cohort's College and Career Readiness and continue to make program improvements

Rationale (name the existing conditions/data points to support the selection of the goal):

Pleasant Hill High School ACT Composite average was 20.29 for 2022
ASVAB Composite AFQT Score 35.1 for 2022

Evidence Based Strategy(ies) for Implementation:

1. Create and utilize each student's ICAP beginning in 8th grade
2. Graduating cohorts will increase ACT composite score by .5 points from the previous year
3. Create a specific plan outlining the offerings for student preparation for ACT, including embedded strategies within courses for ACT preparation
4. Create a specific plan outlining professional development for staff members in ways to improve ACT scores through the curricula available at the high school
5. District funds norm-referenced (ACT, ASVAB, Compass, etc.) assessment opportunities (one time cost) for juniors or seniors

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Review and revise each students ICAP minimally once a year for students in grades 9-12	Aug. 2023	HS Counselors Students Parents	ICAPs	
2. Provide information for district to fund norm-referenced testing for interested juniors and seniors	Aug. 2023	District Administrators HS Building Administrators HS Counselors	Vouchers for funding	
Semester 2:				
1. Each student creates an ICAP in 8th grade.	Jan. 2024	MS Counselor	ICAP	
2. Create and embed ACT practice opportunities within connections for students in grades 10-12	Jan. 2024	HS Building Administrators HS Teachers	ACT released items District Benchmarks	
Long Range:				
1. Explore the AVID program	Jan. 2024	Assistant Superintendent C&I Team		
2. Collect and review career readiness data based upon number	May 2024	District Administrators HS Administrators		

<p>of applicants for CassCareer/Summit Tech for 23-24</p> <p>3. Create specific PD plan for staff to improve ACT scores</p> <p>4. District will continue to explore competency-based practices for all levels to support college and career readiness</p>	<p>June 2024</p> <p>June 2024</p>	<p>HS Counselors</p> <p>C&I Team District Administrators HS Administrator HS Teachers</p> <p>Assistant Superintendent C&I Team</p>		
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Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.

Priority 1: Teaching and Learning

Goal: We will focus on continuous improvement for instruction and student learning.

Objective D: Consistently monitor student attendance to strategically support academic achievement

Action Step 1: The district will increase attendance to a minimum of all students having 90% or better attendance annually.

Rationale (name the existing conditions/data points to support the selection of the goal):

83.4% of students in the district are attending school 90% of the time. (2021-2022)

Evidence Based Strategy(ies) for Implementation:

1. Actively track attendance rates of all students
2. Consistently hold data talks with students about FastBridge data, Illuminate data, grades, and/or credits in order to educate students about the correlation between attendance and achievement.
3. Increase parental awareness and notification of attendance
4. Educate parents and students and promote the importance of school attendance.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Create District Attendance Protocol in regard to student attendance.	July 2023	Director of Special Services	District Attendance Protocol	
2. Include the importance of attendance through district's monthly newsletters	August 2023	District Communications	PHR3 Monthly Newsletter	
3. Review attendance rates quarterly by each building.	Sept. 2023	Building Administrators	Attendance Calls/Letters	
4. Conduct data talks with administrators following the fall assessment windows to correlate grades and achievement	Oct. 2023	Assistant Superintendent	Attendance Reports Grades FastBridge Illuminate Credits	
Semester 2				
1. Buildings will implement the District Attendance Protocol	Jan. 2024	Building Administrators	District Attendance Protocol	
Long Range:				
1. Continue to monitor student attendance at the district and building levels	Ongoing	Assistant Superintendent Building Administrators	Attendance Data	

2. Celebrate student attendance increases by building	Ongoing	Building Administrators	Attendance Data	
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Positive Climate & Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment; culture of high academic achievement and behavioral expectations; collaborative partnerships; and parent/guardian involvement.

Priority 2: Positive Climate and Culture

Goal 1: We will create and sustain a positive climate and culture district-wide.

Objective A: Provide a positive climate and culture for staff.

Action Step 1: Annually retain at least 90% of our certificated employees.

Rationale (name the existing conditions/data points to support the selection of the goal):

Retention Rate for PHR3 Certified Staff:
2021-2022: 84%

Climate/Culture Survey Data:

December 2022 Participation: 40 Certified Staff Respondents

December 2022 Responses:

- Staff-Leadership Relationships: 59% Favorable
- School Leadership: 45% Favorable
- Professional Learning: 42% Favorable
- School Climate: 41% Favorable
- Feedback and Coaching: 33% Favorable

Evidence Based Strategy(ies) for Implementation:

1. Provide competitive salary and benefits packages.
2. Provide support for new staff members throughout their first year at both the building and district levels.
3. Collect and monitor the climate and culture of each building.
4. Provide quality professional development for continued professional growth of all staff members.
5. Conduct exit interviews when staff separate from the district to identify and mitigate factors in an effort to improve retention.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Review PDP Plans created for each building to support all staff with initiatives and continued improvement.	July 2023	Assistant Superintendent Director of Curriculum Building Administrators	Building PDP documents	
2. July New Teacher Orientation—designed to orient teachers to the curriculum and instructional practices of the district.	July 2023	Assistant Superintendent Director of Curriculum C&I Team Director of Special Services Director of Technology	Professional Development Sessions (outline) Curriculum Resources	
3. August New Teacher Orientation—designed to acclimate teachers to district and building level procedures and expectations.	August 2023	Assistant Superintendent Director of Curriculum C&I Team Director of Special Services Director of Technology	Professional Development Sessions (outline)	
4. Ensure the mentor or buddy program for all new certified staff during their first year in the district.	August 2023	Assistant Superintendent Building Administrators District PDC	New Teacher/Buddy Checklist	

<p>5. Continue to expand course offering and participation in UCM courses to help develop teachers and move them over on the payscale.</p> <p>8. Continued support and professional development for new teachers three times during the school year.</p> <p>6. Collect data and monitor the climate and culture across the district.</p> <p>7. Meet quarterly with the Salary/Calendar District Committee</p>	<p>August 2023</p> <p>Sept., Nov., Feb. 23.24</p> <p>October 2023</p> <p>October 2023</p>	<p>Assistant Superintendent Director of Curriculum District PDC</p> <p>Assistant Superintendent Director of Curriculum C&I Team Director of Special Services Director of Technology</p> <p>Superintendent Assistant Superintendent</p> <p>Superintendent Assistant Superintendent</p>	<p>Course Catalog PD Survey Results</p> <p>Professional Development Sessions (Outline) Wong Books</p> <p>DESE Surveys</p> <p>Salary Schedule District Calendar</p>	
<p>Semester 2:</p> <p>1. Create a calendar with protected time for additional professional development to meet the needs of each building as it pertains to the district expectations.</p> <p>2. Continue to meet with brokers to review insurance packages and benefits provided by the district.</p> <p>3. Monitor neighboring school districts to provide a competitive salary schedule.</p> <p>4. Continue to meet quarterly with the Salary/Calendar District Committee</p> <p>5. Conduct exit interviews with certified staff leaving the district.</p> <p>6. Review responses from exit interviews</p>	<p>Jan. 2024</p> <p>Jan. 2024</p> <p>Jan. 2024</p> <p>Jan. 2024</p> <p>April 2024</p> <p>May 2024</p>	<p>Superintendent Assistant Superintendent</p> <p>Superintendent Assistant Superintendent</p> <p>Superintendent Assistant Superintendent</p> <p>Superintendent Assistant Superintendent</p> <p>Superintendent</p> <p>Superintendent Executive Team</p>	<p>District Calendar PD Schedule</p> <p>Insurance Packages</p> <p>Greater Kansas City Group</p> <p>Salary Schedule District Calendar Data from Greater Kansas City Group</p> <p>Exit Interview Form</p> <p>Exit Interview Data</p>	
<p>Long Range:</p> <p>1. Revise the separation process when certified staff leave.</p> <p>2. Refine professional development feedback process for certified staff.</p>		<p>Assistant Superintendent</p> <p>Assistant Superintendent PDC</p>	<p>Exit Interview Form & Data</p> <p>PD feedback forms</p>	

Positive Climate & Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

Priority 2: Positive Climate and Culture

Goal 1: We will create and sustain a positive climate and culture district-wide.

Objective A: Provide a positive climate and culture for staff.

Action Step 3: Train staff, directly responsible for supporting students, in implementing the following programs: Trauma Informed Care, Signs of Suicide, and Positive Behavior Intervention Supports

Rationale (name the existing conditions/data points to support the selection of the goal):

PHR3 is in year 4 of the MO Model for Trauma Informed Schools with staff.

SOS Data Post Triage

2022:

MS - 31 students in red & 21 students in yellow (data not broken down by grade)

9th - 13 students in red & 22 students in yellow

10th - 30 students in red & 12 students in yellow

11th - 25 students in red & 7 students in yellow

12th - 23 students in red & 8 students in yellow

PBIS Implementation

PS - year 5 of PBIS Implementation

ES - year 1 of PBIS Implementation

IS - beginning PBIS in 23-24

MS - beginning PBIS in 23-24

HS - beginning PBIS in 23-24

Evidence Based Strategy(ies) for Implementation:

1. Continue to implement Trauma Informed Care training for all staff.
2. Continue to implement Signs of Suicide training for all appropriate levels.
3. Train and implement a Positive Behavior Intervention Supports district-wide.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Work with district lead counselor and social worker to train the new staff in the MO Model for Trauma Informed Schools	Aug. 2023	District Lead Counselor District Social Worker Assistant Superintendent	<u>Missouri Model for Trauma Informed Schools</u> Professional Development Calendar	
2. Work with building counselors and social worker to continue training staff in the MO Model for Trauma Informed Schools	Aug. 2023	Building Counselors District Social Worker Assistant Superintendent Building Administrators	<u>Missouri Model for Trauma Informed Schools</u> Professional Development Calendar	
3. Connect Central RPDC with building administrators to schedule PBIS needs and trainings by site	Aug. 2023	Assistant Superintendent	Central RPDC PBIS Coordinator	
4. Conduct SOS at the	Sept.	Building Counselors	Signs of Suicide Program	

intermediate, middle and high schools each fall	2023	District Social Work Building Administrators		
Semester 2:				
1. Review SOS data and supports by building	Jan. 2024	Assistant Superintendent Director of Special Services	SOS Data Outside Agencies Student Support Lis	
2. Monitor PBIS implementation by building	Feb. 2024	Assistant Superintendent Building Administrators	PBIS Yearly Implementation Checklist	
Long Range:				
Continue the trajectory of the MO Model Trauma Informed Schools, SOS, and PBIS	Ongoing	Assistant Superintendent Director of Special Services District Social Worker District Behavior Interventionist Building Counselors		

Positive Climate & Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

Priority 2: Positive Climate and Culture

Goal 1: We will create and sustain a positive climate and culture district-wide.

Objective B: Provide a positive climate and culture for students.

Action Step 1: Develop a systemic process for supporting the positive climate and culture for all students district wide.

Rationale (name the existing conditions/data points to support the selection of the goal):

SOS Data Post Triage

2022:

MS - 31 students in red & 21 students in yellow (data not broken down by grade)

9th - 13 students in red & 22 students in yellow

10th - 30 students in red & 12 students in yellow

11th - 25 students in red & 7 students in yellow

12th - 23 students in red & 8 students in yellow

Climate/Culture Survey Data: Grades 3-5

December 2022 Participation: 373 Respondents

December 2022 Responses:

Supportive Relationships: 92% Favorable

Positive Feelings: 72% Favorable

Self-Management: 71% Favorable

Grit: 53% Favorable

Self-Efficacy: 52% Favorable

Emotion Regulation: 50% Favorable

Growth Mindset: 49% Favorable

Climate/Culture Survey Data: Grades 6-12

December 2022 Participation: 715 Respondents

December 2022 Responses:

Supportive Relationship: 87% Favorable

Positive Feelings: 61% Favorable

Self Management: 73% Favorable

Grit: 49% Favorable

Self-Efficacy: 45% Favorable

Emotion Regulation: 51% Favorable

Growth Mindset: 50% Favorable

Evidence Based Strategy(ies) for Implementation:

1. Identify and implement best practices for Social Emotional Learning at all sites.
2. Collect and monitor the climate and culture of each building.
3. Evaluate and monitor the number of opportunities and participation for students in grades 5-12 for extracurricular and co-curricular involvement for all students.
4. Continue to implement the Signs of Suicide training for all appropriate levels.
5. Provide professional development in all buildings to improve staff-student relationships

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
Semester 1:				
1. Review building PD schedules to include positive staff-student relationships topic	Aug. 2023	Assistant Superintendent	Building PDP Plans	
2. Conduct SOS at the intermediate, middle and high schools each fall	Sept. 2023	Building Counselors District Social Work Building Administrators	Signs of Suicide Program	
3. Collect data and monitor the climate and culture across the district.	Oct. 2023	Superintendent Assistant Superintendent	DESE Surveys Program Evaluation	

4. Review current extracurricular and co-curricular opportunities by site offered to students in grades 5-12	Dec. 2023	Assistant Superintendent Director of Activities		
Semester 2: 1. Review participation in current extracurricular and co-curricular opportunities offered to students in grades 5-12	May. 2024	Assistant Superintendent Director of Activities Building Administrators	Program Participation Data	
Long Range: 1. Identify research-based resources in SEL best practices for all levels 2. Increase extracurricular and co-curricular opportunities for students in grades 5-12	Aug. 2024 Aug. 2024	District Behavior Interventionist District Social Worker Building Counselors Director of Activities Building Administrators	TBD	

Communication

Effective communication is crucial to the success of an organization.

Priority 4: Communication

Goal: We will develop a comprehensive communication plan to ensure regular communication with all stakeholders.

Objective A: Develop a communication plan that details strategies to increase understanding and support for the district with internal and external stakeholders.

Action Step 1: Develop a multi-year district-wide communication plan.

Rationale (name the existing conditions/data points to support the selection of the goal):

Collect baseline data for the 23-24 school year

Evidence Based Strategy(ies) for Implementation:

1. Increase the District's social media presence.
2. Implement a process to share positive news in an efficient manner.
3. Create and utilize a communications calendar.

Action Steps	Start Date	Person Responsible	Resources	Complete /Date
Semester 1:				
1. Create a district communications calendar.	Aug. 2023	District Administration District Central Office Staff	List of Recognition Days & Google	
2. Maintain the district website with current information, current links, and current pictures.	Aug. 2023	District Central Office Staff	Building Pictures and Information	
3. Identify specific individuals to take and post pictures at each event.	Aug. 2023	Building Administration	Assignments on Event Calendar	
4. Create a process to share positive news in a timely manner.	Aug. 2023	District Administrators Building Administrators	Assignments on Event Calendar	
5. Plan for monthly Board recognition opportunities.	Aug. 2023	District Administrators Building Administrators	Board Calendar	
6. Continue with the monthly newsletters.	Aug. 2023	District Administration District Central Office Staff Building Administration	Building Pictures and Information	
7. Create a district magazine during first semester.	Dec. 2023	District Central Office Staff	Building Pictures and Information	
Semester 2:				
1. Identify specific individuals to take and post pictures at each	Jan. 2024	Building Administration	Assignments on Event Calendar	

<p>event.</p> <p>2. Create a process to share positive news in a timely manner.</p> <p>3. Plan for Board recognition opportunities.</p> <p>4. Continue with the monthly newsletters.</p> <p>5. Maintain the district website with current information, current links, and current pictures.</p> <p>6. Create a district communications calendar.</p> <p>7. Create a district magazine during second semester.</p>	<p>Jan. 2024</p> <p>Jan. 2024</p> <p>Jan. 2024</p> <p>Jan. 2024</p> <p>Jan. 2024</p> <p>May 2024</p>	<p>District Administrators Building Administrators</p> <p>District Administrators Building Administrators</p> <p>District Administration District Central Office Staff Building Administration</p> <p>District Central Office Staff</p> <p>District Administration District Central Office Staff</p> <p>District Central Office Staff</p>	<p>Assignments on Event Calendar</p> <p>Board Calendar</p> <p>Building Pictures and Information</p> <p>Building Pictures and Information</p> <p>List of Recognition Days & Google</p> <p>Building Pictures and Information</p>	
<p>Long Range:</p> <p>1. Reassess and reprioritize following the 23-24 school year.</p>	<p>July 2024</p>	<p>District Administration District Central Office Staff Building Administration</p>		