

West Allegheny School District

A Tradition of Excellence... A Vision for Tomorrow

Framework for Excellence

Our Mission

The mission of the West Allegheny School District, a leader in quality education, is to ensure each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

Our Vision

The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promote the dignity of all individuals.

Shared Values

- Quality education is essential to sustain our democratic society.
- Education benefits people throughout their lives.
- Every person is valuable and worthy of respect.
- All people can and want to learn.
- Quality education is a shared responsibility among students, family, school, and community.
- Higher expectations lead to higher performance.
- Family support provides a strong foundation for individual learning.
- Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

Unpacking the Framework for Excellence

The Framework for Excellence is a research-based learning theory model. The Framework reflects the inter-relationship and interdependency of each of its components. If one of the parts of the Framework changes, the other parts must adapt and change as well. This indicates the reciprocal nature and dynamics of effective teaching and learning as well as the importance that school culture and climate contribute to student success. The Framework values working in partnership with parents to support students and enhance connectedness to school through school-based activities and strong parental engagement. It also symbolizes that organizations focused on delivering excellence must constantly be in a state of continual reflection, adaption and growth. The Framework also suggests that the whole is greater than the sum of its parts. There are three priorities that support the Framework for Excellence with corresponding foci, critical actions and critical indicators. Our three priorities are as follows:

1. **Academic Rigor, Equity and Excellence for All Students:** Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.
2. **High Quality Instruction in Every Classroom, Every Day within a Safe and Supportive Learning Environment:** Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships, and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.
3. **Family Engagement, Financial Responsibility and Operational Efficiency:** Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

Framework for Excellence Belief Statements

We Believe...

1. We believe our collective work is about deepening, expanding and enhancing the reach and effectiveness of work and successes already occurring at West Allegheny.
2. We believe the best way to improve outcomes for students is to improve adult performance and empower effective leaders, teachers and staff.
3. We believe in creating a culture predicated on effort-based learning, where we seek and embrace feedback to improve our practice.
4. We believe in modeling excellence in all we do if we intend to achieve excellence for ALL of our students.
5. We believe in approaching our work with genuine intellectual curiosity, passion and a strength-based approach to support each other and our students.



GOAL 1: Career and College Ready: All students will be career and college ready with a viable post-secondary plan and ability to persist.

GOAL 2: Academic Preparedness: All students will be academically prepared demonstrating content area mastery at all grade levels.

GOAL 3: Effort-based Learning and Innovation: All students will have a growth mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.

GOAL 4: Highly Effective Educators: All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

GOAL 5: Supportive School Cultures: All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.

GOAL 6: Engagement and Connectedness to School Activities: All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.

GOAL 7: Family Engagement and Partnership: The District will foster productive parent engagement in partnership to support student success and connectedness to school.

GOAL 8: Safety and Emergency Preparedness: The District will prepare all students and staff for emergency situations and ensure all facilities are well-maintained and equipped with enhanced security measures.

GOAL 9: Financial and Operational Effectiveness: The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.

Priority 1 - Academic Rigor, Equity and Excellence for All Students

Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.

GOAL 1: Career and College Ready: All students will be career and college ready with a viable post-secondary plan and ability to persist.

GOAL 2: Academic Preparedness: All students will be academically prepared demonstrating content area mastery at all grade levels.

GOAL 3: Effort-based Learning and Innovation: All students will have a growth-mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.



Targets

District Targets

- **95%** or more of our students reading and doing mathematics on or above grade level (G2)
- **100%** of graduating seniors are connected to a career and/or college pathway (G1)
- **100%** of our students are on track for a career and/or college based on GPA and attendance indicators (G1)
- **75%** or more of our students have 95% or above attendance with less than 2% of students chronically absent (G3)
- **90%** of our students pass on first exam attempt in Algebra, Biology and Literature Keystones (G2)
- **85%** of our students with exceptionalities are included 80% or more of the time in regular education classes (G2, G3)
- **50%** of our students scoring advanced on PA State assessments (G2)
- **800** Advanced Placement exams taken with more than **400** qualifying AP scores (G1, G2, G3)
- **750** College-level course enrollments in ELA or Math with more than 90% of students earning an A, B, or C (G1, G2, G3)
- **75%** or more of our students taking a college-level course prior to graduating (G1, G2, G3)
- **100%** of West Allegheny schools have a building-level score greater than 90 points (G2)



Focus Areas

- Focus 1a: Enhance and refine Disciplinary Literacy K-12 with an emphasis on student writing (G1, G2, G3)
- Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical practices (G1, G2, G3)
- Focus 1c: Implement a Collaborative Consultative Model for Special Education (G2, G3)
- Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)
- Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)
- Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)

Priority 1 - Academic Rigor, Equity and Excellence for All Students



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 1a: Enhance and refine Literacy K-12 with an emphasis on student writing (G1, G2, G3)	<ol style="list-style-type: none"> 1. Refine and implement K-12 ELA curriculum and literacy framework aligned to standards and eligible content with embedded learning pathways focused on TDQs, robust vocabulary, and high-level tasks 2. Implement a comprehensive and balanced assessment system focused on quality, common curriculum-based assessments with associated student work analysis process 3. Continue to implement a coherent K-8 Multi-tiered System of Support (MTSS) including progress monitoring system for Tier 1, 2, and 3 instruction 4. Utilize progress monitoring data from K-5 WIN "What I Need" period and K-5 Reading Clinics to inform the MTSS process 5. Continue to use the Edmentum Platform as a benchmark assessment /supplemental instructional tool for students in grades 2 through 11 6. Implement academic support classes grades 6-12 as Tier 2/3 interventions and grades 6-8 labs to support Tier 2 and 3 students (STAR & STAR+ at MS) 7. Implement literacy based instructional coaching focused in K-5 8. Deepen implementation of Lexia grades K-2 and expand usage to include Lexia English for English Language Learners K-8 as a supplemental instructional program 	Accelerated Reader; Observational data; PSSA/Keystone; Acadience growth analysis and Reading Horizons data, Reading Clinic model data; CBAs including culminating tasks; MTSS Tracker; PVAAS; PSAT; SAT; ACT; AP Scores; Lexia Data; Study Island Data; Exact Path Data; STAR assessment data; ELA course grades
Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical practices (G1, G2, G3)	<ol style="list-style-type: none"> 1. Continue to refine and implement K-12 curriculum with embedded high quality, common curriculum-based assessments with associated student work analysis process 2. Implement a comprehensive content-specific professional learning model grades K-12 inclusive of focused grade-level learning labs and coaching anchored in program and curriculum implementation 3. Implement and refine the use of the Edmentum Platform as a benchmark assessment /supplemental instructional tool for students in grades 2 through 11 4. Continue to implement a coherent K-8 Multi-tiered System of Support (MTSS) including progress monitoring system and implement academic support classes grades 6-8 as Tier 2/3 interventions 5. Continue to use STAR and STAR+ grades 6-8 and Algebra Lab grade 8 to support students striving for proficiency 6. Implement ST Math in K-5 as supplemental Tier 1 instruction and Get More Math as supplemental instructional program in grades 6-8 7. Implementation of Study Island as a supplemental instructional program in grades 3-8 8. Implement a new math curriculum, enVisions, and intervention program, Success Maker, in grades 6-8 9. Develop Introduction to Algebra course to support ninth graders 	Keystone Algebra first time pass rates; 11 th grade Keystone proficiency rates; Math course grades; PSSA/Keystone; Observational data; CBAs including culminating tasks; MTSS tracker; PVAAS; PSAT; SAT; ACT; AP Scores; ST Math data; Study Island data; Exact Path, Test Pack and Accusess data; Success Maker data; Delta Math data
Focus 1c: Implement a Collaborative	<ol style="list-style-type: none"> 1. Continue effective peer-to-peer collaboration model within and across schools supporting growth of effective inclusive practices 	Number of special education referrals to identification %; Out of

Priority 1 - Academic Rigor, Equity and Excellence for All Students

Consultative Model for Special Education (G2, G3)	<ul style="list-style-type: none"> 2. Ensure a continuum of services model with appropriate student placement and class assignment 3. Continue to provide school-based professional development on differentiated instruction, inclusive practices, and collaborative consultation 4. Continue to utilize Total Cluster Grouping Model grades K-5 5. Continue to implement a coherent K-8 Multi-tiered System of Support (MTSS) including progress monitoring systems at each level 6. Continue to implement Edmentum Platform as a Tier 2/3 supplemental instructional support 7. Monitor effective scheduling practices for students with disabilities 	<p>district placements; IEP student grades; % CCR; % LRE by school; Observational data</p>
Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)	<ul style="list-style-type: none"> 1. Maintain a multi-year HS program of studies plan for every HS student 2. Continue the Career Readiness Graduation requirement including the Career Seminar course, Career and Education Work Standards portfolio, Industry-based learning credential(s), and college and career center visits to ensure viable post-secondary plans and career-college readiness 3. Continue to implement the College and Career Readiness Indicator System (CCRIS) K-12 with school-specific and student-specific intervention plans; develop a road to readiness monitoring system for all HS students 4. Utilize a comprehensive data monitoring system for all students K-12 inclusive of student cohort trackers (Power BI), student Academic, Career/College Excellence (K-5 A.C.E.) cards, student portraits and spotlight reports 5. Continue to implement Chapter 339 Plan with grade-level milestones and career awareness and exploration curriculum in grades K-8 6. Implement a comprehensive middle school career awareness curriculum including a career readiness 8th grade project, and two-year and four-year college visits for 8th grade students aligned to the high school's eight College and Career Pathways 7. Monitor and improve effectiveness of WAVA and WALC 8. Maintain and enhance the Early College in HS Academy (23 early college programs) and ensure student access for historically underserved and at-risk students 9. Continue to implement a Freshman Transition Program and implement a Freshman Academy to expand transitional support through the 9th grade year 10. Continue transition program for milestone grades Pre-K to K, grade 5 to 6 and grades 8 to 9 11. Continue to increase student enrollment in college courses 12. Continue to implement Future Ready Index requirements including industry-based and work-based learning experiences and CEW standards 14. Design a Future Special Educators program aligned to the grant expectations (Developing Future Special Educators Grant) 15. Develop an internship program with community partners for grade 11 and 12 students 	<p>PSAT ERW/Math reports; Heat Sheets; NOCTI Scores; AP scores and % of qualifying scores; Quarterly CCR reports; Enrollment in HS programs; 8th grade Career Readiness presentations; Naviance/College Clearinghouse data; WALC-WAVA GPA/course completion; Future Ready Index; cohort tracker (Power BI) with IBL and Career Readiness requirements; EdInsight Spotlight Reports; High School CCR survey results; List of internships</p>

Priority 1 - Academic Rigor, Equity and Excellence for All Students

	<p>16. Develop a road to readiness monitoring system for students in grades 9 through 12; develop a road to readiness model for K-8 students</p> <p>17. Administer a survey to all high school students to gather data on connections to college and career pathways and extra-curricular activities</p>	
<p>Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)</p>	<p>1. Continue and refine K-8 Computers, Innovation, and Design curriculum vertically aligned to HS courses with focused ISTE and Computer Science Standards</p> <p>2. Continue implementation of STC/Carolina inquiry-based science program and support grade 6 curriculum with sustainable energy partnership with Parkway Career and Technology Center</p> <p>3. Continue to expand student access to advanced placement courses and college-level programming</p> <p>4. Continue revising the K-12 Arts Education curriculum in partnership with Arts Education Collaborative</p> <p>5. Implement an E-Sports elective course and an extra-curricular club to foster career interests in middle school students</p>	<p>Implementation of Curriculum; Increase in number of students enrolling in STEM courses at HS; PSSA; 4th grade science; 8th grade science; Biology Keystone; Science CDT's; AP scores; Course enrollments in eSports and participation in esports club</p>
<p>Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)</p>	<p>1. Increase parent awareness of attendance through ongoing school and District communications</p> <p>2. Continue attendance challenges a minimum of 3 times per year in each school</p> <p>3. Continue to implement and monitor student attendance plans for truant and/or chronically absent students and convene attendance conferences with parents accordingly</p>	<p>% of students meeting 95% threshold; Chronic absenteeism; District attendance data; Attendance plans</p>

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.

GOAL 4: Highly Effective Educators: All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

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Targets

District Targets

- **90%** or more of our teachers have preponderance of proficient or distinguished practice in focus components of the Framework for Evaluation (G4)
- **100%** of teachers demonstrate at least a year or more of growth based on PVAAS data (G4)
- **5 of 5 schools** demonstrate growth from previous year 4th quarter College and Career Report to current year 4th quarter CCR Report (G 1, G2, G3, G4, G5)
- **100%** of classrooms demonstrate 95% of the Instructional Essentials (G4)
- **Decrease** the number of Out-of-School Suspensions and Level 3-4 Student Code of Conduct Violations (G5, G6)
- **85%** teacher satisfaction reflected in professional learning surveys and school culture surveys (G5)
- **100%** of high school students will be connected to school-based and/or other viable college/career-oriented activity (G6)



Focus Areas

- Focus 2a: Ensure and support effective teaching and leadership (G4)
- Focus 2b: Deepen results-focused professional development and learning (G4)
- Focus 2c: Enhance school-based professional learning communities (G4)
- Focus 2d: Use data analysis at the district, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)
- Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness, belongingness and involvement (G5, G6)
- Focus 2f: Foster school cultures where every person is valued and respected regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, sexual orientation, disability status, age, or religion (G5, G6, G7)
- Focus 2g: Provide regular, meaningful opportunities for all students and their families to engage in and collaborate on student well-being including trauma (G4, G5, G7)

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 2a: Ensure and support effective teaching and leadership (G4)	<ol style="list-style-type: none"> 1. Consistent, high-level implementation of Instructional Essentials in all classrooms 2. Maintain an enhanced evaluation system for all educators inclusive of multiple measures of educator effectiveness aligned to Act 13 3. Provide training and access to professional growth partners/peer mentors within and across schools supporting instructional effectiveness and the instructional foci (school and district) 4. Implement a comprehensive induction program for new teachers 5. Provide increased, focused, and differentiated observational cycles for professional staff aligned to curriculum and high impact content-specific instructional strategies utilizing student-data driven observations with a focus on HUS students (no less than 5/wk) 6. Analyze student work samples (low, middle, high student) of culminating tasks to determine action steps to support individual student growth throughout the year 7. Provide differentiated school support visits focused on “data in action” reviews and instructional quality assurance (instructional rounds) with school leaders and MTSS coordinators 8. Implement strategic coaching cycle (teacher/principal) with staff to grow instructional practices 9. Develop partnerships to improve the teacher pipeline to provide highly qualified teacher candidates 10. Implement an assistant principal support and growth model 11. Implement teaching and learning team visits to support principal leadership growth 	<p>IE Walkthroughs (Fall, Winter, Spring); Observational data targets met; Monitor distribution of educators in the evaluation system; High level of inter-rater reliability between instructional observers; PA-ETEP usage; Data driven observation forms; Data-in-action meeting notes and next steps; Learning letter summaries from school visits; Teacher absenteeism; Number of quality teacher candidates; instructional focus growth metrics</p>
Focus 2b: Deepen results-focused professional development and learning (G4)	<ol style="list-style-type: none"> 1. Continue strategic partnerships with experts to support content-specific professional learning and effective curricula implementation and instructional practices 2. Refine the school-specific CCR-teaming, PLCs, and instructional focus aligned to school level priorities in order to support Tier 2 and 3 students and enhance curricular implementation and learning outcomes 3. Participate in training to support early literacy, middle-level and high school level mathematics and advanced placement related coursework 4. Continue to support an in-district mathematics coach working with K-8 teachers to support the implementation of new curriculum 6-8 and adoption of new curriculum K-5 5. Implement K-5 ELA instructional coaching to improve teaching and learning 6. Continue professional learning and support on Reading Horizons implementation facilitated by district trainers 7. Provide ESL consultant support to McKee to ensure a positive transition for the ESL program and professional development for staff 8. Provide advanced placement teachers with strategic professional learning based on most current advanced placement data 	<p>Participant feedback surveys; Documentation of learning communities; Consultant Summaries; Observation data; Instructional essentials data; Instructional focus growth metrics</p>
Focus 2c: Enhance school-based	<ol style="list-style-type: none"> 1. Reset the School Leadership Team process to empower teams to develop, support, and monitor school-level priorities and improvement efforts engaging around an instructional focus 	<p>SLT meeting schedule & agendas; Observation data; Instructional essentials data;</p>

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

professional learning communities (G4)	<ol style="list-style-type: none"> 2. Develop coherent professional learning aligned to the monthly, one-hour professional learning sessions to support teacher learning and collaboration 3. Refine CCR-teaming and PLC time to enhance collaborative coaching/mentoring in priority content areas that includes school leader support for planning, enacting, and reflecting on instructional practices aligned to curriculum (with K-5 CCR-teaming across schools where possible) 4. Reimplement/implement growth partner's observation/feedback opportunities, inclusive of school leader growth partners, supporting the instructional focus 5. Administer a school culture survey to elicit staff feedback on improving teaching and learning environments 	SLT survey data; CCR meeting notes; Evidence that growth partners completed a minimum of two observations in the year; Instructional focus growth metrics; satisfaction rate on the school culture survey
Focus 2d: Use data analysis at the district, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)	<ol style="list-style-type: none"> 1. Utilize comprehensive data monitoring system for historically underserved students inclusive of student cohort trackers, A.C.E. cards, student portraits, and data binders used to support CCR-teaming 2. Utilize the quarterly college and career ready report and HEAT sheets with the SLT to monitor critical indicators/targets and develop appropriate school-level interventions 3. Continue to convene regular "data in action" reviews aligned to the assessment system to provide content-specific and student-specific growth strategies in priority content areas 4. Implement monthly CCRIS (college and career readiness indicator system) school and student data analysis with appropriate intervention strategies and weekly, bi-weekly and monthly progress monitoring (HEAT sheets); monitor through CCR-teaming and PLC time 5. Develop school-specific and teacher-specific strategies/goals based on summative data analysis of PSSA, Keystone, AP, PSAT, SAT, and PVAAS data 6. Conduct monthly Framework for Excellence visits with school leaders inclusive of mid-year taking stock protocol with expanded school-based leadership team 7. Develop a college and career road to readiness indicator system for students in grades 9-12 and a K-8 road to readiness model 	CCR Quarterly Report; Edmentum Platform; cohort trackers, Spotlight Reports, A.C.E. cards; Portraits, Teacher-specific goals; AP Growth Targets in all courses; Student Heat Sheets; Lexia, study Island, student growth plans; MTSS tracker; Framework for Excellence targets; Acadience
Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness, belongingness and involvement (G5, G6)	<ol style="list-style-type: none"> 1. Continue and expand the comprehensive C.A.R.E. (culture/connections, awareness, relationships, extra support) program in each school and utilize school leadership teams in each school to enhance preventive measures 2. Continue to implement restorative practices as part of district-wide Tier 2 and Tier 3 behavior intervention system 3. Meet with WAEA and WAESPA leadership teams (district team), school liaisons/ reps (school-based), and safety committee 1x per month 4. Continue and refine consistent staff and student recognitions and celebrations of staff as part of C.A.R.E. 5. Continue to implement student advocacy groups and West A & Co Closets at the middle and high schools 6. Continue implementation of Tier 2 PBIS at MS and start Tier 2 at Wilson expanding to classroom practices; expand PBIS model to Year 2 at McKee and Year 1 at Donaldson 7. Support effectiveness of nine fulltime crisis behavior therapists from Family Links as part of our MTSS behavioral support system 	Meeting agendas; PBIS meeting minutes; Monthly discipline data; Monitor quarterly data for effectiveness for anti-bullying and PBIS programs; Anti-bias incident data; Threat assessment data; Beginning and end of year documentation of student leaders in various roles/activities; Student spotlights who have diverse learning needs and are representative of diverse backgrounds, languages, and cultures to ensure diverse representation; Equity Scholar

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

	<p>8. Implement a coherent K-8 MTSS model including academic, behavioral, and social/emotional tiered supports with screeners and associated training</p> <p>9. Develop a cohesive K-12 school counselor team focused on student support and milestone transitions; support of expansion of the school counselor model at the high school</p> <p>11. Provide opportunities for student voice in decision-making and leadership roles particularly for students who have diverse learning needs and/or are racially, culturally, and linguistically diverse</p> <p>12. Continue to implement and expand the Equity Scholar Panel at the middle and high school levels with planned engagements at the elementary level</p>	Panel student feedback; Staff survey satisfaction results
Focus 2f: Foster school cultures where every person is valued and respected regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, sexual orientation, disability status, age, or religion (G5, G6, G7)	<p>1. Provide professional learning opportunities to staff to increase cultural awareness and competencies reflecting our student diversity</p> <p>2. Provide professional learning opportunities for staff on culturally responsive instructional practices and communication to increase their effectiveness in working with diverse students, aligned to Chapter 49 and CRSE (culturally responsive and sustaining education) competencies</p> <p>3. Provide staff with learning activities that are relevant to current events and school/community needs</p> <p>4. Ensure values of equity, fairness, and inclusion are modeled by all school staff</p> <p>5. Diverse representatives of the school community are involved in planning school events and programs</p>	Participant number in Students in Action, iLead, Stand Together, GSA, Class Ambassadors and Student Council, Equity Scholar Panel; Student group survey feedback
Focus 2g: Provide regular, meaningful opportunities for all students and their families to engage in and collaborate on student well-being including trauma (G4, G5, G7)	<p>1. Provide staff with training on trauma-informed care and restorative practices to support the well-being of students</p> <p>2. Ensure that students in need of individual or small group support or mental health services have the appropriate level of intervention and care</p> <p>3. School staff will provide regular and meaningful opportunities for all students and their families to engage in and collaborate on students' well-being</p>	Mental health referral data; Caseloads of behavioral therapists; Threat assessment data; Professional learning surveys; Family feedback

Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency

Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

GOAL 7: Family Engagement and Partnership: The District will foster productive parent engagement in partnership to support student success and connectedness to school.

GOAL 8: Safety and Emergency Preparedness: The District will prepare all students and staff for emergency situations and ensure all facilities are well maintained and equipped with enhanced security measures.

GOAL 9: Financial and Operational Effectiveness: The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.



Targets

DISTRICT TARGETS

- Maintain a minimum of **8%** fund balance of expenditures with zero-deficit spending (G9)
- **100%** technology reliability with devices and network (reliability and speed) (G9) (Baseline 2015-16 98.2%)
- **100%** of schools have annual safety and crisis plan and associated monthly drills (G8)
- **100%** School/Building compliance to safety and energy audits (baseline 2015-16 92.25%) (G8)
- **100%** Participation by unit captains in district-school safety training (G8)
- **85%** parent/family agreement on district satisfaction survey on engagement opportunities, connectedness to district/school happenings and communications (G7)



Focus Areas

- Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)
- Focus 3b: Identify cost savings, capitalize on energy conservation program and pursue revenue enhancing sources (G9)
- Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to ensure equity of access (G9)
- Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)
- Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)
- Focus 3f: Engage racially, culturally, and linguistically diverse parents/ families and/or families of students with diverse learning needs as partners supporting and focusing on student academic success and sense of belongingness (G7)

Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency



Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)	<ol style="list-style-type: none"> 1. Continue to monitor budget millage scenarios 2. Monitor fund balance and continue to capitalize on cost avoidance and savings measures 3. Continue to implement the 5-year capital plan inclusive of updates based on the demographic study to impact 2023-24 school year and beyond 4. Develop and monitor funding for the middle school project renovation 5. Complete necessary RFPs for athletic facilities and ensure high quality work completion 6. Implement an early retirement incentive aligned to WAEA contract and negotiate WAESPA collective bargaining agreement 	8% or greater unassigned fund balance over multiple years; Balanced budget (revenue=expenditures); Five year budget forecasts; multi-year department budget planning documents; Monitor expenditures on-going; Capital project plan; Staffing model
Focus 3b: Identify cost savings, capitalize on energy conservation program and pursue revenue enhancing sources (G9)	<ol style="list-style-type: none"> 1. Continue to monitor reduction in utility costs and capitalize on energy savings 2. Ensure continued efficient operations of the food service program and ensure a smooth transition of the new food service manager 3. Monitor food service meal counts and incentives to increase participation and maintain minimally a balanced cafeteria budget 4. Review and modify, through the assistance of PSBA, all District policies and automate access to the policy manual 5. Reduce cyber charter school enrollment/tuition and out-of-district placements through WAVA and WALC 	Utility savings and cost avoidance reports year to year and monthly; Staffing model; Minimize loss margin (debt) annually and monthly; Meals counts served YTD reporting; Cyber charter tuition payments; Out-of-district tuition payments
Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to ensure equity of access (G9)	<ol style="list-style-type: none"> 1. Continue to implement device refresh cycles for all district issued devices for staff and students 2. Support continuous maintenance and improvement of the SIS (Skyward) and the Learning Management System (Canvas) 3. Develop customized cohort reporting and student academic, college/career excellence cards 4. Implement cloud-based administrative and instructional applications and continue implementing a single sign-on solution to the greatest extent possible 5. Continue to provide technology literacy training for K-12 teachers and staff 6. Implement an online registration management system (FamilyID) and electronic fee collection system (My School Bucks) 7. Move the virtual meeting platform to Microsoft Teams 8. Implement classroom management software (Securly) to support on-task student learning 9. Assist in automating processes in human resources and payroll through Harris Solutions and/or Frontline 10. Continue to expand on in-district student technology specialists to provide opportunities for students to engage authentic career exploration 	Website visitation #s; Quality assurance checks by school; 100% net resolution of service tickets by quarter; 99% reliability with speed and internet/wireless stability; Teacher/administrative integration of technology resources; Participation #s in Family ID and MySchoolBucks; Users downloading district app
Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)	<ol style="list-style-type: none"> 1. Provide continued staff training (including substitutes) on our Emergency Operations Plan supporting S.M.A.R.T measures 2. Continue to provide comprehensive training with unit captains 3. Implement an expanded School Resource Officer model in all schools 4. Refine the Emergency Operations Plan for the District/Schools with a focus on reunification and recovery 	Safety drill effectiveness log; Review EOP Plan with the Board annually; Yearly/Monthly drill log; Building safety logs; Training program for unit captains; Threat assessment

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	<ul style="list-style-type: none"> 5. Implement monthly and annual emergency S.M.A.R.T. drills, hold a mock reunification drill during 2022-2023 school year 7. Transition nine behavior crisis therapist to support at-risk students 8. Monitor and advance preventive C.A.R.E. measures and emergency S.M.A.R.T. measures as the comprehensive emergency operations plan 9. Convene monthly school safety reviews and District Safety Committee Meetings to monitor the District's EOP plan 10. Launch social media screening/scanning measures and advance the security camera coverage and integration across the district 11. Continue collaboration with the Safe and Wellness Schools and Wellness Committee 12. Develop a threat assessment process and monitoring tool 	incidents; Discipline data and bias-based incidents
Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)	<ul style="list-style-type: none"> 1. Continue frequent communications to parents from District (monthly) and schools (weekly) using Constant Contact 2. Utilize social media effectively; Facebook daily and launch Instagram 3. Automate the Framework for Excellence on the website and ensure efficiency and functionality of the website 4. Maintain parent and student advisory committees, minimally quarterly 5. Continue Superintendent and Principal coffee and conversations, minimally three times per year 6. Redesign the District website and develop a distinguished awards page to showcase district accomplishments 7. Implement a mobile app to expand website accessibility 8. Continue high school and middle school campus beautification 	Actual communications; Reach and views of posts and livestreaming events; 5 promo videos (back-to-school, staff appreciation, senior celebration, graduation, holiday); # of meeting participants; # district app downloads; Parent satisfaction survey results
Focus 3f: Engage racially, culturally, and linguistically diverse parents/families and/or families of students with diverse learning needs as partners supporting and focusing on student academic success and sense of belongingness (G7)	<ul style="list-style-type: none"> 1. Share positive messages and concerns with all students' families in a way that all families can understand, including their home/native language, through various methods of communication 2. Ensure the needs and voices of diverse families are included in the development and/or revisions of administrative regulations, policies, and/or procedures 3. Ensure diverse family representation on committees at the school and District level 4. Continue and expand the District's Equity Scholar Panel 	Number and percent of demographical diverse committees mirroring district demographics; parent satisfaction survey results

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