

# MSD of Lawrence Township

Strategic Plan 2023 - 2026

May 8, 2023



# Process

- Completed by Dr. Jill Robinson Kramer Consulting during the 2022-23 school year,
- Phase 1: Stakeholder input through focus groups and individual interviews:
  - 4 Community Partners
  - 12 Parents
  - 57 Staff
  - 31 Students
  - 14 Administrators
- Phase 2: Stakeholder committee meetings:
  - Wednesday, February 1, 2023,
  - Wednesday, March 1, 2023,
- Phase 3: Board Report - 6 Strategies based on committee input.



# Themes

- A. People, Human Resources, Staffing
- B. Facilities and Technology
- C. Academics
- D. Extracurricular and Student Support
- E. Culture
- F. Outcomes
- G. Policy



# Committee Facilitators and Members

## Academics

Group Leaders: Stephanie LaPlante and Troy Knoderer

Kelly Barnes  
 Alison Brown  
 Franklyn Bush  
 Becky Chandler  
 Yamilet Delgado  
 Mary Easley  
 Janet Farmer  
 Evan Ferguson  
 Marcy Gaines  
 Claudia Gambetta  
 Ana Garcia-Cortes  
 Samantha Good  
 Tina Gridiron  
 Blaise Guidry  
 LaMonica Henson  
 Tahlia Jones  
 Alexa Knoderer

Stacia Kurowski  
 Regan Landers  
 Amber Leonhard  
 Edith Preddie-St. Clair  
 Diego Rodriguez Esclante  
 Adrienne Sargent  
 Natalie Schneider  
 Samuel Short  
 Andrew Todd  
 CJ

## Culture & Marketing

Group Leaders: Shawn Bush and Dr. Dana Altemeyer

Gavin Alexander  
 Barb Austin  
 Alan Burrell

Victor Bush  
 Theresa Chambers  
 Andrew Dumas  
 K Garcia  
 Cole Gaskins  
 Riann Gates  
 Shannon Jones  
 Lori Kirkland  
 Brad Klopfenstein  
 Eboni Knott  
 Theo Kramer  
 Carmisha Leary  
 Christy Leavitt  
 Justin Ohlemiller  
 Kathy Prince-Williams  
 Richard Reynolds  
 Carey Rohrback  
 Sonyia Rush  
 Greenfield Sam  
 Laneice Smith  
 Roush Sonya

Kelly St. Clair  
 October Stitt  
 Melanie Todd  
 Verleta Winder

## Extracurriculars & Student Support

Group Leaders: Dr. Grant Nesbit and Karen Niemiemer

Brian Adams  
 Wanda Alamo  
 Sarah Archer  
 Mickie Barsic  
 Jennifer Bryan  
 Tamera Dickerson  
 Amhaad Duff  
 Jan Gordon  
 Glacy Hernandez Rodriguez  
 Emily Kavanaugh  
 Ariel Khalil



# Committee Facilitators and Members

Katie Kurtz  
 DeShawna Lacy  
 Kathrine Makris  
 DiaShamar Marshall  
 Andrienne Martin (Overby)  
 Adrianna McCullough  
 Tracey Means  
 E'Monie Mitchell  
 Jennifer Moiser  
 Telisha Morris  
 Brooke Powless  
 Brook Pritchett  
 Hillary Pyle  
 Taylor Smith  
 Ayanna Taylor  
 Holly Thatcher  
 Christopher Todd  
 Ramirez  
 Rodriguez

## Facilities & Technology

Group Leaders: Rodger Smith and Dr.  
 Steve Goeglein

Lakesha Arrington  
 Pamela Bayes  
 Mary Beasley  
 Amy Black  
 M Bowen  
 Rolanda Brown  
 Pat Cofer  
 Shana Cooper  
 Nia Dooley  
 Kevin Hurley  
 Patrick Kennedy  
 Lynette Landwehr  
 Justin Linch  
 Scott Maskel  
 Michael McQuillen  
 Alajah Mohammad

Miami Morales  
 Greta Murphy  
 Jim Parish  
 Kristen Parks  
 Jenny Sera  
 Bob Shea  
 Shannon Smith  
 Ellie Stanoch  
 Reginald White  
 Erica Young

## Human Resource

Group Leaders: Carla Johnson and  
 Matt Miles

Carmelita Allen-Spear  
 Troy Barker  
 Daniel Bender  
 Carl Blythe  
 Jessica Bockover

Hillary Brooks  
 Sarah Burns  
 Kevin Hayne  
 Tiffany Holland  
 Anna Johnson  
 Omar Lahlou  
 Marta Lawrence  
 Jose Lusende  
 Robert Mack  
 Maldra Ramirez-Cortez  
 Chelsea McClelland  
 Chaquitta McCreary  
 Allana Preston  
 Sandy Rivera  
 Tiffany Shea  
 Nicole Simonsen  
 Kayla Smith  
 Sherlyn Sosa Pleitez  
 Mari Wayne  
 Hector Teles Ramirez



# Committee Facilitators and Members

Richar Torres  
 Karolina Vega  
 T Whitener

**Outcomes**

Group Leaders: Dan Kuznik, Andy Harsha, and Kris McAloon

Tanner Aspeslet  
 Amy Bilyeu  
 Teresa Boucher  
 Ashly Buschatzke  
 Stacey Clauson  
 Brett Croushore  
 Kim Cunningham  
 John Dawson  
 Alexandra Dumas  
 Reigne Florence De Vera  
 Chris Ferguson  
 Brittany Gammons

Jen Gibbs  
 Chris Harmon  
 Andy Harsha  
 Kevin Haynie  
 Steve Helgeson  
 Devon Jobson  
 Roxanne Johnson  
 Dan Kuznik  
 Kris McAloon  
 Braylan Mobley  
 Kristin Nelson  
 Mandy Perdue  
 Sydney Schmitt  
 Tiffany Thomas  
 Pamela Varney  
 Stephanie Wiese

**Policy & Procedures**

Group Leaders: Dr. Emily Haas Brown and Dr. Tim Harshbarger

Kye Benford  
 Oriana Chochoard  
 Angela Clark  
 Taylor Danielle  
 Deynes Edyza  
 Lisa Frazier  
 Alicia Gatewood  
 Tamara Gore  
 Sean Howard  
 Sydni Jennings  
 Julie Majercak  
 Eric Marty  
 Tyre McClain  
 Larissa McCormick  
 Polly McQuillen  
 Amy Norman

Carey Northcutt  
 Jered Pennington  
 Abby Stevens  
 Jessica Stewart  
 Amarianna Stovall  
 Conni Davis



# Recommended Mission

Through innovation and dedication we **support** all students **on their education pathways to** graduation, **college, and career.**



# Recommended Vision (no change)

The district of destination where excellence empowers everyone to reach their full potential.





# Recommended Values

- Achievement
  - We are committed to striving for excellence and maximizing performance and potential of **each individual student in an environment where race/ethnicity, gender, and family income are not predictors of success.**
- Integrity
  - We embrace our differences, treating everyone with dignity, honesty, and fairness. We are entrusted to be inclusive and transparent.
- Service
  - We are servant leaders, listening and responding to the needs of the school community; focusing on continuous improvement, measurable results, **stakeholder voice**, and stakeholder satisfaction; **and contributing to making our community a place where people feel welcome and well-served regardless of race/ethnicity, gender, family income, religion, or sexual orientation/gender identity.**



**Academic Achievement:** *Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways.*

| Initiatives  | Activities  | Divisions Responsible               | Metrics   |
|--|---|-------------------------------------|---|
| <p>Increase the number of students participating in work-based learning experiences aligned with high wage/high demand pathways.</p> | <ul style="list-style-type: none"> <li>Expand the number of business partnerships in high-wage/high-demand pathways.</li> <li>Align staffing to support the increased number of students participating in work-based learning opportunities.</li> <li>Align high school course scheduling to support an increased number of students in work-based learning opportunities.</li> </ul> | <p>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>Collect baseline data of how many work-based learning opportunities exist and how many (and what % of them) are aligned with high-wage, high demand jobs by October, 2023</li> <li>By August 2026, 50% of high school students enrolled in work-based learning will be matched to employment experiences aligned with high wage/high demand pathways.</li> </ul> |



***Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)***

| Initiatives   | Activities   | Divisions Responsible               | Metrics   |
|---|--|-------------------------------------|---|
| <p>Expand elementary and middle school programming to raise awareness and interest in high-wage/high-demand high school pathways.</p> | <ul style="list-style-type: none"> <li>Continue all current programming related to this area.</li> <li>Provide training for all instructional staff on high-wage/high-demand employment opportunities and corresponding MSDLT programs.</li> </ul> | <p>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>By September 2024, 100% of instructional staff will be trained in high wage/high demand employment opportunities and corresponding educational pathways.</li> <li>By May 2024, integrate a focus on high wage/high demand pathways into the new science, computer science and math curricula at the elementary and middle school levels. Expand PLTW (Project Lead the Way) curricular access to elementary and middle school students scope and sequence for math, science and computer science will include a focus on MSDLT high wage/high demand pathways.</li> <li>By September 2024, 100% of instructional staff will be trained in the curricular integration of high wage/high demand pathways into math, science and computer science instruction.</li> <li>By May 2024, 100% of elementary students will participate in four PLTW learning modules focused on high wage/high demand pathways.</li> <li>By August 2026, the percentage of high school students enrolled in high wage/high demand pathways will increase by 100% with no sub-group disparity.</li> </ul> |



**Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)**

| Initiatives  | Activities   | Divisions Responsible   | Metrics   |
|--|--|---|---|
| <p>Increase access and enrollment in dual credit courses at the high school level.</p> | <ul style="list-style-type: none"> <li>• Increase advanced course access in the middle schools.</li> <li>• Increase the number of high school students achieving the Indiana College Core by raising awareness with students and parents.</li> <li>• Increase the number of high school students achieving Ivy Tech certificates by raising awareness with students and parents.</li> <li>• Increase the number of high school students achieving Ivy Tech certificates by integrating Ivy Tech coursework and student support into the Avid program.</li> </ul> | <p>Curriculum &amp; Instruction<br/><br/>Assistant Superintendent for Secondary Education</p> | <ul style="list-style-type: none"> <li>• By May 2026, 80% of MSDLT graduates will have earned university or Advanced Placement credit while in high school with no sub-group disparity. Baseline - 66%</li> <li>• By May 2026, 60% of MSDLT graduates will have earned an Academic Honors or Technical Honors diploma with no sub-group disparity. Baseline data for 2022 grads - 29% overall, 20% Black, 21% Hispanic, 52% White.</li> <li>• By May 2026, 25% of MSDLT graduates will have earned a college/career credential (Indiana College Core, Technical Certificate.) Baseline - 0% as the credentials will begin in 23-24</li> </ul> |



**Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)**

| Initiatives  | Activities  | Divisions Responsible  | Metrics   |
|--|---|--|---|
| <p>Increase the number (and %) of students who enroll in advanced coursework and earn high school credits prior to 9<sup>th</sup> grade.</p> | <ul style="list-style-type: none"> <li>Review elementary to middle school placement process.</li> <li>Expand course offerings to advanced courses and Career and Technical Education (CTE) introductory courses.</li> <li>Add additional advanced level and high school course sections to the middle schools.</li> </ul> | <p>Curriculum &amp; Instruction</p> <p>Assistant Superintendent for Secondary Education</p>  | <ul style="list-style-type: none"> <li>By August 2023, the number of students enrolled in advanced middle school coursework will increase by 10%. Baseline - 49%, Black 39%, Hispanic 58%, White 58%, EL 62%</li> <li>By August 2024, the number of students enrolled in advanced middle school coursework will increase by 20%.</li> <li>By August 2025, the number of students enrolled in advanced middle school coursework will increase by 30% with no sub-group disparity.</li> </ul> |
| <p>Increase access to high ability programs in the elementary schools.</p>   | <ul style="list-style-type: none"> <li>Adopt advanced elementary math curriculum at all elementary schools in the district.</li> </ul>  | <p>Curriculum &amp; Instruction</p> <p>Assistant Superintendent for Elementary Education</p> | <ul style="list-style-type: none"> <li>By August 2024, all elementary schools will have an advanced math curriculum for each grade level.</li> </ul>  |



**Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)**

| Initiatives                               | Activities  | Divisions Responsible   | Metrics   |
|---|---|---|---|
| <p>Improve K-12 literacy achievement.</p> | <ul style="list-style-type: none"> <li>Provide appropriate professional development for all instructional staff in reading instruction, including a focus on the science of reading, close reading strategies, and universal design for learning.</li> <li>Provide ongoing professional development for reading specialists in the diagnosis of reading difficulties.</li> <li>Facilitate ongoing professional development for reading specialists, interventionists, and classroom teachers in research-based reading interventions.</li> <li>Closely monitor and take action on the reading data for students through the Reading PLC and LATISS (MTSS) systems.</li> <li>Make decodable text available to all K-3 students.</li> </ul> | <p>Curriculum &amp; Instruction</p> <p>Assistant Superintendents for Elementary &amp; Secondary Education</p> | <ul style="list-style-type: none"> <li>By September 2023, 100% of K-3 students will have access to decodable texts.</li> <li>By September 2023, 100% of reading specialists will have received training in the diagnosis of reading difficulties.</li> <li>By October 2023, 100% of K-3 classrooms will integrate the reading of decodable texts into daily instruction.</li> <li>By January 2024, 100% of reading specialists and elementary classroom teachers will have received training in research-based interventions and data analysis.</li> <li>By January 2024, 100% of K-8 students who need reading intervention will be placed in one.</li> <li>By March 2024, 40% of 2nd grade students will pass the IREAD3 assessment with accelerated growth in the Black, Latino, English Learner, Special Education, and Free/Reduced Lunch sub-groups. Baseline data - 27%, Black 21%, Hispanic 15%, White 55%</li> <li>By June 2024, 80% of 3rd grade students will pass the IREAD3 assessment with accelerated growth in the Black, Latino, English Learner, Special Education, and Free/Reduced sub-groups. Baseline data will be added in at the end of the summer IREAD3 testing window</li> <li>By June 2025, 85% of 3rd grade students will pass the IREAD3 assessment with accelerated growth in the Black, Latino, English Learner, Special Education and Free/Reduced sub-groups.</li> <li>By June 2025, 90% of students receiving reading intervention will demonstrate growth on the IREADY assessment for K-2 and ILEARN Assessments with no sub-group disparities.</li> </ul> |



**Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)**

| Initiatives  | Activities  | Divisions Responsible               | Metrics  |
|--|---|-------------------------------------|--|
| <p>Ensure a consistent curricular review process that is responsive to the rapidly changing educational environment.</p> | <ul style="list-style-type: none"> <li>• Implement a four-year curricular review process with year one serving as the program review and pilot year and implementation of the reviewed curricular resources in years two to four.</li> <li>• Enter into three-year contracts with approved curricular vendors beginning with the 2022-23 math, science, and computer science adoptions.</li> <li>• Accelerate the review process for early literacy PK-3, adoption in 2023-24.</li> </ul> | <p>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>• By March 2024, the following curricular areas will be on three year review cycles: math, science, and computer science.</li> <li>• By March 2025, the following additional curricular areas will be on a three year review cycle: world language, social studies, and K-3 reading.</li> </ul> |



***Academic Achievement: Increase the number and percentage of students earning college AND career credits preparing them for postsecondary education and work pathways. (continued)***

| Initiatives  | Activities  | Divisions Responsible               | Metrics   |
|--|---|-------------------------------------|---|
| <p>Improve alignment of instruction and assessment within the Spanish Immersion framework.</p> | <ul style="list-style-type: none"> <li>• Develop a Spanish Immersion Program Review Committee for the 2023-24 school year with one task being to identify English curriculum and instructional models taught within the Spanish Immersion framework.</li> <li>• Provide ongoing professional development and coaching in the English curriculum taught in the Spanish Immersion framework.</li> <li>• Identify and implement an appropriate, culturally-relevant Spanish language assessment to measure Spanish acquisition.</li> </ul> | <p>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>• By March 2024, the Spanish immersion Program Review Committee will meet and identify a Spanish Language assessment.</li> <li>• By September 2024, 100% of Spanish Immersion teachers will be trained in the administration of data analysis of the Spanish language assessment.</li> <li>• By May 2025, 90% of students in the Spanish Immersion program will demonstrate Spanish language proficiency.</li> </ul> |





**Culture:** *Improve the learning culture by focusing on behavior, expectations, norms, and consistent services to students, families, and staff.*

| Initiatives   | Activities  | Divisions Responsible   | Metrics  |
|---|---|---|--|
| <p>Increase access to programs that are demonstrated to improve student health.</p> | <ul style="list-style-type: none"> <li>• Create a communication plan and repository of resources and effective practices around mental health services for students.</li> </ul> | <p>Curriculum &amp; Instruction<br/>                     Student Services<br/>                     Business<br/>                     Human Resources<br/>                     Assistant Superintendent for Elementary Education</p> | <ul style="list-style-type: none"> <li>• By 2023-24 school year, document and update resource guides and information for students.</li> <li>• Plan shared with staff and families during the 2023-24 school year.</li> </ul> |



***Culture: Improve the learning culture by focusing on behavior, expectations, norms, and consistent services to students, families, and staff. (continued)***

| Initiatives                             | Activities   | Divisions Responsible  | Metrics  |
|---|--|--|--|
| <p>Increase stakeholder engagement.</p> | <ul style="list-style-type: none"> <li>• Communicate information on the CARE Center.</li> <li>• Increase opportunities for parent education – ideas include training on restorative practices, use of technology applications, new family orientation, and Spanish/English language classes.</li> <li>• Consider community resource fairs for families, staff, and community members.</li> <li>• Create a plan for middle school to make it more of an integral part of the education process and not just a bridge between elementary and high school.</li> </ul> | <p>Student Services</p> <p>Technology</p> <p>Communications</p> <p>Assistant Superintendents of Elementary and Secondary Education</p> | <ul style="list-style-type: none"> <li>• Increase parent teacher conference participation.<br/>Baseline 2022-2023<br/>ELC 88.7%<br/>Elementary 85.9%</li> </ul> <p>Goal of 90% participation in 2023-2024.</p> <ul style="list-style-type: none"> <li>• Hold a minimum of three district-wide parent engagement/education events per academic year.</li> <li>• Building level teams will provide restorative practice training for all staff at each school during the 2023-2024 school year.</li> </ul> |



***Culture: Improve the learning culture by focusing on behavior, expectations, norms, and consistent services to students, families, and staff. (continued)***

| Initiatives  | Activities   | Divisions Responsible  | Metrics  |
|--|--|--|--|
| <p>Institute restorative responses (vs. punitive) to behavior infractions.</p> | <ul style="list-style-type: none"> <li>Expand restorative practices to include training for classified staff members.</li> <li>Expand restorative practice training to include students.</li> <li>Communicate restorative practice training information to parents/families.</li> <li>Reinstate a district attendance team and use of attendance letters at all buildings.</li> <li>Institute an attendance communication/PR blitz to share monthly attendance communication throughout the district.</li> </ul> | <p>Student Services<br/>Communications<br/>Technology<br/>Assistant Superintendents for Elementary &amp; Secondary Education</p> | <ul style="list-style-type: none"> <li>Building level teams will provide restorative practice training for all staff at each school during the 2023-2024 school year.</li> <li>Expand peer mediation training to all secondary schools during the 2023-2024 school year.</li> <li>Hold a Peace Learning Center hosted PREP program in 2023-2024 focused on education parents and community members on restorative practices.</li> <li>Return district attendance rate to pre-COVID levels beginning with the 2023-2024 school year.</li> </ul> |



***Culture: Improve the learning culture by focusing on behavior, expectations, norms, and consistent services to students, families, and staff. (continued)***

| Initiatives   | Activities  | Divisions Responsible   | Metrics   |
|---|---|---|---|
| <p>Increase the use of community and external partnerships to support staff health, mental health, professional development, and workload burden.</p> | <ul style="list-style-type: none"> <li>• Conduct focus groups or surveys with faculty and staff to identify barriers to workload burden, physical health, mental health, and professional growth.</li> <li>• Identify existing partner offerings that address staff barriers.</li> <li>• Create a plan to address the barriers and increase the use of partners.</li> </ul> | <p>Student Services<br/>Human Resources<br/>Business<br/>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>• Build capacity of staff to support staff wellness by certifying a minimum of 50 educators in Applied Educational Neuroscience through Butler University during the 2023-2024 school year.</li> <li>• Expand Panorama survey to include district staff beginning fall of 2023.</li> </ul> |



**Staffing and People:** *Increase staff support to improve retention, reduce turnover, and improve workplace satisfaction among staff.*

| Initiatives                         | Activities  | Divisions Responsible  | Metrics   |
|-------------------------------------|---|--|---|
| <p>Increase staff satisfaction.</p> | <ul style="list-style-type: none"> <li>• Provide professional development for all Classified Staff</li> <li>• Provide conversational Spanish (and other language) classes to teachers to improve family/teacher communication.</li> </ul> | <p>Human Resources<br/><br/>Curriculum &amp; Instruction</p> | <ul style="list-style-type: none"> <li>• Tracking number (and %) of staff participating in professional development programs and other pathways to obtain licenses and certifications               <ul style="list-style-type: none"> <li>■ In each school, 100% of instructional staff will participate in on going curricular resource professional development from instructional coaches integrated into the PLC process</li> <li>■ 30 days after the start of school instructional staff will have participated in training on the newly adopted curricular resources for the instructional year.</li> </ul> </li> <li>• Track number of registrants in conversational Spanish/other language classes.</li> </ul> |



**Staffing and People:** *Increase staff support to improve retention, reduce turnover, and improve workplace satisfaction among staff.*

| Initiatives            | Activities   | Divisions Responsible   | Metrics  |
|------------------------|--|---|--|
| Reduce staff turnover. | <ul style="list-style-type: none"> <li>Review salary ranges and salary caps to ensure the positions are competitive with other districts and provide livable wages.</li> <li>Analyze exit interview data to learn more about why staff members are leaving and create plans to address the losses</li> </ul> | Human Resources<br><br>Curriculum & Instruction<br><br>Technology | <ul style="list-style-type: none"> <li>Annually collect comparative salary data on staff positions</li> <li>Employee exit survey as a measure of climate</li> <li>Tracking the retention of all employee groups by building and division</li> <li>Reduction in number emergency permits (91) from 2022.</li> </ul> |



**Facilities:** Increase effective use of space to support increased academic and extracurricular alignment and opportunities.

| Initiatives                      | Activities   | Divisions Responsible                           | Metrics  |
|----------------------------------|--|---|--|
| Increase effective use of space. | <ul style="list-style-type: none"> <li>Review building capacities – identify buildings at 90% + capacity.</li> <li>Study the potential impact of programming and/or school choice (and magnets).</li> <li>Review future enrollment projections and demographic projections.</li> </ul> | <p>Operations<br/>Assistant Superintendents</p> | <ul style="list-style-type: none"> <li>Completed building capacity study.</li> <li>Information included in the Blue Ribbon Phase II plan.</li> </ul> |



***Technology: Maximize technology use for students, staff, and families/parents.***

| Initiatives   | Activities  | Divisions Responsible                     | Metrics   |
|---|---|---|---|
| <p>Increase effectiveness of student &amp; staff technology.</p>      | <ul style="list-style-type: none"> <li>Consider a new technology refresh cycle to ensure devices are up to date and functional for classroom technology needs.</li> </ul>   | <p>Technology<br/>Building Leadership</p> | <ul style="list-style-type: none"> <li>Completed review of technology refresh.</li> <li>A training plan for staff by building.</li> </ul> |
| <p>Increase effectiveness of technology for parents and families.</p> | <ul style="list-style-type: none"> <li>Consider consistent use of technology applications and platforms across schools (Class Dojo, Skyward, Canvas, Parent Square Emails).</li> <li>Offer training for parents and families on technology applications, learning management systems, and platforms.</li> </ul> | <p>Technology<br/>Building Leadership</p> | <ul style="list-style-type: none"> <li>A training plan by building.</li> </ul>  |





***Finance: Increase financial alignment with strategic priorities.***

| Initiatives   | Activities  | Divisions Responsible | Metrics   |
|---|---|-----------------------|---|
| <p>Monitor available resources for staffing, curriculum changes, and building projects.</p> | <ul style="list-style-type: none"> <li>• Consider budget implications of recommendations for elementary space expansion to support increased academic and extracurricular offerings.</li> <li>• Consider budget implications for staff wage ranges.</li> <li>• Consider budget implications for paid training and employee retention activities.</li> </ul> | <p>Business</p>       | <ul style="list-style-type: none"> <li>• Meeting or exceeding Board finance goals.</li> </ul> |

