

STRATEGIC PLAN 2024-2029

BELONG

BELIEVE

ACHIEVE



MONROE
SCHOOL DISTRICT

DRAFT MARCH 2024



DEAR MONROE SCHOOL DISTRICT COMMUNITY,

I'm excited to share our new five-year strategic plan, complete with a fresh mission, vision, and promise. After many months of gathering input from our students, staff, families, community members, administrators, city officials, and civic & non-profit leaders, this plan represents the diverse voices in our community and reflects our collective vision for the future of Monroe School District.

The goal of our strategic plan is to align our efforts and resources and provide a framework for monitoring results so that we can make informed decisions to effectively meet the needs of our students, staff, families, and community.

Once our plan is finalized and adopted by the school board, our focus will shift to action. Each year, our school board and district leaders will designate priority objectives for focused attention and set measurable goals for improvement. But rest assured, while we are concentrating on these priorities, progress will continue across all areas outlined in the plan.

As you will see in the plan, all goal areas have performance indicators to help us determine our progress toward meeting our goals. The specific targets will be set once we have determined our priority objectives for the year and collected baseline data. We will share our progress toward reaching our goals annually.

I want to thank our students, staff, families, and community for your input. Your partnership is invaluable as we pave the way for the future of Monroe School District where all students belong, believe, and achieve.

Sincerely,

Shawn Woodward

Superintendent
woodwards@monroe.wednet.edu



OUR VISION

We envision a future where every student in the Monroe School District will know and say:

- I belong, and I matter.
- I am challenged, supported, and successful in my learning.
- I believe in myself, and my community believes in me.
- I feel connected to my learning, to my peers, and to the adults in my school.
- I see a future I want, and I know how to achieve it.

OUR MISSION

In the Monroe School District, our students experience a deep sense of belonging while being supported, challenged, and inspired to explore their passions, learn at high levels, achieve their goals, and graduate ready to thrive in their chosen path after high school.

OUR PROMISE

Belong. Believe. Achieve.

- We aim to create an environment in which our students feel they **belong** within their school communities — where they are accepted and supported.
- We **believe** in our students' capacity to learn, grow, and thrive, and we want our students to **believe** in themselves.
- We hold our students to high academic standards and provide them with the support to **achieve** their own personal goals — now and in the future.

OUR VALUES

Integrity

We uphold the highest standards of professionalism, transparency, ethical behavior, accountability, and reliability to establish a strong foundation of trust.

Equity

We work as a collaborative learning community to ensure the strengths, needs, and goals of each student and staff member are known and supported.

Student-Centered

We believe that every student can learn at high levels and ensure that every decision and action is centered around our students' learning and well-being.

Belonging

We foster an inclusive and caring environment where every individual feels welcome, safe, valued, connected, and respected.

Collaboration

We work and learn as collaborative teams, empowering all individuals to contribute their diverse skills, voice, and insights, resulting in collective responsibility for student learning.

Excellence

We foster a culture of mutual accountability and continuous improvement, as we actively engage, challenge, and inspire all individuals to meet high expectations by providing high-quality, evidence-based instruction and stellar customer service.



WHAT'S IN OUR STRATEGIC PLAN?

STRATEGIC GOALS

Statements that describe the big-picture results we want for our students, staff, families, and community.

OBJECTIVES

Measurable steps we will take towards reaching our strategic goals. The school board will determine which objectives will be prioritized each school year.

KEY STRATEGIES

Examples of specific actions we will take to reach our objectives.

PERFORMANCE INDICATORS AND TARGETS

Standards we set to help us determine our progress toward meeting our goals. We will set specific, measurable targets once we have determined our priority objectives for the year and collected baseline data. We will monitor and share our progress toward reaching our goals annually with a focus on transparency and continuous improvement.

STRATEGIC PLAN ANNUAL UPDATE

The formal report we will publish annually and provide to our community, that highlights our priority areas for the year with measurable targets for improvement and our progress toward meeting the previous year's targets.



To view our Strategic Plan in other languages and definitions of terms used throughout the plan, please visit www.monroe.wednet.edu/strategic-plan



OUR GOALS



GOAL 1

All students are ready for their future.



GOAL 2

All students are safe, known, valued, and supported.



GOAL 3

We recruit and retain an exceptional, caring workforce that reflects the diversity of the students we serve.



GOAL 4

Family & community members are connected to schools and valued partners.



GOAL 5

We effectively utilize resources and demonstrate transparent fiscal responsibility.



GOAL 1

All students are ready for their future.



OBJECTIVE 1.1

Build a system to ensure graduating seniors who complete a specified pathway are guaranteed acceptance to a post-secondary school or placement in a high-demand, livable-wage job.

KEY STRATEGIES

- Create a Monroe School District *Portrait of a Graduate* to define the knowledge and skills every student should possess by graduation. For example: all students graduate proficient in financial literacy.
- Engage in partnerships with local employers, industry stakeholders, and post-secondary institutions to ensure that pathway offerings meet workforce demands and educational prerequisites.
- Beginning in grade 8, students develop and take ownership of their High School and Beyond Plan (HSBP), revisiting and adjusting it at least once annually.

OBJECTIVE 1.2

Earn the designation of a model Professional Learning Community (PLC) district, ensuring high levels of learning for all students across grade levels, courses, and content areas.

KEY STRATEGIES

- Develop a 5-year planning framework to become a model PLC district.
- Create a plan to ensure collaborative teams have the time necessary to positively impact student learning.
- Define and prioritize essential learning outcomes or standards for each grade level and content area.
- Develop common assessments and performance tasks aligned with these learning outcomes to monitor student progress and inform instructional decisions.

- Collect and analyze student data, including formative and summative assessments, to identify areas of strength and areas needing improvement.
- Use data to guide instructional planning, differentiate instruction, and provide targeted interventions for students who are struggling.
- Develop a proportionality index tied to student demographics (i.e. race/ethnicity, gender, socio-economic status, disability status, language proficiency) in the areas of student discipline, student growth/achievement, access to advanced placement/highly capable programs, special education placement, attendance/dropout rates, college/career readiness metrics, etc to address over or under-representation issues.

OBJECTIVE 1.3

Ensure all students leave each grade level with a portfolio of their interests, abilities, and aptitudes to inform their chosen pathway K-12.

KEY STRATEGIES

- Create age-appropriate assessments tailored to each grade level to aid students in recognizing their interests, capabilities, and talents.
- Develop activities that introduce students to a diverse array of interests, hobbies, and potential career trajectories.
- Lead students in the development of a portfolio that includes: artifacts, reflections, evidence from learning experiences, extracurricular engagements, and personal achievements.

OBJECTIVE 1.4

Ensure robust alternative learning pathways and choice programs are available for students.

KEY STRATEGIES

- Identify the strengths and weaknesses of the current choice programs (i.e. dual language program, highly capable program, Montessori-based program). Develop a plan to build upon the strengths and to address growth areas.

- Identify the strengths and weaknesses of the current Alternative Learning Environment (ALE) programs in our district. Develop a plan to build upon the strengths and to address the growth areas.
- Build upon the range of alternative learning pathways and choice programs that cater to different learning styles, interests, and abilities.

OBJECTIVE 1.5

Collaborate with community organizations and childcare providers to create additional Pre-K options, including full-day programs and wraparound services for families.

KEY STRATEGIES

- Collect input from families, community leaders, and childcare providers to gauge the demand for full-day Pre-K programs and wraparound services.
- Identify potential funding sources, grants, and in-kind contributions to bolster the establishment and operation of additional Pre-K programs and wraparound services. (i.e. apply for 21st Century Community Learning Center grant)
- Evaluate facility readiness and implement any necessary adjustments or enhancements to ensure compliance with health, safety, and licensing standards.

GOAL 1 PERFORMANCE INDICATORS AND TARGETS

- Increase the number of students who are “ready for kindergarten” as measured by the WaKids assessment by (TBD %).
- Increase the percentage of 9th graders on track for graduation by (TBD %).
- Decrease opportunity gaps in learning and achievement by (TBD %).
- Increase high school seniors’ perceived readiness for their futures by (TBD %).
- Increase the number of industry certifications available to students in Career & Technical Education (CTE) courses, aligned with current high-demand, high-wage occupations by (TBD #).
- (TBD %) of students in grades 3-8 and 10 will meet grade level standards in English Language Arts (ELA) as measured by the Smarter Balanced (SBA) test in the spring of (insert school year).
- (TBD %) of students in grades 3-8 and 10 will meet grade level standards in math as measured by the Smarter Balanced (SBA) test in the spring of (insert year).
- 100% of students in grades K-8 will make their annual progress goal on the i-Ready math and reading assessments by the end of the (insert school year).
- (TBD %) of students in grades K-8 will make their annual stretch goal progress on the i-Ready math and reading assessments by the end of the (insert school year).



GOAL 2

All students are safe, known, valued, and supported.



OBJECTIVE 2.1

Build school and classroom communities where all students are acknowledged, valued, feel safe, and know they belong.

KEY STRATEGIES

- Train all staff members to understand and implement strategies that support culturally responsive classroom environments, relationships, and teaching.
- Ensure students receive instruction and support services within the general education classroom with their peers, to the extent they are able.
- Increase access and opportunities for all students in grades K-12 to participate in extracurricular activities and athletics.
- Ensure equitable opportunities are available for students to share their input.
- Design experiences with and for students, families, and staff that engage, reflect, and honor their uniqueness in the community.
- Create a district-wide policy regarding student cell phone and headphone usage to promote social engagement and academic focus during school.

OBJECTIVE 2.2

Ensure all students have access to comprehensive physical and behavioral health care services through our collaborative relationships with community partners.

KEY STRATEGIES

- Conduct a comprehensive needs assessment to gather data on the health needs of our student population.
- Evaluate the availability and accessibility of existing health services within the community. Determine whether these services adequately meet the needs of students or if there are gaps in coverage or accessibility.
- Research and evaluate the feasibility of creating School-Based Health Centers in collaboration with local providers.

OBJECTIVE 2.3

Develop a proactive approach to preventing harassment, intimidation, and bullying (HIB).

KEY STRATEGIES

- Evaluate current channels for students and staff to report incidents of harassment, intimidation, and bullying (HIB).
- Ensure that all reports are treated seriously, promptly investigated, and addressed effectively, with appropriate support offered to victims and consequences applied to perpetrators.
- Foster a culture of peer support and unity, encouraging students to watch out for one another and speak out against bullying and harassment.
- Identify evidence-based strategies to enhance HIB initiatives.
- Regularly assess the efficacy of HIB prevention initiatives through surveys, focus groups, and program evaluations.

OBJECTIVE 2.4

Develop a comprehensive multi-tiered system of support (MTSS) that incorporates multiple evidence-based approaches to teach positive skills and behaviors.

KEY STRATEGIES

- Create a district-wide tiered system incorporating universal, targeted, and intensive interventions, each customized to meet varying levels of need.
- Train staff and implement trauma-informed practices to create safe, supportive, and inclusive environments that address the diverse needs of students, reduce the impact of trauma on learning outcomes, and promote social-emotional and academic well-being.
- Implement a district-wide system to regularly recognize and celebrate student successes, including academic achievements, extracurricular accomplishments, and acts of kindness or leadership.

OBJECTIVE 2.5

Review, update, and implement our comprehensive emergency preparedness and response plan to ensure we prioritize the safety of our students and staff.

KEY STRATEGIES

- Conduct a thorough assessment to identify potential hazards and risks within our school environment, including natural disasters, medical emergencies, and security threats.
- Review and update our detailed emergency preparedness and response plan that outlines protocols, procedures, and responsibilities for various emergency scenarios.
- Develop a schedule to regularly train staff on emergency preparedness and responses to ensure procedures are consistently followed.

GOAL 2 PERFORMANCE INDICATORS AND TARGETS

- Increase the sense of belonging felt by our students by (TBD %) as measured by the Student Climate & Culture survey through Panorama.
- Decrease incidents of Harassment, Intimidation, and Bullying by (TBD %).
- Increase the number of students in grades K-12 participating in extracurricular activities and athletics by (TBD #).
- Increase the percentage of students regularly attending school by (TBD %).



GOAL 3

We recruit and retain an exceptional, caring workforce that reflects the diversity of the students we serve.



OBJECTIVE 3.1

Implement robust recruitment strategies to attract a deep pool of exceptional, caring, culturally competent, and diverse applicants for all district positions.

KEY STRATEGIES

- Develop a *Portrait of an MSD Employee* to ensure we hire employees who share our core values, goals, and beliefs.
- Diversify recruitment strategies to effectively reach potential applicants.
- Ensure our job application system is modern, accessible, and user-friendly.
- Shorten hiring timelines (screening, interviewing, reference checks, etc).
- Review the current hiring timeline to attract a deeper pool of highly qualified applicants.
- Develop a pipeline of quality candidates from within our district (students, parents, and classified staff).

OBJECTIVE 3.2

Our positive, inclusive, supportive, and high-trust organizational culture leads to employee retention and reduced turnover rates.

KEY STRATEGIES

- Annually survey all staff on their perceptions of the climate and culture in our district and on their satisfaction level with district departments' and programs' support and responsiveness to various concerns.
- Provide meaningful opportunities and differentiated pathways for professional growth and advancement for all staff.
- Ensure employees benefit from meaningful evaluations and support systems for continuous improvement.
- Monitor turnover trends and identify factors (i.e. exit interviews/meaningful surveys) contributing to turnover, particularly among underrepresented groups.

- Ensure all staff are given opportunities to be decision-making collaborators.
- Maintain employee recognition and appreciation programs that celebrate the hard work and dedication of our staff members.

OBJECTIVE 3.3

Our comprehensive onboarding process provides essential information, resources, and training for all staff members and substitutes, ensuring a smooth and effective integration into our organization.

KEY STRATEGIES

- Solicit regular feedback from new employees to evaluate what went well and where there are gaps/improvements needed in the onboarding process.
- Develop a committee with representation from various employee groups to evaluate the current onboarding process and address areas of need.
- Expand our mentoring program.
- Develop onboarding handbooks for all new employees.
- Evaluate current staffing supports as it pertains to new employees.
- Increase opportunities for new staff to observe veteran colleagues.

OBJECTIVE 3.4

We have a deep pool of professional, caring, and culturally competent substitutes for roles that serve students.

KEY STRATEGIES

- Collect feedback on administrators' level of satisfaction with the quality of the substitute pool.
- Collect feedback from current substitutes to help develop recruiting strategies, training opportunities, and areas of growth.
- Hire enough substitutes to cover daily staff absences.
- Identify skills needed to substitute in our general education classrooms and specialized programs and provide paid training opportunities to obtain those skills.

GOAL 3 PERFORMANCE INDICATORS AND TARGETS

- Increase the percentage of staff members who report feeling valued, supported, and included by (TBD %) as measured by the annual staff climate and culture survey.
- Increase employee satisfaction level with the support and responsiveness of HR, Fiscal, and Facilities by (TBD %).t
- Increase staff retention rate by (TBD %) in all employee groups.
- Increase the number of applicants for all positions by (TBD%).
- Increase the staff diversity index by (TBD %). The staff diversity index measures the extent to which the demographic composition of the district's staff mirrors that of its student body across various dimensions of diversity, including race, ethnicity, gender, and language background.
- Decrease the turnover rate of staff members by (TBD %) in all demographic categories.
- Increase the percentage of staff members, including substitutes, who are fluent in Spanish by (TBD %).



GOAL 4

Family & community members are connected to schools and valued partners.



OBJECTIVE 4.1

Curriculum and instruction materials are available to students, staff, and the community in an easy-to-understand and accessible way.

KEY STRATEGIES

- Clearly post learning standards and corresponding instructional materials by grade and content area on the website.
- Host curriculum nights at the district administration office and all schools to share curriculum and materials.

OBJECTIVE 4.2

Develop an atmosphere of mutual respect and trust based on culturally responsive relationships with families.

KEY STRATEGIES

- As valued partners, family and community members have regular and equitable opportunities to share their input.
- Our district and school communication, processes, procedures, and forms are accessible (multilingual, ADA, mobile responsive, etc) and family-friendly. All certificated staff will be trained on the district-approved mass communication platform and will use it to communicate with families and secondary students.
- Foster partnerships with family and community members through a robust volunteer program.
- Provide staff training and implement practices around listening and responding with empathy when seeking out the ideas and perspectives of students, families, and our community.
- Partner with diverse students, families, communities, and other educators to improve classrooms, schools, and the district.
- Host events that build relationships and fill outreach gaps, including activities focused on Social Emotional Learning (SEL), cultural sharing, safety, mental health, athletics, movies, or community forums.

OBJECTIVE 4.3

Families have a clear understanding of how to access services (i.e. special education, multilingual learners, 504 plans) for their students and how to advocate on their behalf.

KEY STRATEGIES

- Arrange regular information sessions or workshops designed specifically for parents of children with disabilities. Topics to be addressed include the Individualized Education Program (IEP) process, available services, rights and obligations, and strategies for advocating on behalf of their child.
- Develop comprehensive resource guides or handbooks that explain the various services available to students, including special education, support for multilingual learners, and 504 plans. Make these guides available in multiple languages and formats.
- Consistently seek input from families regarding their encounters with accessing services and advocating for their students. Utilize this feedback to identify areas for enhancement and adapt as necessary to provide improved support for families.

OBJECTIVE 4.4

Our well-kept facilities are easily accessible for community use.

KEY STRATEGIES

- Regularly evaluate the effectiveness of community use policies and procedures through feedback from users. Make adjustments as needed to improve accessibility and satisfaction.
- Regularly maintain and upkeep facilities to ensure they are safe, clean, and well-equipped for community use. Address any maintenance issues promptly to minimize disruptions.

OBJECTIVE 4.5

Develop a world-class customer service model to ensure our students, families, staff, and community members feel seen, valued, and supported.

KEY STRATEGIES

- Ensure that physical spaces, including school premises, offices, and reception areas, create a welcoming environment conducive to positive interactions.
- Provide training to frontline staff to greet visitors warmly and nurture a hospitable atmosphere.
- Recognize and celebrate instances of exceptional customer service. Highlight staff members who go above and beyond to ensure satisfaction with our students, staff, families, and community.
- Establish feedback channels, such as suggestion boxes, surveys, and feedback forms, to collect input from students, staff, families, and the community regarding their interactions with customer service. Utilize this feedback to identify areas for enhancement.
- Provide opportunities for students, staff, families, and community members to provide input before decisions are made and demonstrate how input is used after a decision is made.
- Annually survey families on their perception of the climate and culture in our schools and district and share survey results and goals for improvement.

OBJECTIVE 4.6

Regular communication with our community builds trust, transparency, and accountability.

KEY STRATEGIES

- Ensure our communication strategies match the preferred communication styles and languages of our community.
- Identify and adopt district-wide communications best practices.
- Provide training and support for district-adopted communication tools.
- Gather ongoing feedback from all audiences to gauge progress and growth opportunities.
- Publish an update to the strategic plan annually.
- Publish an annual report to the community each school year.

GOAL 4 PERFORMANCE INDICATORS AND TARGETS

- Increase the percentage of families who report feeling connected to their child's school by (TBD %).
- Increase the percentage of families and community members who report feeling valued and respected by school staff (TBD %).
- Increase the percentage of families satisfied with the IEP process by (TBD %).
- Increase the percentage of staff, students, families, and community satisfied with school and district office customer service (TBD %).
- Increase the percentage of people satisfied with facility use process and procedures by (TBD %).



GOALS

We effectively utilize resources and demonstrate transparent fiscal responsibility.



OBJECTIVE 5.1

Our school facilities are modern, safe, and secure.

KEY STRATEGIES

- Modernize and/or replace schools based on results of the 2022 Facilities Study and Survey.
- Form a Citizens Facility Advisory Committee (CFAC) to make recommendations to the school board regarding the modernization/replacement of school facilities.
- Form a Citizens Technology Advisory Committee (CTAC) to assess how we are using technology in our schools and develop a plan to ensure our students are future ready.
- Develop a list of priorities to identify safety and security needs and determine a funding source to address highest need areas.

OBJECTIVE 5.2

Develop a “Citizen’s Guide to the Budget” to demonstrate fiscal transparency to our community in an accessible and understandable way.

KEY STRATEGIES

- Align annual budget with our strategic priorities.
- Develop a baseline “transparency index score.”
- Survey community satisfaction with the district’s financial management practices and resource allocation decisions.

OBJECTIVE 5.3

Policies and procedures are current and accessible, with established systems for monitoring progress and conducting reviews to ensure accountability and facilitate continuous improvement.

KEY STRATEGIES

- Schedule regular reviews of policies and procedures to ensure they remain current and aligned with district goals and priorities. Encourage staff to provide input and suggestions for improvement.
- Provide training to staff on relevant policies and procedures, and communicate updates or changes effectively to ensure understanding and compliance.

OBJECTIVE 5.4

Consistent and accurate data entry in our student and staff information system ensures it is fully functional and all programs that integrate with it can be utilized effectively.

KEY STRATEGIES

- Develop and implement a training schedule for those who work with our student information system.
- Establish written systems and procedures to ensure data entry is accurate, consistent, and all programs are fully functional.

GOAL 5 PERFORMANCE INDICATORS AND TARGETS

- Increase community users’ satisfaction with facility use and the state of our facilities by (TBD %).
- Reduce the variance percentage between budgeted and actual expenditures for key budget categories.
- Improve the district’s transparency index score.
- Increase community satisfaction with the district’s financial management practices and resource allocation decisions by (TBD %), as measured by survey.
- Increase community facility utilization rate by (TBD %).

ABOUT MONROE SCHOOL DISTRICT

10  **SCHOOLS**

- 5 Elementary Schools
- 2 Middle Schools
- 1 High Schools
- 2 Alternative Schools

SPECIAL PROGRAMS



Special Education Program – **20.3%**



Multilingual Learner Program – **14.2%**



Free or Reduced Price Meals – **38.2%**



Highly Capable Program – **5.6%**

22 LANGUAGES

TOP 6

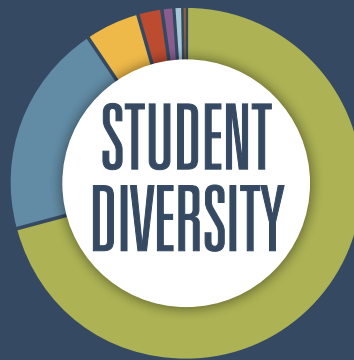
- ◆ English
- ◆ Spanish
- ◆ Telugu
- ◆ Russian
- ◆ Ukrainian
- ◆ Romanian

 **975**
CERTIFICATED & CLASSIFIED STAFF

AS OF FEBRUARY 2024

5,711
STUDENTS

AS OF OCTOBER 2023



60.7%

White

26.9%

Hispanic/Latino of any race(s)

6.9%

Two or more races

3.2%

Asian

1.3%

Black/African American

0.6%

American Indian/Alaskan Native

0.4%

Native Hawaiian/Pacific Islander

BOARD OF DIRECTORS



JEREMIAH CAMPBELL

DISTRICT 1



CHUCK WHITFIELD

DISTRICT 2



MOLLY BARNES

DISTRICT 3



JAMES ETZKORN

DISTRICT 4



JENNIFER BUMPUS

DISTRICT 5



MONROE
SCHOOL DISTRICT

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Notice of Non-Discrimination: The Monroe School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX/Civil Rights Compliance Coordinator:

Dan Johnston
360-804-2539

johnstond@monroe.wednet.edu

Section 504/ADA Coordinator:

David Paratore
360-804-2609

paratore@monroe.wednet.edu