



**Byron Area Schools
2024-2028
Strategic Plan Summary Document**

Byron Area Schools provides impactful learning experiences to empower each student to achieve their highest potential to navigate a dynamic world.





Letter from Board President and Superintendent

Byron Area Schools 2024-2028 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Byron Area Schools.

This document contains the 2024-2029 Byron Area Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Byron Area Schools.

5 community, parent/guardian and staff forums and an electronic survey resulted in **245** people providing input for the planning process. A Strategic Planning Team of 23 community members, parents/guardians, staff and students participated in an all-day planning retreat on January 27, 2024.

Throughout the planning process the community expressed high expectations of Byron Area Schools becoming a world class school district and having all students graduate from high school. Even though some of the goals are extremely high, they reflect the strong desire that has been expressed to embrace significant change and dramatically improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While much more work needs to be done; Byron Area Schools is headed in the right direction with positive momentum behind the academic growth, instruction reforms and innovative new school choices .
2. The future of growth and success of Byron Area Schools must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 23 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Tonia Ritter, President of the Board

Jan Amsterburg, Ph.D., Superintendent





Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In May 2023, the Byron Area Schools Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process—providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a ‘road map’ to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission statement, and belief statements were developed. Based on qualitative and quantitative data and a new vision, mission and belief statements; strategic goals and objectives were developed. Regular monitoring of progress and renewal is critical to the plan’s success.





The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 233 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years, 2018-2022, as applicable, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for Byron Area Schools were Durand Area Schools (Shiawassee), Fowlerville Comm. Schools (Livingston), Morrice Area Schools (Shiawassee), New Lothrop Area PS (Shiawassee), Perry Public (Shiawassee), and St. Charles Comm. Schools (Saginaw).

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 23 parents/ guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on page 5).

Collaborating with the Byron Area Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

—Scott Morrell, MASB Facilitator





Strategic Planning Team Members

Andrea Howard

Chuck Ferrell

Dave Wyrick

Debi Murray

Don McLennan

Don Warner

Ellen Glass

Gloria Fontaine

Jacey MacKay

Jan Amsterburg

Jessica Wilcox

Jillian Walicki

Mandi Davis

Matt Glass

Melinda Keway

Mike Parker

Mina Forbush

Rebekah Vandemark

Rob Vandemark

Ronda Jordan

Stacey Johnson

Theresa Krejci

Wade Prestonise

Richard Whaley

Jeanette Prestonise

Jim Anibal

Tonia Ritter

Krystal Howard

David Mitchell





Retreat Workshop

A retreat workshop was held on January 27, 2024. The workshop covered included:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Assignment of planning team leaders to develop action plans for each goal and objective, including responsibilities, timelines and measurements

Byron Area Schools 2024-2028 Strategic Plan

Vision Statement:

Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future.

Mission Statement:

Establishes, in the broadest terms, the purpose of a school district. It should answer the question "What ultimate end will the district pursue and in the broadest sense, how?" The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:





The mission & vision of Byron Area Schools is ...

Byron Area Schools provides impactful learning experiences to empower each student to achieve their highest potential to navigate a dynamic world.

Beliefs: The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

We Believe:

- Education is a lifelong process.
- All students can learn and have the right to an excellent education.
- Education is a shared responsibility of the student, the faculty, the community and the school.
- Family involvement is crucial to academic and social success.
- Genuine respect is shared and reciprocated among staff, students and Byron families.





2024-2028 Strategic Goal

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization’s vision, mission and beliefs. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the January 2024 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2024-2028 Goals

- Academics/Programs
- Operations/Culture
- Operations/Facilities
- Communications/Engagement





Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the team.

Goal Area 1: Academic Programs

Strategic Goal Statement:

Provide relevant and viable opportunities to meet the academic needs of individual students to promote success.

Priority Objectives:

- Continue work on curriculum review & alignment**
- Continue work on MiCIP**
- Share MiCIP work with staff & community**
- Review & purchase new curriculum**
- Grant writing to continue to search for opportunities**
- Review participation numbers allowed in CTE classes**
- Exploration of new programs**
- Work with county programs (growth)**
- Increasing and review of capacity of CCRC**





Goal Area 2: Operations/Facilities

Strategic Goal Statement:

Develop facilities that support school pride and innovative learning opportunities.

Priority Objectives:

- Create a master facilities plan with priorities**
- Continue & completion of summer facilities projects**
- Renewal of the sinking fund & non-homestead approvals**
- Acquire safety grants**
- School Resource Officer**





Goal Area 3: Operations/Culture

Strategic Goal Statement:

Promote and provide necessary resources to enhance the physical & mental well-being of the school community.

Priority Objectives:

- Work on agreement for School Resource Officer**
- Continue with well-being initiatives**
- Research options to increase employment of professional staff**
- Addition social work support**
- Social/Emotional professionals**





Goal Area 4: Communication & Engagement

Strategic Goal Statement:

Improve and create communication strategies to inform and engage stakeholders.

Priority Objectives:

- Host an open house with superintendent candidates**
- Revive community newsletter (quarterly)**
- Host a senior community luncheon**
- State of the District report to staff & community**
- Open facilities to community (events/walking)**
- Newsletter with district update**





Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals/objectives identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action plan
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update





STRENGTHS

ACADEMICS/PROGRAMS

- Academic Outcomes
- Curriculum
- High Expectations
- Extracurricular Activities
- Opportunities

LEARNING ENVIRONMENT AND CULTURE

- Small Class Size
- Everybody knows one another
- Inviting Environment
- Individualized Support

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Sense of Community
- Strong Community Support

PERSONNEL AND LEADERSHIP

- Genuinely Caring Staff –
(here for the students)
- Outstanding Teachers
- Leadership is Supportive
- Board of Education

OPERATIONS/ FINANCE/FACILITY

- Financial Status
- Facilities





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS/PROGRAMS

- No Industrial Arts/Trades Programing
- College Prep Opportunities
- No Music Programing
- Expand Course Offerings and Choices
- Expand Extra-Curricular Opportunities
- Improve Test Scores and Student Achievement (Proficiency)

LEARNING ENVIRONMENT AND CULTURE

- Student Enrollment – Schools of Choice
- Student Management Systems – i.e. Bullying, Behavior
- More Teacher Resources
- Focus on All Students

Communications and Community Engagement

- Community Support
- Communication with parents
- More Transparency – Information Sharing

PERSONNEL AND LEADERSHIP

- More Teachers
- More Support Staff

OPERATIONS/ FINANCE/FACILITIES

- Building Maintenance
- Building Updates
- Improve Food Service Program





BARRIERS

ACADEMICS/PROGRAMS

- Low Student Enrollment
- Lack of Qualified Faculty/Staff

LEARNING ENVIRONMENT AND CULTURE

- Schools of Choice
- Virtual Option – Transfer Students
- Personnel - Too Many Roles

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Community Support/Participation
- Parent Involvement
- Small Community

**PERSONNEL AND
LEADERSHIP**

- Recruiting/Retaining Faculty/Staff
- Resistance to Change
- Salaries/Benefits
- Leadership

**OPERATIONS/
FINANCE/FACILITY**

- Financial Stability
- Facilities
- Food Service Requirements





VISION

ACADEMICS/PROGRAMS

- High Student Achievement
- Better Prepare Students for College and Trades
- More Extra Curricular Participation

LEARNING ENVIRONMENT AND CULTURE

- Significant Increase in Student Enrollment
- Safe and Inclusive Environment
- More Opportunities for Electives
- School Spirit/Pride
- Working Together

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Community Works Together – Achieve Excellence
- Strong Parent Involvement/Support

PERSONNEL AND LEADERSHIP

- Full Staff – Teachers, Support Staff, Administration

OPERATIONS/ FINANCE/FACILITY

- Building Updates and Improvements





PRIORITIES

ACADEMICS/PROGRAMS

- More Extra Curricular Participation
- Foundational Learning
- Life Skills

LEARNING ENVIRONMENT AND CULTURE

- Significant Increase in Student Enrollment
- Safe and Inclusive Environment
- More Opportunities for Electives
- Classroom Resources
- Small Class Sizes

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Community Works Together – Achieve Excellence
- Strong Parent Involvement/Support

**PERSONNEL AND
LEADERSHIP**

- Full Staff – Teachers, Support Staff, Administration
- Caring & Compassionate Staff

**OPERATIONS/
FINANCE/FACILITY**

- Building Updates and Improvements





Data Driven Strategic Planning: Byron Area Schools

Based on analysis of data in this report, the following points are highlighted concerning **Byron Area Schools**:

In general, the data revealed that when compared to state averages and the reference districts selected for this report, **Byron** emerges as a district facing challenges with low academic performance.

DEMOGRAPHICS

- Approximately 36.3% of residents attended some college or earned an Associate's Degree. In addition, 19% of residents have a Bachelor's degree or higher. The combined total of 55.3% is below the state average of 62.8%. (B-1, B-2)
- The percentage of pre-school aged children attending public pre-school ranked first among the reference districts at 100.0% and is above the state average of 67.7%. The percentage of district-resident children enrolled in the District Schools K-12 ranked fourth among the referenced districts and exceeded the state average by 4.4%. (B-3)
- The district's 2020 average (mean) household income of \$86,268 ranks fifth among the reference districts and is below the state average of \$80,803. (B-4)
- Enrollment at the District has decreased consistently over the past five years moving from 899 students in 2018 to 702 students in 2022; a net loss of 197 students. (B-5, B-6)
- The District has 105 students who choose to attend either other districts or charter schools than come to Byron. Linden (114), Fowlerville (48), and Howell (24) enroll the greatest number of the Districts' resident students. Conversely, Byron attracts students from Swartz Creek (56) and Durand (46) having the greatest number of students enrolled. The difference between incoming and outgoing choice students is expanding. (B-7, B-8)





- At 37%, the percentage of the District's students eligible for lunch assistance in 2022 ranked sixth among the reference districts and below the statewide average of 50.5%. Free and reduced student lunch eligibility has been consistent over the last four years. (B-9, B-10)
- The state's 2021 4-year cohort graduation rate of 83.58% dropped by 1.6%. (B-11)
- The district's 4-year cohort graduation rate declined 3 of the past 4 years, declining by 3.80% from 2020-2021, while the District's 4-year cohort graduation rate fluctuated during that time and dropping by 12.42% in 2021. (B-12)
- For the class of 2016, the percentage of enrollment in college for that fall was 57%. However, after a five-year period 11.76% earned a 2-year or 4-year degree. (B-13)
- The demographics of the district's student population is unique to the reference districts and changed in the past 5 years. The 2022 demographic data is as follows: 94.2% White; 2.7% Multiracial, 2% Hispanic, .7% American Indian, .3% African American, and .1 Asian. (B-14, B-15)
- The District's student's chronic absence rate of 16.4% remained the same for 2021 and 2022, ranked third among the reference districts and was 22.1% below the state average. (B -16, B-17)
- With the exception of 2018, there has been no students retained in grade 3. (B-18)

ACADEMIC PERFORMANCE

- The District's students scored below state averages in ELA at all assessed grade levels on the 2021* MEAP/MME/SAT, except in grade 6. In addition, ELA scores have been below the state averages for the past five years. (C-2, C-3, C-5, C-6, C-8, C-11, C-13, C-14, C-16, C-17, C-22, C-23, C-27, C-28, C-30)
- The District's students scored below state averages in math at all assessed grade levels except grade 3, 6, 7, High School on the 2021* MEAP/MME/SAT. In addition, math scores have been at or above the state averages for the past five years. (C-1, C-3, C-4, C-6, C-7, C-11, C-12, C-14, C-15, C-17, C-21, C-23, C-27, C-29, C-30)
- The District's students scored below state averages in science at all assessed grade levels on the 2021 MEAP/MME/SAT. (C-10, C-11, C-19, C-20, C-25, C-26)





- The District's students scored below state averages in social studies at all assessed grade levels except the High School on the 2021 MEAP/MME/SAT. (C-9, C-11, C-18, C-20, C-24, C-26)
- The District's 2021 SAT College Readiness scores have fluctuated annually since 2017 and ranked second among the reference districts. (C-29, C-30)
- Dual enrollment participation has ranged from a low of 51 in 2018 and a high of 60 in 2019 except in 2022-23 where only 1 student participated in the programming opportunity. (C-31)

FINANCE

- The District's 2022 Foundation Allowance of \$9,150 per student is on par with the reference districts. The district has received increases the last four years, increasing by \$1,279 over the period. (D-1, D-2)
- General fund expenditures of \$10,557 per student rank sixth among the reference districts, and below the state average of \$11,638. They have increased from \$9,155 in 2018 to \$11,638 in 2021. (D-3, D-4)
- The District's instructional spending has increased, at \$7,073 per student in 2021 it ranked first among the reference districts and is below the state average of \$7,237. (D-5, D-6)
- The District's instructional support spending of \$402 per student ranks last among the reference districts and is well below the \$1,319 state average. It has increased from a low of \$318 in 2020. (D-7, D-8)
- Business and administration spending of \$1,426 per student increased over the last five years and but is below the state average of \$1,540. It ranks sixth among the reference districts. (D-9, D-10)





- In three of the last five years expenditures have been higher than revenue. The net affect though has resulted in an increase in the Fund Balance over that time. (D-11, D-12)
- The District's Fund Balance has increased from to 16.4% in 2021 after falling. (D-13, D-14)
- The District's cumulative student loss of 239 students since 2017 has resulted in a loss of revenue of \$1,912,433. (D-15)
- The potential revenue per millage of property tax levied in 2021 ranked first of the reference districts for homestead and fifth for non-homestead properties combined. Whereas the district's homestead tax surpassed the state average, the non-homestead did not. (D-16)

PERSONNEL

- Staffing FTE has fluctuated from year to year during the period of 2017 to 2021, with a low of 74 in 2021 and a high of 88 in 2017 in 2021. (E-1, E-2)
- At 22, the District's student teacher ratio was the fifth among the reference districts. The district's student-teacher ratio is equal to the state average and has decreased from its high of 23 in 2019. (E-3, E-4)
- The average teacher salary ranks third among the reference districts at \$64,482 and is is slightly higher than the state salary average of \$64,237. The salary decreased by \$7,289 over the 2018 average. (E-5, E-6)
- 66% of the District's teachers have a Master's degree or higher. (E-7)
- Half of the teachers have been with the district less than seven years. (E-8)
- In 2020, Teacher Effectiveness ratings were 53% Highly Effective, 45% Effective. (E-9)
- In 2020, Administrator Effectiveness ratings were 14% Highly Effective, 86% Effective. (E-10)

Respectfully Submitted,
Scott Morrell-Facilitator





The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

ON THE HORIZON

- Social Media Influences
- Importance of online popularity
- AI, Computer Driven Teaching
- Mobility of Students
- Technology
- Mobile Apps for Districts
- Non-traditional Ways to Degrees
- Facility Improvements
- AI & Home Schooling
- Specialized Focus Schools

EMERGING

- Online Options
- Sports Options-Esports, Boys VB
- Social Emotional Learning
- Career Tech Ed & STEM Classes
- Artificial Intelligence
- Increasing School Safety Measures
- Nurse Staffing
- MERT-Safety Plans
- Robotics





ESTABLISHED

- Core Curriculum
- CTE-Agriculture, Industrial Arts
- Instruction Driven by Standards
- Social Emotional Learning
- Two Parent Working Household
- Data at Fingertips for Stakeholders
- Teaching and Support Staff
- Online Learning
- Everything on Demand

DISAPPEARING

- Traditional Textbooks
- Printed Materials
- Hands on Trades
- Life Skills
- Cursive, Library Books
- CTE, Hands On Education
- Attendance (from Family Perspective)
- Declining Enrollment
- Reduced Face-to-Face Instruction





Academic Performance

**Elementary
C-1 to C-11**

- All 2021 data could be affected by parent choice to bring students
- We are under state average on almost everything
- 3rd Math & ELA data is strong compared to reference districts
- Upper Elem ELA & Math scores are below reference districts
- All 2021 data could be affected by parent choice to bring students
- We are under state average on almost everything
- 3rd Math & ELA data is strong compared to reference districts
- Upper Elem ELA & Math scores are below reference districts

**Middle School
C-12 to C-22**

- 2021 2nd highest in 6th grade Math C-12
- 6th grade Math trending down, ELA trending up 2017-21 C14
- 7th grade ELA down, Math down but above state average C-17
- 8th grade Science down and below state average C-20
- 8th grade PSAT up before covid and down now C-23
- 2021 2nd highest in 6th grade Math C-12
- 6th grade Math trending down, ELA trending up 2017-21 C14

**High School
C-23 to C-37**

- Upward trend through 2019 C-23
- At state average, higher than schools we lose students to C-24
- On par with local, under state average C-25
- ???? No conclusions C-26
- The area's ok 1st district C-27
- See C-27 we excel here
- Above state and area averages C-29
- What is it were doing-EBRW at or above state average C-30
- Lots take advantage of dual enrollment C-31





Enrollment and Demographics

Enrollment Demographics

- Lowest graduation rate. Just above state average. B-11
- School of choice. Loss of average 100 students annually.
- 100% preschool age enrolled. B-3
- Linden & Fowlerville, majority lost to. B-7

Finance

- PC \$ up. 2nd in expense per child. D-2 D-3
- Staff support \$ decreased. D-7
- 3 of 5 years expenses were higher than revenue D-11
- Current finances are good. Due to grant funding. Fund balance at 16% but was 8% D-14

Personnel

- Highly experienced staff
- 63% of teachers have masters degree
- Student to Teacher average=state average
- No minimally effective Staff





Academics/Programs

- Awards/Academic recognition
- E-Sports
- Other team sports
- Academic Clubs
- Pre-K growth
- Child-Care 2
- Curriculum 37
- Gifted & Talented Program Gr2-12
- Life Skills Class
- Overall Curriculum
- Reinstate CTE
- Strengthen Special Ed programs K-12 consistency
- Expand programs: foreign language, link w/other schools, online classes
- Soar program, teachers have time to tutor students requiring help
- Adult Education 1

Culture/Learning Environment

- Mental health support for students 3
- Regular collaboration board/staff/etc 1
- Educational assemblies 1
- Integrate home students





Communication/Community Engagement/Marketing

- | | |
|---|----|
| <input type="checkbox"/> Improved communication to whole community | 12 |
| <input type="checkbox"/> Greater & improved collaboration between our school athletics & youth sports | |
| <input type="checkbox"/> Printed newsletter | |
| <input type="checkbox"/> Advertising what is unique & positive about our school | |
| <input type="checkbox"/> Communication accomplishments, challenges with community | |
| <input type="checkbox"/> Community education offerings | |
| <input type="checkbox"/> community events/involvement | |
| <input type="checkbox"/> Electrical, A/V, Communications | |
| <input type="checkbox"/> Regular reporting/presentations to school board by stakeholder entities (PTA, BEAS , Athletics, FFA, Alumni etc) | 1 |
| <input type="checkbox"/> School newsletter or communication for the whole community | 3 |
| <input type="checkbox"/> School tours for the community | |
| <input type="checkbox"/> Senior citizen luncheons/dinners | 6 |
| <input type="checkbox"/> Social media standards | |
| <input type="checkbox"/> Alumni engagement | 1 |
| <input type="checkbox"/> Common communication platform | |

Personnel/Leadership

- | | |
|--|---|
| <input type="checkbox"/> Athletic secretary | |
| <input type="checkbox"/> Stronger, bigger administrative team (curriculum director, spec. ed director) | 1 |
| <input type="checkbox"/> Redefine positions/roles | 1 |
| <input type="checkbox"/> New staff training | 1 |
| <input type="checkbox"/> Teacher/staff retention | 1 |





Operations/Facilities

- Auxiliary Gem 35
- Facility improvement & maintenance (structural issues)
- Functional bathrooms
- Improve the looks of the campus. Clean up areas
- Infrastructure, heating, A/C, H2O, servers
- New greenhouse for FFA
- New lockers
- Replace/repair ramp at elementary
- Sports complex
- Traffic flow
- Smart boards
- New desks, chairs, room furniture

- School Resource Officer 11
- Safety
- Changes to safety

