

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

2025-2030



City of St. Charles School District



FOUNDED IN 1846
ALONG THE BANKS OF
THE MISSOURI RIVER. THE
DISTRICT HAS PLAYED
AN INTEGRAL ROLE IN
THE CITY OF ST. CHARLES'
RICH HISTORY.

Dear City of St. Charles Community,

It is my honor and privilege to serve as the Superintendent of the City of St. Charles School District. Each day, I am reminded of how special our community is—where families, educators, and community partners come together with a shared commitment to helping every child reach their full potential. In St. Charles, we truly believe that it takes a village to raise a child, and I am proud to be part of this village alongside all of you.

I am excited to introduce our new Continuous School Improvement Plan (CSIP)—a five-year strategic roadmap designed to guide our work from 2025 through 2030. This plan represents the collective voices, insights, and aspirations of our students, staff, families, and community members.

A strategic plan for us is more than just a document—it is a living blueprint that reflects our priorities and values as a school district. It outlines clear goals, measurable outcomes, and targeted strategies that will drive student achievement,

promote equity, and ensure we are preparing every learner for a successful future.

At the heart of our new CSIP is a reaffirmation of who we are and what we believe:

- **Our Mission:** Engage. Empower. Inspire. Every Learner, Every Day!
- **Our Vision:** The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.
- **Our Core Values:** Academic Excellence, Integrity, Diversity, Community and Student-Centered Decision Making.

These beliefs will serve as our compass as we work together to meet the needs of our diverse learners and build a strong foundation for generations to come.

This plan is the result of months of collaboration, thoughtful dialogue, and a shared desire to make St. Charles a place where all students can succeed.

I am grateful to everyone who contributed their time, ideas, and feedback throughout this process. Your voice matters, and it has helped shape a bold vision for our future.

I invite you to review our plan, engage with us, and continue partnering in this important work. Together, we will ensure that the City of St. Charles School District continues to be a place where students are empowered, educators are supported, and the entire community is connected through the power of learning.

With deep appreciation for your continued support,

Dr. Jason T. Sefrit
Superintendent of Schools



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STRATEGIC

GOALS



4,590
STUDENTS



THE PLAN



Our strategic plan is a formalized roadmap that outlines the SCSD’s long-term vision, goals, and priorities for improving student outcomes, fostering staff success, and meeting community needs. It serves as a framework for decision-making, resource allocation, and evaluating progress over the next 5 years. The plan will begin July 1, 2025 through June 30, 2030.

Key components of our CSIP include:

- **Mission Statement**
Defines our purpose.
- **Vision Statement**
Describes what success will look like.
- **Core Values**
Articulates the beliefs and principles that guide our work and culture.
- **Strategic Pillars**
Establishes broad areas of focus that align with our mission and vision.
- **SMART Goals**
Specific, measurable, achievable, relevant, and timely objectives that detail how each pillar will be accomplished.
- **Strategies and Action Steps**
Concrete steps and initiatives to achieve the SMART goals.
- **Success Metrics**
Criteria or indicators used to measure and evaluate our progress.
- **Monitoring**
A process for routinely reviewing progress and making adjustments.

THE PROCESS

Steering Committee

SCSD CSIP Steering Committee was established in April 2024, with a kick-off session held in May at the conclusion of the 2023 school year. This committee brought together a diverse group of stakeholders, including members of the Board of Education, central office administrators, principals, teachers from all levels and content areas, support staff, and parents. Throughout the school year, the committee met routinely to engage in meaningful discussions, review historical district data, and conduct a SWOT analysis. These efforts laid the foundation for the development of the district’s mission, vision, core values, and strategic pillars.

Subcommittees

Following the foundational work completed by the Steering Committee—including the development of our three strategic pillars: Academic Achievement, Resources, and Culture—three corresponding subcommittees were formed to build out the plan’s next layer. Each subcommittee was tasked with developing SMART goals, strategies, action steps, and progress monitoring components aligned to their assigned pillar. These groups were composed of administrators, teachers, support staff, parents, and community members, ensuring a broad and inclusive perspective. The subcommittees met during January, February, and March to collaboratively complete this important work and bring the district’s strategic vision to life.

MISSION



Engage



Empower



Inspire

Every
Learner,
Every Day!



VISION



The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.

VALUES

Academic Excellence

- We use research-based best practices to help all students reach their highest potential.
- We engage students through active learning and collaboration to foster lifelong achievement.
- We set measurable goals, personalize instruction, and celebrate every student's growth.

Student Centered

- We inspire learners to embrace continuous growth and improvement.
- We develop the whole child- academically, socially, emotionally, and behaviorally.
- We equip students with the skills and knowledge for success in SCSD and beyond.

Integrity

- We align our actions to our values.
- We are transparent and honest in our communication.
- We hold ourselves accountable for doing the right thing.

Diversity

- We respect, honor, and celebrate every member of our community within and beyond the classroom.
- We acknowledge and value the unique qualities in everyone's learning journey.
- We embrace our diversity as a source of strength and unity.

Community

- We collaborate across all community levels to build an inclusive and supportive environment that empowers every student.
- We cultivate opportunities for our students to connect and contribute within the district and beyond.
- We foster open communication through diverse channels to engage all stakeholders.



938

STAFF MEMBERS



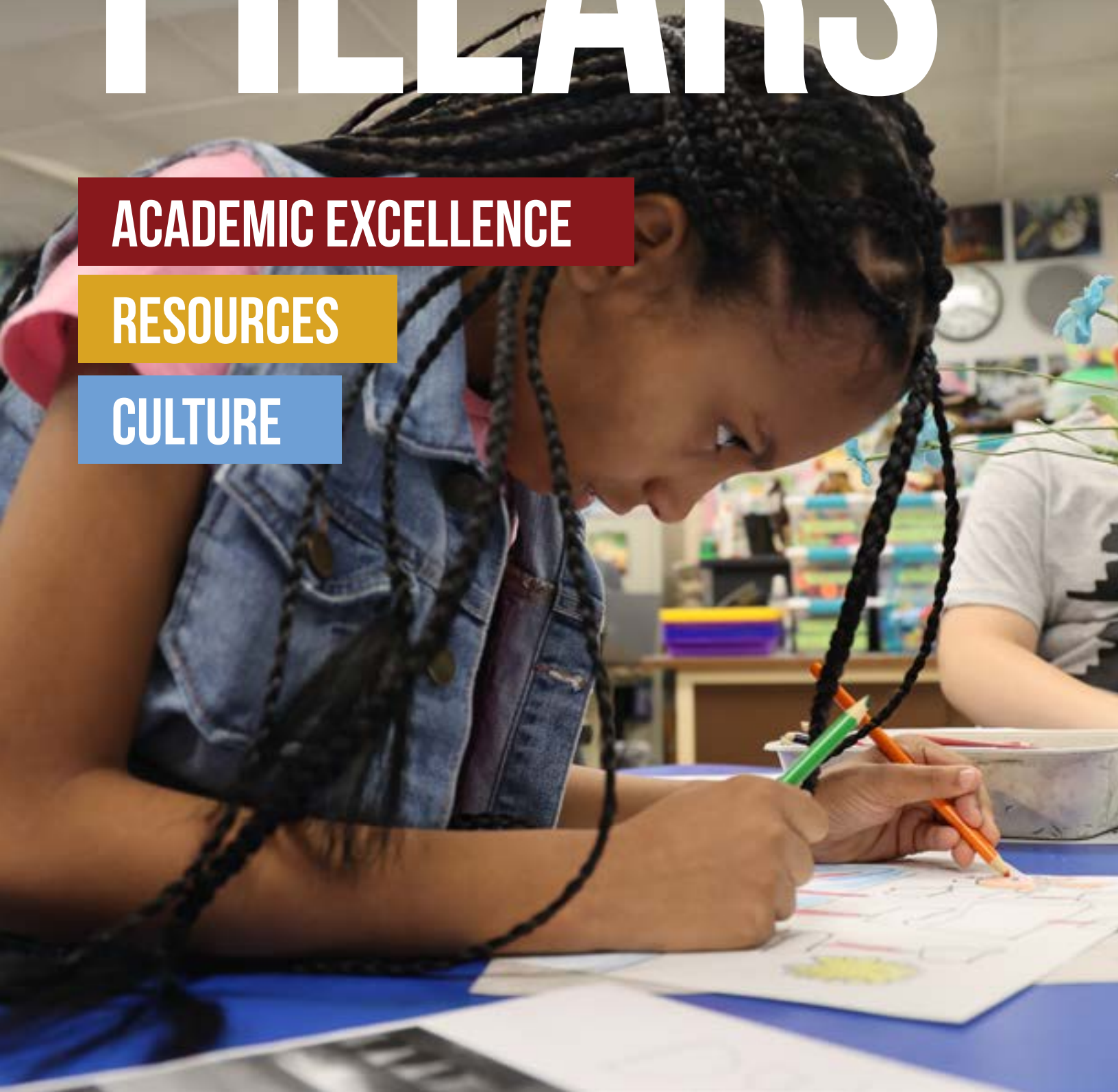
STRATEGIC

PILLARS

ACADEMIC EXCELLENCE

RESOURCES

CULTURE



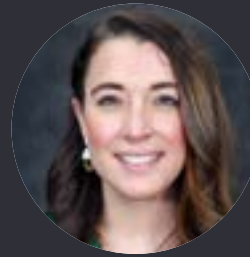
ACADEMIC EXCELLENCE

Attendance

Goals

- Attendance
- Student Achievement
- Success Ready Students

Goal Champions



Maegan Bowersox



Dr. Earl Draper

Strategy: Comprehensive Absence Prevention and Intervention Systems

Design a district-wide attendance prevention & monitoring system that ensures timely intervention and communication with students, families and staff. Develop standardized protocols for tracking attendance, engaging stakeholders and enforcing attendance policies. Identify and share best practices and resources to support school leaders in improving attendance across all grade levels.

Rationale:

A proactive, systematic approach to monitoring attendance and providing timely interventions will support progress toward the 90% attendance target by identifying at-risk students early and addressing their needs effectively. Implementing consistent best practices across all schools will reduce site-to-site variability and strengthen stakeholder engagement in efforts to improve attendance outcomes.

Action Steps:

- Establish a committee composed of school leaders, counselors, attendance secretaries, teachers, school board members, and parents to evaluate current attendance policies and practices. (June 2026)
- Develop a standardized attendance communication toolkit that includes templates for family outreach (letters, phone call scripts), attendance improvement plans/ templates, and resources for schools to use in stakeholder engagement.

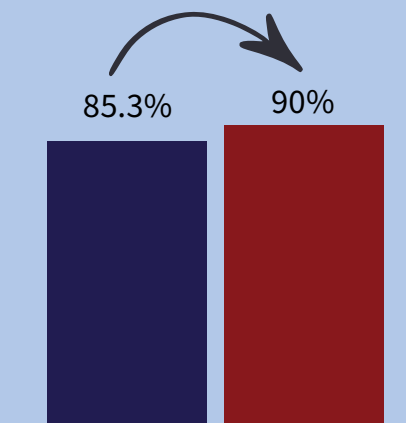
Responsible Parties:

- District administrators
- Principals
- Attendance staff
- Communications Department
- Attendance committee (diverse stakeholders)

Resources Needed:

- Meeting space
- Attendance data reports
- Building and district attendance policies and practices

SCSD will increase proportional attendance from 85.3% to 90% by the end of 2029-30 school year and sustain this improvement through an ongoing cycle of continuous improvement, ensuring consistent engagement and attendance for all students.



Attendance (cont.)

Strategy: Instructional Support, Reintegration, and Engagement at the High School Level

Research, design and pilot a student support system at the high school level focused on addressing learning loss due to chronic absenteeism. Explore flexible instructional methods, including digital learning options, tutoring, and reintegration strategies. Assess equitable access to resources for students who experience extended absences.

Rationale:

Implementing a strong learning recovery system will address chronic absenteeism, reduce disengagement and drop-out risks, and improve academic outcomes. Providing equitable access to materials and structured reintegration plans will help boost attendance and engagement, directly supporting efforts to sustain long-term improvements.

Action Steps:

- Conduct a needs assessment to identify the primary academic challenges faced by students at the high school level with chronic absenteeism and evaluate the availability of equitable resources (technology, tutoring, etc.).
- Design a pilot program for reintegration support, including tutoring sessions, flexible instructional resources (recorded lessons, online assignments), and mentoring programs for students returning after extended absences and/or those below the 90% attendance goal.

Responsible Parties:

- High School Staff
- Instructional coaches
- Task force members
- Teachers
- Counselors
- Principals



13 SCHOOLS

Resources Needed:

- Student attendance data at the high school level
- Academic performance data
- Tutoring resources
- Professional development on blended learning
- Research/Case studies/ Success practice



ACADEMIC EXCELLENCE

Student Achievement

Strategy: Enhancing Tiered Instruction

Strengthen Tier I instruction by ensuring all educators communicate clear learning intentions, success criteria, and implement formative assessment and feedback strategies to drive student engagement and mastery. Establish a systematic, district-wide approach to Tier II and III interventions aligned with MTSS to provide timely, targeted, data-driven support for students who need additional assistance. Improve core instruction and interventions to ensure all students receive the support needed for academic success.

Rationale:

To reach Target designation in ELA, Math, Science, and Social Studies on the APR, all students must receive high-quality Tier I instruction and timely, effective Tier II and III interventions. Research shows that when students understand learning goals, know success criteria, and get meaningful feedback on their progress toward achieving these goals, engagement and achievement improve. A structured intervention system ensures early identification, targeted support, and consistent progress monitoring. Aligning instruction and intervention will help SCSD close achievement gaps, accelerate growth, and boost proficiency—positioning the district to meet APR targets by 2029–30.

Action Steps:

- Strengthen Tier I instruction by ensuring all educators use learning intentions, success criteria, and formative assessments to enhance student engagement and mastery. Teachers will receive professional development and support through walkthroughs and PLCs to refine instructional practices and maintain alignment with district expectations.
- To improve tier II and III interventions, implement a district wide MTSS aligned system with clear protocols for identifying and supporting students needing additional assistance. Universal screening, progress monitoring, and targeted training for educators will ensure interventions are effective, consistent, and aligned with core instruction.

Responsible Parties:

- Professional Development Committee
- Instructional Coaches, RTI specialists,
- SPED and content department chairs
- Principals
- Curriculum and Instruction Department

Resources Needed:

- Training materials and professional development
- Time and location
- Instructional rubrics
- Teacher exemplars
- PLCs
- Observation tools and progress monitoring systems
- Student goal setting tools

SCSD students will achieve a Target designation in ELA, Math, Science, and Social Studies in the academic achievement status and growth indicators on the Annual Performance Report by the conclusion of the 2029-30 school year.

GOAL: ACADEMIC EXCELLENCE BY 2029-30



ACADEMIC EXCELLENCE

Success-Ready

Strategy: Improving Success-Ready (SRS) Tracking, Monitoring, and Intervention Systems

Establish a systematic process for tracking and improving Success Ready Student (SRS) APR performance. Begin by evaluating current methods for monitoring college and career readiness (CCR) points, graduation progress, and student preparedness for advanced coursework and assessments at the high school level. This effort will include auditing how these indicators are currently tracked and reported to DESE. It will also involve developing a clear, transparent process for progress monitoring, documentation, and intervention for students who are not meeting SRS benchmarks. An early-warning system will be implemented to identify students who are off track for postsecondary success and ensure they receive targeted interventions and supports. Additionally, a communication plan will be created to help students, families, and staff understand SRS goals and progress measures.

Rationale:

A comprehensive Success-Ready Students (SRS) tracking system enhances student preparedness for postsecondary success while also strengthening the district's APR Success-Ready Measure and graduation-related indicators. Real-time monitoring of SRS benchmarks allows for timely interventions, supports higher graduation rates, and ensures more students meet Missouri's college and career readiness expectations.

Action Steps:

- Conduct an audit of SRS tracking and intervention practices at the high school level to review how metrics are currently tracked. Identify gaps, inconsistencies, and areas for improvement in tracking and intervention processes.
- Develop and implement an SRS progress monitoring and intervention plan. Establish a clear intervention protocol for students who are off-track for meeting SRS benchmarks, provide targeted support for students not meeting SRS goals, and increase engagement with and transparency of SRS goals by communicating student SRS progress to families and students through personalized reports and visualization.

Responsible Parties:

- Assessment, Data, and Learning Coordinator
- High school administrators and counselors
- SRS task force (CTE teachers, Instructional)
- Coaches, community partners)
- Committee of diverse stakeholders

Resources Needed:

- Historical SRS data
- Data visualization tool for tracking SRS progress
- Student, staff, and parent surveys to assess current awareness of SRS requirements
- SRS planning templates and progress tracking tools

By the end of the 2029-30 school year, SCSD will achieve the “Target” status for Success-Ready Measures on the district’s Annual Performance Report (APR) by increasing the graduation rate and improving college and career readiness metrics.

GOAL: INCREASE THE GRADUATION RATE AND IMPROVE COLLEGE AND CAREER READINESS METRICS



Students

Strategy: Portrait of a Graduate

Create a portrait of a graduate that clearly defines what it means for students to become success-ready in terms of both academic and non-academic achievement. Develop a comprehensive K-12 framework for defining and fostering essential non-academic skills such as: advocacy and self-awareness, critical thinking, problem solving, and curiosity, perseverance, collaboration and communication, goal setting, self-regulation, and executive functioning. Ensure all K-8 students are intentionally developing foundational skills and are well-prepared for success in high school and beyond.

Rationale:

By defining what success-ready means for graduates in SCSD, we aim to equip students with the life skills necessary for college, career, and personal success. A portrait of a graduate framework will create a common language and vision to prepare students holistically — academically, socially, and professionally for future success.

Action Steps:

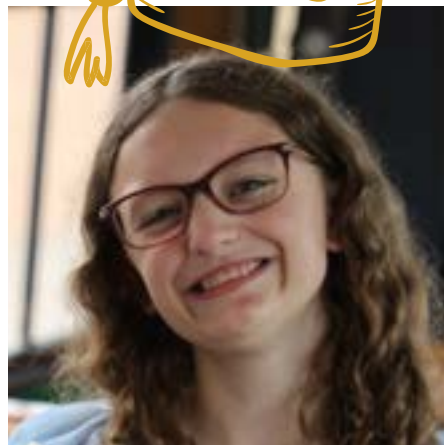
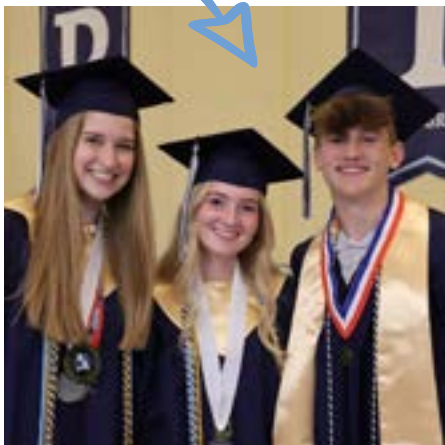
- Convene a portrait of a graduate development committee composed of a diverse group of stakeholders to define what makes an SCSD graduate “success-ready”. Identify core non-academic competencies essential for lifelong success and develop a portrait of a graduate framework that will serve as guidance for K-12 curriculum and student development.
- Integrate the portrait of a graduate into K-12 instruction, assessment, and student development. Develop a structured plan for teaching, assessing, and feedback on student acquisition of essential success skills at each grade level, embed explicit instruction of skills into advisory periods, and implement goal setting reflections and digital tracking portfolios to help students document their growth.

Responsible Parties:

- District Leadership team
- Parent and community advisory board
- Teacher representatives
- Instructional Coaches
- Building administrators
- PBIS committee
- Social workers
- Counselors and Librarians
- RTI specialists

Resources Needed:

- Research on portrait of a graduate models and methods from other districts
- Facilitator support for committee discussions
- Surveys and focus groups with students, parents, and local employers to define skills needed for success
- Portrait of a graduate rubric and assessment tools
- Teacher training on non-academic skill-building strategies
- Digital platforms for tracking student growth in these competencies



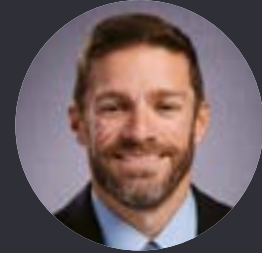
Goals

- School Configuration
- Facilities
- Staffing
- Finance

Goal Champions



Dr. Rodney Lewis



Jeremy Shields

Strategy: Conduct a Data-Driven Assessment of Current School Configurations

Collect and analyze data regarding the current school configuration models, including student performance metrics, attendance rates, student engagement, and transitions between elementary and secondary schools. Employ data analysts to review longitudinal data from current student cohorts and inform the design of a new school configuration model that meets the diverse needs of students, maximizing their success and well-being.

Rationale:

By establishing a data-driven baseline to understand the current state of school configurations, this analysis will assess the effectiveness of transitions between elementary and secondary schools and identify areas for improvement. Evidence-based changes will optimize student success. A data-driven assessment ensures decisions are made on concrete, empirical evidence instead of assumptions supporting optimal transitions and aligns goals for student success with an effective school structure.

Action Steps:

- Collect and review historical and projected enrollment data to identify trends and potential capacity issues.
- Gather input from students, parents, staff, and community members on their experiences and concerns regarding transitions.
- Research how districts with similar demographics structure their school configurations and transitions. Analyze Comparable District Models and research student achievement data to evaluate the impact of different transition structures.
- Compile findings into a comprehensive report to inform decision-making on potential reconfigurations.

Responsible Parties:

- Human Resources
- Centralized Enrollment
- Facilities
- Principals
- Central Office Team
- Board of Education



Resources Needed:

- Enrollment and Demographic Data
- Stakeholder Engagement
- Comparative Data
- Leadership Committees

SCSD will determine a sustainable school configuration model that optimizes student transitions between elementary and secondary schools.



Strategy: Develop a Long-Term Facilities and Resource Plan to Support Optimal School Configurations

Focus on creating a long-term plan to meet infrastructure needs for an optimized school configuration. Assess current facilities—considering space, building conditions, and capacity for future enrollment—and outline necessary upgrades or new construction. Develop a comprehensive facilities and resource plan to align with student needs including allocating technology, supporting staff with professional development, and adjusting staffing models to foster academic and social-emotional growth.

Rationale:

Addressing the need for appropriate facilities and resources through a well-planned infrastructure ensures that any changes are sustainable in the long-term enabling students' academic and social success during key transitions. This ensures that school buildings, technology, and staff are aligned with the changes in student transitions, promoting a seamless and supportive educational experience.

Action Steps:

- Assess the capacity, condition, and utilization of current school buildings to determine if reconfigurations are feasible.
- Consider various models (e.g., K-5, 6-8, 9-12 vs. K-6, 7-12) based on academic, developmental, and logistical factors.
- Evaluate how different school models impact busing, teacher assignments, and staffing allocations.
- Share finalized school configuration decisions along with the data and analysis that informed them through forums, presentations, and transparent communication channels.
- Finalize a recommended school configuration, create an implementation timeline, and allocate resources to ensure a smooth transition.

Responsible Parties:

- Facilities Department
- Principals
- School Board
- Stakeholder Committees
- Transportation Department
- Human Resources
- Public Relations

Resources Needed:

- Building Capacity Report
- Enrollment Projections and Zoning Map
- Stakeholder Input
- Research on Grade Configuration
- Cost-Benefit Analysis



17 SQUARE MILES



Strategy: Implement a Seamless Academic and Social-Emotional Transition Plan

Develop a coordinated transition plan that prepares students for academic and social-emotional challenges when moving from elementary to secondary school. Ensure that students and their families are equipped with the tools and knowledge needed to navigate this shift providing consistent support across grade levels.

Rationale:

A seamless transition plan ensures that students are academically prepared and emotionally supported for long-term success and retention in the school system. Students who feel prepared, confident, and connected will have an overall smoother and more successful experience. Optimizing student transitions contributes to a sustainable school configuration.

Action Steps:

- Ensure curricular coherence between grade levels and school levels to support academic continuity.
- Develop structured transition activities, such as student shadow days, orientation programs, and mentoring between grade levels.
- Establish regular collaboration between elementary and secondary staff to discuss student readiness and instructional alignment.
- Use student performance and survey data to continuously improve transition programs based on feedback and outcomes.

Responsible Parties:

- Assistant Superintendent of Curriculum
- Principals
- School Counselors
- Data & Assessment Coordinator

Resources Needed:

- Professional Development and Collaboration Time
- Student Support Programs
- Data Tracking Systems





RESOURCES

Facilities

Strategy: Conduct a Comprehensive Facilities Assessment and Prioritization Process

Conduct a thorough assessment of district facilities including school buildings, grounds, and related infrastructure. Evaluate the condition of each facility, including structural integrity, safety measures, accessibility, and capacity for future growth. Identify current and future needs for space utilization, technology infrastructure, and learning environments. Establish a task force of experts to conduct a comprehensive evaluation of district facilities through site visits, facility data, and input from staff and community stakeholders. Develop a prioritized list of facility upgrades, repairs, or new construction to ensure that the most pressing needs are addressed.

Rationale:

Conduct a comprehensive assessment and prioritization process to identify critical areas requiring attention and ensure that available resources are allocated efficiently to address the most urgent needs. This ensures that the facilities align with the district's educational goals, safety standards, and future growth. This facilities assessment will identify specific areas that need improvement in a transparent, systematic manner and outline actionable insights to improve infrastructure, which is essential to fostering a safe, conducive learning environment for all students.

Action Steps:

- Work with architects, engineers, and safety professionals to conduct a thorough assessment of all school buildings.
- Assess ADA compliance, fire safety, air quality, HVAC efficiency, and security measures in each building.
- Conduct surveys and focus groups with students, staff, parents, and community members to identify key concerns and priorities.
- Rank buildings and systems based on need, urgency, and cost-effectiveness to guide renovation priorities.
- Compile findings into clear, data-driven report that informs decision-making and aligns with the district's long-term vision.

Responsible Parties:

- Director of Facilities
- Assistant Superintendent of Operations
- Superintendent

Resources Needed:

- Facilities Assessment Tools
- External Facilities Experts
- Stakeholder Engagement Platforms



RESOURCES

Facilities (cont.)

Strategy: Develop and Implement a Facilities Improvement Action Plan

Following the completion of the facilities assessment, create a Facilities Improvement Action Plan outlining the steps necessary to address the identified needs with clear timelines, funding sources, responsible parties and monitoring strategies for both the short-term and long-term. Ensure that immediate safety concerns are addressed while planning for future growth and modernization. Collaborate with key stakeholders—such as district leadership, school principals, and financial experts—to ensure that the action plan is feasible and aligned with the district’s budget and strategic goals. Regular check-ins and updates will be incorporated to track the progress of the improvements and adjust the plan as circumstances evolve.

Rationale:

By having a clear, prioritized plan in place, the district can ensure that the necessary resources and efforts are allocated to improving facilities in a systematic, transparent, and strategic manner. By moving from an assessment phase to tangible facility improvements, the action plan will enhance the quality of the educational environment, in line with the district’s overarching goals of student success and safety.



Action Steps:

- Categorize projects into immediate (1-2 years), mid-term (3-5 years), and long-term (6+ years) improvements.
- Identify district funds, grants, state/federal funding, and potential bond measures to finance projects.
- Develop a timeline for completing at least five urgent projects, ensuring minimal disruption to learning.
- Increase Preventive Maintenance Efforts
- Regularly update the community and school stakeholders on progress through newsletters, board meetings, and a dedicated website page.

Responsible Parties:

- Assistant Superintendent of Operations
- Director of Facilities
- Communications Director
- School Board

Resources Needed:

- Capital Improvement Planning Software
- Grant and Funding Databases
- Facilities Maintenance Management System
- Community Engagement Tools





GOAL: SCSD WILL COMPLETE A FACILITIES IMPROVEMENT PLAN



ENSURE ALL BUILDINGS ARE SAFE, CLEAN, AND CONDUCIVE TO LEARNING



INCREASE STAKEHOLDER SATISFACTION SCORES



COMPLETE AT LEAST FIVE HIGH-PRIORITY RENOVATION PROJECTS IDENTIFIED IN PLAN

SCSD will complete a comprehensive facilities improvement plan to ensure all buildings are safe, clean, and conducive to learning, as measured by professional analysis, increasing stakeholder satisfaction scores in annual facilities surveys, and completing at least five high-priority renovation projects identified in the plan.



Strategy: Strengthen Recruitment Efforts to Attract High-Quality and Diverse Educators

A proactive recruitment strategy will attract a highly qualified and diverse workforce. Expand partnerships with universities, streamline the hiring process, and leverage digital platforms to increase visibility among potential candidates. Ensure a steady pipeline of qualified teachers by targeting recruitment efforts toward both experienced and new educators and increasing the representation of educators from diverse backgrounds to reflect the student population.

Rationale:

A strong recruitment strategy will help address staffing shortages and provide competent and passionate professionals to lead all classrooms. Recruiting diverse candidates fosters an inclusive learning environment where students see themselves represented and has shown to improve student engagement and academic outcomes, aligning with the district's long-term equity goals.

Action Steps:

- Establish and strengthen partnerships with teacher preparation programs and alternative certification programs to create a pipeline of new teachers. Use social media, virtual job fairs, and targeted job postings to reach a broader pool of candidates.
- Provide pathways for paraprofessionals, substitute teachers, and high school students to enter the teaching profession through scholarships and mentoring.

Responsible Parties:

- Human Resources Department
- Public Relations Coordinator

Resources Needed:

- Digital Recruitment Platforms
- Scholarship Funding
- Professional Development Programs

Strategy: Enhance Retention Strategies to Reduce Educator Turnover

Implement retention initiatives aimed at supporting and retaining high-quality educators through competitive compensation, robust mentorship programs, and leadership development opportunities. Implement a structured teacher support system with ongoing professional development and mental health resources to create a positive work environment that reduces turnover.

Rationale:

Retaining highly qualified educators ensures consistency and stability for students, leading to improved academic outcomes. Teacher turnover can negatively impact student learning and school culture, making it imperative for the district to proactively support its staff. By focusing on professional growth and well-being, the district demonstrates its commitment to valuing educators as professionals and builds a sustainable, high-quality workforce that positively impacts student success.

Action Steps:

- Regularly meet with teachers to assess job satisfaction, gather feedback, and proactively address concerns before they lead to attrition.
- Regularly assess and adjust salary structures, bonuses, and benefits to remain competitive with neighboring districts.

Responsible Parties:

- Human Resources Department
- School Principals
- Assistant Superintendent of Operations
- Director of Business

Resources Needed:

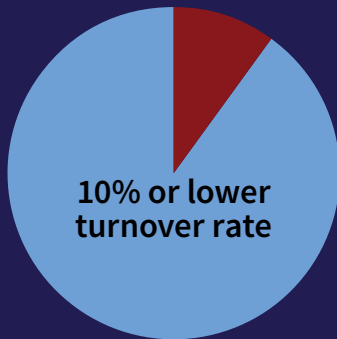
- Stay Interview Templates
- Compensation Benchmarking Data
- Exit Interview Reports

SCSD will demonstrate responsible financial stewardship by achieving unmodified annual audits, maintaining a fund balance that aligns with board-established priorities, and ensuring a balanced operating budget.

RESOURCES

Finance

CSD will achieve and maintain 100% staffing levels, as defined by a 10% or lower annual turnover rate for certified teachers and support staff, and an equitable distribution of highly qualified staff.



Strategy: Optimize Budgeting and Resource Allocation to Maximize Efficiency

Conduct a comprehensive financial analysis to ensure that resources are allocated efficiently and equitably. Maximize the impact of every dollar by evaluating current expenditures, identifying cost-saving opportunities, and aligning the budget with district priorities. By using incremental budgeting and financial forecasting, develop a data-driven approach to financial planning. Prioritize funding for key areas such as instructional programs, student support services, and facility maintenance while identifying areas where expenditures can be reduced or reallocated for greater impact.

Rationale:

A well-planned budget ensures financial resources are available to address current needs while preparing for future financial challenges. Transparent and strategic financial planning builds trust with stakeholders, including staff, parents, and the community. Through fiscal responsibility, the district strengthens its ability to secure funding from grants, state allocations, and local tax revenues.

Action Steps:

- Analyze all district expenditures and identify areas for cost reduction and resource optimization.
- Require each department and school to justify additional expenses annually to ensure funds are allocated to the most critical needs.
- Ensure financial decisions support the district's instructional goals, staff development, and facility improvements.
- Develop multi-year projections to anticipate financial needs, allowing for proactive adjustments to spending plans.

Responsible Parties:

- Assistant Superintendent of Operations
- Superintendent
- School Board
- Principals
- Director of Business

Resources Needed:

- Financial Auditing Software
- Multi-Year Financial Forecasting Models



GOAL: FINANCIAL STEWARDSHIP



✓ **ACHIEVING UNMODIFIED ANNUAL AUDITS**

↻ **MAINTAINING A FUND BALANCE THAT ALIGNS WITH BOARD-ESTABLISHED PRIORITIES**

⚖ **ENSURING A BALANCE OPERATING BUDGET**



RESOURCES

Finance (cont.)

Strategy: Diversify Revenue Streams to Strengthen Financial Stability

Proactively seek new funding sources beyond traditional state and local allocations by exploring grants, partnerships, sponsorships, and alternative revenue-generating initiatives. Leveraging investments of operational funds and seeking other funding sources will reduce reliance on unpredictable state funding. Revenue diversification will ensure sustained investments in student programs, staff salaries, and infrastructure improvements, even in times of economic uncertainty.

Rationale:

Reducing dependency on volatile funding streams and a broader funding base enhances the district’s ability to provide a high-quality experience even during declining economic conditions. Strategic revenue growth ensures ongoing investment in both short-term needs and long-term capital improvements including curriculum enhancement, technology upgrades, and facility renovations.

Action Steps:

- Develop coordinated efforts by department to increase the number of competitive grant applications submitted annually.
- Develop annual cash flow analysis to enhance our investment of operational revenue.
- Engage in legislative advocacy to secure higher allocations for K-12 education funding.
- Support a nonprofit foundation that allows community members and alumni to donate funds for scholarships and district programs.
- Continue seeking public support to provide revenue for new construction spending.
- Explore sponsorships through the communication department.

Responsible Parties:

- Assistant Superintendent of Operations
- Director of Business
- Superintendent
- School Board
- Communication Coordinator

Resources Needed:

- Grant Research and Management Tools
- Financial Analytics and Investment Reports
- Legislative Advocacy Networks
- Community Sponsorship & Fundraising Platforms

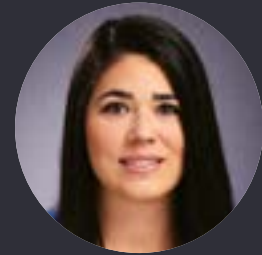
Goals

- Student Support
- Sense of Belonging
- Community Involvement

Goal Champions



Caitlin Cromien



Ashley Jones

Strategy: Implement regular data analysis sessions that use student performance and behavioral data to identify students needing Tier 2 or Tier 3 support and adjust interventions to ensure they are targeted and effective.

A proactive recruitment strategy will attract a highly qualified and diverse workforce. Expand partnerships with universities, streamline the hiring process, and leverage digital platforms to increase visibility among potential candidates. Ensure a steady pipeline of qualified teachers by targeting recruitment efforts toward both experienced and new educators and increasing the representation of educators from diverse backgrounds to reflect the student population.



Rationale:

Regular data analysis ensures that student needs are identified early and interventions are based on actual performance and behavioral data, leading to more accurate and effective support for struggling students. By using ongoing data reviews, school teams can assess the effectiveness of interventions in real-time, making necessary adjustments to ensure interventions remain targeted, impactful, and aligned with student progress.

Action Steps:

- Implement monthly data analysis meetings with school teams (Principals, RTI Specialists, Counselors, and/or Social Workers) to review academic and behavioral data, focusing on identifying students who require Tier 2 or Tier 3 interventions.
- Use these sessions to assess progress, make data-informed decisions, and adjust interventions as necessary to ensure they are targeted and effective.
- Based on data analysis, develop and implement individualized action plans for students identified for Tier 2 or Tier 3 interventions.

- These plans will outline specific academic or behavioral goals, targeted interventions, and clear timelines for progress monitoring to ensure that interventions remain focused and effective in addressing student needs.

Responsible Parties:

- RTI Specialists
- Instructional Coaches
- Building Principals
- Teachers
- Counselors

Resources Needed:

- Access to student information systems
- Allocated time for monthly meetings
- Training/Professional Development on how to interpret and analyze academic and behavioral data effectively
- A facilitator to lead and organize monthly meetings
- CARE Team guidelines to increase consistency among buildings

GOAL: ALL SCSD STUDENTS RECEIVE TARGETED, TIERED SUPPORT



TIER 3: INTENSIVE

TIER 2: TARGETED

TIER 1: UNIVERSAL

By the end of the 2029-30 school year, SCSD will enhance its behavioral and academic systems of support by increasing the use of interventions to 100% implementation of Tier 1, 2, and 3 strategies, as measured by the Tiered Fidelity Inventory (TFI), ensuring that all students receive targeted, tiered support in both areas to improve overall student success.

CULTURE

Student Support (cont.)

Strategy: Provide ongoing, district-wide professional development focused on Tier 2 and Tier 3 interventions, emphasizing evidence-based strategies and the importance of early intervention.

Schools will offer regular, targeted professional development sessions focused on evidence-based Tier 2 and Tier 3 interventions, with an emphasis on early intervention, to equip educators with the knowledge and tools to effectively support students in need. Collaboration between general education teachers, specialists, and support staff create a cohesive, unified approach ensuring consistent, tailored interventions that meet the specific academic and behavioral needs of each student.

Rationale:

Ongoing professional development ensures that staff are equipped with the latest evidence-based strategies for Tier 2 and Tier 3 interventions, promoting consistency in the quality and effectiveness of student support across the district. Encouraging collaboration among general education teachers, specialists, and support staff fosters a unified approach, ensuring that interventions are tailored to individual student needs and are consistently implemented across all settings.

Action Steps:

- Create a comprehensive professional development plan that includes regular, district-wide training sessions on evidence-based Tier 2 and Tier 3 interventions, focusing on the importance of early intervention.
- Offer a range of formats (e.g., workshops, webinars, peer learning communities) to ensure ongoing access to updated strategies for all staff members.
- Organize structured opportunities for general education teachers, specialists, and support staff to collaborate regularly, share successful intervention strategies, and engage in joint problem-solving.
- This could include PLCs or team-based discussions aimed at ensuring consistent and effective implementation of interventions across the district.

Responsible Parties:

- RTI Specialists
- Instructional Coaches
- Building Principals
- Teachers

Resources Needed:

- Access to experts in Tier 2 and Tier 3 interventions (internal or external)
- Time for Professional Development
- Assessment and Feedback Tools

CULTURE

Sense of Belonging

Strategy: Encourage Positive Relationships and Community Building Through Daily Interactions

Focus on building strong, positive relationships within the school community by encouraging respectful and supportive interactions among students, staff, and families. Emphasize the importance of everyday behaviors that create a welcoming and inclusive environment, where everyone feels safe and valued.

Rationale:

Encouraging positive relationships and community building through daily interactions directly contributes to creating a supportive and inclusive environment strengthening the sense of belonging. Fostering trust, respect, and open communication between staff and students helps cultivate a culture where individuals feel safe, valued, and connected.

Action Steps:

- Promote and model positive communication, active listening, and respectful interactions in all settings (e.g., classroom, hallways, cafeteria, and school events).
- Encourage staff to regularly check in with students, show interest in their well-being, and build rapport through informal conversations and interactions, reinforcing students' sense of belonging.
- Create opportunities for students and staff to connect on a personal level through regular informal activities (e.g., casual "get-to-know-you" conversations, collaborative work).
- Use regular feedback from students and staff to assess the effectiveness of these positive interactions, adjusting approaches based on the input to ensure continuous improvement in school climate.

By the end of the 2029-30 school year, SCSD staff and students will feel increasingly safe and valued, as evidenced by a 0.10-point increase annually on the district's culture and climate survey, with a total increase of 0.50 points over 5 years. This progress will be driven by ongoing efforts to improve school culture and sense of belonging across the district.

Responsible Parties:

- Certified Staff
- Classified Staff
- Students
- Parents/Guardians

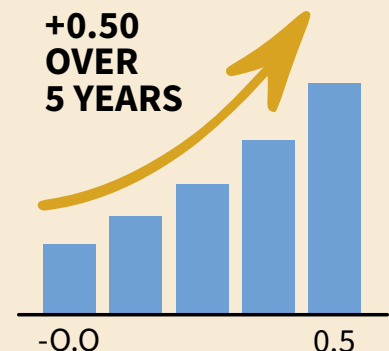
Resources Needed:

- Resources on active listening, communication skills, and building rapport with students
- Time allocation to engage in regular check-ins with students
- Surveys, focus groups, or digital platforms to gather feedback on school climate
- Materials for informal activities
- Communication platforms that are accessible to all families.
- Monitoring tools

GOAL: SCSD STAFF AND STUDENTS FEEL INCREASINGLY SAFE AND VALUED



+0.50
OVER
5 YEARS



CULTURE

Sense of Belonging

Strategy: Strengthen Student and Staff Engagement Through Increased Opportunities for Input and Collaboration

Create formal and informal channels for students and staff to actively participate in decision-making processes, including school policies, programs, and cultural initiatives. This will promote a stronger sense of belonging, ownership, and inclusivity where everyone feels their voices are heard and valued.

Rationale:

Strengthening student and staff engagement through increased opportunities for input and collaboration fosters a sense of belonging and value. Empowering students and staff to be actively involved in decision-making processes leads to a more inclusive and supportive school environment. This shared sense of ownership enhances feelings of safety and respect improving the district's culture and climate.

Action Steps:

- Develop student-led organizations or leadership opportunities, such as student councils or peer support groups, to empower students in shaping the school environment.
- Encourage staff collaboration through professional learning communities (PLCs) and school committees focused on creating a positive educational experience for all students and families.
- Use feedback from these engagement channels to adjust school policies and practices in real-time, ensuring ongoing improvement and responsiveness to community needs.

Responsible Parties:

- Certified Staff
- Classified Staff
- Students
- Parents/Guardians

Resources Needed:

- Student Leadership Development Materials
- Facilitator Support for Student and Staff Initiatives
- Professional Development resources for PLC's focused on comprehensive practices and school culture-building
- Feedback collection tools
- Monitoring tools



Strategy: Strengthen Family Partnerships Through Intentional, Transparent, Two-Way Communication

Foster positive, relationship-centered interactions between families and the district through people-first communication. By approaching conversations with empathy, clarity, and respect, create an environment where families feel heard, valued and included as educational partners.

Rationale:

Prioritizing clear, respectful, and relationship-centered communication will improve how families engage with schools, leading to higher satisfaction and increased survey scores over time.

Action Steps:

- Expand opportunities for meaningful interactions through events, open forums, and focus groups.
- Redesign volunteer and mentorship programs to strengthen community connections and increase engagement.
- Align building communication plans and strategies with the district-wide, mission-driven communication plan through an annual planning process that highlights key messages and optimal timing for dissemination.

Responsible Parties:

- District and Building Administrators
- Parent Teacher Organizations and Parent Booster Clubs
- Communications Office
- Administrators
- Superintendent's Cultural Office Team

Resources Needed:

- Time
- Title Funds

Strategy: Enhance Stakeholder Perception of SCSD Through Intentional, Relationship-Centered Interactions

Establish clear expectations for interactions, modeling best practices, and embedding relationship-centered communication into district-wide initiatives creates a welcoming and inclusive environment. Efforts will be designed to reach a broad audience, ensuring that families and community members consistently experience positive and meaningful interactions.

Rationale:

When families consistently experience welcoming, transparent, and supportive interactions, they are more likely to feel connected to the district's initiatives and better understand their child's education, increasing the district's external reputation.

Action Steps:

- Develop and implement an internal district-wide communication guide and messaging standards for all communications, ensuring consistency in aligning with the district's mission, vision, and core values across all platforms (Day-to-day communications, website, newsletters, social media, job postings, etc.).
- Provide ongoing training to implement the communications guide and messaging standards, ensuring staff are equipped to consistently and effectively communicate with positive, relationship-centered, and culturally responsive interactions.
- Administrators will provide school staff with constructive feedback or positive reinforcement based on stakeholder input, using the communication guide and messaging standards as resources.

Responsible Parties:

- Communications Office
- Administrators
- Superintendent's CO Team

Resources Needed:

- Time
- Title Funds



City of St. Charles School District

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