



Hazelwood School District

"A Culture of High Expectations and Excellence!"

THE HAZELWOOD NOW STRATEGIC PLAN 2023-2028



Table of Contents

Hazelwood Board of Education and School District Background	3
Letter from Superintendent Dr. Nettie Collins-Hart	4
Administrative Leadership Team and Editing Committee	5
What is the <i>Hazelwood NOW</i> Strategic Plan?	6
Process	6
Mission, Vision, and Values	7
Timeline	8
Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)	9
Missouri Climate and Culture Surveys	10
Districtwide Goals, Focus Areas, and Strategic Priorities	11
#1: Improve Student Achievement	12
#2: Differentiate and Expand Resources and Services for Students	15
#3: Enhance Professional Growth	17
#4: Maintain Fiscal Responsibility	21
#5: Increase Parent and Community Involvement	23
Conclusion – <i>Hazelwood NOW</i>	27
Key Terms, Definitions and Acknowledgments	29
Appendix A: Stakeholder Data	30

Hazelwood Board of Education and District Background

2023 Board of Education



SYLVESTER TAYLOR II

President
CBM*



ANDREA R. GREGORY

Vice President
CBM*



SPARKL A. WEST-PRUITT

Secretary
CBM*



ROBERT BIRDSONG

Treasurer
CBM*



STEPHEN H. LEWIS

Director
CBM*



BETSY RACHEL

Director
CBM*



CLEM SMITH

Director

SCHOOL DISTRICT BACKGROUND

The Hazelwood School District is a diverse school district in suburban St. Louis, Missouri and the second largest district in St. Louis County. The District extends from I-70 on the west and the I-270 bridge on the east, covering 78 square miles, an area larger than the City of St. Louis. Its northern and southern boundaries are the two Great Rivers, the Missouri and the Mississippi, and I-270. The district includes the communities of Hazelwood, Black Jack, and Spanish Lake; a large section of the city of Florissant; portions of the cities of Bridgeton, Bellefontaine Neighbors, and Ferguson; and several square miles of unincorporated St. Louis County.

Below are additional characteristics that contribute to the district's uniqueness:

- A diverse faculty and staff of 2,700 educating nearly 17,000 students
- A student population representative of 63 countries and 37 languages
- Nineteen elementary schools, 6 middle schools, 3 high schools, 3 early childhood education centers, and 1 alternative school
- Advanced certification programs completed by more than 40 science and math teachers
- Project Lead the Way® National Certification at all of our high schools
- Successful management of a balanced budget of over \$200M
- Significant growth on 2022 MAP and EOC Math scores
- U.S. News & World Report ranked Hazelwood Central High School, Hazelwood West High School, and Hazelwood East High School among the top high schools in the nation for the 2021-2022 school year.
- Students received over \$100M in scholarships and volunteered more than 205,000 community service hours over the last four years

*Certified Board Member,
Missouri School Board Association

Letter from Superintendent Dr. Nettie Collins-Hart

A Message from Our Superintendent



Dear Hazelwood School District Community,

As we embark on our Strategic Plan for 2023-2028, I am encouraged at the progress we have made. Our pre-pandemic and post-pandemic success is noteworthy. With great hope for the future, I eagerly share our five-year *Hazelwood NOW* Strategic Plan.

We have purposefully built the strategic plan on our unique Hazelwood legacy, while providing an inspired direction for the future. Our *Hazelwood NOW* initiatives include New and Innovative Programs, Options and Opportunities, and Working Together to Build Coalitions and Capacity.

During the fall of 2022, we outlined initiatives designed to support our five goals: improve student achievement, differentiate and expand resources and services for students, enhance professional growth, maintain fiscal responsibility, and increase parent and community engagement.

As we all know, however, goals cannot be outlined—or achieved—in a vacuum. Thus, the fall months were spent conceptualizing our 2023-2028 strategic planning in focus group meetings involving our students, parents, staff, and community stakeholders. These meetings allowed all of us to gain new insights into our district's strengths, weaknesses, opportunities, and threats. I am thankful for your support and engagement in such meaningful work.

Our *Hazelwood NOW* Strategic Plan combines the perspectives of the strategic planning focus group participants with the Hazelwood *NOW* initiatives and translates them into seven strategic priorities: curriculum and instruction, student support services, staff support services, technology, district finance, parent involvement and community partnerships, and climate and culture. With our eyes on these priorities, we remain focused on becoming one of the highest-achieving school systems in Missouri.

The *Hazelwood NOW* Strategic Plan is a plan we created together. It builds on current momentum and ensures a dedicated path towards achievement, collaboration, and innovation. It gives me great pleasure to serve as your superintendent, and I look forward to our evolving future.

Thank you for your ongoing engagement in our community and the Hazelwood School District.

Sincerely,

A handwritten signature in black ink that reads "Dr. Collins-Hart". The signature is fluid and cursive.

Dr. Nettie Collins-Hart

NEW AND INNOVATIVE PROGRAMS
OPTIONS AND OPPORTUNITIES
WORKING TOGETHER TO BUILD COALITIONS AND CAPACITY

Administrative Leadership Team and Editing Committee

DR. RHONDA M. KEY

Deputy Superintendent

KEITH BAUSMAN

Assistant Superintendent for Human Resources

MARIA BIELIK

Director of Data and Assessments

DR. CHAUNCEY GRANGER

Assistant Superintendent for Athletics and Activities, Safety and Security, East Middle School, and High Schools

DARRIN LILLY

Director of Communications & Public Relations

DAVID MCCORKLE

Chief Information Officer

DR. ERIK MELTON

Assistant Superintendent, Instruction, Gifted/Galactic, Virtual Instruction

MONICA MILLER-SEAWOOD

Assistant Superintendent

CHRISTOPHER NORMAN

Christopher Norman, Chief Financial Officer/
Assistant Superintendent

DR. SALLY PERANO

Director of Instructional Services

DR. LANETRA THOMAS

Assistant Superintendent

DR. TRISTAL WATSON

Assistant Superintendent for Elementary Instruction

DR. EVELYN WOODS

Director of Human Resources

CATHERINE WRISLEY

Director of Federal Programs and Special Projects



Hazelwood School District students excel athletically and academically.

What is the Hazelwood NOW Strategic Plan?

This plan, developed with input from parents, students, community stakeholders, and staff, is a comprehensive roadmap that guides the acquisition and allocation of resources to achieve mutually-agreed-upon strategic priorities. Our five-year Hazelwood NOW Strategic Plan is a tool that provides guidance on fulfilling our mission and vision with maximum efficiency and impact. This plan includes our unified mission, vision, value statements, priorities, and goals. Our mission is a succinct statement that articulates what the district does (our programs) and why we do it (the purpose for providing such programs). Our vision is an aspirational description of what we would like to achieve. Our value statements are our basic beliefs and guiding principles for how we engage and behave to meet the needs of our students, parents, colleagues, and the broader community. Our common goals are specific, measurable, and achievable. Underpinning each goal are core strategies that will help us achieve our mission.

OUR PROCESS

The Hazelwood NOW Strategic Plan is a collaborative effort that includes development, implementation, monitoring, and a revision of efforts. Below is a list of strategic planning activities followed by a snapshot of our process:



Used Board retreats and meetings to determine needs and priorities



Captured departmental research and development work



Hosted nine stakeholder group discussions to gain feedback



Articulated and recorded our mission, vision, and value statements



Assessed our district's strengths, weaknesses, opportunities, and threats



Agreed on strategic priorities



Wrote and revised plan



Board approved the Hazelwood NOW Strategic Plan



Implementing, evaluating, and monitoring our progress on achieving the goals in the plan

6

Step 1:
Develop a plan for the process

Step 2:
Determine Mission, Vision, Values

Step 3:
Agree on timeline and priorities

Step 4:
Write strategic plan

Step 5:
Board Approval

Step 6:
Implementation, Measuring, evaluating, and monitoring progress with success indicators

Mission, Vision, and Values



Walker Elementary's girls' basketball team after an exciting game.

THE WHY:

Our mission explains our fundamental purpose as an organization.

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens.

THE WHAT:

Our vision captures the future we seek to create for our students.

The Hazelwood School District develops culturally-aware critical thinkers prepared to lead with 21st century skills in an ever-evolving global society.

THE HOW:

Our Theory of Action describes the specific methods we will use to achieve our vision.

When we collaborate as a solution-oriented team to focus and close learning gaps, support socioemotional needs, and approach all challenges with growth mindsets, and when we create college or career pathways for all children, then we will equip our students to become lifelong learners with 21st century skills for success as global citizens.

THE THINGS WE VALUE:

Our value statements drive our culture because they act as reminders of the how, why, and what—and our shared vision.

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well-trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources (knowing when and on what to spend to achieve excellence).
- A supportive learning environment that fosters healthy socioemotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships through informative communications.

Timeline

The timeline for the Hazelwood *NOW* Strategic Plan details the initiatives and timeframes for each year of the plan. The first year was used for planning. During the second year, staff and stakeholders will begin implementing the plan and providing quarterly updates for transparent progress monitoring. Years three through five involve continued implementation, quarterly updates, evaluation, progress monitoring, and any course corrections or modifications necessary to meet our goals.

TABLE 1. 5-YEAR STRATEGIC PLANNING TIMELINE BY SCHOOL YEAR AND QUARTERS 1-4 (Q1-Q4)

MILESTONE TASKS		Revision Year		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027		2027-2028	
		Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4
1	SWOT Analysis with Stakeholder Groups												
2	Hazelwood Board of Education Meeting Presentation												
3	Hazelwood Board of Education Retreat Presentation												
4	Write, edit, and share updates for the 2023-2028 Strategic Plan												
5	Hazelwood Board of Education Meeting Presentation												
6	Hazelwood Board of Education Approval of Strategic Plan												
7	Share Strategic Plan with the Hazelwood School District Community												
8	Quarterly Strategic Plan Status Update Presentations to the Board												
9	Annual End-of-Year (EOY) Report												

Our Strengths, Weaknesses, Opportunities, and Threats (SWOT)



Hazelwood student engaged in robotics.

SWOT ANALYSIS

Hazelwood conducted nine SWOT analysis exercises with diverse stakeholder groups during the fall of 2022. Appendix A includes a summarized snapshot of what our stakeholders identified as our internal strengths and weaknesses, as well as our external opportunities and threats.

When looking inward at our school district, our strengths and weaknesses represent components within our control. While the information captured in Appendix A is not an all-encompassing list of strengths or weaknesses, those that are most relevant to our mission are summarized. It may be helpful to remember the following:

- **Strengths** include capabilities and resources, as well as those things that we do exceptionally well.
- **Weaknesses** include disadvantages compared to other districts, something we lack or do poorly.

In a SWOT analysis, the 'O' and 'T' symbolize opportunities and threats. These external factors have both positive and negative effects on Hazelwood School District's ability to achieve our mission. The following definitions may be helpful:

- **Opportunities** include trends, forces, and events on which we can capitalize.
- **Threats** include events or forces outside of our control that have the potential to affect our school district negatively.



Lawson Elementary's Head of House students pose for a picture.

Hazelwood also administered Missouri School Climate and Culture surveys to the following stakeholders:

Table 2: List of Stakeholder Groups
Students in Grades 3-5
Students in Grades 6-12
Parents
Support Staff
Instructional Support Staff
Certificated Staff

A crosswalk has been completed between the 2023-2028 Strategic Plan and the Missouri School Climate and Culture Survey data to ensure stakeholder needs are accurately reflected in the Strategic Plan.

The Missouri Climate and Culture survey results are available in Appendix A.



Hazelwood Central High School Students win Robotics Control Award.

Districtwide Goals, Focus Areas, and Strategic Priorities



Graduation day for Hazelwood West High School

The Hazelwood School District provides great opportunities for students, faculty, staff, and parents to explore and develop understanding, skills, and capacities that support life-long learning, high achievement, and global citizenship for students. Our high expectations for all students are embedded in our districtwide goals, focus areas, and strategic priorities listed below.

GOAL #1: IMPROVE STUDENT ACHIEVEMENT

FOCUS AREA: New and Innovative Programs

STRATEGIC PRIORITY: Curriculum and Instruction

GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Student Support Services

GOAL #3: ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Staff Support Services

STRATEGIC PRIORITY: Technology

GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: District Finance

GOAL #5: INCREASE PARENT AND COMMUNITY INVOLVEMENT

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

STRATEGIC PRIORITY: Climate and Culture

Districtwide Goals, Focus Areas, and Strategic Priorities

GOAL #1: IMPROVE STUDENT ACHIEVEMENT

FOCUS AREA: New and Innovative Programs

STRATEGIC PRIORITY: Curriculum and Instruction

GOAL

Description of destination

Implement a culturally-responsive and diverse 21st century curriculum that meets the learning and socio-emotional needs of our diverse student population.

OBJECTIVES

Measurable steps

1. Maintain a four-year graduation rate of 95% or above at all high schools by the end of school year 2028
2. Increase the number of graduating students with college / technical school credits, industry credentials, or military service
3. Increase the number of students performing on grade level or above in reading and math by 10% each school year
4. Decrease the number of students performing below grade level in reading and math by 10% each school year
5. Increase MAP / EOC reading and math proficiency rates by 30% by the end of school year 2028
6. Ensure that all student groups (EL, students with IEPs , free and reduced lunch, etc.) meet 10% growth expectations each year
7. Provide various effective instructional delivery methods to address the needs of all learners
8. Improve Average Daily Attendance (ADA) and proportional attendance rates in all schools by 3% each year
9. Increase student participation in honors, dual enrollment, dual credit and advanced placement (AP) classes by 25%
10. Increase ACT scores to at least the state average

STRATEGIES

Plan of Action – How to Achieve the Goal

- Monitor the fidelity of the curriculum's implementation and assessments
- Work with diverse stakeholders to review curriculum and resources in each area and provide feedback on cultural responsiveness and diversity
- Revise and implement the curriculum management plan
- Provide ongoing training to staff on culturally proficient instruction
- Audit, revise, and continuously update, all existing curriculum and major instructional resources to identify strengths and weaknesses related to cultural responsiveness and diversity. Integrate culturally responsive activities and diverse resources into curriculum where missing
- Monitor and incorporate internships, problem-solving experiences, and opportunities to earn career certificates and/or college credit into career pathway sequences of courses
- Provide training to staff on high-quality instructional strategies and delivery methods to ensure student mastery of identified skills and enhanced rigor in all content areas
- Provide focused instructional professional development that centers on all district student groups (students with IEPs , English Learners, etc.)
- Establish structures, strategies and practices that constantly monitor student progress toward graduating in four years once they enter high school
- Require all schools to implement the professional learning community model (PLC's) and data teams with fidelity
- Provide additional supports and recruitment to promote students' success in honors, dual enrollment, and AP courses
- Utilize benchmark or associated assessments three times per year to monitor student progress in English Language Arts, reading and math and make instructional adjustments when necessary
- Utilize a continuum of instructional models to ensure that the academic needs of all students are met

TABLE 3. SUCCESS MEASURE INDICATORS FOR CURRICULUM AND INSTRUCTION

		Total Percentage	Asian	Black	Hispanic	Multi-Racial	White	FRL	IEPs
a	Percentage of HSD Pre-K students entering kindergarten in Hazelwood	60.2%	1.0%	79.1%	1.2%	*	18.5%	54.9%	34.3%
b	Percentage of students K, 1st, and 2nd graders at benchmark by year's end	43.30%	*	41.60%	66.70%	42.30%	47.00%	42.10%	23.70%
c	Percentage of 3rd grade students scoring proficient/advanced on MAP ELA and Math	ELA: 24% Math: 16.6%	ELA: * Math: *	ELA: 19% Math: 12.2%	ELA: 42.8% Math: 28.5%	ELA: 40.8% Math: 27.1%	ELA: 47.3% Math: 37.4%	ELA: 17.0% Math: 11.9%	ELA: 5.9% Math: 7.3%
d	Percentage of 4th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 26.1% Math: 17.6%	ELA: * Math: *	ELA: 21.7% Math: 13.5%	ELA: 33.3% Math: 14.3%	ELA: 41.5% Math: 29.2%	ELA: 48.9% Math: 42.5%	ELA: 19.6% Math: 13.1%	ELA: 7.4% Math: 4.6%
e	Percentage of 5th grade students scoring proficient/advanced on MAP ELA, Math, and Science	ELA: 24.9% Math: 11.1% Science: 20.7%	ELA: * Math: * Science: *	ELA: 22.1% Math: 9.2% Science: 17.4%	ELA: 40.8% Math: 8.3% Science: 16.0%	ELA: 42.5% Math: 19.1% Science: 42.6%	ELA: 33.6% Math: 21.5% Science: 32.1%	ELA: 20.2% Math: 7.6% Science: 16%	ELA: 2.9% Math: 1.5% Science: 3.9%
f	Percentage of 6th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 22.2% Math: 18.2%	ELA: * Math: *	ELA: 19.5% Math: 15.1%	ELA: 32.7% Math: 28%	ELA: 28.3% Math: 26.1%	ELA: 36.4% Math: 34.8%	ELA: 17.8% Math: 13.7%	ELA: 6.7% Math: 4.5%
g	Percentage of 7th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 21.8% Math: 18.4%	ELA: * Math: *	ELA: 19.4% Math: 15%	ELA: 19.4% Math: 27.8%	ELA: 26% Math: 22%	ELA: 36.6% Math: 37.5%	ELA: 16.8% Math: 12.7%	ELA: 4.6% Math: 6.1%
h	Percentage of 8th grade students scoring proficient/advanced on MAP ELA, Math, and Science	ELA: 28.1% Math: 22.7% Science: 19.3%	ELA: * Math: * Science: *	ELA: 26.1% Math: 19.7% Science: 16%	ELA: 17.6% Math: 20% Science: 22.3%	ELA: 36.7% Math: 34.7% Science: 34.7%	ELA: 39.6% Math: 40.3% Science: 36.2%	ELA: 23.2% Math: 17.7% Science: 13.7%	ELA: 4.7% Math: 3.3% Science: 4.2%
i	Percentage of students scoring proficient/advanced on the Algebra I EOC	Algebra 1: 27.8%	Algebra 1: *	Algebra 1: 24%	Algebra 1: 34.3%	Algebra 1: 52%	Algebra 1: 47.1%	Algebra 1: 24.4%	Algebra 1: 10.2%
j	Percentage of students scoring proficient/advanced on English II EOC	English 2: 39.9%	English 2: *	English 2: 35.2%	English 2: 37.5%	English 2: 61.3%	English 2: 67.5%	English 2: 36.6%	English 2: 15.6%
k	Percentage of students scoring proficient/advanced on US Government EOC	Government: 17.8%	Government: *	Government: 13.4%	Government: 26.2%	Government: 33.3%	Government: 35.8%	Government: 11.1%	Government: 3.2%
l	Percentage of students scoring proficient/advanced on Biology EOC	Biology: 22%	Biology: *	Biology: 16.6%	Biology: 36.3%	Biology: 28.1%	Biology: 45.4%	Biology: 12.3%	Biology: 6.9%
m	Percentage of high school students in advanced credit courses (advanced placement, dual credit, dual enrollment, Honors)	31.9%	42.6%	25.4%	32.1%	31.1%	35.8%	22.6%	5.7%
n	Percentage of students scoring at or above state average on the ACT	ACT 18.2%	ACT: 46.2%	ACT: 12.5%	ACT: 6.3%	ACT: 0%	ACT: 37.7%	ACT: 13.2%	ACT: 4.8%
o	Percentage of students entering a 2- or 4-year college	2 Year: 17.4% 4 Year: 25.3%	2 Year: * 4 Year: 58.3%	2 Year: 16.2% 4 Year: 24.6%	2 Year: * 4 Year: *	2 Year: * 4 Year: *	2 Year: 22.4% 4 Year: 25.0%	2 Year: * 4 Year: *	2 Year: * 4 Year: *
p	Percentage of students entering the workforce or military	Workforce: 11.7% Military: 2.5%	Workforce: 0% Military: 0%	Workforce: 8.8% Military: 1.0%	Workforce: 0% Military: 0%	Workforce: 0% Military: 0%	Workforce: 2.1% Military: 3.3%	Workforce: 0% Military: 0%	Workforce: 0% Military: 0%

(*) indicates the number of students participating in these assessments do not meet DESE minimum cohort requirements. **Data set calculations are in process.

Notes: b) Measured by Aimsweb Early Literacy Battery

- **ELA:** English Language Arts
- **FRL:** Free and Reduced Lunch
- **IEPs:** Students with Individualized Education Plans (Special Education)
- **EOC:** End of Course examinations taken in Missouri by High School Students in specific subject content areas

- **ACT:** American College Testing is the leading U.S. College admissions test measuring what students learn in high school to determine academic readiness for college.
- **AP:** Advanced Placement exams that give students the chance to tackle college-level work while in high school and earn college credit and placement.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 4. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #1: IMPROVE STUDENT ACHIEVEMENT
FOCUS AREA: New and Innovative Programs
STRATEGIC PRIORITY: Curriculum and Instruction and Instruction

Strategies		District Admin Responsible	Building Admin Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Monitor the fidelity of the curriculum's implementation and assessments	Director of Curriculum & Instruction; Assistant Superintendent of Instruction	Principals	Quarterly	-	N/A	-	
2	Work with diverse stakeholders to review curriculum and resources in each area and provide feedback on cultural responsiveness and diversity	Director of Curriculum & Instruction; Assistant Superintendent of Instruction	Principals	Quarterly	-	N/A	-	
3	Revise and implement the curriculum management plan	Director of Curriculum & Instruction; Assistant Superintendent of Instruction	Principals	Quarterly	-	N/A	-	
4	Provide ongoing training to staff on culturally proficient instruction	Assistant Superintendent of Elementary Education; Coordinator of Professional Development; Curriculum & Instruction	Principals	Quarterly	-	Title II	\$100,000-\$120,000	
5	Audit, revise, and continuously update, all existing curriculum and major instructional resources to identify strengths and weaknesses related to cultural responsiveness and diversity. Integrate culturally responsive activities and diverse resources into curriculum where missing	Director of Curriculum & Instruction; Assistant Superintendent of Instruction	Principals	Quarterly	-	N/A	-	
6	Monitor and incorporate internships, problem-solving experiences, and opportunities to earn career certificates and/or college credit into career pathway sequences of courses	Director of Curriculum & Instruction; Assistant Superintendent of High Schools	Principals	Quarterly	-	N/A	-	
7	Provide additional supports and recruitment to promote students' success in honors, dual enrollment and AP courses	Assistant Superintendent of High Schools	Principals	Quarterly	-	General Funds; District PD; ESSER	-	
8	Utilize quarterly benchmark or associated assessments to monitor student progress in ELA and math and make necessary instructional adjustments when necessary	Instructional Assistant Superintendents	Principals	Quarterly	-	N/A	-	
Resources Needed / Comments: Paper, chart paper, post-its, and markers								Completed
								In Progress
								Not Started

GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Student Support Services

GOAL

Description of destination

Improve individual student success by providing academic, socioemotional, and behavioral supports.

STRATEGIES

Plan of Action – How to Achieve the Goal

- Continue expanding early childhood development programs including the Parents-as-Teachers (PAT) Program; identify and procure resources to enhance accessibility for all families
- Expand programs and opportunities for gifted and talented students
- Provide all students with grade-level appropriate opportunities
- Continue to expand the use of restorative practices as an integral part of school-level behavior management plans
- Fully implement school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs, structural expectations)
- Consistently communicate student progress related to academics and student behavior with parents using a variety of communication methods (education programs, structural expectations)

OBJECTIVES

Measurable steps

1. Measure student growth across the district (i.e. college, career, and life-skills)
2. Consistently implement districtwide systems and procedures that support students' individual academic, socioemotional, and behavioral needs
3. Emphasize student-centered environments with supports across the continuum
4. Fully utilize district programs and support systems to best meet the needs of all students (Ex - Hazelwood Opportunity Center)
5. Utilize a variety of methods to communicate with parents to continuously improve student academic and social outcomes
6. Promote, develop and maintain structures, processes, strategies and practices that continuously sustain and improve positive student engagement and behavior
7. Provide resources, activities, practices and experiences that promote student satisfaction with the total school experience

TABLE 5. SUCCESS MEASURE INDICATORS FOR STUDENT SUPPORT SERVICES		2022	2028
a	Number of students participating in Hazelwood's early childhood programs	680	
b	Decrease in percentage of students receiving short-term out of school suspensions	12%	
c	Decrease in number of students referred to a discipline hearing	2017-2018 = 254 2018-2019 = 395 2019-2020 = 165 2020-2021 = N/A 2021-2022 = 362	

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 6. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Student Support Services

Strategies		District Administrator Responsible	Building Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Continue expanding early childhood programs; identify and procure resources to enhance accessibility for all families	Assistant Superintendent of Elementary Education; Director of Early Childhood	Principals	Quarterly	-	State Funding Formula	-	
2	Expand programs and opportunities for Gifted and Talented students	Director of Curriculum & Instruction; Assistant Superintendent of Instruction	Principals; Coordinator of Gifted Education	Quarterly	-	N/A	-	
3	Provide all students with grade-level appropriate opportunities	Instructional Assistant Superintendents	Principals	Quarterly	-	N/A	-	
4	Continue to expand the use of restorative practices as an integral part of school-level behavior management plans	Instructional Assistant Superintendents	Principals	Quarterly	-	Title IV	\$20,000	
5	Fully implement all school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs)	Instructional Assistant Superintendents	Principals; Director of Alternative Education	Quarterly	-	N/A	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #3 (PART A): ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Staff Support Services

GOAL

Description of destination

Provide support to all staff that enables and empowers them to deliver the highest quality service and student-focused instruction.

OBJECTIVES

Measurable steps

1. All HSD staff will have professional growth opportunities that will increase their capacity and engage them in our mission and vision
2. Improve and expand efforts to recruit and retain high quality staff
3. Establish professional supports for all staff
4. Provide districtwide professional development that aligns with HSD's strategic priorities
5. Provide multiple opportunities for staff feedback

STRATEGIES

Plan of Action – How to Achieve the Goal

- Provide training on customer service, conflict mediation, and general operations (i.e. finance, attendance reporting, etc.) and performance management training for all managers in all employee groups
- Improve the recruiting process to impact trauma support, diversity, and cultural competence
- Implement district-wide cultural competence training requirements and ensure that all staff members have attended training on the Statement of Solidarity, Racial Equity Policy, and Diversity, Equity, and Inclusion Action Plan
- Incorporate professional development for all staff members in the area of trauma-informed practices in order to support students' socioemotional well-being
- Integrate technology into instruction with professional support and dedicated resources
- Expand English Language Development training opportunities to meet the needs of linguistically diverse populations
- Expand initiatives to hire retired teachers as substitutes
- Create and implement an ongoing leadership mentoring program (for staff at all levels of the organization) and expand leadership development opportunities for all staff
- Revise the existing exit survey to include data from the strategic priorities
- Expand initiatives to recruit and retain high-quality staff in all of our schools and facilities
- Expand partnerships with universities and explore diverse marketing arenas to further recruit and hire candidates

TABLE 7: SUCCESS MEASURE INDICATORS TO ENHANCE PROFESSIONAL GROWTH THROUGH STAFF SUPPORT SERVICES

		2022	2028
a	Percentage of employees who participate in leadership development	1.57%	
b	Percentage of faculty and staff who are effective or rated distinguished leaders in the district	81.8%	
c	Number of certified staff vacancies on the first day of school	145	
d	Number of classified staff vacancies on the first day of school	129	

Notes: (a) Leadership development is defined by programs such as Aspiring Leader Preparation System (ALPS) and DESE mentoring programs. These data exclude principals' meetings and retreats (d) Currently, "effective leaders" as a term is narrowly defined by and limited to school building principals.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 8. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #3 (PART A): ENHANCE PROFESSIONAL GROWTH
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Staff Support Services

Strategies		District Admin Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Provide training on customer service, conflict mediation, and general operations (i.e. finance, attendance reporting, etc.) and performance management training for all managers in all employee groups	Assistant Superintendent of Human Resources; Coordinator of Professional Development	Principals	Quarterly	-	N/A	-	
2	Implement district-wide cultural competence training requirements and ensure that all staff members have attended training on the Statement of Solidarity, Racial Equity Policy, and Diversity, Equity, and Inclusion Action Plan	Instructional Assistant Superintendents; Coordinator of Professional Development; Director of Federal Programs & Special Projects	Principals	Quarterly	-	Title II	\$100,000-\$120,000	
3	Integrate technology into instruction with professional support and dedicated resources	Director of Curriculum & Instruction; Assistant Superintendent for Instruction	Principals	Quarterly	-	N/A	-	
4	Provide multiple opportunities for staff feedback	Assistant Superintendent of Human Resources; Assistant Superintendent of Elementary Education; Coordinator of Professional Development	Instructional Assistant Superintendents; Principals	Quarterly	-	N/A	-	
5	Incorporate professional development for all staff members in the area of trauma-informed practices in order to support students' socioemotional well-being	Coordinator of Professional Development; Assistant Superintendent of Elementary Education	Principals	Quarterly	-	Title II	\$100,000 - \$120,000	
6	Expand English Language Development training opportunities to meet the needs of linguistically diverse populations	Assistant Superintendent of Elementary Education; Coordinator of English Learners	Principals	Quarterly	-	Title III	\$30,000	
7	Expand partnerships with universities and explore diverse marketing arenas to further recruit and hire candidates	Assistant Superintendent of Human Resources; Director of Human Resources	Principals	Quarterly	-	N/A	-	
Resources Needed / Comments: Paper, chart paper, post-its, and markers								Completed
								In Progress
								Not Started

GOAL #3 (PART B): ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Technology

GOAL

Description of destination

Expand to a technological district that integrates the use of technology in all aspects of HSD's quest to improve teaching and learning for every student

OBJECTIVES

Measurable steps

1. Build employees' technical knowledge, skills, and capacities
2. Promote awareness and use of technology in the community

STRATEGIES

Plan of Action – How to Achieve the Goal

- Assess and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring
- Increase support for technology troubleshooting
- Design, develop, and implement an all-inclusive, robust, flexible, and user-friendly student performance system
- Share quarterly data reports with all appropriate district and school building-level administrators
- Provide and measure improvements in help desk support
- Develop sustainable and non-person specific infrastructure and capacity within the information technology department
- Develop and implement a plan that promotes the use and awareness of technology in communities
- Measure outcomes of the district wide technology plan based on the success measures and use the data to promote the use and awareness of technology in communities
- Implement a professional development plan for training on ClearTouch interactive boards
- Implement a professional development plan on the student information system (SIS) to increase efficiency of state reporting

19

TABLE 9: SUCCESS MEASURE INDICATORS FOR ENHANCED PROFESSIONAL GROWTH RELATIVE TO TECHNOLOGY		2022	2028
a	Percentage of helpdesk issues addressed, resolved, and completed within 48 hours by helpdesk personnel	95%	
b	Average number of days to make Chromebook-related repairs	1-3 days	
c	Percentage of Chromebooks lost or stolen	15%	
d	Percentage of students with FRL whose families receive free/reduced priced Wi-Fi	14%	
e	Availability of network system resources: Wi-Fi, SIS, Business Plus, Data, etc.	99%	
f	Percentage of fines levied and collected for Chromebook damage or loss	*	
g	Percentage of job-related staff trained on ClearTouch interactive boards	**	
h	Percentage of job-related staff trained on student information systems and the effects on state reporting	100%	

Notes: (*) Tools are being developed to increase the accuracy and efficiency of tracking district Chromebooks. The 2022-2023 school year will be the baseline year to identify these data. **ClearTouch boards are in the process of being purchased and installed via Proposition H funding.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 10. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #3 (PART B): ENHANCE PROFESSIONAL GROWTH
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Technology

Strategies		District Administrator Responsible	Additional Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Assess and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring	Chief Information Officer		Quarterly	-	N/A	-	
2	Increase support for technology troubleshooting	Chief Information Officer		Quarterly	-	N/A	-	
3	Design, develop, and implement an all-inclusive, robust, flexible, and user-friendly student performance system	Chief Information Officer	Director of Student Systems; Director of Technology	Quarterly	-	N/A	-	
4	Provide and measure improvements in help desk support	Chief Information Officer		Quarterly	-	N/A	-	
5	Develop sustainable and non-person specific infrastructure and capacity within the information technology department	Chief Information Officer		Quarterly	-	N/A	-	
6	Implement a professional development plan for training on new ClearTouch interactive boards	Director of Curriculum and Instruction		Quarterly	-	N/A	-	
7	Implement a professional development plan on the student information system (SIS) to increase efficiency of state reporting	Chief Information Officer	Director of Student Systems	Quarterly	-	N/A	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: District Finance

GOAL

Description of destination

- Connect the district's financial plan to the strategic plan
- Maintain fiscal responsibility and an adequate fund balance to support our educational needs and organizational mission
- Establish financial structures that improve long-term fiscal stability, align all district resources, and increase transparency
- Implement a financial plan to retain high capacity staff

OBJECTIVES

Measurable steps

1. By the end of each fiscal year, the finance department will publish financial and operational updates for staff and community stakeholders in formats that demonstrate goal alignment with district programs and operations in a 5-year financial plan
2. Maintain a balanced budget
3. Explore additional funding sources
4. Increase efficiency of district transportation model
5. Plan, monitor, and complete all Proposition H projects

STRATEGIES

Plan of Action – How to Achieve the Goal

- Adopt a sustainable operating budget that reflects long-range planning and maintains a fund balance in line with Board of Education policy
- Maintain proper stewardship of resources by monitoring and strengthening internal controls and performing internal audits
- Develop a facilities plan and maintain districtwide facility improvements
- Maintain a balanced budget and practice fiscal transparency
- Reestablish the HSD Foundation (i.e. community-led, self-sustaining, restructuring, strategy-focused) to support student achievement
- Plan and complete Proposition H projects
- Connect the financial plans to the Strategic Plan and promote funding equity
- Regularly assess cleanliness of buildings and utilize a district walkthrough monitoring tool for consistency

TABLE 11: SUCCESS MEASURE INDICATORS FOR MAINTAINING FISCAL RESPONSIBILITY		2022	2028
a	Percentage of fund balance at the end of the fiscal year	44%	
b	Comparison of individual building per student spending	See note (c)	
c	Percentage of successfully negotiated agreements with employee groups	100%	
d	Percentage of regionally competitive salaries for employee groups	86%	
e	Percentage of Proposition H projects funded/completed	0%	
f	HSD Foundation fundraiser held	Scheduled for April 2023	
g	Percentage of schools successfully completing internal audits	100%	
h	Percentage of annual external audit and legal publication requirements met	100%	

Note: c) DESE-required breakdown created a baseline in 2018-19. The district's total expenditures per average daily attendance (ADA) increased from \$11,429.49 in 2018-19 to \$14,405.61 in 2021-22. Expenditures per ADA increased at every district building in the same time frame.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 12. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #4 MAINTAIN FISCAL RESPONSIBILITY
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: District Finance

Strategies		District Administrator Responsible	Additional Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Adopt a sustainable operating budget that reflects long-range planning and maintains a fund balance in line with Board of Education policy	CFO	Assistant Superintendents, Chief Financial Officer, Communications Director	Quarterly	-	N/A	-	
2	Maintain proper stewardship of resources by monitoring and strengthening internal controls and performing internal audits	CFO	Assistant Superintendents, Principals, CFO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	N/A	-	
3	Plan, monitor, and complete all Proposition H projects	CFO	Director of Maintenance, Instructional Assistant Superintendents, Principals	Quarterly	-	Prop H	\$130,000,000	
4	Connect the financial plans to the Strategic Plan and promote funding equity	CFO	Assistant Superintendents, Principals, CFO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	N/A	-	
5	Reestablish the HSD Foundation (i.e. community-led, self-sustaining, restructuring, strategy-focused) to support student achievement	CFO	Assistant Superintendents, CFO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	N/A	-	
6	Regularly assess cleanliness of buildings and utilize a district walkthrough monitoring tool for consistency	CFO	Director of Custodial Services	Quarterly	-	N/A	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #5 (PART A): INCREASE PARENT AND COMMUNITY INVOLVEMENT FOCUS

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

GOAL

Description of destination

Create widespread community support for the Hazelwood School District.

OBJECTIVE

Measurable steps

1. Expand partnerships to build coalitions and capacity
2. Increase the number of parent and community members participating in school functions, activities and events
3. Promote a positive and productive mindset for all Hazelwood stakeholders
4. Eliminate elements of the Hazelwood culture that reflect a fixed mindset

STRATEGIES

Plan of Action – How to Achieve the Goal

- Identify and create partnerships for the district in an effort to build trust and community relationships; align partnerships with HSD's teaching and learning initiatives
- Increase 21st century internship programs
- Increase use of ambassadors and advocates
- Enhance meaningful community outreach strategies and partnerships
- Assess the needs of parents and the district
- Measure progress based on community stakeholder input
- Expand volunteers
- Sponsor community events that build understanding around the school district's mission, vision, and goals
- Promote legislative advocacy in support of schools
- Increase opportunities and participation in Parent University by offering diverse workshops in accessible locations, times and language; ensure offerings are effectively communicated to families using diverse mediums
- Provide families with regular and clear communication about diverse resources available through the district and partnering agencies
- Ensure that building leaders include safety plans, drills, and communications in School Improvement Plans and provided to parents and students so they are aware of safety protocols.

TABLE 13: SUCCESS MEASURE INDICATORS FOR PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIPS		2022	2028
a	Survey results indicate parents report satisfaction with parent-teacher communications about the academic and social progress of their child	3.23	
b	Survey results indicate parents report schools respect differences among students and their families	2.97	
c	Survey results indicate parents report feeling welcome at their child's school	3.11	

Note: The Missouri Climate and Culture Survey administered during the 2022-23 school year will provide the baseline year for these data. A 2.5 or higher is considered to be a "yes" for the question. a) "I am comfortable talking to teachers at this school." b) "This school values and respects differences among students and their families." c) "I feel welcome at this school."

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 14. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #5 (PART A) INCREASE PARENT AND COMMUNITY INVOLVEMENT
FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity
STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

Strategies		District Administrator Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Identify and create partnerships for the district in an effort to build trust and community relationships; align partnerships with HSD's teaching and learning initiatives	Director of Communications	Director of Curriculum & Instruction	Quarterly	-	N/A	-	
2	Increase opportunities and participation in Parent University by offering diverse workshops in accessible locations, times, and languages; ensure offerings are effectively communicated to families using varied mediums	Director of Federal Programs	Director of Communications; Principals	Quarterly	-	Title II	\$40,000	
3	Increase use of ambassadors and advocates	Director of Communications	Principals	Quarterly	-	N/A	-	
4	Expand volunteers	Director of Communications	Assistant Superintendent of Human Resources	Quarterly	-	N/A	-	
5	Sponsor community events that build understanding around the school district's mission, vision, and goals	Director of Communications	Principals	Quarterly	-	-	-	
6	Promote legislative advocacy in support of schools	Director of Communications	Leadership Team	Quarterly	-	N/A	N/A	
7	Ensure all families can access district information in a language and format they can understand	Coordinator of English Learning	Director of Communications	Quarterly	-	District Funds	\$15,000	
8	Provide families with regular and clear communication about diverse resources available through the district and partnering agencies.	Director of Communications	Assistant Superintendent of Student Services	Quarterly	-	N/A	-	
9	Encourage collaborative equity work amongst students, families, community patrons, and staff members in the Diversity, Equity, and Inclusion Solutions Group	Director of Federal Programs	Principals	Quarterly	-	N/A	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #5 (PART B): INCREASE PARENT AND COMMUNITY INVOLVEMENT

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Climate and Culture

GOAL

Description of destination

Create a results-oriented and accountability-driven culture that is positive, safe, and caring for all students, staff, and community stakeholders.

OBJECTIVE

Measurable steps

1. At the end of each academic quarter, parent and community partners will have participated in school wide events, surveys, discussions, or shared learning experiences to show an increase in customer satisfaction surveys and goal attainment
2. Measure progress toward a caring respectful environment as the foundation for the Hazelwood School District culture
3. Decrease the number of discipline related referrals each year in all schools
4. Reduce the number of out of school suspensions each year in every school

STRATEGIES

Plan of Action – How to Achieve the Goal

- Define clear 21st century behavioral expectations for adults and students; train, teach, and reteach appropriate behaviors
- Develop a climate of shared best practices
- Engage parents and community partners to develop two-way communication strategies and protocols
- Administer a culture survey in collaboration with parents, the PTA, community partners, teachers, and staff
- Use the annual data to draft climate and culture goals for the organization
- Increase community-based opportunities for high-risk student populations with language and financial barriers
- Ensure all schools hold focus groups or community meetings involving students, staff, parents, and other related stakeholders at least once per semester to identify and address concerns related to school safety and violence
- Promote strategies and practices to support self-care and the well-being of staff at all schools

TABLE 15: SUCCESS MEASURE INDICATORS FOR CLIMATE AND CULTURE		2022	2028
a	Survey results indicate teachers are engaged in the mission and vision of the organization.	3.20	
b	Survey results indicate students feel safe at school.	3rd-5th grade: 2.47 6th-12th grade: 2.54	
c	Survey results indicate students are comfortable requesting additional support.	3rd-5th grade: 2.51 6th-12th grade: 3.02	

Note: The Missouri Climate and Culture Survey administered during the 2022-23 school year will be the baseline year for these data. 2.5 and above is considered to be an overall "yes" for the question. b) "I feel safe at school. c) "I ask for help from my teachers or others when I need it.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 16. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #5 (PART B) INCREASE PARENT AND COMMUNITY INVOLVEMENT
FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity
STRATEGIC PRIORITY: Climate and Culture

Strategies		District Administrator Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Define clear behavioral expectations for adults and students and train, teach, and reteach appropriate behaviors	Assistant Superintendent of Human Resources; Assistant Superintendent of Students Services	Human Resources Director, CFO, Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	N/A	-	
2	Develop a climate of sharing best practices	Assistant Superintendent of Human Resources and SSD Director	Human Resources Director, CFO, Instructional Assistant Superintendents, CIO, Principals, Director of Communications, and SSD Director	Quarterly	-	N/A	-	
3	Engage parents and community members in events focused on academic growth and social emotional development	Instructional Assistant Superintendents and SSD Director	Principals	Quarterly	-	N/A	-	
4	Collaborate with community partners to develop two-way communication strategies and protocols	Director of Communications	Principals	Quarterly	-	N/A	-	
5	Administer a culture survey in collaboration with parents, the PTA, community partners, teachers, and staff	Director of Data and Assessments	Director of Communications	Quarterly	-	District Funds	\$80,000 - \$100,000	
6	Use the annual data to draft climate and culture goals for the organization	Instructional Assistant Superintendents	Director of Data and Assessments	Quarterly	-	N/A	-	
7	Ensure all schools hold focus groups or community meetings involving students, staff, parents, and other related stakeholders at least once per semester to identify and address concerns related to school safety and violence	Instructional Assistant Superintendents	Principals	Quarterly	-	N/A	-	
8	Promote strategies and practices to support self-care and the well-being of staff at all schools	Instructional Assistant Superintendents	Principals	Quarterly	-	N/A	-	
Resources Needed / Comments: Survey data, collaboration with the curriculum department								Completed
								In Progress
								Not Started

Conclusion – Hazelwood NOW

The *Hazelwood NOW* Strategic Plan provides focus and action for implementing the *NOW* initiatives (New and Innovative Programs, Options and Opportunities, and Working together with parents, staff, and community to build coalitions and capacity). This plan allows for specific, measurable, and attainable goals, all of which contribute to staff recruitment and retention, student excellence, district efficacy, and community engagement. The plan is evidence of what can be accomplished through focused collaboration; this document was drafted with input from faculty, staff, students, board members and community stakeholders. It is a testament to the breadth and depth of perspectives necessary to make the shifts required to succeed in today's ever-evolving global society.

Together, we are responsible for the education of nearly 17,000 students. It is only fitting that a strategic plan drafted to serve our students concludes with a summary of the “*Hazelwood NOW* Student Characteristics.”

For our students to become lifelong learners equipped with 21st century skills for success as global citizens, we believe all of these characteristics must be embodied by our students and embedded in our school district culture. This strategic plan aims to equip our students with these characteristics so that they can graduate as informed, productive members of society.

THE HAZELWOOD NOW

- Academic Achievers
- Accountable/responsive
- Caring for others
- College, Career, and Life Ready
- Critical thinkers
- Effective communicator
- Ethical and socially responsible/trustworthy
- Foreign exposure
- Global citizens
- Innovative/creative
- Life-long learners/love of learning
- Polite
- Problem solver/ability to deal with conflict
- Resilient
- Resourceful
- Respectful
- Service oriented/community minded
- STEAM (Science, Technology, Engineering, Arts, and Mathematics) prepared
- Technologically Advanced/Sound

This strategic plan aims to equip our students with these characteristics so that they can graduate as informed, productive members of society.

*See Key Terms and Definitions



Hazelwood High School Scholars

Key Terms, Definitions, and Acknowledgments

CULTURAL COMPETENCE: Cultural competence means to be respectful and responsive to the beliefs and practices—cultural and linguistic needs—of diverse population groups. Developing cultural competence is an evolving, dynamic process that takes time and occurs along a continuum.

EARLY CHILDHOOD EDUCATION (ECE): Hazelwood Early Childhood Education program works in a partnership with families and the community to create a positive and nurturing learning environment in order to ensure maximum growth and healthy development of every child. The program operates under the philosophy that high quality early learning programs have long-term positive effects on children's successes in school and in life. Our program is focused on individual children and their families. With the use of Project Construct and a literacy-based curriculum, students learn through exploration and free choice in a language rich environment.

INTERNAL PROGRESS MONITORING: The tables following each goal and their measurable indicators in the document refer to the strategies that the district's departments will be tracking to determine relevant progress as well as supports needed for forward movement and/or course correction.

PARENTS-AS-TEACHERS (PAT) PROGRAM: PAT is a voluntary family education and support program for parents of young children. The program is based on the beliefs that parents are their children's first and most influential teachers and that the early years lay the foundation for children's success in school and in life. PAT provides the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life through personal visits, group connections, community resource referrals, and developmental screenings.

SOCIAL AND EMOTIONAL LEARNING: The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage social interactions, feelings, empathy, and goal attainment.

SOCIOECONOMIC STATUS (SES): The term is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education, and occupation.

STEAM: The acronym refers to focal point subjects such as science, technology engineering, art, and mathematics. These key content areas are integrated into all learning systems across advanced societies in developed countries.

TRAUMA-INFORMED CARE: The term addresses the structure and support for human beings to understand, recognize, and respond to the effects of trauma.

21ST CENTURY SKILLS: According to Marks (2014), the term was coined in 1996 as part of "the knowledge, skills, and behaviors students would need as the world moved to the 2000s. The framework was produced in 2009 by the Partnership for 21st Century Skills (P21). Its aim was to help the nation become more able to compete in a global economy that demands innovation. A recommendation was to help the U.S. education system keep up by fusing the 3Rs (reading, writing, and arithmetic or mathematics) and 4Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation) (Marks, p. 336-338). Essentially, education systems face a demand to develop students who are civil, competitively employable, and globalized culturally and linguistically.

¹See Marks, Gary. (2014). *21 Trends for the 21st Century: Out of the Trenches and into the Future*. Education Week Press. Maryland: Bethesda.

Acknowledgements

The Hazelwood Board of Education appreciates the input from our parents, students, staff, and community stakeholders in the development of this strategic plan. In particular, we would like to thank our Superintendent's Student Advisory Council, Hazelwood National Education Association (HNEA), Key Communicators, Diversity, Equity, and Inclusion Solutions Group, Staff Advisory, Superintendent, and staff. We are especially thankful for those parents, students, and stakeholders who continue to support our Hazelwood School District community in the pursuit of excellence.

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = No, 2 = Sometimes, 3 = Yes
- If the mean is greater than 2.00 = an overall “Yes” for the respective survey question
- If the mean is less than 2.00 = an overall “No” for the respective survey question

3rd - 5th Grade Students - 10 Highest Average Scores

6. My teachers help students to learn.	2.9
7. My teachers expect very good work from me.	2.82
10. My teachers care about me.	2.82
22. In case of an emergency, I know what to do.	2.79
11. My school gives every student a chance to do well.	2.76
20. I know what to do if I hear about dangerous behaviors at school.	2.75
1. I can do well in school.	2.71
21. I know how to report bullying at my school.	2.7
12. I am treated with respect by adults at my school.	2.68
24. I know different ways to make and keep friends.	2.67

3rd - 5th Grade Students - 10 Lowest Average Scores

30. I know how to disagree without starting a fight or an argument.	2.48
13. I like going to this school.	2.47
16. I feel safe at school.	2.47
27. I know how to get along with others, even if I disagree with them.	2.47
28. I feel socially accepted.	2.47
23. I get along well with others.	2.41
31. I am good at solving conflicts with others.	2.36
19. My school is clean.	2.23
17. Students at my school are often bullied.	1.88
32. I would attend a different school if I could.	1.79

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree
- If the mean is greater than 2.5 = an overall “Yes” for the respective survey question
- If the mean is less than 2.5 = an overall “No” for the respective survey question

6th - 12th Grade Students - 10 Highest Average Scores

6. I have goals and plans for the future.	3.47
9. My teachers expect very good work from me.	3.33
1. I can do well in school.	3.32
30. In case of an emergency, I know what to do.	3.26
4. I understand how my family and school can support my academic success.	3.18
38. I can help solve problems among my friends in a positive way.	3.15
28. I know what to do if I hear about dangerous behaviors at school.	3.14
40. I know how to disagree without starting a fight or an argument.	3.11
8. My teachers encourage students to learn.	3.09
2. I know how to get better at things that are hard for me.	3.08

6th - 12th Grade Students - 10 Lowest Average Scores

22. I worry about violence at this school.	2.73
10. My teachers notice if I have trouble learning something.	2.7
16. All students receive high-quality instruction.	2.69
23. Students at my school are often bullied.	2.65
14. My teachers and administrators value my opinion.	2.58
31. The school system assures student voices are heard and respected.	2.58
21. I feel safe at school.	2.54
19. I like going to this school.	2.49
24. My school handles discipline fairly.	2.47
26. My school is clean.	2.19

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree
- If the mean is greater than 2.5 = an overall “Yes” for the respective survey question
- If the mean is less than 2.5 = an overall “No” for the respective survey question

Parent Survey - 10 Highest Average Scores

13. I am comfortable talking to teachers at this school.	3.23
20. This school provides the technology (devices, connectivity, support) necessary to promote student learning.	3.17
14. I feel welcome at this school.	3.11
15. I know who to contact or where to find contact information if I have questions or concerns about safety at my child's school.	3.07
8. My child's school building is in good condition.	3.04
9. If my child has a problem, there is someone at school who can help.	3.04
3. My child has been taught in school about respect for other cultures.	3.02
5. My child is treated fairly at school.	2.98
10. I receive communication about the school system's progress toward meeting its goals.	2.98
11. I receive information about the educational services available to my child at school.	2.98

Parent Survey - 10 Lowest Average Scores

6. My child feels physically safe at this school.	2.85
18. This school has programs that develop my child's self-control, responsibility, problem solving, and respect for others.	2.8
23. This school prioritizes closing achievement gaps among students.	2.76
19. There are programs available for the birth through pre-kindergarten population.	2.75
12. I am asked for input about school decisions.	2.74
26. This school handles student discipline fairly.	2.73
29. The school system assures student voices are heard and respected.	2.73
30. The school system provides school culture and climate data and reports periodically to all stakeholders.	2.71
22. This school has helped my child establish educational and career goals.	2.7
7. My child has been teased or bullied at school this year.	2.34

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree
- Mean > 2.50 = Agree
- Mean < 2.50 = Disagree

Support Staff - 10 Highest Average Scores

27	I have the skills necessary to meet the needs of the department.	3.42
29	I feel like I belong in this department.	3.38
2	My supervisor fosters a shared vision and a sense of community and cooperation within the department.	3.32
28	I feel supported by the people I work with.	3.26
30	I am treated with respect in this department.	3.26
31	I feel safe in this department.	3.22
16	The department provides the supplies and equipment necessary to perform job responsibilities.	3.20
23	There are clear procedures for handling school or department emergencies.	3.19
26	I believe I can positively affect the student experience	3.18
25	I usually look forward to each working day.	3.14

Support Staff - 10 Lowest Average Scores

33	The school system provides school culture and climate data and reports periodically to all stakeholders.	2.92
19	Staff are intentional in building and maintaining relationships with all students.	2.91
32	The school system assures student voices are heard and respected.	2.91
9	This department provides staff time and support for planning.	2.90
3	There are open channels of communication among department and administrators.	2.87
6	This school prioritizes closing achievement gaps among students.	2.86
11	Staff opinions are valued by supervisors and administrators.	2.83
22	Rules concerning student conduct are fair.	2.74
10	Professional development activities focus on best practices to improve departmental practices.	2.74
4	Staff help formulate department decisions and policies.	2.73

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree
- Mean > 2.50 = Agree
- Mean < 2.50 = Disagree

Instructional Support Staff - 10 Highest Average Scores

57	I recognize that students in my school are in different educational levels.	3.43
51	I believe I can positively affect student performance.	3.42
19	This school recognizes and acknowledges student academic achievement.	3.42
58	I emphasize the importance of effort with students.	3.39
38	Parents are encouraged to discuss their child's educational needs with school staff.	3.31
54	I feel like I belong at this school.	3.29
25	This school makes students feel they belong.	3.27
39	Staff are intentional in building and maintaining relationships with all students.	3.26
36	Effective channels are in place for parents and community to communicate with the school.	3.24
11	Teachers routinely adjust instructional strategies based on data.	3.21

Instructional Support Staff - 10 Lowest Average Scores

15	This school provides teachers time and support for planning.	2.85
33	Learning supports and services in my school meet the needs of all students.	2.81
16	Professional development activities focus on best practices to improve student achievement.	2.76
47	This school's discipline is fairly applied.	2.71
27	Relevant, high-quality career technical education and/or advanced professional studies are provided based upon Individual Career Academic Plans.	2.71
3	There are open channels of communication among students, staff, and administrators.	2.69
4	Staff help formulate schoolwide decisions and policies.	2.68
41	There are schoolwide practices to foster self-care and wellbeing among staff.	2.66
45	Bullying is a problem at this school.	2.43
44	Bullying via electronic means or devices is a problem at this school.	2.28

MISSOURI CLIMATE & CULTURE SURVEY DATA:

- Response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree
- Mean > 2.50 = Agree
- Mean < 2.50 = Disagree

Certificated Staff - 10 Highest Average Scores

57. I recognize that students in my school are in different educational levels.	3.58
58. I emphasize the importance of effort with students.	3.58
51. I believe I can positively affect student performance.	3.35
38. Parents are encouraged to discuss their child's educational needs with school staff.	3.30
1. The school's mission is clear.	3.29
39. Staff are intentional in building and maintaining relationships with all students.	3.28
52. I have the skills necessary to meet the needs of all learners in my classroom.	3.28
40. This school places value on and respects differences among students and their families.	3.26
48. There are clear procedures for handling school emergencies.	3.23
11. Teachers routinely adjust instructional strategies based on data.	3.19
12. Educators work in collaborative teams to develop curriculum and/or design lessons.	3.19
36. Effective channels are in place for parents and community to communicate with the school.	3.19

Certificated Staff - 10 Lowest Average Scores

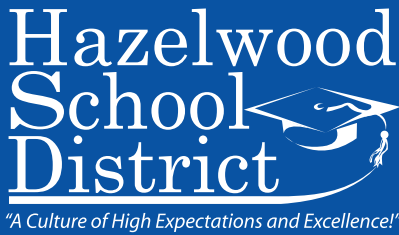
47. This school's discipline is fairly applied.	2.78
50. I usually look forward to each working day as an educator.	2.76
29. Effective resources and training are provided for teaching students across different languages and cultures.	2.74
16. Professional development activities focus on best practices to improve student achievement.	2.73
15. This school provides teachers time and support for planning.	2.70
27. Relevant, high-quality career technical education and/or advanced professional studies are provided based upon Individual Career Academic Plans.	2.68
4. Staff help formulate schoolwide decisions and policies.	2.65
41. There are schoolwide practices to foster self-care and wellbeing among staff.	2.51
45. Bullying is a problem at this school.	2.43
44. Bullying via electronic means or devices is a problem at this school.	2.38

SUMMARY OF SWOT ANALYSIS RESULTS:

	POSITIVE		NEGATIVE	
	STRENGTHS		WEAKNESSES	
INTERNAL	• Community support • Diversity • Enhanced programming options for students • Resource rich district • Strong, dedicated and highly qualified teachers		• Fixed mindset • Effective use of assessments • Low expectations of students/adults • Teacher support/mentoring • Transportation • Utilization of resources	
	OPPORTUNITIES		THREATS	
	• Community, alumni, and family engagement and partnerships • Civic partnerships • Extended schooling • Increased number of field trips, college visits, and school events • Substitute incentives for retired teachers • Transparent Diversity, Equity, and Inclusion conversations		• Lack of business tax base • Mental health • Security threats • Social media perceptions • State legislature • Teacher, staff, and sub shortages • Teacher and staff retention	
EXTERNAL				

The SWOT Analysis data has been compiled from discussions with the following stakeholders:

Students at Hazelwood Central High School
 Students at Hazelwood East High School
 Students at Hazelwood West High School
 Hazelwood Board of Education
 Hazelwood National Educators Association
 Diversity, Equity, and Inclusion Solutions Group
 Staff Advisory
 Key Communicators
 District and School Administrators



MISSION:

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens.

15955 New Halls Ferry Road
Florissant, MO 63031
(314) 953-5000

www.HazelwoodSchools.org

 /HazelwoodSchoolDistrict

 /HazelwoodSD

Download the Hazelwood NOW Strategic Plan and Executive Summary at
<https://www.hazelwoodschools.org/strategic-plan>