

Strategic » Plan



Strategic Plan 2026-2031

Executive Summary

The Mehlville School District Strategic Plan guides the district's work through the 2030-2031 school year. This touchstone document helps Mehlville School District staff set high expectations for themselves and their students, focuses on continuous improvement and ensures district resources are directed toward achieving our goals.

A strategic plan is critical for a school district because it provides a clear vision and roadmap for achieving long-term goals. It aligns stakeholders – students, staff, families and the community – around shared priorities, ensuring resources are effectively allocated to enhance student outcomes. By setting objectives and regularly reviewing progress, a strategic plan fosters accountability and adaptability, enabling the district to respond proactively to changes in education, funding and community needs.

The Strategic Planning Process

This strategic plan was drafted using feedback from the Mehlville School District community, including staff, parents, students and community members. Mehlville School District received feedback from almost 1,000 people during a ThoughtExchange survey. Additionally, the district formed a Strategic Plan Steering Committee to provide feedback as the strategic plan was developed. The 130-member committee met in April 2025 and five more times in the fall of 2025. During these meetings, the committee set the themes you find in this plan. Additionally, they provided feedback on each of the draft goals.



The five themes of the Mehlville School District Strategic Plan are:

- 1. Academics**
- 2. Student Support**
- 3. Employee Quality and Staffing**
- 4. Finance, Facilities and Operations**
- 5. Community Involvement**

Strategic Plan

Themes and Goals



» Theme 1: Academics

Goal 1.1: Increase foundational skills in elementary literacy and numeracy.

Goal 1.2: Ensure students are college, career and life ready by offering a rigorous and comprehensive curriculum and educational experience.

» Theme 2: Student Support

Goal 2.1: Increase access to student mental health resources.

Goal 2.2: Expand student social, emotional and behavioral learning (SEBL) opportunities, and ensure safe and inclusive environments for all students.

» Theme 3: Employee Quality and Staffing

Goal 3.1: Attract, support and retain high-quality staff by implementing practices and offering competitive compensation that reflects the value of staff and support long-term district stability.

Goal 3.2: Ensure all employees have access to high-quality, job-embedded professional development that fosters continuous growth, and improves student outcomes.

Goal 3.3: Foster a positive, inclusive and collaborative school culture that supports teacher retention, professional satisfaction and student success.

» Theme 4: Finance, Facilities and Operations

Goal 4.1: Manage financial resources effectively and efficiently, maintaining transparent accountability to the community, in order to support students and staff.

Goal 4.2: Provide an educational environment in which facilities are welcoming, safe and well-maintained to support the learning of students and the work of staff.

Goal 4.3: Effectively manage all district operation departments to ensure efficient use of resources and allocations to support students and staff.

» Theme 5: Community Involvement

Goal 5.1: Strengthen relationships with businesses, agencies, nonprofit and community organizations to support learning opportunities for students.

Goal 5.2: Develop and maintain positive, collaborative relationships with all stakeholders – particularly parents – to strengthen support for Mehlville School District and provide a strong sense of community.

Executive Summary

Theme 1: Academics

Goal 1.1: Increase foundational skills in elementary literacy and numeracy.

The district will increase the percentage of students performing on or above grade level on benchmark literacy and numeracy assessments through the continued implementation of evidence-based instructional practices.

Goal 1.2: Ensure students are college, career and life ready by offering a rigorous and comprehensive curriculum and educational experience.

The district will systematically review and revise course offerings ensuring students have access to a relevant, rigorous, standards-aligned curriculum.



What we heard

The Mehlville School District community has indicated they want students to master foundational skills in reading, writing and math. They also indicated that they'd like to see curriculum improvements to help prepare students for the future. Additionally, the community has said they'd like enhanced academic offerings that best support student academic success.

When presented with draft goals, members of the Strategic Plan Steering Committee re-iterated the importance of foundational skills and multiple course path options. The committee emphasized the importance of intervention and interest-based learning. They wanted to include social, emotional and behavioral learning (SEBL) in foundational skills. SEBL is addressed in Goal 2.2. The committee also shared a desire for more preschool options. The committee wanted assurance that career options were presented to students at appropriate ages.

Measurable goals, action steps and more

Learn more about Academic goals in the 1.1 and 1.2 Goal Detail Charts that follow.

Academics Goal 1.1

Increase foundational skills in elementary literacy and numeracy.

Desired Result	The district will increase the percentage of students performing on or above grade level on benchmark literacy and numeracy assessments through the continued implementation of evidence-based instructional practices.
Evidence-Based Action Steps and Strategies	● Continue to implement and refine the use of evidence-based and research-based instructional practices in the areas of literacy and numeracy focusing on: ○ Systematic, explicit phonics instruction. ○ Phonological and phonemic awareness instruction. ○ Vocabulary development through direct and indirect instruction. ○ Fluency practice with feedback in literacy and numeracy. ○ Structured comprehension instruction ○ Writing instruction embedded across multiple curriculums. ○ Oral language and discourse-based instruction. ○ Use of complex, knowledge-building texts. ○ Data driven instruction and progress monitoring in literacy and numeracy. ○ Reading across all content areas. ○ Reading Success Plans. ○ Compliance with state guidelines for reading instruction. ○ Auditing and aligning K-5 math curriculum with state standards and research-based practices that emphasize number sense, operations and problem solving. ○ Embedding numeracy skill progressions (counting, place value, operations) across grade levels for consistency ● Universal action steps:

	○ Create district-wide common formative assessments for students and teachers to analyze data. ○ Offer high-quality professional development for teachers on evidence-based strategies in literacy and numeracy (see Goal 3.2). ○ Adopting high-quality instructional materials with a strong focus on literacy and numeracy. ○ Educate families on the importance of strong attendance habits and its impact on literacy development. ○ Effectively implement strategies to support interventionists in providing differentiated instruction.
Measurement	● Benchmark assessment scores in literacy and numeracy ● Missouri Assessment Program (MAP) performance data ● Missouri Annual Performance Report (APR) data Attendance rates
MSIP Standard Indicator (when applicable)	● AS2: The school system implements a comprehensive assessment system including state required and locally selected assessments. ● TL1: Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement. ● TL4: The school system prepares students through the development of essential intrapersonal and interpersonal skills. ● TL6: Evidence-based instructional practices are implemented to ensure the success of each student. ● TL8: Professional learning activities support effective instructional practices in the school system.

Person(s) Responsible	Assistant Superintendent of Academics Assistant Superintendent of Supervision: Elementary
Timeline	Short-Term Goals (1 year): • Create district-wide common formative assessments for students and teachers to analyze data. • Create an attendance education plan for families of early childhood and elementary-aged students. • Identify strategies to support interventionists in providing differentiated instruction. • Increase percentage of elementary students performing at or above grade level on the Spring literacy and numeracy benchmark assessments to a minimum of 70 percent. • Review Professional Development plan to provide training focused on evidence-based strategies in literacy and numeracy. Mid-Term Goals (Year 3): • Review and revise district-wide common formative assessments for students and teachers to align with current performance data. • Implement the attendance education plan for families of early childhood and elementary-aged students. • Implement strategies to support interventionists in providing differentiated instruction. • Increase percentage of elementary students performing at or above grade level on the Spring literacy and numeracy benchmark assessments to a minimum of 75 percent. • Monitor the effectiveness and implement of professional development and revise to align with current needs. Long-Term Goals (Year 5): • Monitor attendance rates and modify plan as

	necessary. • Monitor and revise interventionist strategies. • Increase percentage of elementary students performing at or above grade level on the Spring literacy and numeracy benchmark assessments to a minimum of 80 percent.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Academics Goal 1.2

Ensure students are college, career and life ready by offering a rigorous and comprehensive curriculum and educational experience.

Desired Result	The district will implement a system to regularly review and revise course offerings, ensuring students have access to a relevant, rigorous, standards-aligned curriculum.
Evidence-Based Action Steps and Strategies	● Explore opportunities to expand access to Early Childhood education and early identification of student learning needs. ● Implement evidence-based and research-based practices focusing on: ○ High-quality, rigorous instruction that promotes college, career and life readiness. ○ Refining current college and career advising systems. ○ Career-connected learning and real-world application. ○ Refining a system for targeted academic interventions using the district Professional Learning Community model. ○ Incorporating digital literacy and technology-integrated instruction. ○ Creating structured support for students' transitions (entering K, 5th to 6th, 8th to 9th). ○ Providing differentiated instruction, project-based, interest-based, and personalized learning opportunities at all levels. ● Regularly review course offerings and curriculum to align with labor market trends, emerging careers and student interests. ● Ensure flexibility and personalization through individualized pathways. ● Expand opportunities for high school students to earn college credit, industry recognized credentials or certifications that students can

	carry with them into the future. Fully incorporate Individual Career and Academic Plans into middle school and high school scheduling and instruction.
Measurement	- Missouri Assessment Program (MAP) performance data - Missouri Annual Performance Report (APR) data - College and Career Readiness assessment indicators
MSIP Standard Indicator (when applicable)	- AS1: Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable. - DB4: School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices. - TL2: The school system ensures the birth through pre-kindergarten population has access to high-quality early learning experiences. - TL3: The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs - TL8: Professional learning activities support effective instructional practices in the school system. - TL9: The school system ensures that technology effectively supports teaching and learning. - TL10: The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
Person(s) Responsible	Assistant Superintendent of Academics Assistant Superintendent of Supervision: Secondary Assistant Superintendent of Supervision: Elementary

Timeline	Short-Term Goals (1 year): • Audit all existing course offerings to ensure rigorous instruction in alignment with college, career and life readiness skills. • Develop a plan to ensure that 100% of high school students have Individual Career and Academic Plans (ICAP) that are updated annually to reflect their individual plans. • Review and revise current supports for students' transitions (entering K, 5th to 6th, 8th to 9th). • Continue to evaluate opportunities to increase enrollment in Mehlville Early Childhood. • Review and revise the current systems for targeted academic interventions using the district Professional Learning Community model. • Explore ways to expand opportunities for high school students to earn college credit, industry recognized credentials or certifications that students can carry with them into the future. • Evaluate current practices flexibility and personalization through individualized pathways. Mid-Term Goals (Year 3): • Increase enrollment in advanced credit courses (Advanced Placement, dual credit) • Integrate career-connected learning and real-world application into classroom instruction. • Refining a system for targeted academic interventions. • Monitor the effective implementation of current systems for targeted academic interventions using the district Professional Learning Community model. • Develop a system to expand opportunities for high school students to earn college credit, industry recognized credentials or certifications that students can carry with them into the
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	future. Long-Term Goals (Year 5): • Analyze student post-secondary readiness as measured by meeting criteria on Missouri Department of Elementary and Secondary College and Career readiness matrix • Implement and monitor the system for high school students to earn college credit, industry recognized credentials or certifications that students can carry with them into the future.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Executive Summary

Theme 2: Student Support

Goal 2.1: Increase access to student mental health resources.

The district will increase access to community-based mental health resources and establish a standardized response protocol in all schools to promote student well-being and academic success.

Goal 2.2: Expand student social, emotional and behavioral learning (SEBL) opportunities, and ensure safe and inclusive environments for all students.

The district will establish a comprehensive, tiered SEBL framework complemented by adult connections and restorative discipline to create a safe, inclusive, and positive school climate where all students can thrive.



What we heard

The Mehlville School District community indicated they wanted more mental health resources for students; improved social emotional and behavioral learning to support emotional regulation, empathy and interpersonal skills; and safe and inclusive schools.

When presented with draft goals, members of the Strategic Plan Steering Committee indicated they wanted more school staff, including counselors, social workers and therapists. They also wanted more partnerships with community providers and an emphasis on early intervention. Participants wanted time for recess, physical movement and for being outside. Participants expressed the need for more explicit and embedded SEBL instruction, and for professional development on trauma-informed practices, restorative practices and culturally responsive teaching. They also expressed a desire for smaller class sizes and more inclusive staffing models. They would like to see more extracurricular activities with additional funding and transportation support.

Measurable goals, action steps and more

Learn more about Student Support goals in the 2.1, 2.2 and 2.3 Goal Detail Charts that follow.

Student Support Goal 2.1

Increase access to student mental health resources.

Desired Result	The district will increase access to community-based mental health resources and establish a standardized response protocol in all schools to promote student well-being and academic success.
Evidence-Based Action Steps and Strategies	● Conduct a comprehensive inventory of current mental health resources. ○ Evaluate Mehlville School District staffing opportunities to support student mental health and social, emotional, behavioral learning. ○ Survey school counseling services to assess their needs for additional resources. ○ Review and analyze student safety plans. ● Increase therapeutic partnerships with outside agencies, aiming for every school to have at least one Memorandum of Understanding (MOU) with a counseling agency. ● Track the number of students seen by therapeutic partners per building and identify the therapeutic partner's caseload capacity. ● Develop a systematic process for allocating and monitoring mental health resources across all sites, including a process for buildings to request specific services based on current needs. ● Develop a consistent response protocol for mental health concerns, including a referral system, entry criteria, monitoring, and exit criteria. ● Provide training for systematic completion of suicide risk assessments, focusing on understanding the assessment and when to use it. ● Integrate a referral for therapeutic partnerships directly into the suicide risk assessment form. ● Create a centralized community resource hub for families and counselors, managed by the

	student services department, to assist families seeking community mental health services.
Measurement	• The number of unique students who are actively receiving services from therapeutic partners per school building. • The caseload capacity of each therapeutic partner. • Response protocol metrics for referral, entry, monitoring, safety plans and exit.
MSIP Standard Indicator (when applicable)	• EA4: The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. • DB3: The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement • L4: The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP. • L10: The school system actively addresses school safety and security in all facilities. • TL7: The school system provides a comprehensive, multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student. • TL10: The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
Person(s) Responsible	Assistant Superintendent - Student Services
Timeline	Short-Term Goals (Year 1):

	• Conduct a comprehensive inventory of current mental health resources, including areas of specialty. • Survey school counseling services and assess their needs for additional mental health resources. • Evaluate staffing opportunities to support student mental health. • Increase therapeutic partnerships with outside agencies, aiming for every school to have at least one Memorandum of Understanding (MOU) with a counseling agency. • Track the number of students seen by therapeutic partners per building and identify the therapeutic partner's caseload capacity. • Evaluate current district processes for allocating and monitoring mental health resources across all sites. • Continue to provide training for systematic completion of suicide risk assessments, focusing on understanding the assessment and when to use it. • Integrate a referral for therapeutic partnerships directly into the suicide risk assessment form. Mid-Term Goals (Year 3): • Develop a systematic process for allocating and monitoring mental health resources across all sites, including a process for buildings to request specific services based on current needs. • Develop a consistent response protocol for mental health concerns, including a referral system, entry criteria, monitoring, and exit criteria. • Increase staffing opportunities as necessary to support student mental health based on student needs. • Continue to increase therapeutic partnerships with outside agencies, establishing a robust and comprehensive network of support.
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	• Refine and ensure consistent application of entry and exit criteria for therapeutic services. Long-Term Goals (Year 5): • Continue to monitor staffing related to student mental health based on student needs. • Continue to monitor therapeutic partnerships with outside agencies.
Funding Source (Federal, State, Local)	Children's Services Fund General Operating Budget Potential grant opportunities
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Student Support Goal 2.2

Expand student social, emotional and behavioral learning (SEBL) opportunities, and ensure safe and inclusive environments for all students.

Desired Result	The district will establish a comprehensive, tiered SEBL framework complemented by adult connections and restorative discipline to create a safe, inclusive, and positive school climate where all students can thrive.
Evidence-Based Action Steps and Strategies	● Review and implement an SEBL curriculum that aligns with the district framework. ○ Tier 1 (Universal): Focus on school-wide positive behavior interventions and supports and the SEBL curriculum for all students. ○ Tier 2 (Targeted): Offer small group skill-building and check-in/check-out programs for students needing mild support. ○ Tier 3 (Intensive): Provide individualized behavior improvement plans and crisis management strategies. ● Ensure every student, K-12, has at least one identified, non-family adult connection in the school who checks in with them regularly. ● Increase opportunities for unstructured and semi-structured positive social interactions, such as extending recess, implementing supervised "lunch bunches," or incorporating team-building activities into the daily schedule. ● Review curricular resources, school policies, and extracurricular opportunities for potential biases to ensure they reflect the school's unique student body. ● Consistently celebrate a spectrum of student excellence, including character, citizenship, creativity, and effort, alongside academics. ● Survey students regarding their interests, needs, and barriers to participation in clubs and activities. ● Continue encouraging teachers to give students

	voice and choice when appropriate, making them active partners in their educational environment. • Conduct validated, anonymous student climate surveys to measure perceptions of belonging, emotional safety, bullying and equity across different demographic groups. • Continually assess and update physical security measures while expanding the assessment to include emotional and digital safety. • Review and revise school discipline policies to prioritize restorative practices and skill-building to support the student's positive return to the learning environment.
Measurement	• Student and staff survey responses on SEBL competencies, sense of belonging and school culture and climate. • The number of behavior referrals/suspensions. • The number of students identifying a trusted adult at school. • Track student satisfaction ratings with clubs, activities, and school rules/norms. • School Safety Assessment results. • Student responses to survey items related to feeling safe from bullying, harassment, and social exclusion.
MSIP Standard Indicator (when applicable)	• CC1: The school system provides a safe and caring environment that supports teaching, learning, and student success. • CC2: The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student. • DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement • EA4: The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is

	purposefully engaged and is provided rigorous instruction, meaningful support, and relevant educational experiences. • L4: The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP. • L10: The school system actively addresses school safety and security in all facilities. • TL4: The school system prepares students through the development of essential intrapersonal and interpersonal skills. • TL7: The school system provides a comprehensive, multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student. • TL10: The school system provides school counseling services to support the career, academic, and social/emotional development of all students.
Person(s) Responsible	Assistant Superintendent - Student Services
Timeline	Short-Term Goals (Year 1): • Identify and adopt a district-wide SEBL curriculum through the district's curriculum adoption process. • Review the SEBL matrix for Tier 1 to ensure alignment with the chosen curriculum/resources. • Plan professional development for all staff on the new SEBL curriculum and framework. • Routinely survey students regarding their positive connections with staff, interests, needs, and barriers to participation in clubs and activities. • Evaluate current opportunities for positive, informal, student interactions such as recess and team-building. • Evaluate and review curricular resources and

	extracurricular opportunities to increase inclusive practices. • Review current school safety assessments and revise to add components of emotional and digital safety. • Review district discipline policies and school procedures to ensure restorative practices are prioritized. • Develop a system to celebrate a spectrum of student excellence, including character, citizenship, creativity, and effort, alongside academics. Mid-Term Goals (Year 3): • Implement the chosen SEBL curriculum across all grades and schools. • Provide ongoing professional development for all staff to ensure effective implementation. • Review the SEBL matrix to align entry and exit criteria for Tier 2 and 3 interventions. • Embed the SEBL framework into daily routines and district culture. • Implement school safety assessments that include components of emotional and digital safety. • Monitor student survey results related to positive connections with staff, interests, needs, and barriers to participation in clubs and activities. Provide schools with action steps for any needed improvements. • Monitor opportunities for positive, informal, student interactions such as recess and team-building. Provide schools with action steps for any needed improvements. • Revise any necessary curricular resources and extracurricular opportunities to increase inclusive practices. • Implement universal alignment of restorative practices with discipline policies. • Implement a system to celebrate a spectrum of student excellence, including character,
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	citizenship, creativity, and effort, alongside academics. Long-Term Goals (Year 5): • Fully embed the SEBL framework in all daily routines and district culture. • Conduct annual SEBL framework fidelity assessments to measure implementation effectiveness. • Ensure equitable allocation of district resources to support SEBL initiatives across all schools. • Evaluate and monitor a system to celebrate a spectrum of student excellence, including character, citizenship, creativity, and effort, alongside academics. • Monitor and evaluate the implementation of school safety assessments that include components of emotional and digital safety. • Assess the fidelity of the implementation and universal alignment of restorative practices with discipline policies.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Executive Summary

Theme 3: Employee Quality and Staffing

Goal 3.1: Attract, support and retain high-quality staff by implementing practices and offering competitive compensation that reflect the value of staff and support long-term district stability.

The desired results include increasing staff retention, particularly among employees in their first three years on the job, maintaining competitive compensation with identified benchmark districts, and evaluating staffing needs district-wide.

Goal 3.2: Ensure all employees have access to high-quality, job-embedded professional development that fosters continuous growth, and improves student outcomes.

The district will provide professional development and growth opportunities for both certified and classified employees aligned with district goals, student achievement data, and employee needs. This will increase staff capacity through targeted, evidence-based professional learning, while fostering a culture of continuous improvement, collaboration and reflective practice.

Goal 3.3: Foster a positive, inclusive and collaborative school culture that supports employee retention, professional satisfaction and student success.

Create a positive and supportive work environment by obtaining and honoring employee feedback as indicated by the fall and spring culture and climate surveys.

What we heard

The community is calling for competitive pay and benefits, better support and training, and a more positive work environment to achieve long-term staff retention.

When presented with draft goals, members of the Strategic Plan Steering Committee emphasized that competitive compensation is critical. They expressed concern about support staff shortages, particularly bus drivers and custodial staff. There was strong support for high-quality professional development and protected time to implement new programs or strategies. It's important for staff to feel heard, have protected plan time and manageable workloads.

Measurable goals, action steps and more

Learn more about Employee Quality and Staffing goals in the 3.1 and 3.2 and 3.3 Goal Detail Charts that follow.



Employee Quality and Staffing Goal 3.1

Attract, support and retain high-quality staff by implementing practices and offering competitive compensation that reflects the value of staff and support long-term district stability.

Desired Result	The desired results include increasing staff retention, particularly among employees in their first 3 years on the job, maintaining competitive compensation with identified benchmark districts, and evaluating staffing needs district-wide.
Evidence-Based Action Steps and Strategies	• Offer competitive compensation (including benefits) to attract and retain certified and classified employees. • Acknowledge years of service to district, position and building. • Incentivize employees to pursue advanced degrees, including additional certifications. • Identify gaps in staffing for both certified and classified employees.
Measurement	• Comparison of the district's compensation and benefits package to 3-5 identified benchmark districts. • Employee satisfaction surveys related to compensation and recognition. • Turnover rate of certified and classified employees, with analysis of reasons for leaving. • Number of recognition events or programs held annually. • Retention rates of certified and classified employees at different years of service intervals. • Number of certified employees participating in tuition reimbursement programs. • Number of certified and classified employees obtaining advanced degrees, certifications or stipends. • Salary increases awarded for certified and classified advanced degrees or certifications. • Retention rates of employees with advanced degrees or additional certifications. • Analysis of staffing ratios for certified and

	classified employees. • Number of open positions and time to fill those positions. • Surveys of principals and directors on staffing needs. • District-wide analysis of class sizes and caseloads. • District-wide equitable distribution of staff across schools.
MSIP Standard Indicator (when applicable)	• L9: The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.
Person(s) Responsible	Assistant Superintendent of Human Resources
Timeline	Short-Term Goals (Year 1): • Conduct a comprehensive analysis comparing compensation packages to 3-5 benchmark districts. • Create and launch employee satisfaction and benefit perception surveys. • Evaluate current practices for acknowledging years of service. • Identify baseline staffing ratios. • Promote certified tuition reimbursement and advanced degree programs; begin tracking participation. • Promote classified stipends and certifications; begin tracking participation. Mid-Term Goals (Year 3): • Demonstrate improvement in certified and classified employee satisfaction survey results related to compensation and recognition. • Show reductions in turnover for certified and classified employees, especially in early-career roles. • Increase the number of certified and classified employees participating in and completing advanced degrees or certifications.

	• Reduce average time to fill open positions and improve staff distribution across schools. • Look for one to two opportunities to expand recognition programs with broader participation and measurable impact. • Continue to monitor and assess certified and classified staffing model, using staffing and total compensation data. Long-Term Goals (Year 5): • Maintain competitive certified and classified compensation among 3-5 identified benchmark districts. • Retain and support high levels of satisfaction across all staff categories. • Maintain an equitable certified and classified staffing model across schools with minimal gaps. • Remain comparable to benchmark districts on support for employees seeking degrees or certifications. • Continue to monitor, assess and develop new goals for certified and classified staffing models, through the staffing and total compensation data.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Employee Quality and Staffing Goal 3.2

Ensure all employees have access to high-quality, job-embedded professional development that fosters continuous growth, and improves student outcomes.

Desired Result	The district will provide professional development (PD) and growth opportunities for both certified and classified employees aligned with district goals, student achievement data, and employee needs. This will increase staff capacity through targeted, evidence-based professional learning, while fostering a culture of continuous improvement, collaboration and reflective practice.
Evidence-Based Action Steps and Strategies	• Implement and highlight PD opportunities based on specific content areas, focused on high-yield instructional practices and based on student data. • Implement differentiated PD based on staff roles, experience, and performance data for certified and classified employees. • Expand instructional coaching models district-wide to provide personalized support to teachers. • Align PD with district priorities, implementing the District 5-5-5 (Instructional Strategies, Engagement Strategies, Interventions) • Incorporate certified and classified staff voice in PD planning through surveys and leadership groups. • Review and revise leadership development opportunities for aspiring and current certified and classified leaders. • Evaluate PD impact on classroom instruction and student learning through observation and assessment data. • Implement feedback surveys on the quality and relevance of classified PD offered. • Evaluate and revise support programs for newly hired classified, first and second year teachers. • Analyze the number of PD hours offered to classified employees. • Provide professional development related to

	new district programs, curricula and curricular resources.
Measurement	• Percentage of teachers participating in content-specific PD annually. • Number of training sessions or workshops offered to certified and classified employees for new district programs, curricula and curricular resources. • Classroom observations to assess the implementation of high-yield instructional practices (walk-through data). • Student achievement data analysis to correlate PD with improved student outcomes in specific content areas. • Employee feedback surveys on the quality and relevance of PD. • Frequency of observations and feedback sessions for first and second year teachers. • Surveys of newly hired employees (classified, first and second year teachers) on the quality and effectiveness of support. • Retention rates of newly hired employees (classified, first and second year teachers). • Employee participation rates in optional professional development opportunities for new district programs, curricula and curricular resources. • Fidelity of implementation measures of new district programs, curricula and curricular resources. • Student outcomes related to the success of the programs.
MSIP Standard Indicator (when applicable)	• TL8: Professional learning activities support effective instructional practices in the school system.
Person(s) Responsible	Assistant Superintendent of Human Resources Assistant Superintendent of Academics Executive Director of Teaching, Learning and Professional Development

Timeline	Short-Term Goals (Year 1): • Conduct PD needs assessments for certified and classified employees. • Implement differentiated PD offerings based on roles and data. • Review and revise mentorship programs for new employees. • Continue to offer PD for instructional strategies aligned with District 5-5-5. • Analyze walk-through and student data to assess PD impact. • Review and revise current district leadership development and new employee programs. Mid-Term Goals (Year 3): • Expand coaching support district-wide. • Increase PD participation across content areas and classified departments using PD needs assessment survey data to drive programming. • Implement revised leadership development and new employee mentor programs. Long-Term Goals (Year 5): • Ensure all employees have continued access to role-specific, evidence-based PD. • Use multi-year data to demonstrate positive trends in student achievement linked to PD. • Monitor the effectiveness of district leadership development and new employee mentorship programs.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Employee Quality and Staffing Goal 3.3

Foster a positive, inclusive and collaborative school culture that supports teacher retention, professional satisfaction and student success.

Desired Result	Create a positive and supportive work environment by obtaining and honoring employee feedback as indicated by the fall and spring culture and climate surveys.
Evidence-Based Action Steps and Strategies	• Analysis of annual fall and spring culture, climate and employee feedback surveys, along with action steps developed based on building and district needs. • Increase employee voice and engagement through participation in surveys and focus groups. • Develop an initial action plan and communicate survey results and action steps to all stakeholders. • Continued use of Staff Notes to highlight staff accomplishments.
Measurement	• Response rates to annual fall and spring culture, climate and employee feedback surveys. • Current and longitudinal trends in fall and spring culture, climate and employee feedback surveys. • Implementation and completion rates of district and building culture and climate action steps in strategic improvement plans. • Follow-up surveys to measure the impact of identified action steps.
MSIP Standard Indicator (when applicable)	• CC1: The school system provides a safe and caring environment that supports teaching, learning and student success. • DB3: The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement. • TL8: Professional learning activities support effective instructional practices in the school system.

Person(s) Responsible	Assistant Superintendent of Human Resources Assistant Superintendent of Academics Executive Director of Teaching, Learning and Professional Development
Timeline	Short-Term Goals (Year 1): • Continue to conduct an employee culture, climate and feedback survey two times a year. • Hold focus groups with certified and classified employees to supplement survey data and gather qualitative feedback. • Analyze data to identify 3-5 priority areas for improving district and building culture, climate and staff well-being. • Develop and present an action plan to leadership by the end of the school year. • Communicate findings transparently and celebrate initial efforts to engage employee voice. Mid-Term Goals (Year 3): • Implement targeted strategies from the Year 1 action plan. • Monitor progress using follow-up surveys and focus group check-ins twice per year. • Adjust action plan based on feedback and scale successful practices. • Celebrate milestones and progress publicly in staff meetings, newsletters, and school and district events. Long-Term Goals (Year 5): • Institutionalize effective programs as part of school and district best practices. • Embed culture and climate goals into school improvement plans and hiring practices. • Monitor retention data and exit interviews to address ongoing challenges and prevent staff burnout. • Continue surveying staff twice a year to maintain open feedback loops and measure long-term

	impact. Recognize and reward leadership in culture-building efforts, cultivating staff as champions of positive climate.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Executive Summary

Theme 4: Finance, Facilities and Operations

Goal 4.1: Manage financial resources effectively and efficiently, maintaining transparent accountability to the community in order to support students and staff.

The district will maintain long-term financial stability while effectively meeting the educational and operational needs of the school district as outlined in the district strategic plan.

Goal 4.2: Provide an educational environment in which facilities are welcoming, safe and well-maintained to support the learning of students and the work of staff.

The district will maintain a long-range facilities plan, incorporating processes for safety and security assessments, and regular review of emergency procedures.



Goal 4.3: Effectively manage all district operation departments to ensure efficient use of resources and allocations to support students and staff.

The district will ensure operational readiness and high safety standards in the departments of school food and nutrition, transportation, technology and facilities through the use of annual program evaluations, effective use of district resources, and adherence to all federal state and local regulations.

What we heard

Our community has told us they want us to use district funds and resources efficiently. They would like to see facility improvements, including improved safety, security and accessibility features at all schools. Additionally, the community has indicated that the equitable distribution of resources among schools and competitive staff salaries are important.

The Strategic Plan Steering Committee expressed strong support for these goals. They expressed confidence in how funds are managed and communicated and support proactive budgeting and updates on major projects. They appreciate the visible improvements to our school made through support of Prop S. They suggested expanded communication on how funds are used at the school level, ongoing attention to ADA accessibility, parking and traffic flow and outdoor athletic facilities. They expressed concern about transportation recruiting and retaining bus drivers.

Measurable goals, action steps and more

Learn more about Finance, Facilities and Operations goals in the 4.1, 4.2 and 4.3 Goal Detail Charts.

Finance, Facilities and Operations Goal 4.1

Manage financial resources effectively and efficiently, maintaining transparent accountability to the community, in order to support students and staff.

Desired Result	The district will maintain long-term financial stability while effectively meeting the educational and operational needs of the school district as outlined in the district strategic plan.
Evidence-Based Action Steps and Strategies	• Operating funds are prioritized to produce small net-gains, break-even, or acceptable levels of net-loss based on current levels of cash reserves. • Operating cash reserves remain sufficient to avoid short-term borrowing and enable absorbing operating losses due to sudden emergencies. • Maintain competitive salaries and benefits according to 3-5 identified benchmark districts, and identify sufficient staffing needs. • Maintain recurring capital infrastructure annual funding (buses, non-bus vehicles, roofing, asphalt, IT equipment, food service equipment, building safety and HVAC). • Support cyclical non-recurring, investments in capital infrastructure (building modifications, additions, and site improvements). • Continue to present key financial and comparison benchmark data, provided by DESE, for all St. Louis County school districts to the Superintendent of Schools, Board of Education and the community. • Maintain fiscal accountability to the community and transparency by: ○ Utilizing the district's Facilities Steering Committee to identify, prioritize and make recommendations for investments in capital infrastructure (building modifications, additions, site improvements). ○ Utilizing the district's Finance Committee to review annual budget and key finance issues, and provide feedback and make

	recommendations to the BOE as requested. ○ Publishing DESE data for key financial benchmarks (<i>assessed value per student, blended tax rate, cash reserve %, operating expense per student, capital expense per student, and debt per student</i>) in monthly financial statements and the annual budget ○ Publishing key financial reports (Annual Secretary of the Board Report, Annual Budget, Annual Audit Report, Monthly Financial Statements, Monthly Accounts Payable bills, and Finance Committee Meeting Minutes).
Measurement	● Year-end operating fund net gain/loss per financial statements. ● DESE June cash reserve percentage. ● Comparison of the district's compensation and benefits package to 3-5 identified benchmark districts. ● Administrator and classified salary comparisons with market salaries. ● Completion of recurring cyclical maintenance and replacements (buses, non-bus vehicles, roofing, parking lots, IT equipment, food service equipment, building safety and HVAC). ● Restricted capital levy amount for recurring capital needs. ● Ranking among St. Louis County districts on financial benchmarks as published by Missouri Department of Elementary and Secondary Education. ● Financial reports (Annual Secretary of the Board Report, Annual Budget, Annual Audit Report, Monthly Financial Statements, Monthly Accounts Payable bills, and Finance Committee Meeting Minutes)
MSIP Standard Indicator (when applicable)	● L4: The school system manages school operations and resources to promote each

	student's academic success and well-being in accordance with priorities established in the CSIP.
Person(s) Responsible	Chief Financial Officer
Timeline	Short-Term Goals (Year 1): • Ensure the restricted recurring capital funding of \$1,450,000 annually (covering about 60% of the \$2.3 million annual needs just for roofs, buses, IT equipment, and asphalt sealing) is managed effectively to replace roofs, buses, IT equipment and asphalt sealing. • Maintain competitive compensation. Teacher salary rankings should rank 3rd or higher among the 5 benchmark districts; Admin and classified salary should be competitive with the market salaries. • Consult with district leadership on budgetary implications of any future staffing additions or changes. • Review recommendations for facility upgrades by the Facilities Steering Committee and begin drafting a financial recommendation to the Board of Education. Mid-Term Goals (Year 3): • Develop a long-term funding plan for future HVAC needs, which are estimated to be \$50 million or more. • Present a recommendation to the Board of Education for a comprehensive non-recurring, cyclical investment in capital infrastructure (building modifications, additions and site improvements) to address facility needs identified by the Facilities Steering Committee. • Consult with district leadership to review and revise benchmark district analysis and market salary analysis to ensure continued competitive employee compensation. Long-Term Goals (Year 5):

	• Increase the restricted recurring capital funding from \$1,450,000 to cover 90 percent or more of the \$2.3 million annual needs for roofs, buses, IT equipment, and asphalt sealing. • Maintain small net-gains or net-losses in annual budget to maintain cash reserves.
Funding Source (Federal, State, Local)	General Operating Budget Non-operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Finance, Facilities and Operations Goal 4.2

Provide an educational environment in which facilities are welcoming, safe and well-maintained to support the learning of students and the work of staff.

Desired Result	The district will maintain a long-range facilities plan, incorporating processes for safety and security assessments, and regular review of emergency procedures.
Evidence-Based Action Steps and Strategies	• Conduct, review and analyze site safety, security and facility assessments on buildings and grounds. • Maintain a comprehensive multi-year infrastructure replacement schedule and planned cyclical capital projects. • Regularly review and update emergency response plans and prioritize security enhancements. • Monitor predictive, preventative and corrective maintenance programs. • Establish a district Safety Committee. • Utilize district Facilities and Safety Committees to obtain community feedback.
Measurement	• Quantity of planned capital projects. • Adherence to recurring capital infrastructure replacement schedules and percentages of completion status. • Completion rates of planned capital projects by the end of the designated fiscal year. • The quantity and frequency of safety and security concerns identified and addressed. • Community and district stakeholder survey results.
MSIP Standard Indicator (when applicable)	• L4: The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP. • L8: The school system provides for two-way, reliable, and representative communication with all stakeholders

	• L10: The school system actively addresses school safety and security in all facilities.
Person(s) Responsible	Chief Financial Officer Director of Curricular Technology, Student Safety and Organizational Planning
Timeline	Short-Term Goals (Year 1): • Complete comprehensive facility, grounds and site safety/security assessments for all locations. • Analyze results of facility, grounds and site safety/security assessments and plan for necessary improvements. • Create multi-year capital infrastructure replacement schedules and the first three years of planned capital projects. • Implement a system to monitor predictive, preventative and corrective maintenance programs. • Review and revise district stakeholder feedback survey. • Review and revise current systems for regularly updating emergency response plans and create a plan to implement necessary security enhancements. • Establish a district safety committee. Mid-Term Goals (Year 3): • Continue to implement multi-year capital infrastructure replacement schedules and the next three to five years of planned capital projects. • Monitor community feedback survey data and use it to inform recommended planning and projects. • Recommend capital projects requiring community approval. • Monitor the implementation of systems for regularly updating emergency response plans and implement necessary security enhancements.

	Long-Term Goals (Year 5): • Achieve a sustainable cycle of comprehensive facility and safety assessments every 3-5 years to inform an updated multi-year infrastructure replacement schedule and capital projects list. • Maintain a high-functioning Facilities and Safety Committee that provides continuous and meaningful feedback. • Maintain an effective system for updating emergency response plans and prioritizing security enhancements.
Funding Source (Federal, State, Local)	General Operating Budget Non-operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Finance, Facilities and Operations Goal 4.3

Effectively manage all district operation departments to ensure efficient use of resources and allocations to support students and staff.

Desired Result	The district will ensure operational readiness and high safety standards in the departments of school food and nutrition, transportation, technology and facilities through the use of annual program evaluations, effective use of district resources, and adherence to all federal state and local regulations.
Evidence-Based Action Steps and Strategies	• Conduct annual program evaluations for School Food and Nutrition, Transportation, Technology and Facilities departments. • Maintain recurring capital infrastructure replacement schedules. • Monitor predictive, preventative and corrective maintenance programs. • Develop a mechanism for attaining stakeholder feedback.
Measurement	• Results of annual program evaluation and state/federal required audits. • Capital infrastructure replacement schedule adherence rate. • Percentage of completion status of predictive, preventative and corrective maintenance program. • Community and district stakeholder survey results.
MSIP Standard Indicator (when applicable)	• L4: The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP. • L8: The school system provides for two-way, reliable, and representative communication with all stakeholders. • L10: The school system actively addresses school safety and security in all facilities.
Person(s) Responsible	Chief Financial Officer

	Director of Curricular Technology, Student Safety and Organizational Planning
Timeline	Short-Term Goals (Year 1): • Conduct audit of work order management tool, establishing a baseline for existing predictive, preventative and corrective maintenance work orders to assess the effectiveness of the maintenance program. • Develop a standardized survey tool to gather feedback from stakeholders related to School Food and Nutrition, Transportation, Technology and Facilities departments. Mid-Term Goals (Year 3): • Maintain the recurring capital replacement schedule at 90% compliance or higher. • Demonstrate continued compliance within required federal/ state audits, and increased measurable stakeholder satisfaction and operation efficiency across School Food and Nutrition, Transportation, Technology and Facilities departments. Long-Term Goals (Year 5): • Continue to maintain the recurring capital replacement schedule at 90% compliance or higher. • Increase ratio of predictive and preventative over corrective maintenance work orders.
Funding Source (Federal, State, Local)	General Operating Budget District Nonoperating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Executive Summary

Theme 5: Community Involvement

Goal 5.1: Strengthen relationships with businesses, agencies, nonprofit and community organizations to support learning opportunities for students.

The district will establish a robust community partnership network to significantly increase student access to career exploration and real-world experiences. This collaboration will mutually enrich the district and the community, strengthening the local workforce pipeline.



Goal 5.2: Develop and maintain positive, collaborative relationships with all stakeholders – particularly parents – to provide a strong sense of community.

The district will deepen community ties by strengthening engagement and participation in district activities and events. Key outcomes include an increase in family satisfaction and the number of parents who recommend the district, supported by consistent, two-way communication with all stakeholders to build trust and collective support.

What we heard

Through the Strategic Plan ThoughtExchange, our community told us that they wanted more opportunities for volunteer and service learning, guest speakers and local experts to strengthen community ties. They want active involvement from parents and the community. The survey showed opportunities for families to interact with their children at school was an important part of a child's educational journey.

The community expressed strong support for these goals during the October 22, 2025, meeting. Participants had suggestions for the implementation of the resource hub and suggestions for updates to the district website. They expressed a desire for more resources and support for Parent Teacher Organizations and additional community education offerings.

Measurable goals, action steps and more

Learn more about Community Involvement goals in the 5.1 and 5.2 Goal Detail Charts that follow.

Community Involvement Goal 5.1

Strengthen relationships with businesses, agencies, nonprofit and community organizations to support learning opportunities for students.

Desired Result	The district will establish a robust community partnership network to significantly increase student access to career exploration and real-world experiences. This collaboration will mutually enrich the district and the community, strengthening the local workforce pipeline.
Evidence-Based Action Steps and Strategies	• Create and promote a district-level business and career directory of area businesses (including state and local agencies, nonprofit and community organizations) willing to volunteer their time to mentor and support students and update annually. • Develop a plan to connect members of the directory with our students and schools to mentor and support student activities. • Actively participate in business groups including local area chambers of commerce.
Measurement	• Number of area business contacts and volunteers in the directory, including representation of each DESE career cluster. • Number of community volunteers engaging with our schools to mentor and support student activities.
MSIP Standard Indicator (when applicable)	• CC4: The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students. • L8: The school system provides for two-way, reliable, and representative communication with all stakeholders.
Person(s) Responsible	Chief Communications Officer Assistant Superintendent of Academics
Timeline	Short-Term Goals (1 year): • Research and adopt a digital business and

	career directory to manage business and community organizations who are willing to volunteer their time to mentor and support student activities. • Create a plan to promote business partnerships, vet volunteers and connect teachers with these resources via the business and career directory. • Maintain memberships in all chambers of commerce that serve Mehlville School District. Mid-Term Goals (3 years): • Launch digital business and career directory and promote its use among district employees. • Increase active participation in chamber events and provide support as applicable. Long-Term Goals (5 years): • Review and modify business and career directory and its usage as part of a continuous improvement cycle. • Review effectiveness of chamber participation as part of a continuous improvement cycle.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education

Community Involvement Goal 5.2

Develop and maintain positive, collaborative relationships with all stakeholders – particularly parents – to strengthen support for Mehlville School District and provide a strong sense of community.

Desired Result	The district will deepen community ties by strengthening engagement and participation in district activities and events. Key outcomes include an increase in family satisfaction and the number of parents who recommend the district, supported by consistent, two-way communication with all stakeholders to build trust and collective support.
Evidence-Based Action Steps and Strategies	● Foster a welcoming, informed and collaborative school environment by ensuring two-way communication and opportunities for families to participate in academic and community activities. ○ Provide regular updates from teachers, schools and the district, including newsletters, calendars and event reminders. ○ Maintain consistent, multi-platform, translated, accessible communication (email, text, app, website, social media) to ensure parents receive timely, relevant information. ○ Identify ParentSquare as the primary classroom, school and district mode of communication with parents. ○ Provide systematic training to teachers and coaches on the use of ParentSquare. ○ Continue to encourage schools to host special events for families. ● Provide specific opportunities for district residents with and without children in our schools to engage with Mehlville School District, such as 60plus events, community education offerings, alumni events, parent speakers series. ● Participate in community organizations and provide district-level support for community events and multi-school events like the Art

	Show, STEM Olympics, Track Meet, Volleyball Tournament. • Provide stakeholders with opportunities to be engaged in school district long-range planning, through surveys, board and advisory committees and opportunities to dialogue with district leadership and the Board of Education.
Measurement	• Community survey results • Parent survey results • Participation in Community Education offerings, 60plus events and other community events and community engagement events • Opportunities for two-way communication between community members and Mehlville Superintendent of Schools Board of Education and Mehlville School District staff
MSIP Standard Indicator (when applicable)	• CC4: The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students. • L8: The school system provides for two-way, reliable, and representative communication with all stakeholders. • L2: The local board and administration conduct school system business in an ethical, legal, and transparent manner.
Person(s) Responsible	Chief Communications Officer
Timeline	Short-Term Goals (1 year): • Analyze teacher and coach usage of ParentSquare and create a plan to increase usage. • Create a staff communications training plan that includes ParentSquare training. • Complete a feasibility study for providing expanded community education opportunities. • Rebrand and conduct one parent speakers series event. • Review the current 60plus program and recommend improvements. • Continue to conduct parent and community

	surveys and align questions with the strategic plan and use survey data to support decision-making. • Continue to participate and host community events. Mid-Term Goals (3 years): • Implement communications training plan. • Implement expanded community education opportunities as indicated by feasibility study. • Continue to evaluate and offer 1-2 parent speakers series events annually. • Implement 60plus program changes. Long-Term Goals (5 years): • Monitor and evaluate implementation of communications training plan. • Monitor and evaluate the 60plus program. • Audit and refine community education opportunities • Track and assess effectiveness of parent speakers series.
Funding Source (Federal, State, Local)	General Operating Budget
Group Responsible for Monitoring	Superintendent of Schools Board of Education