



2022-2027 DERBY PUBLIC SCHOOLS STRATEGIC PLAN

1

**EC-12+ Academic
Achievement**

MISSION

Derby Public Schools strives to create a safe and inclusive culture and a comprehensive educational experience that propels students toward their fullest potential so they can positively impact their community.

2

**Culture, Climate
& Equity**

VISION

Every student, every day, preparing for the future.

3

**Student & Staff Support
for Special Services**

MOTTO

We believe GREEN IS MAGIC!

4

**Student & Staff Mental
Health & Wellness Supports**

BELIEF STATEMENTS

We believe integrity and transparency are the foundation of trust.

We believe each student deserves high-quality instruction.

We believe in meeting the individual needs of students.

We believe in embracing our diversity and including everyone to unify our culture.

We believe positive relationships are essential to student growth.

We believe in prioritizing the safety and mental health of every student and staff member.

5

Facilities & Partnerships

6

**Personnel Recruitment,
Retention & Development**

EC-12+ Academic Achievement

BELIEF

We believe each student deserves high-quality instruction.

GOAL

We are committed to strengthening academic achievement outcomes in Pre-Kindergarten through post-secondary to help each student find their individual success.

TO DO THIS, WE WILL:

- Explore, improve and expand our early childhood practices, programs and services to reach more students.
- Develop and improve professional development and curriculum to address the needs of all learners.
- Improve secondary and post-secondary tracking and partnerships.
- Prioritize yearly Kansas State Department of Education (KSDE) needs assessment and K-2 goals to identify and determine attainable school resources, academic progress and individual needs for each school.

SUCCESS WILL BE MEASURED...

- ✓ By June of 2023, a scope and sequence for early childhood curriculum will be presented to the Board of Education to ensure we are serving all students.
- ✓ By June of 2023, the district will identify roles of instructional coaches, department chairs and administrators for professional development, including Special Education.
- ✓ By June of 2023, the district will utilize current post-secondary tracking and revamp how we track and what success looks like for each student to include military service.
- ✓ By June of 2024, a presentation will be made to the Board exploring funding sources to expand our early childhood/preschool model and/or partnering with existing preschools and daycares to increase services available for more four-year-olds.
- ✓ By June of 2024, the district will develop and implement an annual instrument for obtaining feedback on value and impact of professional development offerings and the late start model and share the results with staff.
- ✓ By June of 2024, the district will integrate soft skills/employability skills into High School curriculum beyond freshman year.
- ✓ Beginning in June of 2025, the professional development evaluation instrument will show increases in positive feedback.
- ✓ Beginning in June of 2025, annual data reports will show an increase in the numbers of Pre-K students served by Derby Public Schools.
- ✓ By June of 2025, the district will integrate the Individual Plan of Study (IPS) Senior Graduation Portfolio in place of the senior project into the high school curriculum.
- ✓ By June of 2025, chronic absenteeism data will be reported by school quarterly and a goal identified by each social worker and administrator to decrease absenteeism and increase instructional time.
- ✓ By August of 2025, the district will create highly relevant, specific, nuanced, appropriate and targeted professional development according to the need of the buildings and positions.
- By June of 2027, Derby will work in collaboration with the state, military partners, and other school districts to share the importance of implementing statewide data collection of graduates who enlist in the military upon graduation.
- By June of 2027, the district will engage the community to help students understand and obtain local career options and transition to them via internships, apprenticeships, volunteer work and partnerships.
- Annually prioritize Building Needs Assessment (grades K-12) goals to identify and determine attainable school resources, academic progress, and individual needs for each school.
- By the middle-of-year Ready Reading diagnostic assessment (January 2027), at least 60% of third-grade students identified as below proficient at the beginning of the year will show measurable growth of at least 10 scale score points, ensuring they are on a trajectory towards end-of-year proficiency targets. Annually, we will report on movement between proficiency bands on the Ready-Reading Assessment.



Culture, Climate & Equity

BELIEF

We believe in embracing our diversity and including everyone to unify our culture.

GOAL

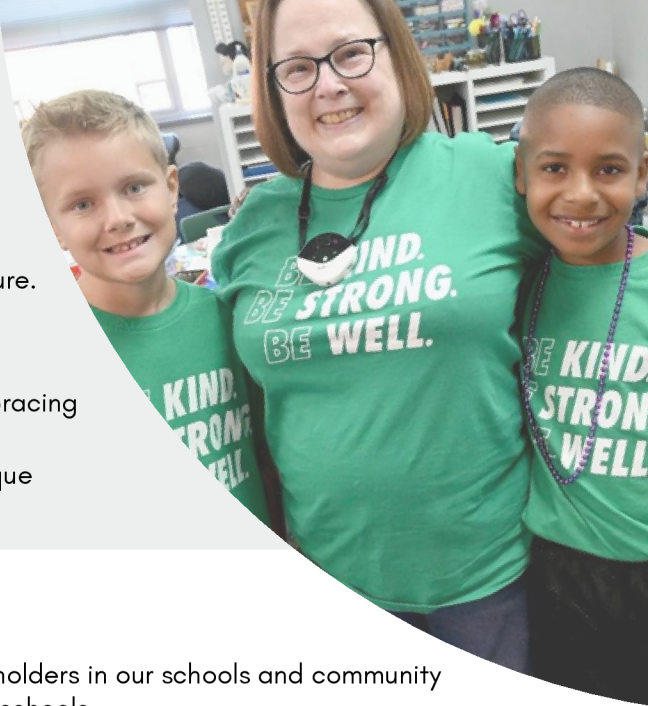
We are committed to creating a safe and positive culture by intentionally embracing our differences, providing equal opportunity for all, and inviting widespread participation for all educational stakeholders regardless of each person's unique characteristics, thoughts and/or opinions.

TO DO THIS, WE WILL:

- Establish a School Climate and Culture Advisory Council from diverse stakeholders in our schools and community to support positive student, staff and parent satisfaction with the culture of schools.
- The council will: (1) Serve as an advisory council, especially in the high school and middle schools. They will work in cooperation with the administration and serve as a resource for students and staff on school climate and culture issues, including: embracing our differences and diversity, finding ways to provide equal opportunity for all and inviting all stakeholders to participate. (2) Provide feedback to district administration on standardized diversity and bullying training for students and staff, to help recognize bullying and harassment and address it immediately. (3) Provide feedback regarding the district's annual reporting to the State for discipline, as well as possible ideas/strategies for ensuring any discipline discrepancies are addressed. (4) Assist administration to develop, implement and evaluate a plan to reduce/eliminate nicotine and drug use within our schools. (5) Assist administration with measuring overall Climate and Culture feedback via a survey and/or small groups gathering feedback from staff, students, parents and our community. (6) Review ideas and provide feedback for district-wide values/character qualities to be used Pre-K-12.
- Explore ways to increase parent involvement.

SUCCESS WILL BE MEASURED...

- ✓ Prior to December 31, 2022 the Superintendent of Schools names the members to serve on the advisory council.
- ✓ By March 31, 2023, the council has convened, selects a chair(s).
- ✓ By December 31, 2023, the council and administration will collect ideas and provide a recommendation to the Board for district-wide character qualities to be incorporated into schools.
- ✓ Beginning annually in November of 2024, feedback from the administration and council will be provided with the results discussed at a school board meeting. It will include general feedback/best practices from each school's culture committee and the district survey results, including parent/caregiver and student participation, gathered each October.
- ✓ By June of 2025, a status report from the administration and council will be made to the Board regarding bullying training, trends in discipline data, and trends in nicotine and drug use in our schools.
- ✓ By June of 2026, the district will identify, reinforce and celebrate existing positive elements of the culture and climate in our schools and determine ways to foster and expand existing positive practices across the district.
- During Fall Parent/Teacher Conferences the district will administer an annual school culture survey for each individual school. These will be made available via ParentSquare email and on devices available at the school during Conferences. This will measure the overall culture and climate at each school and will gather anonymous feedback from students and parents/caregivers about ways we can improve the culture and climate of each school. Sending the survey in October will provide opportunity to become more familiar with their school. The survey at the elementary level will be given to grades 3-5.
- By June 2027, Derby Public Schools will implement a standardized framework for discipline definitions and incident reporting to ensure consistent practices across schools and alignment with student handbooks.



BELIEF

We believe in meeting the individual needs of students.

GOAL

We are committed to optimally allocating resources – staff, program structure, training, etc. – to ensure all needs of students receiving special services are fully met.

Student & Staff Support for Special Services

SUCCESS WILL BE MEASURED...

- ✓ By June of 2023, the Special Services Advocacy Committee will be formed and, in partnership with the district, will research the optimal or preferred staff-to-student ratios for paras, social workers, counselors, psychologists, occupational therapists, physical therapists, audiologists, vision therapists, teachers of the deaf and hard of hearing, and then set standards based on national recommendations.
- ✓ By June of 2023, the district will compile a list of evidence-based best practices for professional development and training, as well as who is responsible for these trainings and the timelines for completing them.
- ✓ By June of 2024, the district will develop/share special services program and course descriptions (Structured Learning vs. Life Skills, Course Modified vs. Resource, Read 180 vs. Horizons, electives, tiered support, etc.) for educating parents, students and staff.
- ✓ By June of 2024, the district will benchmark paraprofessionals' total compensation and benefits package.
- ✓ By June of 2024, through survey and observation, the district will identify what is working well at elementary level for continuity of experience as students progress through the secondary levels.
- ✓ Beginning in June of 2024, annual data reports will show a decrease in the number of actionable parent complaints, an increase in Special Education parent satisfaction.
- ✓ Beginning in June of 2024, annual data reports will show an increase in achievement and attendance of Special Education students.
- ✓ By May 2025, the district will explore, identify, and communicate ways to increase inclusivity district-wide for students with exceptionalities, setting benchmark goals with identified areas with emphasis on professional learning, transitions, IEP/504 implementation, and facilities. These findings will be reported to the Board.
- ✓ Beginning in June of 2025, the district will explore ways to increase engagement in the parent satisfaction survey. Following the aggregation of the survey data, Strategy 3 will determine further goals or action steps to present to the board through a discussion/action plan at a future board meeting.
- Beginning February 2026, the district will review progress-monitoring practices to strengthen accuracy and alignment by using file-review data to determine whether the progress monitoring aligns with the goal as written by the IEP team. Information will be provided to the school staff to support correction, and to the Board in February and July, with individualized retraining supplied as needed.
- Beginning February 2026, the district will examine current progress-monitoring reporting practices to identify discrepancies to enhance parent understanding of student growth.



TO DO THIS, WE WILL:

- Create Special Services Advocacy Committee (official name to be determined by district or Board of Education) to support and oversee work on this goal.
- Create an overview of Special Services Pre-K-12th grade.
- Assess and establish Special Services training standards.
- Assess and map professional learning opportunities for all district staff specific to Special Services.



BELIEF

We believe in prioritizing the safety and mental health of every student and staff member.

GOAL

We are committed to creating, implementing and maintaining evidence-based mental health programs and services for all district employees and students that promote positive health and wellness knowledge, skills and behaviors.

Student & Staff Mental Health & Wellness Supports

TO DO THIS, WE WILL:

- Establish adequate ratios of district social workers, nurses, counselors and psychologists and/or partner with supplemental providers in the community for all district stakeholders.
- Evaluate and make improvements to social-emotional health curriculum that align with best practices, referral pathways and provide professional development to staff.
- Explore and report on best evidence-based practices in daily, weekly, monthly and yearly schedules at the state and national level that promote positive mental health.
- Explore and report on physical/environmental conditions and structures that promote positive mental health.
- Identify and implement selected recommendations from committee reports.
- Initiate or expand Panther Learning Center options.



SUCCESS WILL BE MEASURED...

- ✓By June of 2023, the district will establish a Mental Health Committee to collect, review and report on current ratios of staff who provide mental health support in comparison to state and national staffing standards.
- ✓By June of 2023, the district will identify potential supplemental mental health supports and support providers for students and staff and publish an annual list for parents and staff.
- ✓By June of 2023, a presentation will be made to the Board of Education on current social-emotional learning curricula.
- ✓By June of 2024, a district curriculum committee will recommend any changes to social-emotional learning curricula.
- ✓By June of 2024, a district curriculum committee will present recommendations for expanding in-person and online learning options for the Panther Learning Center.
- ✓Beginning in June of 2026, analyze annual data reports, identify next steps needed, and show an increase in stakeholder satisfaction with mental health supports.
- By Fall of 2026, an annual Mental Health Committee data report will be given to the Board. The report will include data on: discipline referrals, percentage of students in Tier 2 and Tier 3 on the Social-Emotional Learning (SEL) screener, and number of students that participated in a risk assessment, staff opportunities for and participation in wellness activities and student absenteeism.

Facilities & Partnerships

BELIEF

We believe integrity and transparency are the foundation of trust.

GOAL

We are committed to continually develop partnerships and update facilities to ensure equity and safety for everyone.



TO DO THIS, WE WILL:

- In collaboration with the city, develop and implement long-range (ten year) plan for necessary new facilities.
- Identify [and pursue] public and private funding options and partnerships for funding any new or remodeled facility.
- Task the budget committee and capital outlay (sub-committee of budget committee) to identify resources for smaller improvements.
- Expand partnership opportunities for student employment, internships, independent study, etc.
- Purchase any new land necessary for future facility needs and expansion.

SUCCESS WILL BE MEASURED...

- ✓ By June of 2024, the district has more student participation and community partnerships and internships.
- ✓ Beginning in June of 2024 the number of partnerships with more community employers to offer student internship opportunities increases annually.
- By September of 2026, a Master Facilities Plan and exploration of a demographic study will be presented to the Board of Education.
- By January of 2027, Board prioritizes and determines which master plan projects to fund, with smaller funding of smaller improvement projects built into the annual budget(s).
- By January of 2027 the Board appoints a stakeholder committee to identify and pursue funding sources.
- By June of 2027, Board identifies and plans for purchases of new land for any facility expansion.

BELIEF

We believe positive relationships are essential to student growth.

GOAL

We are committed to attracting, developing and retaining a team of staff who support our educational community.



Personnel Recruitment, Retention & Development

TO DO THIS, WE WILL:

- Increase employee engagement and satisfaction.
- Provide competitive compensation packages for employees.
- Explore and expand on innovative recruitment practices and initiatives.
- Identify and attract a comprehensive talent pool.

SUCCESS WILL BE MEASURED...

- ✓ By June of 2023, develop and administer an annual engagement and satisfaction surveys to identify ways to improve engagement, morale, support with summary reported back to the Board of Education.
- ✓ By June of 2023, the district will define “competitive compensation” and identify desired improvements and priorities.
- ✓ By June of 2023, the district will collect talent acquisition metrics and share with the Board.
- ✓ By June of 2024, the district will conduct exit surveys to identify trends and develop and implement plan to address these trends.
- ✓ By June of 2024, the district will identify “compensation and benefit” components, develop and disseminate materials that showcase our district’s and community’s benefits, and demonstrate efforts to improve affordability of the health insurance benefits.
- ✓ By June of 2025, a presentation will be made to the Board assessing our Strengths, Weaknesses, Opportunities and Challenges (SWOC) related to identifying and attracting a comprehensive applicant pool.
- By June of 2026, the district will identify employment gaps and the effectiveness of current processes to fill them as well as considering innovative marketing and recruitment approaches.
- By June of 2027, the district will engage with higher education and continuing education to enhance and further develop pipelines and pathways to workforce development for current employees, Derby graduates and new-to-Derby prospective employees.





2022-2027 STRATEGIC PLAN

DERBY PUBLIC SCHOOLS

ABOUT THE STRATEGIC PLAN

The 2022-2027 Strategic Plan is designed to be a roadmap for Derby Public Schools. The plan articulates a common foundation of expectations and goals in place to prepare our students and staff for success. The content of this plan reflects feedback gathered from over 800 responses to an online survey in the Spring of 2022, focus groups that included students, staff, families, community members and business partners, work of the Strategic Plan Steering Committee (*names below*) and Board of Education members. The development of the plan was facilitated by Hazard, Young, Attea & Associates. We are appreciative of everyone who contributed time and feedback to help with the development of this plan.

Alan Turner	Becky Moeder	Darryl Runyan	Kayla Eldridge	Col. Michael Dillard
Alison Strecker	Becky Washington	Dustin Sharp	Kendal Warkentine	Misty Powell
Alyanne Jones	Brendyn Sides	Ebonie Shea Hills	Kim Brotton	R Matthew Joyce
Andy McFayden	Briget Young	Gretchen Pontious	Kyle Russell	Rick Coleman
Andy Watkins	Brogan Jesseph	Jacob Kopriva	Larry Gould	Siobhan Fugle
Anndria O'Beirne	Candace Landers	Jimmy Adams	Lisa Woolsey	Tanya Jacobucci
Ashle Burnett	Carolina Loera	Kara Sumner	Marilyn Shaw	Thu Le
Auhlyssah Ray	Dana Jewett	Kathleen O'Brien	Mary Newman	

DISTRICT LEADERSHIP AND BOARD OF EDUCATION MEMBERS



Heather Bohaty
Superintendent
of Schools



Becky Moeder
Assistant
Superintendent of
Human Resources



Dr. Holly
Putnam-Jackson
Assistant Superintendent
of Teaching and Learning



Mark Boline
Board of Education
Member



Cathy Boote
Board of Education
Member



James Hanford
Board of Education
Member



Tanya Jacobucci
Board of Education
Member



Jennifer Neel
Board of Education
Member



Anne Phillips
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Melanie Turner
Board of Education
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