

Cultivating Potential.
Empowering Achievement.

Strategic Plan

Year 2 Progress: 2024-2025 Establishing Baseline Data

PUYALLUP SCHOOL DISTRICT
A Tradition of Excellence

Puyallup School District does not discriminate in any programs or activities on the basis of race, ethnicity, religion, creed, color, national origin, sex, age, sexual orientation, gender expression or gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, neurodivergence, honorably discharged veteran or military status. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator: Gordon Brobbey, brobbg@puyallupsd.org, (253) 840-8863; 504/ADA Coordinator: Maija Delaquin, delaqm@puyallupsd.org, (253) 435-6919; Title IX Coordinator Staff: Amie Brandmire, brandmah@puyallupsd.org, (253) 841-8666; Title IX Coordinator Students: Gordon Brobbey, brobbg@puyallupsd.org, (253) 840-8863. 302 2nd St. SE, Puyallup, WA 98372

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Setting Our Vision For Excellence

The district launched its new five-year strategic plan in the spring of 2023. It sets a framework for academic excellence, fosters inclusive learning environments, and empowers educators and families to support high levels of student success. The plan also emphasizes collaboration and community engagement, acknowledging the importance of collective input in shaping our district's future.

Together, we can help Puyallup School District students achieve great things!

VISION

The Puyallup School District values academic excellence and ensures every student learns in safe and supportive environments in order to develop as critical thinkers ready to take on the world.

MISSION

To prepare and empower every student to reach their full potential and to thrive in school, society, work, and life.

THEORY OF ACTION

Puyallup's Theory of Action reflects the fundamental beliefs of the district around what will lead to long-term success for students.

If district leadership distributes resources in alignment with strong district priorities and values, including:

- Allocating resources according to criteria based on school needs, size, and goals;
- Providing support and accountability from the district office;
- Giving school leaders clear expectations to decide how resources are used within the building for school culture, safety, and strong instructional practices

Then school communities will make positive, sound, and strategic decisions based on school needs, and academic and social-emotional outcomes for students will improve.

Our Priorities



Academic Achievement

The district will emphasize access to and learning in early literacy and mathematics (PK-3) in order to establish foundational skills, so all students are set on a successful course for graduation.



Family and Community Engagement

The district will clearly and efficiently communicate goals, priorities, and critical information in order to engage families and community partners in two-way communication.



Social-Emotional Supports

The district will cultivate an inclusive and supportive school community in order to promote a sense of belonging and well-being for students and staff.



Staff Development, Culture, and Satisfaction

The district will continue to focus on attracting and developing a highly effective, representative staff while bolstering overall job satisfaction for all staff in order to ensure quality instruction.



Facilities, Safety, and Security

The district will ensure the timely repair and maintenance of schools and support facilities in order to maintain a safe work and learning environment for students and staff.

Overview of the Strategic Plan Timeline

LAUNCH
SPRING 2023

YEAR 1
2023 - 2024

ESTABLISH
Mission and Vision, Theory of Action, Priority Areas, Goals

YEAR 2
2024-2025

DEVELOPMENT/IMPLEMENT
Goals, Initiatives, Metrics of Success

YEAR 3
2025-2026

IMPLEMENT/REVISE
Initiatives, Metrics of Success, Action Steps

YEAR 4
2026-2027

CONTINUE TO IMPLEMENT/REVISE
Initiatives, Metrics of Success, Action Steps

YEAR 5
2027-2028

EVALUATE
Priority Areas, Initiatives

Purpose of the Year 2 Update

The Year 2 update serves as an important milestone in the Strategic Plan's implementation. Our primary objective is to establish baseline metrics and provide stakeholders with an overview of the progress made thus far. This report outlines key developments in each of the five priority areas:

1. **Academic Achievement**
2. **Family and Community Engagement**
3. **Social-Emotional Supports**
4. **Staff Development, Culture, and Satisfaction**
5. **Facilities, Safety, and Security**

Through this report, we aim to demonstrate the growth and accomplishments within these priority areas. We also highlight the ongoing efforts to refine and adjust our strategies to meet the evolving needs of our students, staff, and community.

By sharing these advancements and our ongoing commitment to improvement, we hope to maintain transparency with our stakeholders, encourage collaboration, and reaffirm our dedication to the success of Puyallup School District.

Baseline Data Development, Year 2

This year, our efforts were centered on the development of baseline data to evaluate our progress and measure goal achievement in the coming years. Baseline data refers to the initial set of information collected at the start of a process or initiative, serving as a point of reference for future comparisons. By establishing this foundational data, we can track changes over time, assess the effectiveness of our strategies, and make informed decisions about how to adjust our approach to achieve our objectives.



Academic Achievement

The district will emphasize access to and learning in early literacy and mathematics (PK-3) in order to establish foundational skills, so all students are set on a successful course for graduation.

Initiative AA.1
Aligned Instructional Systems



While we acknowledge there is still progress to be made in meeting our targets, we are committed to continually enhancing our instructional strategies and aligning our system to improve student performance across all grade levels and subject areas. We will continue to monitor student progress, provide targeted interventions and support, and ensure a high-quality, equitable education for all students.

Reading Benchmarks

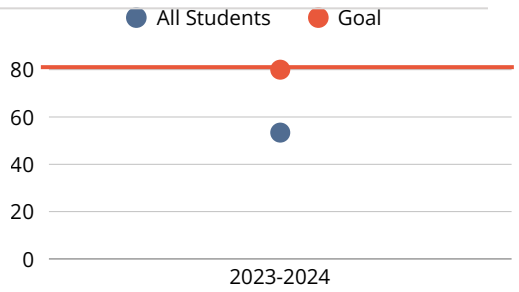
By the 2027-2028 school year, 80% of students, from all backgrounds, will meet or exceed the benchmark on the 4th, 8th, and 10th grade Spring STAR ELA* assessments.

STAR stands for Standardized Test for the Assessment of Reading. ELA refers to English Language Arts, which is the subject area being assessed.

Baseline Data (2023-2024 Spring)

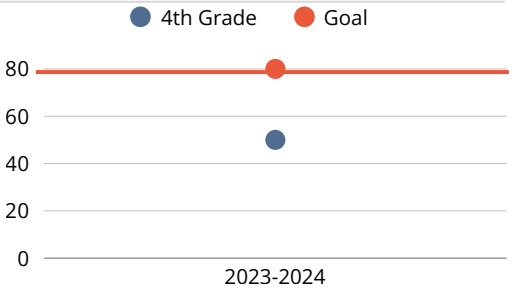
All Students

53.4% of all students are at or above the proficiency benchmark on the STAR ELA assessment.



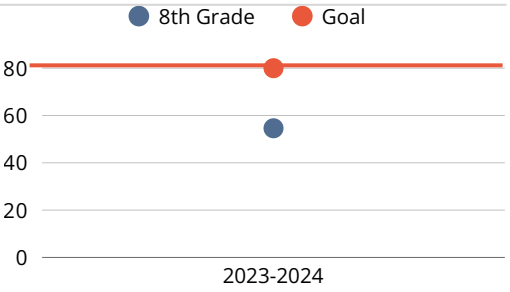
Grade 4

50.7% of 4th grade students are at or above the proficiency benchmark.



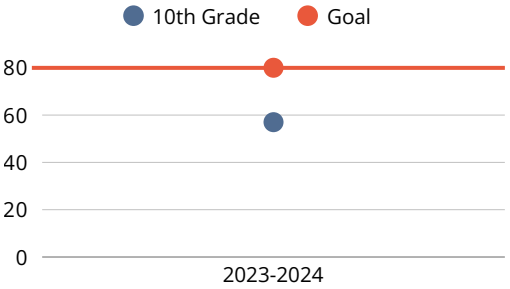
Grade 8

54.6% of 8th grade students are at or above the proficiency benchmark.



Grade 10

57.7% of 10th grade students are at or above the proficiency benchmark.



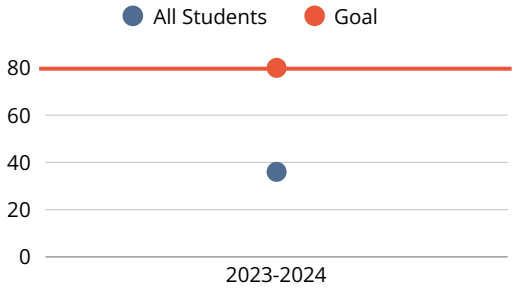
Math Benchmarks

By the 2027-2028 school year, 80% of students, from all backgrounds, will meet or exceed the benchmark on the 4th, 8th, and 10th grade Spring STAR Math assessments.

Baseline Data (2023-2024 Spring)

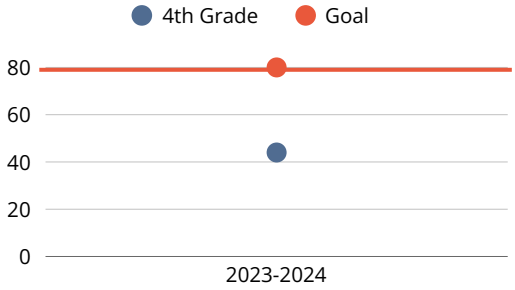
All Students

36.1% of all students are at or above the proficiency benchmark on the STAR Math assessment.



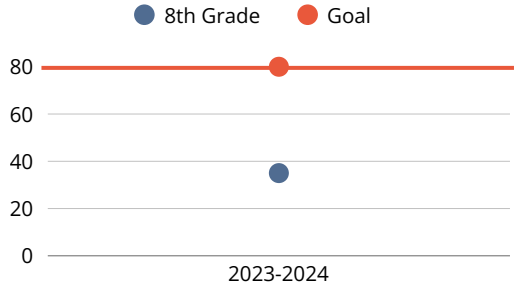
Grade 4

44.1% of 4th grade students are at or above the proficiency benchmark.



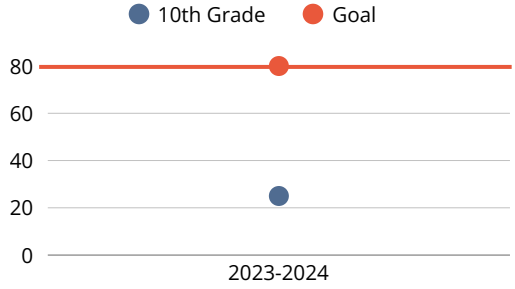
Grade 8

35.2% of 8th grade students are at or above the proficiency benchmark.



Grade 10

25.4% of 10th grade students are at or above the proficiency benchmark.



Next Steps

Further Develop Common Assessments:
Strengthen and refine the district's common assessments to ensure they effectively measure student progress and align with instructional goals. These assessments will help guide instruction, monitor student growth, and provide targeted data for intervention strategies in focused content areas and grade levels.

Strengthen Data-Driven Decision Making:
Establish regular check-ins to monitor student progress on the STAR assessments at the 4th, 8th, and 10th grade levels. School principals and district administrators will play a key role in analyzing this data, guiding instructional adjustments, and ensuring that appropriate interventions are implemented. This collaborative approach will help drive continuous improvement toward meeting the 80% proficiency target by the 2027-2028 school year.



Initiative AA.2

Comprehensive MTSS* Structure

We are dedicated to supporting our students in successfully transitioning to high school and achieving their academic goals. To further improve high school readiness and graduation rates, we will continue to implement targeted interventions, provide academic and social-emotional support, and ensure equitable access to resources and opportunities for all students.

*Multi-Tiered System of Supports



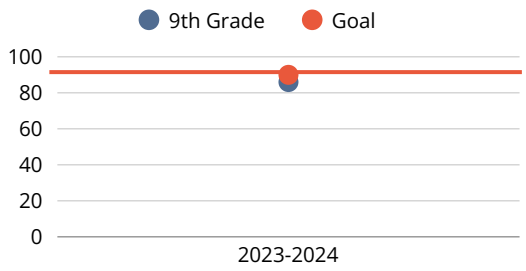
Academic Benchmarks

By the 2027-2028 school year, 90% of 9th grade students, from all backgrounds, will have passed all ninth grade courses.

Baseline Data (2023-2024)

9th Grade Readiness for High School

86% of 9th grade students passed all ninth grade courses, demonstrating progress toward our goal of high school readiness for all students.

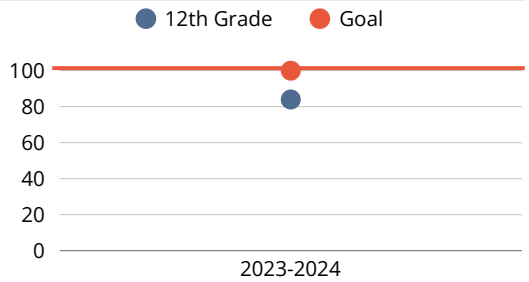


By the 2027-2028 school year, 100% of students, from all backgrounds, will graduate from high school in 4 years.

Baseline Data (2023-2024)

Graduation Rate

84.9% of students graduated within four years.



Next Steps

Enhance Targeted Interventions:
Continue to refine and expand the use of early interventions for students at risk of academic failure, focusing on both academic and social-emotional support. Develop individualized plans for students who are struggling, ensuring consistent monitoring and adjustment of support strategies to improve 9th grade course completion rates.

Strengthen Collaboration Between Schools and Families:
Increase engagement with families by providing clear, accessible information about student progress, intervention options, and available resources. School staff, including counselors, teachers, and administrators, will collaborate closely with families to ensure a shared commitment to student success, particularly in the transition to high school.





Family and Community Engagement

The district will clearly and efficiently communicate goals, priorities, and critical information in order to engage families and community partners in two-way communication.

Initiative FCE.1

Digital Communications Tools

While we continue to refine our digital communication tools, we are committed to enhancing our efforts in reaching and engaging families and the broader community. We will monitor website traffic, social media engagement, engagement opportunities, and participation in virtual events to ensure our communication strategies align with the district's goals for broader involvement and transparency.

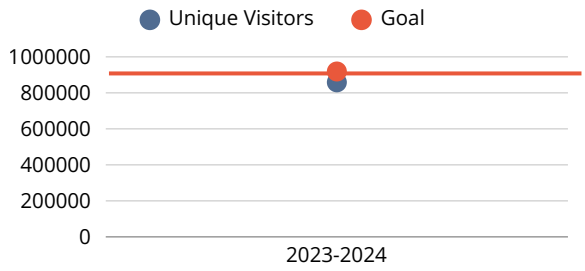
Website, Unique Visitors Benchmark

By the 2027-2028 school year, we aim to increase the number of unique visitors to the district website, puyallupsd.org, by 7%.

Baseline Data (2023-2024)

PuyallupSD.org

Unique Visitors: 858,663



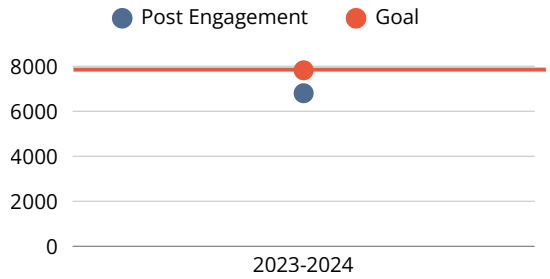
Broadcast System Engagement

By the 2027-2028 school year, we aim to increase the number of families engaging with district posts (ParentSquare) by 15%.

Baseline Data (2023-2024)

Parentsquare

Post Engagement (interaction parents have with a posted message by opening, reading, clicking links, commenting, or reacting to a post): 6,800 (25%)



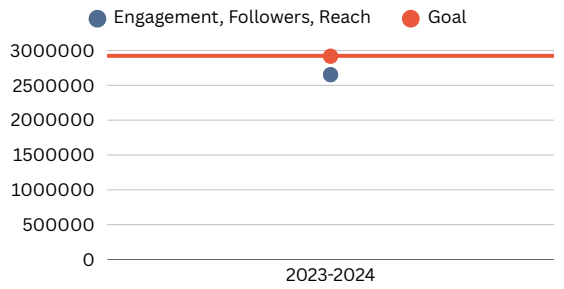
Social Media Benchmark

By the 2027-2028 school year, we aim to increase the number of followers, engagement, and reach on district social media accounts by 10%.

Baseline Data (2023-2024)

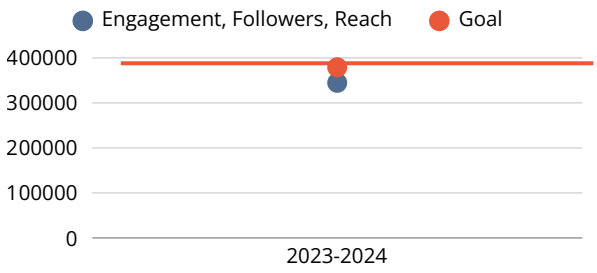
Facebook

Engagement: 159,984
Reach: 2,492,613
Total: 2,652,597



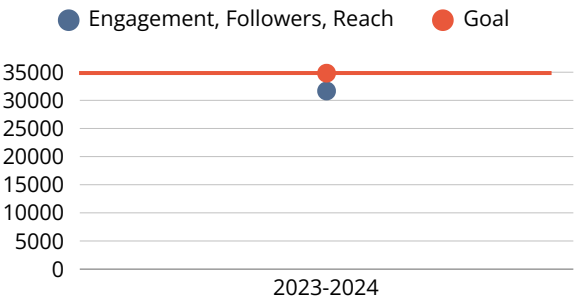
Instagram

Engagement: 19,910
Followers: 4,404
Reach: 320,417
Total: 344,731



LinkedIn

Engagement: 3,104
Followers: 4,087
Reach: 24,469
Total: 31,660



Next Steps

Improve Engagement in District Family Newsletters on ParentSquare:

- Implement strategies to encourage more family engagement with the newsletters, such as personalized content, interactive features, and relevant updates.
- Regularly monitor and analyze engagement stats to identify areas for improvement and make necessary adjustments.

Enhance Engagement in District Newsletters on StudentSquare for High School Students:

- Collaborate with students to create content that is relevant and engaging for their age group.
- Promote the newsletters through various channels, such as school events, social media, and teacher recommendations.

Initiative FCE.2

Engagement Policies and Practices

We are dedicated to cultivating a collaborative environment among students, families, staff, and the community through the development and implementation of engagement policies and practices. By fostering a culture of open communication, collaboration, and inclusivity, we will monitor participation in district events, feedback from stakeholders, and overall satisfaction with our engagement efforts. Our goal is to ensure our policies and practices continually evolve to reflect our community's needs, ultimately strengthening our district's commitment to transparency, inclusion, and partnership.

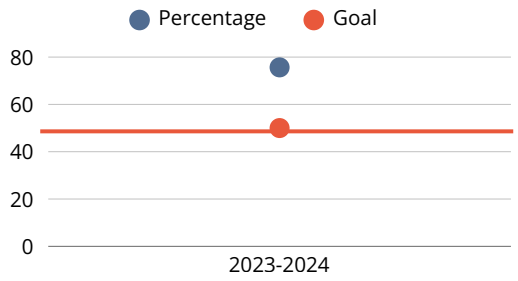
District Advisory, Task Force, and Committee Opportunities

By the 2027–2028 school year, the district will maintain at least 50% participation from participants in advisory, task force, and committee opportunities to ensure sustained engagement and representative input in district decision-making.

Baseline Data (2023-2024)

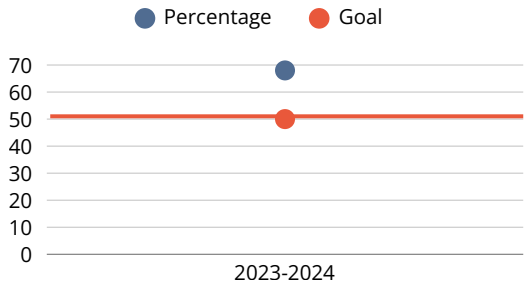
Bond Advisory Committee (BAC)

A total of 46 members make up the BAC. In the 2023-2024 school year, five meetings were held with an average of 75.65% attendee participation.



School Capacity and Utilization Task Force (SCUT)

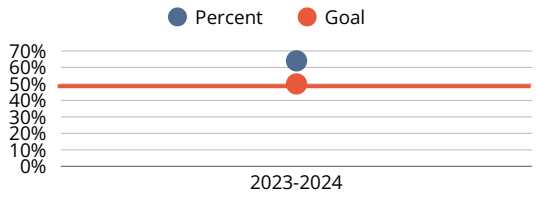
A total of 30 members make up the SCUT. In the 2023-2024 school year, 14 meetings were held with an average of 68% attendee participation.



Baseline Data (2023-2024 Spring)

Technology Advisory Committee (TAC)

A total of 28 members make up the TAC. In the 2023-2024 school year, four meetings were held with an average of 64% attendee participation.



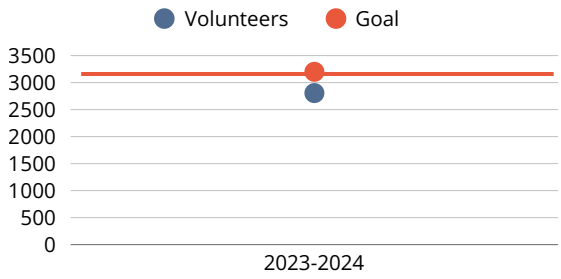
District Volunteers

By the 2027–2028 school year, the district will increase the number of active volunteers by 25% (5% annually) by fostering a supportive environment, offering diverse opportunities, and recognizing contributions to build a strong culture of collaboration.

Baseline Data (2023-2024 Spring)

Districtwide Volunteers

Active Volunteers: 2806



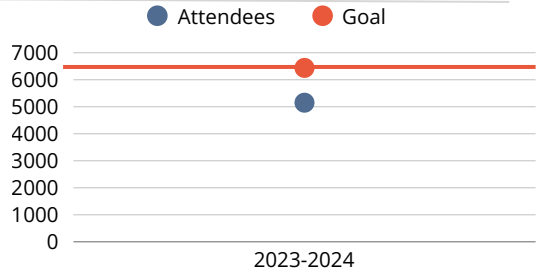
Title 1 Family Engagement

By the 2027–2028 school year, the district will increase Title I family engagement by 25% (5% annually) by hosting inclusive, culturally responsive events that foster meaningful family-school-community connections.

Baseline Data (2023-2024 Spring)

Event Participation

Attendees: 5151



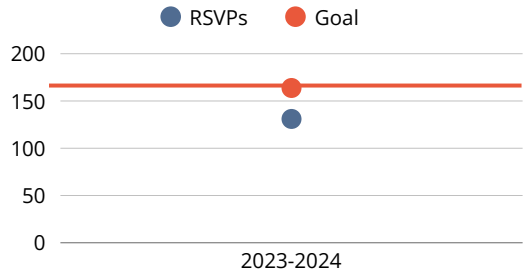
Patron Tours

By the 2027–2028 school year, the district will increase Patron Tour participation by 25% (5% annually).

Baseline Data (2023-2024 Spring)

Number of Registrations

RSVPs: 131





Next Steps

Refine districtwide communication strategy to promote advisory, task force, and committee opportunities, ensuring diverse stakeholder awareness.
Develop targeted volunteer recruitment campaigns in collaboration with local organizations and businesses to broaden reach.
Design culturally responsive Title I family engagement events that foster meaningful connections and increase participation.
Strengthen the Patron Tours program by enhancing outreach, improving tour quality, and tracking engagement for continuous growth.
Establish feedback mechanisms to gather input from advisory participants, volunteers, Title I families, and Patron Tour attendees, using insights to improve engagement practices.
Regularly review and update engagement policies to reflect community needs and best practices with inclusion and collaboration.

By implementing these steps, we will continue to build a culture of transparency, inclusivity, and strong community partnerships.



Social-Emotional Supports

The district will cultivate an inclusive and supportive school community in order to promote a sense of belonging and well-being for each student and staff.

Initiative SES.1

Comprehensive MTSS Structure (Behavior Focus)

We remain committed to fostering an inclusive and supportive environment for all students. While progress toward our goals is ongoing, we are encouraged by the growth seen so far. To reach our targets, we will continue investing in evidence-based programs, staff development, and comprehensive assessments. Through these efforts, we aim to ensure every student feels valued and connected within their school community by the 2027-2028 school year.

We remain committed to creating a fair and supportive disciplinary process for all students and improving attendance rates. To achieve these goals, we will continue to analyze our practices, provide professional development for staff, and implement evidence-based strategies that promote a positive and inclusive learning environment. By doing so, we aim to reduce exclusionary discipline rates and improve school attendance by the 2027-2028 school year.



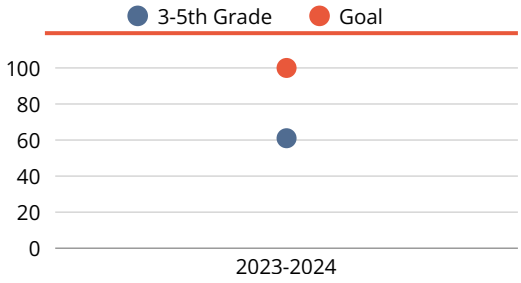
Valued Member Benchmarks

By the 2027-2028 school year, 100% of elementary students will indicate they are valued members of their school as measured by a district-administered survey.

Baseline Data (2023-2024)

Elementary (3rd-5th Grade)

61% of elementary students reported feeling valued as members of their school community.



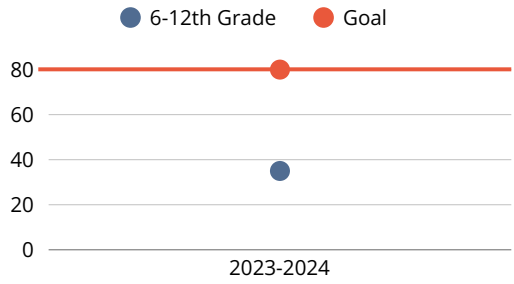
Valued Member Benchmarks

By the 2027-2028 school year, 80% of secondary students will indicate they are valued members of their school as measured by a district-administered survey.

Baseline Data (2023-2024)

Secondary (6th-12th Grade)

35% of secondary students reported feeling valued as members of their school community.





Exclusionary Discipline Benchmarks

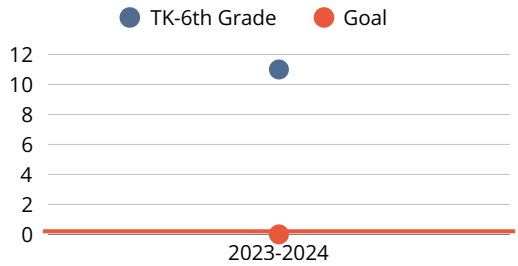
By the 2027-2028 school year, reduce the percentage of district students who receive an exclusionary action (STS, LTS, or EX*) to 5% or less.

- *STS: Short-Term Suspension*
- *LTS: Long-Term Suspension*
- *EX: Expulsion*

Baseline Data (2023-2024)

Elementary (TK-6th Grade)

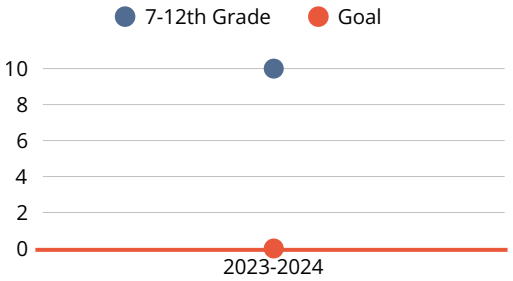
11% of our elementary students experienced disciplinary actions that removed them from the classroom or school. We will continue to evaluate our practices and implement more equitable and supportive measures to reduce this percentage further.



Baseline Data (2023-2024)

Secondary (7th-12th Grade)

At the secondary level, 10% of students received disciplinary actions involving removal from the classroom or school. Our focus remains on refining disciplinary practices to ensure fairness and support for all students.



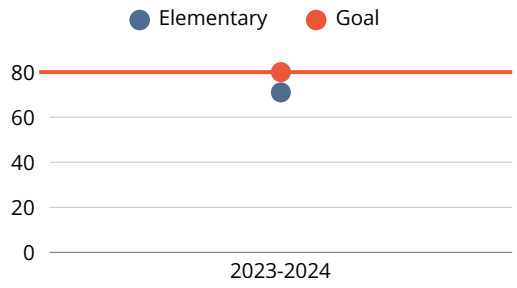
Student Attendance Benchmark

By the 2027-2028 school year, 80% of students, from all backgrounds, will attend school regularly.

Baseline Data (2023-2024)

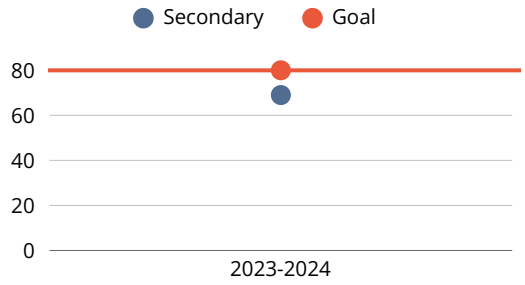
Elementary

71% of elementary students attended school regularly. While this is a positive indication of engagement, we aim to improve attendance rates by addressing barriers and fostering a supportive environment.



Secondary

69% of secondary students attended school regularly. We will continue to explore strategies and interventions to encourage consistent attendance and engagement among our secondary students.



Next Steps

Monitor and Analyze Data for Continuous Improvement:
Establish regular data reviews to track progress on discipline, student engagement, and attendance rates. This data will inform adjustments to policies and practices, ensuring that efforts to reduce exclusionary discipline, improve attendance, and enhance the student experience are meeting the established goals.

Enhance Student Voice and Engagement:
To ensure students feel valued and connected, we will continue to work with established student leadership groups, including the Superintendent's Student Advisory Council and the School Board Student Representatives to identify barriers to engagement and attendance, and develop tailored interventions based on their feedback. These student leadership groups will continue to play an active role in decision-making processes related to school culture and behavior expectations.


CHITTY CHITTY
BANG BANG
Tillamook


HOGWARTS



Staff Development, Culture, and Satisfaction

The district will continue to focus on attracting and developing a highly effective, representative staff while bolstering overall job satisfaction for all staff in order to ensure quality instruction.

Initiative SDCS.1

Staff Feedback and Support

The district is committed to providing regular feedback and necessary supports to enable staff to successfully complete all work responsibilities. By continuing to review and refine these efforts, we aim to bolster staff satisfaction.

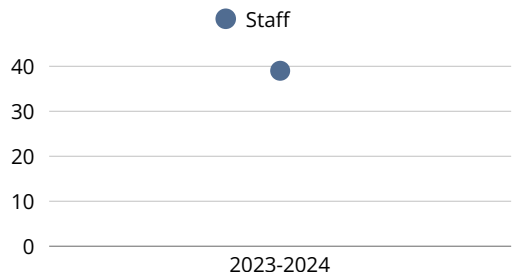
Staff Satisfaction Benchmarks

By the 2027-2028 school year, 80% of staff respondents will respond positively to questions related to feedback and support on an annual district survey.

Baseline Data (2023-2024)

Frequency, Quality, and Thoroughness of feedback

On the spring 2024 stakeholder survey, staff were surveyed in the areas of feedback and coaching regarding their performance and the evaluation process. 1,413 staff responded (representing approximately 44% of our regular staff). 39% of the responding employees gave positive ratings regarding the frequency, quantity and thoroughness of feedback provided on their work, usefulness of feedback received, and takeaways from the evaluation process.



Next Steps

- The district will continue to place high expectations on Supervisors and Administrators to hold authentic performance and evaluation conversations with staff. We know that regular feedback is crucial for continuous improvement, fostering a positive workplace culture, and accomplishing our shared goals of employee satisfaction.
- Redefine staff survey questions to ensure alignment with Strategic Directions and District Priorities.

Evaluations & Growth

Through regular evaluations, district leaders promote accountability, open communication, and mutual respect, ensuring staff have the opportunity to develop their skills, contribute effectively, and meet expectations. This fosters a culture of continuous growth and alignment which will enhance employee satisfaction.

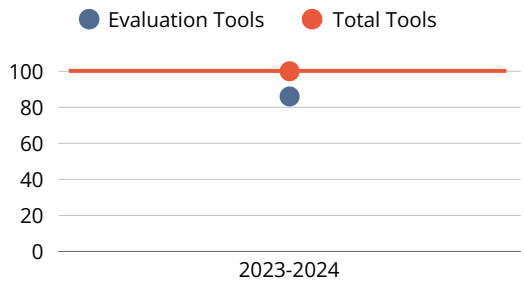
Evaluation Tools Benchmark

By 2027-28, 100% of employee evaluation tools will be revised to include a four-tiered rating system. Additionally, completion of thorough evaluations for all employees will remain a priority for district leaders, with support plans and corrective measures implemented for underperforming employees. This priority ensures that we maintain high standards of excellence, accountability, and continuous improvement within our district. By regularly assessing performance, we can provide targeted supports to help employees grow, while also ensuring that our students are supported by highly effective staff.

Baseline Data (2023-2024)

Evaluation Tools

- 86% of our employee evaluation tools have been updated and now include a four-tier rating system.
- 1.5% of employees received an overall evaluation rating indicating performance concerns. These concerns are being addressed through targeted interventions and plans of improvement. By providing appropriate support and corrective measures, the district is ensuring that every employee is equipped to contribute to student success, creating a culture of continuous improvement and accountability, beneficial for all.



Next Steps

- Continue to evaluate all employees in regular positions, annually.
- Complete updates to any evaluation tools not yet on a four-tiered rating system.
- Continue to align terminology within evaluation tools to enhance cohesion of expectations among employee groups and evaluation frameworks.
- Continue to address underperforming employees with appropriate supports and interventions.



Systems & Processes

District leaders consistently evaluate systems and processes to ensure they effectively support staff and student needs, while also identifying opportunities to optimize resources used.



Operational Improvement Goal

We will monitor the efficiency of our systems and processes through a variety of feedback and sources, including data analysis, benchmarking of best practices, regular audits, employee performance and feedback, etc. These methods help ensure accuracy of our data, help identify areas for improvement and help ensure processes effectively support district goals.

Progress Outcomes (2023-2024)

Staff Absence Reporting

A new substitute management system was launched, allowing more accurate and efficient transmission of data to payroll.

Workplace Injury & Accident Reporting

A new tracking system was implemented for workplace injuries and accidents, enabling more precise monitoring and analysis of risks, trends, and liabilities.

Employee Evaluations

A central repository was created to streamline the collection and tracking of annual employee evaluations, ensuring timely submission, accurate scoring, and faster processing. These improvements enhance State reporting and strengthen district-wide performance monitoring.

Next Steps

- We will continue to refine systems and processes to ensure they effectively meet district needs and deliver optimal service to staff and students.
- We will implement a web-based evaluation process, to create efficiency for district leaders, clarity and access for employees, and promote effective use of resources.

Employee Retention/Longevity

Prioritizing employee retention is essential as it ensures a stable, experienced workforce that fosters strong relationships, continuity in support to students, and a positive learning environment. Retaining high performing staff brings valuable knowledge and stability, improving both school/work culture and student achievement.



Attrition Monitoring

We will monitor employee retention and longevity by tracking attrition, average tenure, offering exit interviews, monitoring retention by role or department, and evaluating the success of our onboarding process. These metrics help identify areas for improvement in retention while also supporting long-term employee satisfaction. We strive for an overall employee attrition rate of less than 11

Baseline Data (2023-2024)

Longevity

- In 2023-24, 48% of staff had been with the district for 5 years or less, while 52% worked for more than 6 years. The district added over 550 regular employees in the last 5 years, increasing the number of regular employees from 2,850 to 3,400.

Attrition

- We monitor the 3-year average attrition percentage by employee group. In 2023-24, our average attrition percentage (for all employee groups) was tracking as expected at 10.34%.

Next Steps

- Analyze retention trends to identify key factors influencing staff longevity and satisfaction.
- Adjust recruitment strategies to support areas of greatest need.
- Continue to review effectiveness and offerings of Leadership Launch program for new Administrators and consider other targeted initiatives to support early-career employees throughout the district.
- Continue to place a high priority on professional learning.
- Continue to seek opportunities for veteran staff to serve as internal District trainers and mentors.



Initiative SDCS.2

Staff Recruitment and Diversity

The district seeks to attract and retain skilled, diverse staff that reflect the community it serves, while fostering an inclusive environment that enhances cultural responsiveness.



Retention & Diversity Benchmark

- **By the 2027-28 school year, we will have continued to make progress toward employing highly qualified staff whose demographics more closely match the demographics of our students.**
- **We will sustain an 80% favorable satisfaction rating or higher on our onboarding/new hire survey responses by the 2027-28 school year.**

Baseline Data (2023-2024)

Stakeholder Survey

- 80 new hires have responded to our survey in the first two quarters (April to September). The overwhelming majority of responses to all questions are positive (above 88%).

Demographics

- 83.5% of staff identify as white, while 48% of students identify as white. Our teacher ethnicity data aligns closely with the state average for classroom teachers in Washington, but with slightly higher representation of "2 or more races" compared to the statewide teacher demographic.

Tracking Systems

- We implemented a comprehensive tracking system to evaluate all district recruitment efforts, considering factors such as cost, participation, access to diverse candidates, and overall impact.

Next Steps

- Continue to review onboarding survey feedback, removing barriers impacting employee satisfaction.
- Continue to create internal pathways for employees to explore new roles/career opportunities.
- Focus recruiting efforts on highest need positions, including hard to fill and classified positions with most vacancies. Secure the best qualified candidates for all positions.





Facilities, Safety, and Security

The district will ensure the timely repair and maintenance of schools and support facilities in order to maintain a safe work and learning environment for students and staff.

Initiative FSS.1

Building Infrastructure Maintenance & Development

We are dedicated to maintaining and enhancing our school facilities to ensure safe and secure learning environments for our students. By diligently monitoring work orders, addressing safety concerns, and optimizing the use of portable classrooms, we strive to create the best possible conditions for student success. Our ongoing use of portable classrooms across all school levels will also serve as a key metric for measuring improvements in classroom facilities and reducing our reliance on portables.

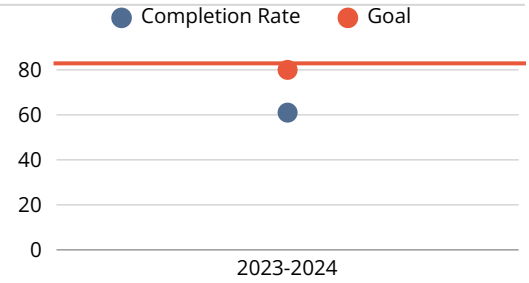
Work Order Benchmark

Increase the completion rate of work requests to 85% by the end of the 2024-2025 school year.

Baseline Data (2023-2024)

Work Requests

61% completion rate



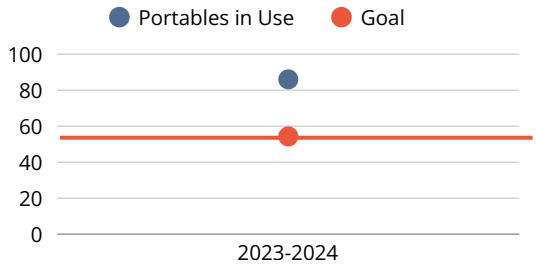
Permanent Classroom Facility Benchmarks

By the 2027-2028 school year, reduce the number of portable elementary classrooms used for homeroom purposes by 10%.

Baseline Data (2023-2024)

Elementary

86 portable classrooms used for homeroom purposes.

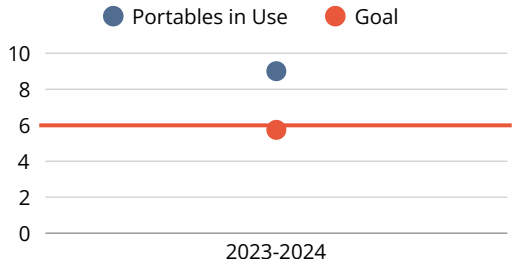


By the 2027-2028 school year, reduce the number of portable junior high school classrooms used for instructional purposes by 10%.

Baseline Data (2023-2024)

Junior High

9 portable classrooms used as instructional spaces with an assigned teacher.



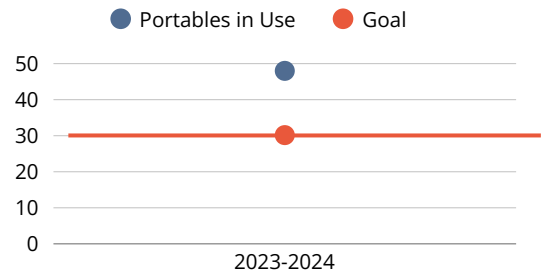
Permanent Classroom Facility Benchmarks

By the 2027-2028 school year, reduce the number of portable high school classrooms used for instructional purposes by 10%.

Baseline Data (2023-2024)

High School

48 portable classrooms used as instructional spaces with an assigned teacher.



Next Steps

Reduce Reliance on Portable Classrooms:
Develop a long-term facilities plan to gradually decrease the use of portables by prioritizing capital improvements and space reallocation. Conduct a needs assessment to identify schools with the highest portable usage and explore strategies for transitioning students into permanent classroom spaces.

Improve Work Order Efficiency and Communication:
Establish a more structured follow-up system for work order requests to ensure timely completion and reduce the number of status inquiries. Analyze trends in work order submissions and completion rates to identify areas for process improvement and optimize resource allocation.

Initiative FSS.2

Safety, Security, & Emergency Protocols, Crisis Management

Our ongoing efforts in safety, security, and emergency preparedness emphasize our commitment to maintaining a secure learning environment for our students, staff, and community. By continuing to review and refine our strategies, we aim to build trust within our community and provide the safest possible conditions for student success.

Student and Staff Feedback

By the 2027-28 school year, district administered surveys will show 100% of students and staff responding positively to the implementation of a comprehensive safety, security, emergency, and crisis management system to safeguard the well-being of students and staff.

Baseline Data 2023-2024

Annual Spring Survey

- Students: 58%
- Staff: All staff survey not conducted (implementation plan developed)

Next Steps

Refine the safety, security, emergency and crisis management questions asked of students and develop parallel questions for all staff – to be used in future annual surveys.

Districtwide Safety and Emergency Prepardeness Framework

We will create a holistic approach to school safety. Internally we will align staff working in administrative, security and critical infrastructure roles to enhance mitigation, preparedness and response efforts across the district. We will also leverage partnerships with our community, local Law Enforcement and emergency response partners to improve our awareness and response to various safety concerns.

Progress Outcomes (2023-2024)

Operational Improvements

- Participated in the world's largest multi-jurisdictional Lahar evacuation exercise.
- Created a standard emergency drill schedule for all schools, including SRO-facilitated lockdown drills.
- Integrated safety, security and critical systems staff and programs to ensure unified oversight and direction.
- Reviewed school facilities, staff and resource needs.
- Achieved higher engagement in Tip and Vector Alert reporting.
- Strengthened partnerships with law enforcement to maximize the effectiveness of the SRO program by clarifying roles and fostering collaborative relationships.
- Reviewed all major security incidents, identifying successes and opportunities for improvement.

Next Steps

Monitor and Analyze Data for Continuous Improvement:
Continue to track and review key safety metrics, including after-action reviews, tip reporting trends, and survey data on student and staff perceptions of safety. Use this data to identify areas for targeted improvement and ensure security protocols remain responsive to emerging needs.

Expand Emergency Preparedness and Staff Training:
Strengthen emergency response training for all staff by refining drill execution protocols and incorporating lessons from after-action reviews. Maintain collaboration with law enforcement, ensuring a consistent and effective response to a range of school emergencies.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