

NORTH MASON SCHOOL DISTRICT SUCCESS PLAN

Vision Statement

North Mason School District (NMSD) graduates **every** student prepared to confidently and productively meet future challenges.

THE Goal

Our goal is for all students to meet or exceed high academic standards by acquiring the knowledge and skills essential for success on state and national assessments, in post-secondary education, the world of work, and citizenship.

KEY WORK, KEY INDICATORS, STRATEGIC AREAS

Key Work

1. **Guaranteed and Viable Curriculum**
2. **Highly Effective Instructional Practices in Every Classroom Every Day**
3. **Collaboration that Improves Student Learning**
4. **Focus on Results: Whole-Child Student Supports**
5. **Leadership that Improves Staff and Student Success**
6. **Support Systems Promote Student Success and Community Pride**

Key Indicators (not in priority order)

- A. Each school and the district will make annual improvements in the State Board of Education Student Achievement Index. Areas will include:
- An increased percent of students will graduate annually, and fewer will drop out of school, with a district-wide target of 90% (94% for NMHS) on time graduation and 95% extended graduation
 - An increased percentage of students will meet standard on state assessment components with a improvement in our performance relative to comparable districts
 - A continuously decreasing percentage of students will score at Level 1 of state assessments
 - A continuously increasing percentage of students will score at Level 4 of state assessments

- The achievement gap, based on disaggregated data, will be annually reduced
- B. A decreasing percentage of high school students will be assigned D or F grades, without reducing proficiency standards, with a targeted passing rate of 90% for all classes.
- C. An increased percentage of high school students will take AP and other advanced courses, and score 3 or higher on an AP exam, with a target of 100 3+ scoring AP exams each year.
- D. An increased percentage of K-8 students will perform achieve expected growth or better on the Measure of Academic Progress and other appropriate exams, with a target of 90%.
- E. A DECREASED percentage of students will be referred to and assigned to special education, with a target of no more than 12% of students identified as special education.
- F. Fewer than 360 (**need accurate target**) instructional days will be lost, district-wide, to disciplinary actions.
- G. Average daily attendance will exceed 90%, with an unexcused absence rate of less than 5%.
- H. An increased percentage of students (**need numeric target**) will participate in clubs, activities and athletics.
- I. Healthy Youth Survey results will show improvement in school affiliation, sense of being cared for, safety and belonging, enjoyment in school, and healthy choices. **need to identify specific data elements.**
- J. Annually, 20% of ELL students (**need numeric target**) shall transition out of program.
- K. A decreasing number of resident students will attend school out of district, and an increasing number of out-of-district students will apply to attend NMSD (**do we need numeric target?**).

The Desired State – The Destination

Key Work Strategy Area 1: Guaranteed and Viable Curriculum

Instructional staff faithfully provide agreed upon instructional content is highly aligned with district and state learning targets.

- 1.1. The written curriculum fully aligns with state and district learning targets and standards.
- 1.2. The written curriculum is faithfully delivered in each classroom, by each teacher
- 1.3. Instructional staff show evidence of assessments aligned to local and state learning goals and state assessments.
- 1.4. Teachers and administrators report that distractions and disruptions from the core work have been minimized and there is adequate time to teach.
- 1.5. Collaboration time is used to monitoring pacing and assessment of instruction.

Key Work Strategy Area 2: Highly Effective Instruction

Every student, every day, in every classroom and program receives instruction that is challenging, data-driven, research based, and frequently monitored by quality formative assessment.

- 2.1. Instruction in every classroom is highly aligned to the components and elements of the Danielson Framework for Teaching.
- 2.2. All classrooms are characterized by actively engaged students in targeted learning activities.
- 2.3. Instructional staff use feedback from frequent and common assessments to evaluate instructional effectiveness and make plans for improvements.
- 2.4. Professional development at the district and building level focuses on the key work of the district and instructional staff are constantly learning new and more effective strategies for teaching.

Key Work Strategy Area 3: Professional Collaboration that Improves Learning

Teachers and other staff work together in highly structured ways to develop lessons and assessments, analyze student work, and plan together in ways that ensure improved student success.

- 3.1. All staff share a common understanding of, and commitment to, the purpose and goals of professional collaboration.
- 3.2. Highly effective collaboration, focused on improving learning and teaching, characterizes all departments, grade levels, schools, and district teams
- 3.3. Collaboration time is used to share instructional strategies and broaden the use of the most effective strategies.
- 3.4. Quality tools and strategies are used to make collaboration highly effective and efficient.

Key Work Strategy Area 4: Whole Child Student Supports

Climate, culture, and community/family connections provide a positive, aspirational, and supportive environment for student success.

- 4.1. The achievement gap between subgroups of students will disappear as lower achieving groups improve academic performance to match the "all" standard.
- 4.2. A comprehensive communication system is used at the district and school levels to keep the community, families and students well informed about school issues, and to gather stakeholder input that is used in decision making.
- 4.3. Days lost because of disciplinary action will continue to decrease as the climate and culture and supports of schools become more effective.
- 4.4. Every building will have an active parent organization, including appropriate booster clubs, and an increased percentage of parents will participate in school activities, events and responsibilities.
- 4.5. Students, parents and staff perceive our schools as safe and well structured.

Key Work Strategy Area 5: Leadership that Improves Staff and Student Success

Leadership is aligned with “what works” and results in significant improvement in student outcomes.

- 5.1. Principal and Assistant Principal practices are aligned with the Marzano Framework for School Leadership. District leadership aligns with the Marzano Framework for District Leadership.
- 5.2. School-level supervision events are centered on evidence of student learning and alignment with the Danielson Framework for Teaching.
- 5.3. District resources are aligned to the district’s and schools’ key work.
- 5.4. Administrators monitor and support alignment with key work, and collaborate with each other for continuous improvements in professional practices.
- 5.5. School leadership team agendas and minutes reflect a focus on instructional leadership.

Key Work Strategy Area 6: Support Systems Promote Student Success and Community Pride

The district is seen as a good steward of community and district resources, and facilities meet student and community needs. The district will be a source of community pride.

- 6.1. The current capital bond projects will proceed and conclude on time, within budget, and with documented high quality.
- 6.2. Annual budgets incorporate long term needs, aligned with improvement plans.
- 6.3. Facilities and equipment will be well maintained, reducing the need for premature replacements.
- 6.4. Schools will be actively used by the community through a supportive and reasonable system of facility use, including appropriate fees.
- 6.5. Classroom and school technology resources meet or exceed state standards, with classroom based technology systems that effectively expand learning opportunities.
- 6.6. Decisions will be guided by a written long term capital facilities plan, a technology plan, written preventative maintenance program/schedules, and short term (5 year) capital improvement plans.
- 6.7. Facilities will be attractive, clean and healthy at all times.
- 6.8. Audits will be consistently clean and the community will perceive the district as a good steward of funds and other resources.

Action Plans – 2013-2014

Key Work Strategy Area 1: A Guaranteed and Viable Curriculum

Instructional staff provide, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

Action Area 1.1: CCSS Mathematics

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|--|----------------|----------------------------------|
| <p>A. Elementary Pacing Plan Alignment to CCSS</p> <p>Angela and John will meet with grade level teams to review progress on the June work (pacing, alignment, workshop) and plan the next units. These meetings would take place in approximately November and March. Coaches would be expected to plan these team meetings and prepare a written report of grade level progress and next steps.</p> | Lisa Roberts | • |
| <p>B. Elementary Report Card Alignment to CCSS</p> <p>A task force (Lisa, principals, coaches) will rewrite elementary report card to reflect the CCSS. Proficiency rubrics will be created on these standards by this group with input from teachers during grade level team meetings</p> | Lisa Roberts | • |
| <p>C. Holt User Group Collaboration</p> <p>Representatives from the MS and HS will meet with teachers and coaches from the ESD and other districts in the Holt User Group (HUG), in June and then mid-year meetings to accomplish the following:</p> <ul style="list-style-type: none"> • Align the Holt curriculum to the CCSS scope and sequence • develop rich tasks • identify Holt materials that most closely align to the standards and the shifts in mathematical practices. Create a pool of shared resources. • Provide “turn around” training and support to colleagues in buildings. • Create/Identify formative assessments for common use. • All grades/courses will use the Dana Center unit organization and yearly pacing plan as the basis for their work. <ul style="list-style-type: none"> ○ Incorporate Holt lessons and/or problems into each unit ○ Bring in additional resources from online resources (free access for all) to support coherence (meaning making) and rigor (balance of 3 legs: conceptual understanding, procedural fluency, application). Rich tasks & ways to teach the math practices. | Lisa Roberts | • |
| Potential Future Steps: | | |

Action Area 1.2: CCSS English Language Arts

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|--|--|
| <p>A. Elementary CCSS ELA Alignment</p> <ul style="list-style-type: none"> Elementary Literacy coaches will align pacing plans to CCSS sequences this summer. They will also align “must do” writing prompts with appropriate standards and 6-trait language. Lisa Shutte will work with grade level teams to align CCSS in Imagine It! The literacy coaches will attend all trainings to carry on this work the following year. If all day K is a reality, Lisa Schutt will work two days with Kindergarten teachers to create pacing plans that fully implement CCSS. Elementary report card alignment | <p>Lisa Roberts</p> <p>(working with Tina/Gretchen and Lisa Schutte)</p> | <ul style="list-style-type: none"> |
| <p>B. Secondary CCSS ELA Alignment</p> <ul style="list-style-type: none"> Secondary ELA teachers will work with Holt representative to become familiar with CCSS as represented in the Holt series. The Holt trainer will return twice during the year to assist in lesson planning and observing lessons in actions to focus on key shifts. Collaboration time or 300 minutes Lisa will work with building teachers on the key shifts (ie: argument writing, complex text, close reading, providing evidence, etc.) with tasks that will be brought back to the next session to share. During collaboration, ELA teachers will use “Standards Progression” documents to plan differentiation activities. Twice yearly vertical teaming 6-12 will take place to see progression of standards in action. Rubrics will be shared by MS teachers regarding assessing proficiency levels of standards. Products: G&V Curriculum in terms of pacing plans aligned with CCSS Outcomes: All teachers incorporate new skills and concepts addressed at her grade level, honors/pre-AP incorporate pre-AP standards at her grade level | <p>Lisa Roberts</p> <p>(working with Louise Matlaz, Connie Hostak, Tess Nix)</p> | <ul style="list-style-type: none"> |
| <p>C. Secondary teams develop, administer, score and analyze at least two common writing prompts aligned to CCSS standards.</p> <ul style="list-style-type: none"> Grade level teams at the secondary level will commonly score writing prompts twice a year using the state rubric that is cross referenced to the Smarter Balanced rubric. These two scorings are intended to build vertical alignment, proficiency using a rubric, inter-rater reliability, and plans for next steps. The second writing prompt will modeled after a performance task. (Some discussion about using the CBA instead at the MS was discussed) Individual grade levels will assign common writing tasks using Smarter Balanced/6 trait writing aligned rubrics. | <p>Lisa Roberts</p> | <ul style="list-style-type: none"> |
| <p>Potential Future Steps:</p> | | |

Action Area 1.4: Use of Assessment Data by Classroom Teachers

This whole action area needs to be revised to align with Danielson FfT and Marzano leadership data needs.

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|----------------|--|
| <p>A. Establish a clear set of measures to be tracked and used to inform instruction.</p> <ul style="list-style-type: none"> Catalog and calendar current assessments by classroom, district, state, national Identify core data set to track district progress (MSP-HSPE-EOC, MAP, Common Assessments...) | | <ul style="list-style-type: none"> Created electronic "parking lot" chart for staff to add assessments Document that summarizes the core data set using NMSD assessments |
| <p>B. Provide specific supports in gathering and using data.</p> <ul style="list-style-type: none"> Need to identify needed content first, then tools Offer clock hour training on how to use data Create data documents and manuals for teacher use such as Homeroom, Skyward, Excel worksheets or proprietary programs (NWEA MAP, Imagine It!...) <p>Strategy: Take advantage of collaborative data groups for training such as ESD cooperatives (HUG) or WERA</p> | | <ul style="list-style-type: none"> Clock hour sign-in How to documents created for proprietary programs such as NWEA MAP |
| <p>Potential Future Steps:</p> <ul style="list-style-type: none"> Make a determination how to deal with data such as graduation rates, discipline and other observational data Determine data needed for subgroup performance Abandon assessments no longer appropriate after Smarter Balanced Assessment is implemented Prepare for Smarter Balanced Assessments and data related to CCSS | | |

Action Plans – 2013-2014

Key Work Strategy Area 2: Highly Effective Instructional Practices in Every Classroom Every Day

We are building the supports and providing the materials and training to make certain that every child receives excellent instruction in every classroom, every day. As obvious as it seems, we must focus on the fact that high levels of student learning are the direct result of excellence in teaching.

Action Area 2.1: Danielson Framework Knowledge

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|---|---|
| <p>A. Implement a series of district-wide training/learning events</p> <ul style="list-style-type: none"> • Identify activities we are doing with all staff and calendar them out. Discuss this regularly at administrative meetings to ensure fidelity. • Develop training modules for leaders to use with their staff – three modules for 2013-14. Code agenda items for all meetings with component designation <ul style="list-style-type: none"> ○ Administrators will identify periods of time available for teacher training ○ Collect sample videos from The Teaching Channel to share with other administrators? | <p>Kristen Sheridan with task force</p> | <ul style="list-style-type: none"> • |
| <p>B. New Teacher Training</p> <ul style="list-style-type: none"> • Provide introductory training for all new staff and other interested staff in August during new teacher orientation. • Invite all veteran teachers to the training, without compensation. • Schedule and deliver a series of framework workshops with new teachers and teachers new to the framework, at least one per quarter. | <p>Kristen Sheridan</p> | <ul style="list-style-type: none"> • |
| <p>Potential Future Steps:</p> | | |

Action Area 2.2: Instructional Strategy Development and Use

(note: this are emerged only during the leadership retreat August 13-14 and is not finalized)

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|--|----------------|----------------------------------|
| <p>A. Align Marzano’s 15 strategies to components/elements in the Danielson Framework</p> <ul style="list-style-type: none"> • Form a small team to review “The Art and Science of Teaching” to extract the recommended teaching strategies, and identify Danielson components that they support. • TBD | TBD | • |
| <p>B. Refine and strengthen “in-class” systems of intervention for all populations of students: differentiation of first instruction</p> <ul style="list-style-type: none"> • To be developed | TBD | • |
| <p>C. Identify existing components of existing systems/strategies of school-wide or “out of classroom” intervention</p> <ul style="list-style-type: none"> • Principals identify/describe the systems of intervention in their schools, including entry/exit criteria, goals, and major strategies • Principals share with ad team. | | • |
| <p>D. Develop strategies and tools to monitor the effectiveness of interventions</p> <ul style="list-style-type: none"> • Based upon A, above, identify “natural harvest” data • Identify additional data needed to monitor effectiveness and develop systems and strategies and tools. | | • |
| Potential Future Steps: | | |

Action Plans – 2013-2014

Key Work Strategy Area 3: Collaboration that Improves Student Learning

Teachers work together, in highly structured ways, to develop lessons, develop common assessments, analyze student results, and plan together for constant improvement: Professional Learning Communities

Action Area 3.1: Clarification of Purposes and Expectations for Collaboration

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|--|---|---|
| <p>A. Assess current practice</p> <ul style="list-style-type: none"> Survey staff how collaboration is currently being used. Administrators gather evidence regarding collaboration time, specifically how is data being used? Are best practices and next instructional steps being discussed? Admin team will look at collected resources on our district web site to determine which items might be appropriate for teams. | <p>Peterson, working with instructional administrators?</p> | <ul style="list-style-type: none"> Written summary of current and predominate practices |
| <p>B. Develop written statement of purpose and expectations for collaboration</p> <ul style="list-style-type: none"> Review research and other guidance on effective use of collaboration to improve student learning Once sense of current practice and preferred practice is understood, instructional administrators will develop an outline of expectations to take back to schools Based on feedback, statement will be revised May require work with NMEA | <p>Peterson, with admin team</p> | <ul style="list-style-type: none"> Written set of expectations for collaboration time, with appropriate source citations |
| | | <ul style="list-style-type: none"> |
| <p>Potential Future Steps: Develop tools, protocols</p> | | |

Action Plans – 2013-2014

Key Work Strategy Area 4: Focus on Results & Whole-Child Student Supports

Good classroom instruction alone cannot fully compensate for the barriers to learning that many children bring to school. They need social, emotional and academic supports that are most vital in mitigating the factors that place students at risk of failure.

Action Area 4.1: Culture, Climate and Developmental Assets

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|-------------------|----------------------------------|
| <p>A. Analyze individual school reports and district-wide Healthy Youth Survey (HYS) data.</p> <ul style="list-style-type: none"> Gain access to individual school reports With ad team, identify key data elements to monitor over time Identify relative strengths and weaknesses in the community and school populations Identify weaknesses that are under school/district influence Identify "bright spots" that can be used to "recalibrate culture," With ad team, create a plan for a small number of the problem areas. | Cliff & David | • |
| <p>B. Get all staff "on the same page" about high performing schools with high percentages of students in poverty.</p> <p>All staff, except Belfair (they will be invited, but not "required") will participate in the Parrett, Budge, Beegle August 30 training.</p> <ul style="list-style-type: none"> follow-up coaching throughout the year (TBD) possible action: all admin read <u>Turning High Poverty Schools into High Performing Schools</u> by William H Parrett and Kathleen M Budge GearUp Schools (steps?) | Peterson? | • |
| <p>C. Opening Minds Book Study?</p> <ul style="list-style-type: none"> All administrators will read Opening Minds: Using Language to Change Lives by Peter H. Johnston over the summer. Opening Minds book discussion and planning during instructional leadership retreat Book study – Mindset (Carol Dweck)? | David Peterson | • |
| <p>Potential Future Steps:</p> <p>Need to review the county's plan and add in more specifics. MAYBE the action is simply to implement as it develops in collaboration with the county? Should the counselors take the lead in the data analysis, reporting to administration?</p> | | |

Action Area 4.2: Second Steps

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|---|---|
| <p>A. Establish consistent set of materials and delivery guidance.</p> <ul style="list-style-type: none"> Determine what needs to be reproduced from Second Steps (SS) and Steps to Success (STS) materials. Counselors and building administrators meet with staff to review the SS and STS program. Determine when best to fit into curriculum. | Counselors and Building Admin | <ul style="list-style-type: none"> SS and STS will be included in core curriculum and pacing plans |
| <p>B. Provide on-line supports for implementation of curriculum</p> <ul style="list-style-type: none"> Counselors review the online training for Second Steps and Step to Success. Determine what sections make sense for counselors to deliver and what classroom teachers will deliver. Use collaboration time for this. Deliver the curriculum/program. Modify program and/or delivery of program as needed. | Cliff Huenergard with counselors, & building administrators | <ul style="list-style-type: none"> Lesson plans created Classroom observation by administrators Collaboration time records |
| <p>C. Monitor Impact/Effectiveness</p> <ul style="list-style-type: none"> Keep track of HIB, fighting and other behaviors. Compare data to prior years. Meet as counselor group to discuss effectiveness. Share results with administration | Counselors and Deans Huenergard | <ul style="list-style-type: none"> Skyward documentation Counselor meetings |
| <p>Potential Future Steps: Determine if designed program is effective. Look for high school programs that may be used.</p> | | |

Action Plans – 2013-14

Key Work Strategy Area 5: Leadership that Improves Student and Staff Success

Leadership is aligned with best practice and current research, resulting in significant improvement in student outcomes.

Leadership Action Area 5.1: Marzano Principal Evaluation

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|----------------------------------|---|
| <p>A. Monthly ad team review of framework.</p> <p>Based on an annual meeting calendar, the instructional administrators will hold at least one framework review discussion, identifying potential evidence and strategies for gathering evidence, per month at ad team meetings. Topics will include, at least:</p> <ul style="list-style-type: none"> selecting best evidence using eVal (at least a couple sessions) strategies for evaluating student growth components assuring monitoring of Key Work by teacher, grade level, department | David Peterson | <ul style="list-style-type: none"> annual calendar written and distributed meeting notes show evidence of the framework learning events eVal site is current, with evidence loaded |
| <p>B. Twice monthly evidence meetings between David and each principal</p> <p>David will schedule and meet with each principal at least once per month to gather, review, evaluate and plan evidence gathering for principal evaluation.</p> <p>Each principal will schedule an evidence gathering session, at least once per month, for they and David (walk-thru, meeting/collaboration, after school event, etc)</p> | David Peterson Principals | <ul style="list-style-type: none"> David's Outlook calendar eVal shows evidence recorded/loaded |
| <p>C. Develop in-district expertise (a trainer) with the framework</p> <ul style="list-style-type: none"> David has been selected and will be fully trained to be a Marzano Leadership framework specialist. | David Peterson | <ul style="list-style-type: none"> follow-up training occurs at ad team meeting |
| <p>Potential Future Steps:</p> <ul style="list-style-type: none"> District Office Framework? | | |

Action Area 5.2: Teacher Evaluation & Instructional Strategies

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|--|--|---|
| <p>A. Identify Predominate Practices and Develop Plan</p> <ul style="list-style-type: none"> Administrators will develop and use a tool and protocol to determine the “predominant instructional practices” in each school and the district. Based on the findings, administration will choose one or two instructional strategies AREAS to be the focus of improvement, identify potential resources, and develop a “curriculum” to increase teacher use of effective strategies. | <p>Is there a principal that has made progress here?</p> | <ul style="list-style-type: none"> Written summary of data |
| <p>B. To be determined, based on A, above.</p> <p>Possible ideas:</p> <ul style="list-style-type: none"> Read, <i>Talk About Teaching</i>, prior to August retreat. Develop an observational tool starting with the work Thom and Lisa did at HMS and incorporating ideas from the text. Use the last chapters’ ideas to develop PD modules for use in collaboration. Crucial Conversations topics Opening Minds book study this summer. Video for administrators Marzano Framework re strategies (Art and Science of Teaching book study?) Teach Like a Champion | | <ul style="list-style-type: none"> |
| <p>C. Develop common definitions and tools for various purposes of classroom visits (aligned with Danielson, Marzano)</p> <ul style="list-style-type: none"> TBD | | <ul style="list-style-type: none"> |
| <p>Potential Future Steps:</p> | | |

Can we identify specific strategies to focus on for the year? Seven mathematical practices for math teachers? Engagement strategies for all? Scaffolding of rigorous content/task? If we are to make progress, what is key, first.

Action Area 5.3: Use of Data

| POTENTIAL ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|--------------------------|----------------------------------|
| <p>A. Key indicator finalization</p> <p>The administration team will finalized the Key Indicators and draft a plan for monitoring progress, including setting numerical targets.</p> | David Peterson | • |
| <p>B. Identify data needed for proficient implementation of Marzano Leadership Framework</p> <ul style="list-style-type: none"> • | David Peterson & Cabinet | • |
| <p>C. Identify/develop tools and strategies for collecting data from 5.3.B.</p> <ul style="list-style-type: none"> • | | • |
| Potential Future Steps: | | |

Action Plans – 2013-2014

Key Work Strategy Area 6: Support Systems Promote Student Success and Community Pride

The district is seen as a good steward of community and district resources, and facilities meet student and community needs. The district will be a source of community pride.

Action Area 6.1: Facilities meeting the education and support needs of students and the community.

| ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|----------------|---|
| A. Capital bond projects are conducted in a manner that is effective, efficient, and builds community trust. <ul style="list-style-type: none"> • | Lucas | <ul style="list-style-type: none"> • Board updates, financial reports • "Owner" satisfaction input • Updated information on the web. |
| B. Capital levy projects are COMPLETED and a final report is presented to the board and the public. <ul style="list-style-type: none"> • | | <ul style="list-style-type: none"> • Board updates, financial reports • "Owner" satisfaction input • Updated information on the web. |
| C. A comprehensive preventative maintenance program is designed and implemented. <ul style="list-style-type: none"> • | Lucas | <ul style="list-style-type: none"> • Equipment and facility maintenance and replacement schedule entered into PM database. • |
| D. A 25-year capital facilities plan is developed and updated no less than every five years. <ul style="list-style-type: none"> • | | <ul style="list-style-type: none"> • |
| Potential Future Steps: <ul style="list-style-type: none"> • A written technology plan improves the use of instructional and management technology, including professional development. • | | |

Action Area 6.2: The district is a trusted steward of resources.

| ACTION STEPS | LEAD PERSON(S) | EVIDENCE OF PROGRESS/IMPROVEMENT |
|---|---------------------|---|
| a) Educate our community on district finances through NM Life and other media and newsletters. 1) Monthly NM Life articles on resources and district efficiencies | Bailey, Peterson | <ul style="list-style-type: none"> • “Focus on Finance” section in each issue of NM Life • Enhanced and updated finance pages on district web site. |
| b) Refine the facility use process regarding security systems, keys, custodial fee assignment, food service worker fee assignment, etc. | Lucas, Beattie | <ul style="list-style-type: none"> • Written procedures, with authorization and fee steps |
| c) Faithfully implement voter approved measures, including instructional material adoption, technology updates, and capital levy projects – on time and within budget. | Lucas, Peterson | <ul style="list-style-type: none"> • Written reports to the board. • Updates posted to the web. |
| Potential Future Steps: <ul style="list-style-type: none"> • Implement the preventive maintenance plans • 30-year facilities management plan • NOTE: Continue implementation of comprehensive asset management systems, inventory systems, and surplus of old materials and equipment. | | |