



Prairie Hills USD 113

Strategic Improvement Plan

Preparing Kids, Shaping the Future

2018 – 2021

This document's purpose is to give direction for the future of USD #113 Prairie Hills Schools and how resources both human and capital will be used. Many stakeholders from the district including: students, staff, parents, and community members have had input. Implementation of the Plan will be an ongoing process with frequent content review.



Prairie Hills USD 113 Mission Statement
"Preparing Kids, Shaping the Future"

Prairie Hills USD 113 Core Beliefs:

• *At USD 113 we believe in:*

- 1. Maintaining high expectations for all staff and students.*
- 2. Modeling positive interactions, communication and lifelong learning for students.*
- 3. Having a student-centered focus meeting the needs of **all** students through the teaching process.*
- 4. Promoting creativity and innovation in teaching and learning with a focus on teaching students to think critically, analyze information, and solve problems.*
- 5. Utilizing community resources to support the learning process and prepare students for the future.*
- 6. Educating the whole child by incorporating social, emotional, and character development into the curriculum.*
- 7. Data based decision making using a balanced assessment approach with an emphasis on assessment for student learning.*

Prairie Hills USD 113 Board of Education Members:

Edward Reznicek, *President*

Kathy Lippert, *Vice President*

Kent Saylor, *Member*

Jim Scoby, *Member*

Leslie Scoby, *Member*

Ann Shaughnessy, *Member*

Prairie Hills USD 113 District Goals Summary

1. Student Learning

- **Relevance:** Align curriculum and implement instructional strategies to develop authentic learning experiences for students.
- **Rigor:** Monitor fidelity to local curriculum and assessments providing support for continuous improvement.

2. Recruitment and Retention of Quality Staff

- Recruit, Train, Retain highly qualified, licensed and classified staff.

3. Community Engagement/District Cohesion

- Through public relations, increased communications and transparency, the relationship between district, school and community will be enhanced.

4. District Budget

- Develop and implement a plan for determining cost effective K-12 Attendance Centers, Long-Range Financial Planning and Efficient Allocation of Resources to Deliver a 21st Century Education.

**Prairie Hills USD 113
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Target Area: Student Learning

Goal Statement: RELEVANCE - Align curriculum and implement instructional strategies to develop authentic learning experiences for students.

Action Steps	Responsible Party	Resources	Timeline	Evidence	Discussed/Reviewed/Evidence
1. Rewrite and align curriculum/resources to current content area standards.	Director of Student Learning/Assistant Superintendent Curriculum Content Teams	Budget (release days? Summer?), Curriculum Content Teams, PD on Standards	Ongoing Monitor Progress by May 2021	District Accreditation, Curriculum Documents, Assessment results, MTSS Reading, Math and Behavior Protocols	
2. Implement a comprehensive Individual Plans of Study (IPS) Framework.	Counselors, All Teachers (Advisors), District Leadership Team	Continued Training on the IPS process and Xello. Develop Student Survey.	Ongoing May 2021	IPS Completion Standards – Xello	
3. Provide professional development on instructional strategies and learning styles to increase student engagement.	Director of Student Learning/Assistant Superintendent, Building Leadership Team, District Leadership Team.	TASN, Outside Trainers, Internal Experts	Ongoing May 2021	Professional Learning Agendas, Surveys/feedback of Professional Learning	
4. Implement district-wide social emotional/behavioral curriculum framework.	Teachers, Building Leadership Team, District Leadership Team	Professional Development on Self-Regulation Competency and Second Step curriculum. Ongoing support.	Ongoing May 2021	SAEBRs Screening Data, Curriculum Documents	

Goal Statement: RIGOR - Monitor fidelity to local curriculum and assessments providing support for continuous improvement.

	Action Steps	Responsible Party	Resources	Timeline	Evidence	Discussed/Reviewed/Evidence
	1. The district will provide and promote professional development opportunities aligned to the state board vision and school redesign.	Superintendent, Director of Student Learning/Assistant Superintendent, Principals	Budget (release days? Summer?), Curriculum Content Teams, PD on Standards	Ongoing	PDP Toolbox, Newsletters/emails to staff, Professional Learning Agendas, MTSS/Building Action Plans	
	2. The district will develop and support a consistent system of record-keeping for assessment data shared across grade levels.	Director of Student Learning/Assistant Superintendent, District Leadership Team	Professional Development	May 2021	MTSS End of Year PowerPoints, Assessment Matrix, District Protocols, Intervention Logs	
	3. The district will work to expand educational opportunities aligned to student career interests, awareness and guidance.	Teachers, Counselors, Building & District Leadership Team	Explore staff needs and provide opportunities for professional learning	May 2021	Course Handbooks, Xello, Completion Standards, Principal Building Reports.	
	4. Utilize the building and district PLC structure to review data, share implementation strategies and district initiatives (MTSS).	Building PLCs and District Content Teams, TASN	Ongoing Support for BLTs	Ongoing	Agendas, MTSS/Building Action Plans	
	5. Refine our MTSS process utilizing assessment data at the district, school and student level to determine the effectiveness of both Tier 1 and Tier 2/3 Instruction	Building and District Leadership Teams	Fastbridge Renewal, Ongoing professional development and support for BLTs	Ongoing	BLT/DLT Agendas, District, School and Student Data	

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Target Area: Recruitment and Retention of Quality Staff

Goal Statement: Recruit, Train, Retain highly qualified, licensed, and classified staff.

Action Steps	Responsible Party	Resources	Timeline	Evaluation	Discussed/Reviewed/Evidence
1. Recruit and Retain quality licensed and classified staff	BOE Administration	District Budget Evaluation E-walk Mentoring Program	Yearly BOE Review May, 2020	Review By BOE Mentoring Feedback	
2. Provide Professional Learning that focuses on teacher growth relative to individual needs and encourages innovation.	BOE Superintendent Director of Student Learning/Assistant Superintendent , Principals, Technology Staff	Budget In-service Days PBIS Plans Content PLCs PDP Toolbox Appleseed Grant	July 2018 - June 2021	Staff Evaluations BLT Minutes Curriculum PLC Minutes In-Service Survey Data	
3. Utilized resources of the USD #113 Educational Foundation to encourage innovation and attractiveness of USD 113 employment.	USD #113 Foundation Superintendent	-Appleseed Grant -Science and Business Grant -Fine Arts	Ongoing	Staff Evaluations BLT Minutes Curriculum PLC Minutes In-Service Survey Data	

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Target Area: Community Engagement/District Cohesion

Goal Statement: Through public relations, increased communications and transparency, the relationship between district, school and community will be enhanced.

Action Steps	Responsible Party	Resources	Timeline	Evaluation	Discussed/Reviewed/Evidence
1. Continued update of website	Superintendent Principals Staff	Existing	Ongoing BOE Review May 2021	Annual BOE Review	
2. Evaluate the communication between staff and parents.	Principals District Steer Board of Education	Bd. Feedback	Ongoing BOE Review May 2021	Board Feedback KESA Relationships and Responsive Culture Rubric	
3. Each attendance center will have an active Social Media Presence	Administration/Support Staff	Existing Technology Textcaster	Ongoing BOE Review May 2021	Link in Monthly report to sites	
4. Board will communicate with legislators and state board members frequently sharing the strengths and needs of USD #113 Prairie Hills.	Board Members	Time	Ongoing BOE Review May 2021	Board Discussions	

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Target Area: District Budget

Goal Statement: Develop and implement a plan for determining cost effective, Accredited K-12 Attendance Centers, Long-Range Financial Planning and Efficient Allocation of Resources to Deliver a 21st Century Education.

Action Steps	Responsible Party	Resources	Timeline	Evaluation	Discussed/Reviewed/Evidence
1. Evaluate and apply the method for defining financial viability in USD 113	Central Office Staff Principals Superintendent BOE Ken Kickhaefer	-Expenditure Analysis -Revenue Analysis -Board Minutes -Auditors Documents -USD 113 Standards of Solvency and Viability Approved 10.14.19 Projections to anticipate issues and	Annually at the Nov. BOE mtg.	Review by BOE	
2. Continued monitoring of the long-range budget plan that allows for equipment and facility maintenance	Superintendent BOE Vendor Recommendation	District Budget State Funding Current Contracts Annual Board of Education Building Tour	Ongoing BOE Review May 2020	Comprehensive Capital Improvement Plan	
3. Develop a long range plan that allows for facility upgrades due to serviceability and/or student needs	Superintendent Principals	Architects/consultants	Ongoing BOE Review May 2020	Annual Review by the BOE	
4. Provide a budget that allows for delivery of a 21 st century education to all students.	Administration BOE	Curriculum State Law KESA	Ongoing BOE Review May 2020	Curriculum Opportunities Academic Achievement and Growth	
5. Continue to explore efficiencies	Administration BOE	Auditor's Documents	Ongoing BOE Review May 13, 2020	Annual Review by the BOE	

Glossary

BLT – Building Leadership Team – Teams of 3 – 4 teachers (PLC Leaders) along with the building principal responsible for building-level collaboration and implementation of the school improvement process. This group is to facilitate the flow of information for the self-correcting feedback loop.

DLT - District Leadership Team – Decision-making group for the school improvement process including MTSS, consisting of the Principals, Building Chairperson, Supt., and Assistant Superintendent.

KSDE – Kansas State Department of Education

KASB – Kansas Association of School Boards

BOE – Board of Education

PLC – Professional Learning Communities – Work done in groups at the building level to positively impact individual students. Addresses 3 questions: 1; What do we want students to learn? 2. How do we know if they have learned? 3. What do we do if they have not learned? These teams conduct their work after 1:45 dismissals.

Content Team – District level teams that concentrate on Curriculum, Assessment and Instruction within their subject areas.

KESA – Kansas Education Systems Accreditation – State of Kansas’ method and process for accreditation. Districts are accredited, not specific schools within a district.

KESA Rubric – a Rating Scale for each of the 5 R’s (Relationships, Relevance, Responsive Culture, Rigor, Results) used to measure a district’s effectiveness, and subsequently, whether or not state accreditation is granted.

Rose Standards – or Rose Capacities – Benchmarks or Educational targets identified by the courts as a measure for meeting the state’s constitutional obligation toward educating children.

MTSS – Multi-Tiered system of support - evidence- based. model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

TASN – Technical Assistance Systems Network - provides technical assistance to support school districts’ systematic implementation of evidence-based practices (MTSS)

PDC – Professional Development Council – Teacher led group responsible for providing guidance for awarding teachers points for recertification and potential movement on the salary schedule.

SIT – Student Improvement Team – Building-level group that works with students who are not performing well.

DSC District Steering Committee – Committee that makes School Improvement decisions as well as MTSS decisions. Consists of Principals, Building Steering Chairpersons, Director of Student Learning and Superintendent

SAEBRS Social Emotional and Academic Behavior Risk Screener. This is a quick assessment that is used to identify students who may need intervention for Social and emotional behaviors.

PBIS: Positive Behavior Intervention and Support - **a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.** Includes re-teaching if there is a behavior infraction.

2nd Step = A social and emotional curriculum and intervention process.