



Prairie Hills USD 113

Strategic Improvement Plan
2022 – 2026

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

Approved 1.9.2023



Prairie Hills USD 113

Strategic Plan 2022-2026

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 Core Beliefs:

- *At USD 113 we believe in:*

- Maintaining high expectations for all staff and students.*

- Modeling positive interactions, communication and lifelong learning for students.*

- Having a student-centered focus meeting the needs of **all** students through the teaching process.*

- Promoting creativity and innovation in teaching and learning with a focus on teaching students to think critically, analyze information, and solve problems.*

- Utilizing community resources to support the learning process and prepare students for the future.*

- Educating the whole child by incorporating social, emotional, and character development into the curriculum.*

- Data based decision making using a balanced assessment approach with an emphasis on assessment for student learning.*



Prairie Hills USD 113

Strategic Plan 2022-2026

Target Area 1 – Preparing Students for Success

Action Steps	Responsible Party	Resources	Timeline	Evaluation
Evaluate current course offerings and explore additional elective options including career exposure, life skills, CTE, and STEM courses.	Administrative Team Counselors	Budget KSDE CTE Conference Grants	Ongoing	Survey Feedback Post-Secondary Success Data
Continue to review and refine the implementation of our IPS process, including ways to stay connected to students after graduation.	Counselors Teachers Administrative Team	IPS and Xello training KSDE	Ongoing	Survey Feedback Post-Secondary Success Data
Consider additional opportunities to keep school engaging for students and staff while providing opportunities for critical and higher-level thinking and options for student choice when appropriate.	Administrative Team Teachers	Professional Learning	Ongoing	Survey feedback Assessment Data (KAP)
Consider providing summer programming for students which includes opportunities for remediation and extension.	Administrative Team Lisa Suhr (Tech Integration Specialist)	Budget KSU Rural Development Center Grants/Community Partners	Ongoing	Teacher and student/family feedback



Prairie Hills USD 113

Strategic Plan 2022-2026

Target Area 2 – High Quality and Impactful Teaching, Learning, and Professional Development

KESA Goal Area #2: By the Spring of 2026 the percentage of students scoring a level 3 or 4 in USD 113 will increase from 40% to 45% in math and reading state assessments.

Action Steps	Responsible Party	Resources	Timeline	Evaluation
Recruit and retain quality certified, classified, and substitute staff.	Administrative Team	Budget, Mentoring Professional Development Professional Learning Experiences College Relationships	Ongoing	Mentoring Survey Professional Learning Feedback Exit Interviews
Confirm and 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.	Administrative Team District Leadership Team Building Leadership Team Teachers	TASN Fastbridge Tier 1, 2 & 3 Curriculum/Resources	Ongoing	Fastbridge Assessment Data Graduation Rates KAP/ACT Assessment Results Post-Secondary Success Data
Review curricular consistency among grade levels and buildings including vertical and horizontal alignment of instruction to the Kansas standards.	Content/Grade Level Teachers	KSDE Standards TASN PLC Time Professional Learning	Spring of 2024 Ongoing as standards are revised	KAP Summative and Interim Assessment Data
Provide professional development and resources on the identification of and support for struggling readers (dyslexia initiative).	Administrative Team Lisa Suhr (Tech Integration Specialist)	TASN KSDE Content Specialist Greenbush	6 Hours Required for new teachers Yearly 1 hour training	Professional Learning Feedback Fastbridge Assessments
Provide resources and professional development aligned to KESA goals, the State Board Outcomes, and KSDE Design principles including opportunities to provide choice activities and projects to demonstrate learning.	Administrative Team Lisa Suhr (Tech Integration Specialist)	TASN KSDE Content Specialists Professional Development Greenbush	Ongoing	KESA Goal Progress State Board Outcome Results
Review textbook resources and materials to ensure alignment to Kansas Standards. (Utilize district cycle of resource adoption)	Assistant Superintendent Teachers	Textbook Representatives KSDE Content Specialists	6/7 Year Cycle KSDE standards revision cycle	KAP Summative and Interim Assessment Data



Prairie Hills USD 113

Strategic Plan 2022-2026

Utilize the building and district PLC structure to review data, share implementation strategies and district initiatives.	District Leadership Team Building Leadership Team	TASN PLC+	Ongoing	Notes/Agendas from PLC Mtg. Fastbridge KAP Assessments
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Target Area 3 – Prioritizing Social and Emotional Learning and Mental Health				
<u>KESA Goal Area #1:</u> By 2026, the overall behavior/social emotional percentage on the Inclusive MTSS Implementation Scale (IMIS) will increase from 71% to 85%.				
Action Steps	Responsible Party	Resources	Timeline	Evaluation
Improve communication with school personnel, families and the BOE regarding USD 113 Social emotional learning curriculum and supports.	Administrative Team Teachers	SwiftK12 PowerSchool SeeSaw	Ongoing	Family Engagement Survey
Evaluate effectiveness of current behavior/SEL Tier 1, 2 and 3 curriculum practices and revise as needed based on data and feedback.	District Leadership Team Building Leadership Team Teachers	Second Step TASN Competency Wheel Framework	Spring 2024	SAEBRs MySAEBRs Teacher Feedback SEL Student Assessments
Consider additional counseling and mental health services for students and staff.	Administrative Team BOE	Budget	Ongoing	Family Engagement Surveys Teacher/Family Feedback
Focus on fostering a positive school climate through positive student and teacher relationships, inclusion, acceptance, and anti-bullying efforts.	Administrative Team Teachers All School Support Staff	Professional Learning Resilience Coaching Process	Ongoing	Kansas Communities that Care Survey Data Family Engagement Survey SAEBRs/MySAEBRs
Explore and implement trauma informed practices which may include student wellness check-ins with trusted adult(s) and brain breaks.	Administrative Team Teachers	Professional Learning Resilience Coaching Process	Ongoing	Kansas Communities that Care Survey Data Family Engagement Survey SAEBRs/MySAEBRs IMIS Survey for Staff



Prairie Hills USD 113

Strategic Plan 2022-2026

Target Area 4 – Clear Expectations, Shared Responsibility, and Fidelity

Action Steps	Responsible Party	Resources	Timeline	Evaluation
Continue facility maintenance reviews, building upgrades, and review safety concerns.	BOE Administrative Team	Budget	Ongoing	Family Engagement Survey Teacher/Staff Feedback
Value and continually seek input from teachers, staff, families, students, and communities.	Administrative Team BOE	Family Engagement Survey	Ongoing	Family Engagement Survey Teacher/Staff Feedback
Increase communication to strengthen relationships with families and provide a welcoming atmosphere.	Administrative Team All school staff	SwiftK12 PowerSchool Seesaw Newsletters Social Media	Ongoing	Family Engagement Survey
Communicate clear expectations and implement initiatives/curriculum with fidelity utilizing the feedback loop for reflection and improvement.	District Leadership Team Building Leadership Team Teachers	PLC District/Building Leadership Team Mtgs. TASN	Ongoing	Family Engagement Survey Teacher/Staff Feedback



Prairie Hills USD 113

Strategic Plan 2022-2026

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 Director of Student Learning.

KSDE – Kansas State Department of Education

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.



Prairie Hills USD 113

Strategic Plan 2022-2026

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)

SEL - Social emotional learning.

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