

## 2019-20 District Priorities Goals and Strategies Report

### EXECUTIVE SUMMARY

**Purpose of Report:** To inform the School Board of the Priorities Goals and Strategies that will guide improvement efforts in the Sioux Falls School District during the 2019-20 school year and beyond.

---

Through community collaboration, input from staff and with leadership by District administration, the following report includes the goals and strategies that will be used to support student improvement as outlined in the Strategic Plan.

Key areas addressed include:

- Student Outcomes
- District Staff
- School Climate and Culture
- Community Engagement
- Fiscal Accountability/Systems Management
- Facilities

Each area contains a list of initiatives designed to reach the intended measurable goal by an approved timeline. Each administrator self-assigned initiatives in which they will actively participate in order to reach the goals.

The goals and strategies included in this report will serve as a road map for the work of the District – and reports to the School Board – during the 2019-20 school year.

---

**Administrative Recommendation to School Board:** Acknowledge the 2019-20 Priorities Goals and Strategies.

## Priority Area 1: Student Outcomes

Priority Statement 1: SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas:

- a) Literacy particularly in early years, to build a strong foundation for academic success across all subject areas and across all grades;
- b) Maximizing time on instruction and learning;
- c) Differentiated and engaging pathways;
- d) Equitable access to highly effective programs;
- e) College readiness and/or career preparedness;
- f) Holding all schools to high expectations for students' social and emotional growth and development.

### Measurable Goals for Student Outcomes priorities

By 2019, graduation rates will increase by 5%.

By 2020, the District completion rate will be 94%.

By 2020, the difference in the District's four-year cohort graduation rate between FRPL students and students without economic disadvantages will decrease by 5 percentage points.

By 2018, District 3<sup>rd</sup> grade reading scores will be at the state average.

By 2020, the proficiency gap between FRPL students and students without economic disadvantages will decrease by 5% per year.

By 2020, 67% of ELL students enrolled in the District for at least 2 consecutive years will demonstrate growth in language proficiency of at least 0.3 in their composite score on the WIDA ACCESS

By 2020, each school's average Smarter Balanced ELA and Math results will increase.

By 2020, the percent of graduates completing the ACT scoring 24 or higher will increase by 5%.

By 2020, the number of students scoring a 3 or higher on AP assessments will increase by 2%.

By 2020, parents surveyed stating they perceive teachers to hold students to high expectations will increase 10%.

Develop Individualized plans for students at-risk of not graduating	Completion Timeline	Status	Admin Team	Status/Notes
SI 1.1.1: Each high school will monitor students at risk of not graduating and will develop an individualized approach for each identified student.	Ongoing		Maher	Implemented in 2017, ongoing evaluation and implementation
SI 1.1.2: Review & refine HS Science course offerings to support the new graduation requirements.	Fall 2020	New	Boysen/Smith/Grinager/ MW/Ward-M/	Task: Review HS Science course offerings. Notes: High school course offerings have been reviewed in ELA and Math to ensure the SFSD has courses aligned to meet the new graduation requirements to meet all student's needs. Dec. 2018
Refine and articulate the support model for struggling high schoolers	Completion Timeline		Admin Team	Status/Notes
SI 1.2.1: Each high school will articulate their pyramid of interventions for struggling students.	Ongoing		Maher	Implemented in 2017, ongoing evaluation and implementation
SI 1.2.2: Each high school will monitor the freshman credits and systems of support as student transition through their freshman year.	Ongoing		Maher	High schools continuously monitor credits earned. Tableau software was introduced to HS principal's on January 2019 to support the monitoring of credits earned.
SI 1.2.3: Review and Develop the District - delivered programming at Joe Foss and President's Academy		New	Nold/Boysen/Grinager/ Moon/WMaguire/ Engleson/Hazlett/Raeder/ Conrad/Hall/Heath	Task: Team will review current practices and explore additional delivery models to support the students at Joe Foss and PA.

Implement and evaluate programs for struggling elementary readers	Completion Timeline		Admin Team	Status/Notes
SI: 1.3.1: Implement SIPPS Reading Intervention at 1st & 2nd Grade in eight elementary buildings.	June 2020	New	Boysen/McAdaragh/Smith/E L Admin	Task 1: 2018-19 - Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) implemented at Cleveland, Garfield, Hawthorne and Terry Redlin. Literacy TOSA will support the full-time instructional coaches at each building to monitor student achievement and growth, and adjust instruction. Monthly progress will be monitored through NWEA MAP Skills Assessment and SIPPS Benchmark Assessments. (Monthly meetings to monitor student progress in the SIPPS curriculum.) Task 2: 2019-20 - SIPPS expansion in 1st & 2nd grades at Anne Sullivan, Cleveland, Garfield, Hawthorne, Hayward, LBA, Lowell, Terry Redlin.
SI 1.3.2: Establish a partnership with the public library to strengthen the Summer Reading program.	September 2020	New	Smith/McAdaragh	TASK: Share successes and challenges of 2019 project with Public Library and explore ways to work together to strengthen summer reading. Notes: Project in summer 2019 at Terry Redlin modeled after a similar program in Greenville, SC. Students selected their own books which were purchased and distributed in May. Celebrate was Community partner.
Implement and evaluate the District's Summer Climb School Pilot	Completion Timeline		Admin Team	Status/Notes
SI 1.4.1: Define the future of the Summer Climb.	November 2019	New	Smith/McAdaragh	TASK: Review past 4 years of Summer Climb to define future direction. Notes: Board report was presented October 2017. Summer Climb will continue for the 3rd year the summer of 2018. Board Report October 2018
Build District capacity for data-driven decision making	Completion Timeline		Admin Team	Status/Notes
SI 1.5.1: Evaluate the NWEA MAP as a tool to measure student academic growth and inform the focus of interventions and support.	December 2019	New	Boysen/McAdaragh/Moon	Task: Continue to support teachers' understanding of MAP data for student growth. Task: Explore MAP effectiveness at Kindergarten and possible use at 9th Grade. Notes: MAP Growth was implemented in grades K-6 in 2017-2018. MAP for 7th & 8th grades starting the fall of 2018.
SI: 1.5.2: Explore programing and delivery options in preparation for the opening of Ben Reifel and Jefferson High School	May 2021	New	Boysen/Smith/Moon/Grinager	Task: Develop a team at each level to review current practices and explore programming to support new oportunites for students.
SI 1.5.3: Review implementation of the elementary schedule	April 2020	New	Boysen/McAdaragh/EL Admin	Task: Review implementation of the new elementary schedule - gather feedback from teachers & admin. Notes: Elementary schools are working with the District Management Group to examine current practices and build schedules to support students, teachers and the District Goals.

Build a model for consistent and effective staff collaboration	Completion Timeline		Admin Team	Status/Notes
SI 1.6.1: Continue to build the collaboration model across the district through PD for admin and building teams. The PLC model will foster consistent and effective teams to support data-informed instruction. Teams will focus on providing interventions, enrichment and support for the specific learning needs of all students.	Ongoing	New	Boysen/Smith/Grinager/Moon/McAdaragh	Task: Continue to build educator effectiveness through professional learning for administrators and coaches. Notes: The focus on collaboration will continue through SY 2019-20. Results from the NWEA MAP indicate a strong correlation between effective collaborative teams and student achievement. Task: refer to admin/coach goal
Continue to expand and evaluate multiple pathways for students	Completion Timeline		Admin Team	Status/Notes
SI 1.7.1: Study the Jr. Kindergarten pilot at two elementary buildidngs.	April 2020	New	Boysen/McAdaragh	Task: Jr. Kindergarten will be implemented in two elementary buildings. The program at one will include a half-day of "Jr. Kids Inc.," making it a full day for the students. At the other location, families will choose between a morning or an afternoon session. Task: Monitor the two programs and identify strengths/weaknesses of both.
SI 1.7.2: Study Two Way Immersion at two elementary buildings.	April 2020	New	Smith/McAdaragh/Moon	2019-Kindergarten at Rosa Parks & Hayward 2020-Add 1st Grade at Rosa Parks & Hayward
SI 1.7.3: Study Computer Science Immersion in the SFSD.	December 2019	New	Boysen/Smith/McAdaragh/Moon/Grinager	Task: Review current practices of teaching coding to support computational thinking with hands-on problem-based learning at all elementary and middle schools. Determine best practices.
SI 1.7.4: Explore ePortfolios as a means of documenting student progress. Pilot with K-5 Gifted Education Program.	May 2020	New	Smith/McAdaragh	Task: The Gifted Education teachers will explore the use of Seesaw vs. Google to develop ePortfolios.
SI 1.7.5: Review Standards Based approach to teaching and learning at middle school.	Spring 2020	New	Smith/Moon/MS Principals	Task: Team of teachers, admin & parents to review current grading practices.
Continuous rigorous review of existing programs	Completion Timeline		Admin Team	Status/Notes
SI 1.8.1: Evaluate student outcomes at the elementary behavior program.	June 2019	New	Boysen/Nold/M-W	Task: Data has been collected throughout the 2018-2019 school year and the committee will review the summative results the fall of 2019 and provide recommendations.
Review and Implement Best In Class Curriculum	Completion Timeline		Admin Team	Status/Notes
SI 1.9.1: Evaluate the K-12 Social Studies curriculum delivery models and assessment options.	November 2019	New	Smith/Grinager/Moon/McAdaragh	Report on the Social Studies adoption.
SI 1.9.2: Implement Physical Education curriculum delivery model and assessment options.	October 2020	New	Smith/Meile	Report on the implementation of the Physical Education curriculum.

SI 1.9.3: Implement Family and Consumer Science curriculum delivery model and assessment options.	October 2020	New	Smith/Grinager/Moon	Report on the implementation of the Family and Consumer Science materials and curriculum.
SI 1.9.4: Implement Personal Finance and Business curriculum delivery model and assessment options.	October 2020	New	Smith/Grinager	Report on the implementation of the Personal Finance and Business curriculum.
SI 1.9.5: Identify Mathematics curriculum delivery model and assessment options.	February 2020	New	Smith/Grinager/Moon/ McAdaragh	Curriculum team is working and planning implementation for Fall 2020.
SI 1.9.6: Begin Health K-12 Study	May 2021	New	Smith/Grinager/Moon/ McAdaragh	2019-2020 Steering committee meets and forms direction. 2020-2021 Identify curriculum materials for purchase.
SI 1.9.7: Begin ELA minor study	May 2020	New	Smith/Grinager/Moon/ McAdaragh	2019-2020 Steering committee meets and forms direction. 2020-2021 Identify curriculum materials for purchase.
SI 1.9.8: Pilot Learning Management System (LMS) at middle school.	Fall 2020	New	Smith/Knutson/Boysen/ Moon	TASK: Training Aug. 13 for middle school "ambassadors" to pilot across disciplines. Notes: Used for Clerical Inservice 2018 and 2019 and MS CTE curriculum.

**Priority Area 2: School Climate and Culture**

Priority Statement 3: Sioux Falls School District will provide a nurturing and safe learning experience for all.

Priority Statement 4: Sioux Falls School District will develop strategies to enhance a culturally responsive workforce.

**Measurable Goals for School Climate and Culture priorities**

By 2020, the number of students reporting they feel safe at school will increase by 10%.

By 2020, the number of staff reporting they feel safe at school will increase by 4%.

By 2020, the number of severe behaviors (Levels 4, 5, and 6) in elementary schools will decrease by 5%.

By 2020, the number of students reporting adults have high expectations and positive attitudes toward all students regardless of their backgrounds will increase by 8%.

By 2020, the number of staff reporting teachers and administrators have high expectations and positive attitudes toward all students regardless of their backgrounds will increase by 4%.

Goal Description	Completion Timeline		Admin Team	Status/Notes
<b>Create a plan to help increase student attendance</b>				
SI 2.1.1 Research and outline an action plan to address increasing student attendance. Task 1: Implement District Attendance Council. Task 2: Review/revise SFSD truance protocols.	Attendance Council Ongoing		Muilenburg-Wilson/Lake-Torbert Task 2: Nold/ Eggers-Ferry/ HS/MS/Hieronimus/Elem.	<b>Task 1:</b> Attendance Council: Convened Council in 2017-2018 and 2018-2019. Four meetings scheduled for 2019-2020. <b>Task 2:</b> Updated to comply with July 1, 2017 Juvenile Justice Act changes. Memorandum of Understanding including Court, Law Enforcement, State's Attorney Office and SFSD signed. Attendance Report to school board on November 13, 2018.
<b>Evaluate and implement programs designed to improve student behaviors</b>				
SI 2.2.1: Ongoing evaluation of the Tier 2 expansion at elementary. Task 1: Implement expansion at Laura Wilder. Task 2: Evaluate impact at all elementary Tier 2 sites and determine future. Task 3: Evaluate every 3 years - June 2021	Evaluation Ongoing			<b>Task 1:</b> Fully implemented at Laura Wilder with staff hired and trained prior to school year. Support materials in place for access. <b>Task 2:</b> Convene Tier 2 elementary principals on 1-18-18 to outline evaluation measures for June 2018 reporting and their input. Report to school board on June 25, 2018. 2018-2019 School Year: Tier 2 fully operating in 7 elementary schools.
SI 2.2.2: Implement Federal PROJECT AWARE grant providing mental health supports to youth at Whittier Middle School.	October 2023	New	Muilenburg-Wilson/Lake-Torbert/Paladino-Hazlett	
SI 2.2.3: Study the current Student Assistance Team model delivery and outline consistent procedures across the SFSD.	August 2020 Implementation	New	Lake-Torbert/Satter/Muilenburg-Wilson	
SI 2.2.4: Establish and implement consistent bus procedures to ensure student safety and consistent expectations.	Sept 2020	New	Nold/Vik/Braak/MS & El Principals	<b>Task 1:</b> Establish Bus Behavior Matrix <b>Task 2:</b> Train Staff
SI 2.2.5: Evaluate the current practices of the Sioux Falls School District that impacts the Social and Emotional wellbeing of our students and staff and to be able to establish additional initiatives.	June 2020	New	Dr.Maher/Boysen/ Nold/Muilenburg-Wilson/Lake-Torbert	
<b>Evaluate and select model for culturally responsive practices</b>				
SI 2.3.1: Evaluate and select a model to stimulate dialogue and reflection for all staff groups about culturally responsive practices. Task 1: Continue the CRP Think Tank for future direction. Task 2: Provide continuing training and support for CRP.	Program Ongoing		Muilenburg-Wilson/ Nold/ Boysen/ Rickert/Larson/ Hieronimus/ Paladino-Hazlett/Conrad/ Raeder	2018-2019 School Year: Each building including plan for their school in their School Improvement Plan for implementation over the course of the school year. August 2018 General Administrators information/activity regarding CRP. October General Administrators - Dr. Boysen shared website resources and follow-up information from Summer Symposium for principals. October 31, 2018: CRP Think Tank Meeting to plan for next steps. November mailing to principals regarding resources for CRP. January General Administrators -- PAGE research results. Summer Symposium 2019 CRP strand organized.
SI 2.3.2: Each SFSD school will outline actions for their school to increase culturally responsive practices and expand staff capacity.	Ongoing		All SFSD Schools	
SI 2.3.3: Explore systems to implement PAGE training for all current SFSD school staff and an ongoing system to train new staff.	June 2020	New	Boysen/Nold/M-W	
<b>Evaluate supports and services for struggling students</b>				
	Completion Timeline		Admin Team	Status/Notes

<p>SI 2.4.1: Review of the district social workers program</p>	<p>January 2020</p>		<p>Lake-Torbert/Nold/Jensen/Zeeck/Skogstad, Dobberpuhl/Amber Blume/Rebecca Vandrongelen/Dan Conrad/Don Ryswyk</p>	<p>Task 1: The Admin Team and Social Workers have been meeting to update the job description, complete a time study, document interactions with students and assess the impact of the social worker position on student success. The study will be completed in the fall of 2019.</p>
<p><b>Continuous review of staff and student safety protocols</b></p>	<p><b>Completion Timeline</b></p>		<p><b>Admin Team</b></p>	<p><b>Status/Notes</b></p>
<p>SI 2.5.1: Conduct an evacuation drill/practice with community partners at Eugene Field Elementary.</p>	<p>December 2019</p>	<p>New</p>	<p>Nold/SRO Team/McDaniel/Community Team</p>	

**Priority Area 3: District Staff**

Priority Statement 5: SFSD will develop strategies to enhance quality and diversity of its workforce.

Priority Statement 6: SFSD will explore strategies to retain high quality staff.

Priority Statement 7: SFSD will support and train staff to encourage innovation and enable them to grow throughout their careers.

**District Measurable Goals For District Staff Priorities**

By 2020, 70% of all responding teachers and school leaders will rate the evaluation process as improving their professional practice.

By 2020, the percentage of employees stating that both the District and building Professional Development programming was beneficial to their growth as a teacher will be at 63% or higher.

By 2020, we will increase the number of racially diverse teachers by 25% in the SFSD to more closely match the student population belonging to minority groups.

By 2020, the percentage of employees surveyed indicating by selecting a 4 or a 5 that their opinion matters will increase by 10 percentage points.

Recruit a more diverse workforce reflective of our student population	Completion Timeline	Status	Admin Team	Status/Notes
SI 3.1.1: Develop a system to recruit and maintain a workforce reflective of our student population:	July 2021	New	Task 1: Nold and Dorman Task 2: Nold and Dorman (Ellwein, Kooima, Raeder, Luitjens) Task 3: Nold, Dorman and Boysen	Task 1: Teacher Internship Program: Monitor and hire qualified individuals of diverse backgrounds that have participated in the Internship Program. Task 2: The SFSD Teacher Pathway Program: Monitor students of diversity that participated in the Teacher Pathway Program as they progress throughout college to encourage qualified individuals to apply and be hired into teaching positions in the Sioux Falls School District. Task 3: Make connections with local universities to recruit student teachers of diversity to student teach in the Sioux Falls School District.
Obtain and evaluate District staff feedback.	Completion Timeline	Status	Admin Team	Status/Notes
SI 3.2.1: Create a comprehensive staff survey to garner feedback from our employees that will benefit individual buildings, departments and the Sioux Falls School District	June 2020	New	Morrison and Konrad	Task 1: Establish new questions to be utilized in the staff survey that address the areas of desired feedback from our staff. Task 2: Analyze baseline data from the results to establish strategic initiatives and District measurable goals.
Develop strategies to increase teacher retention.	Completion Timeline	Status	Admin Team	Status/Notes
SI 3.3.1: Review implementation of district-run state mentor program.	July 2020	Ongoing	Boysen (Ellwein/ Hagen)	Task 1: The district-run state mentor program was established during the 2016-2017 school year and a board report update was provided in the fall of 2017 and in January of 2019. The mentor program is now an implemented program and will be maintained in the district provided state funding continues. (Ongoing)
SI 3.3.2: Create systems to assess teacher retention factors.	November 2020	New	Task 1: Dorman Task 2: Doug Morrison	Task 1: Stay Interviews/Surveys: Learn why teachers stay with SFSD. Ascertain the factors that make it more difficult for teachers to stay with SFSD. Task 2: Exit Survey: Review and report on teacher exit survey data annually. If statistically significant, make recommendations based upon data.
SI 3.3.3: Develop initiatives supporting the recruitment and retention of identified applicant shortage positions.	November 2019	New	Task 1: Principals at these sites Task 2: Jeff Kreiter, Rhonda Iddings, Michelle Bishop	Task 1: Incentivize identified Bridges and RISE classified staff with interest in pursuing a Special Education Degree by continuing to fund their wages during their student teaching experience. Task 2: Establish an "employee referral" program to reward employees for recruiting successful substitute teachers and custodians to SFSD employment.
Support and train staff to encourage innovation and enable them to grow throughout their careers.	Completion Timeline	Status	Admin Team	Status/Notes
SI 3.4.1: Develop ongoing professional development for district Administrators to benefit students and staff	June 2019	Ongoing	Boysen/Nold	Task 1: Additional staff development specifically for administration was developed for the 2018-2019 school year. The development focused on multiple areas including Instructional Leadership, Collaboration, Cultural Awareness and Staff Development. (In Progress)
SI 3.4.2: Create additional pathways for our staff to grow professionally throughout their careers.	July 2021	New	2 High School, 2 Middle School and 4 Elem Principals, Boysen, Curriculum Coordinators and Instr. Coaches	Task 1: Evaluate microcredentialing courses to determine those that have the greatest positive impact on student and staff performance and designate those as district approved, Task 2: Develop partnerships with local universities to provide credits for multiple badges earned through microcredentialing.



## Priority Area 4: Community Engagement

**Priority Statement 8: Sioux Falls School District will effectively engage with staff, families, partners, and community to foster shared responsibility for student success.**

### District Measurable Goals For Community Engagement Priorities

By 2020, 76% of parents surveyed will report they feel informed about what is happening in their student's school.

By 2020, 100% of schools in Sioux Falls will have a parent and/or community and/or business support group.

By 2020, 90% of SFSD employees will report they know how to access information they need to be successful in their position.

Strategic Initiatives	Completion Timeline		Admin Team	Status/Notes
Gather Feedback from all stakeholders	Completion Timeline	Status	Admin Team	Status/Notes
SI 4.1.1: Convene teacher Focus Groups for all grade levels to provide voices from each school on a variety of topics.	April 2020	New	Maher/Konrad	<u>Task 1:</u> Convene three Focus Groups each year to ensure robust Supt/Staff communication.
SI 4.1.2: Conduct surveys of stakeholder groups	April 2020	Ongoing	Maher/Konrad	Surveys are done annually on a variety of topics and as needed for other initiatives. <u>Task 1:</u> Review and rewrite staff survey to combine previous Gallup questions and Climate Survey questions.
SI 4.1.3: Staff, Parent, Community Focus Groups (6 focus groups annually -- 4 staff, 1 parent, 1 community)	May 2020	Ongoing	Maher/Konrad	<u>Task 1:</u> Convene Community Focus Groups to review equity in school attendance boundaries.
SI 4.1.4: Explore Language Translation Services to better communicate with families whose first-language is something other than English.	June 2020	Ongoing	Konrad/Easter/Semmler	<u>Task 1:</u> Develop central location for all translated documents to be stored and accessed by all staff.
SI 4.1.5: Launch Blackboard Teacher Communications product to serve as the District platform to communicate with parents.	December 2019	New	Morrison/Konrad/Knutson	<u>Task 1:</u> Technical Integration. <u>Task 2:</u> Train Staff
Engage community in dialog about enrollment trends and facility needs.	Completion Timeline		Admin Team	Status/Notes
SI 4.2.1: Draft and receive community feedback of new elementary, middle and high school attendance boundaries for final School Board approval.	June 2020	New	Nold/Maher/Principals	<u>Task 1:</u> Develop multiple attendance boundary scenarios for community conversation at public meetings. <u>Task 2:</u> Inform parents/community of new attendance boundaries.
Equip staff with the knowledge and tools to support and participate in District Initiatives.	Completion Timeline		Admin Team	Status/Notes

<b>Other: Fiscal Accountability/Systems Management</b>				
<b>Strategic Initiatives</b>	<b>Completion Timeline</b>		<b>Admin Team</b>	<b>Status/Notes</b>
<b>Technology</b>	<b>Completion Timeline</b>	<b>Status</b>	<b>Admin Team</b>	<b>Status/Notes</b>
FASM 5.1.1: Develop new instructional technology tool matrix to assist with application management, approval, security, and consent.	April 2020	Continued	Boysen/Knutson/Elem TBD/MS Hannemann/HS TBD	Monthly review and approval of apps, websites and extension with curriculum.
FASM 5.1.2: Develop and Pilot Digitization of Student Files	July 2020	New	Knutson	Review of products in progress
FASM 5.1.3: Development of New Tech Plan for 2021-2022	April 2020	New	Knutson	
FASM 5.1.4: Technology Solution for new Middle School and High School	January 2020	New	Knutson	
<b>Food Service</b>	<b>Completion Timeline</b>		<b>Admin Team</b>	<b>Status/Notes</b>
FASM 5.2.1: Implement USDA offer vs. serve option at elementary sites to promote meal pattern choices.	May 2020		Davis (All Elem Principals)	Ongoing into 2019-2020
FASM 5.2.2: Implement new unpaid meal policy.	August 2019		Davis	Review and implement policy for the 2019-2020 school year.
FASM 5.2.3: Revise wellness policy to meet new USDA regulations.	May 2020		Davis/Satter (Policy Review)	Wellness committee requirements on going into 2019-2020 school year.
FASM 5.2.4: Review with Finance the Angel Fund Project with community partners for guidance and implementation of procedures for the 2018-2019 school year.	Ongoing		Davis/Vik/Konrad/All Principals	New policy implemented last year. May slightly tweak it for FY20.
<b>Audit/Compliance</b>	<b>Completion Timeline</b>			<b>Status/Notes</b>
<b>Other</b>	<b>Completion Timeline</b>		<b>Admin Team</b>	<b>Status/Notes</b>
FASM 5.4.1: Develop alternatives for District boundary changes to accommodate new Middle and High School.	July 2020		Vik/Morrison/Braak	
<b>Finance</b>	<b>Completion Timeline</b>		<b>Admin Team</b>	<b>Status/Notes</b>
FASM 5.5.1: Analyze effectiveness of new HR/Finance System and new benefits management system.	Fall 2020		Mosser/Dorman/Braak	

<b>Other: Facilities</b>				
<b>Strategic Initiatives</b>	<b>Completion Timeline</b>	<b>Status</b>	<b>Admin Team</b>	<b>Status/Notes</b>
<b>F 6.1.1: Conduct inspections of all District facilities and sites to identify items that are in need of repair and/or replacement. Develop overall recommendations to be included in the Capital Outlay repair and maintenance budget process.</b>	<b>February 2020 (Annual Item)</b>		<b>Kreiter/All Lead Principals</b>	<b>Inspections to begin September 2019. Recommendations will then be moved to the Budget process.</b>
<b>F 6.1.2: Develop spreadsheets with building's keying information. Integrate information into the District's CAD floor plan base sheets.</b>	<b>August 2019</b>		<b>Kreiter (All Principals)</b>	<b>All building outline spreadsheets have been completed. Currently gathering the hardware and keying data at the High Schools to include in the spreadsheet. On target for a Fall 2019 completion.</b>
<b>F 6.1.3: Update Operational Services Department Manual, coordinate with new contract language.</b>	<b>August 2019</b>		<b>Kreiter</b>	<b>95% complete. Waiting for the new finance/payroll system to complete a few sections. Anticipate completion end of August 2019.</b>
<b>F 6.1.4: Begin implementation of the District's Capital Improvement Plan.</b>	<b>August 2026</b>		<b>Kreiter (Impacted Principals)</b>	<b>On schedule with plan implementation.</b>
<b>F 6.1.5: Develop staffing levels/training and hiring timelines for the new Jefferson HS and Ben Reifel MS.</b>	<b>February 2020</b>	<b>New</b>	<b>Kreiter (custodial supervisors)</b>	
<b>F 6.1.6: Develop plan and incentives to maintain existing staffing levels and hire additional custodial/maintenance staff relating to the new schools.</b>	<b>June 2020</b>	<b>New</b>	<b>Kreiter (HR Director, custodial supervisors)</b>	