

7-8 master schedule refinement: Refine middle school schedule to promote innovation and collaboration, personalized learning, and flexibility for students/teachers

9-12 learning commons: Serve as the innovative “hub” to support collaborative learning and 6Cs through spaces with “caves”, “watering holes”, “campfires”, and “sand-pit” area (makerspace to create, invent, and learn).

21st century learning environments: Accommodate unique needs of each learner and support positive relationships through flexible furniture, creative use of time, technology, collaborative spaces. Attain 21st century skills through virtual opportunities and beyond-classroom-walls experiences to inspire students and educators.

Additional operational resources: Prepare for operating levy.

Career Readiness/Success Planning: Expand implementation districtwide, emphasizing student goal-setting and exploration of personal interests, skills, and career aspirations. Initiate process for identifying students in need of additional personalized attention and construct a system to provide targeted supports.

Collaborative leadership and decision-making: Support collaboration, openness, transparency, and trust through problem-solving and leveraging talents via DLT (District Leadership Team), BLT (Building Leadership Team), TBT (Teacher Based Teams), FHTA/administrative shared solutions team, and inclusive culture team.

Community partnership expansion: Build partnerships to provide student exploration of talent, interests, and careers.

Cultural proficiency expansion: Create team to grow a shared understanding of diversity and cultural advocacy.

District Leadership Academy: Implement leadership sessions focused on collaborative culture and change leadership for district employees.

Information management system: Analyze information platforms to identify consolidation opportunities.

Instructional design and risk-taking supported by professional learning: Respond to 4 PLC questions: What do we want students to learn? How will we know if students have learned? What will we do if students don't learn? What will we do if students already know it? Shift from a more teacher-centered experience to a student-centered experience through partnerships with students exploring new pedagogies supported by professional learning.

Internet access for all: Provide wireless access to support anytime/anywhere learning.

Learning Design Specialists model: K-6 teacher leaders work with BLTs to design and facilitate professional learning for teachers aligned with the district's vision for personalized learning, collaboration, and continuous improvement plans.

Maintenance analysis: Practice efficiency and responsibility in processes, policies, and procedures for building needs and make needed adjustments as square footage expands.

MTSS consistency: Continue focus on MTSS (Multi-Tiered Systems of Support) which includes both RtI (Response to Intervention) and PBIS (Positive Behavior and Intervention Supports): strong Tier 1 instruction, researched-based interventions, and progress monitoring.

School-based mental health expansion: Continue implementation of a districtwide school-based therapy model in partnership with Child Focus. Expand team to address social and emotional needs of students through prevention, intervention and postvention strategies.

Secondary flexible learning opportunity expansion: Expand alternative pathways to provide flexible schedules within a blended learning environment to achieve higher level academic success through real-world experiences such as employment, internships, and “experienceships”.

STEM & Project Lead the Way: Implement K-8 Amplify curriculum, K-12 Project Lead the Way including Launch program in K-8 during specials, Gateway program in 7-8 during encore, biomedical and engineering courses in 9-12, and forensic science and astronomy courses.

Student-teacher target ratios: Maintain PK-12 class size/student-teacher ratio targets.

Stakeholder surveys: Continue to gather perception data from various stakeholder groups.