

Millard Public Schools Strategic Plan

Updated October 16 & 17, 2014 and February 5, 2015

#Proud2bMPS

Millard Board of Education

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Strategic Planning Team

**Strategic Plan Update – October 16-17, 2014 and February 5, 2015
Plan Re-affirmed**

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Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

Parameters

We will always operate safe, caring environments to ensure student learning.

We will not tolerate any behavior that diminishes the self-worth of any student, staff member, or community member.

Nothing will take precedence over the pre-kindergarten through 12th grade education program.

No new program, course, and/or service will be added unless:

- it meets a clearly demonstrated, mission-related need;
- it survives a cost-benefit analysis;
- its impact on other programs/courses/services is addressed;
- adequate staffing, staff development, funding, and facilities are provided;
- it contains an evaluation procedure.

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated, mission-related need;
- survives a cost-benefit analysis and periodic evaluation.

District-wide performance on standardized achievement tests will always be above state and national averages.

We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

Objectives

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

Current Strategies

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives. (2004/2009/2012/2014)
2. We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready. (2012/2014)
3. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. (2009/2012/2014)

Implemented Strategies

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel. (Revised 1999, 2001)*
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*

- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*
- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*
- (2004) *We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.*
- (2004) *We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.*
- (2004) *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.*
- (2004) *We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.*
- (2004) *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.*
- (2004) *In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*
- (2004/
2009) *We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.*
- (2009) *We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.*
- (2009) *We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.*

Abandoned Strategies

- (2009) *We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.*

Millard Public Schools Strategic Plan

Implementation Schedule Updated February 2015

Strategy	Specific Result	Assigned To	2012-13	2013-14	2014-15	2015-16
Financial Challenges						
1-1	Evaluate the merit of a bond issue	Ken Fossen	completed			
1-2	Maximize energy efficient technology	Ken Fossen	Implementation failed with failed bond issue.			
1-3	Provide wellness programs and incentives	Chad Meisgeier	completed			
1-4	Optimize technology opportunities	Ken Fossen	completed (absorbed into 2-6)			
Instructional Best Practices, Assessments, College and Career Ready Skills						
2-1	Incorporate common core standards	Mark Feldhausen	underway	underway	completed	
2-2	Incorporate Nebraska Standards for Career Skills	Mark Feldhausen	underway	underway	underway	
2-3	Implement common formative assessments	Mark Feldhausen	underway	underway	underway	
2-4	Modify high-stakes assessments	Mark Feldhausen	underway	underway	underway	
2-5	Develop strategies to meet unique needs	Mark Feldhausen	underway	underway	underway	
2-6	Expand use and access to technology	Ken Fossen	underway	underway	underway	
Positive Social Behavior						
3-1	Establish a behavior skills program at all schools	Bill Jelkin	underway	underway	underway	

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Evaluate the merit of a bond issue.*

Assigned To: Ken Fossen

#	<i>ACTION STEP</i>
1.	Update district standards for equity.
2.	Assess interior/exterior building needs.
3.	Prioritize areas of greatest need.
4.	Determine size of bond issue based on needs.
5.	Hire an independent survey company.
6.	Form a committee to communicate the benefits of a bond issue.

Cost Benefit Analysis

STRATEGY NUMBER: 1
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Evaluate the merit of a bond issue.*

COSTS

BENEFITS

Tangible:

- Advertising costs
- Staff
- Time
- Outside consulting (Sodexo) to assess building needs

Tangible:

- Money from the bond
- Facility improvements to district standards
- Improved district technologies
- Improved test scores/achievement
- District equality standards created
- Financial stability
- Economic stimulus
- Objectives analysis of the merits of the bond

Intangible:

- Stress
- Increased work load
- Divided support in community/risk of rejection
- Distraction to district administration

Intangible:

- Better learning environments
- World-class status maintained
- Community awareness/support
- Increased morale of students & staff

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Maximize the use of energy efficient technology to help address the financial challenges.*

Assigned To: Ken Fossen

#	<i>ACTION STEP</i>
1.	Receive competitive proposals to identify a proven energy consulting firm who has worked with schools.
2.	Do a Cost Benefit Analysis of the findings from the energy audit.
3.	Develop a process and procedure to implement the findings of the audit.
4.	Evaluate the cost benefit of the implementation.

Cost Benefit Analysis

STRATEGY NUMBER: 1
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives

SPECIFIC RESULT: Maximize usage of energy efficient technology to help address the financial challenges.

COSTS

BENEFITS

Tangible:

- Cost to have audit completed
- Purchases or changes that may be needed to improve as a result of the audit
- Estimate scope of energy savings
- Cost of implementation
- Identifying the quality and costs of various energy inputs
- More or higher labor costs
- Loss of volume discounts
- Length of payback

Intangible:

- More or higher labor costs
- Time
- Understanding of utility costs
- Identifying the quality and costs of various energy inputs
- Possible change in standard operating procedures

Tangible:

- Money savings after payback becomes money earned
- Possible new equipment that requires less maintenance
- Provide knowledge for energy conservation
- Extend the standing or useful life of current equipment
- Identify most likely areas of attention and immediate savings or improvement
- Reduction of energy use and costs

Intangible:

- Proactive, operating more efficiently
- Comfort knowing that we are doing the best we can with what we have
- Proactive, in optimizing equipment and operations
- Collection of basic data on condition and use of equipment
- Regulatory compliance
- Motivation of district personnel or end user toward energy conservation
- Public relations benefits

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Provide wellness programs and incentives to covered individual for actions that may result in lower health cost for the District.*

Assigned To: Chad Meisgeier

#	ACTION STEP
1.	Survey staff to assess preferences for a wellness program.
2.	Explore established/successful wellness programs and identify potential opportunities for a wellness program for Millard Public Schools.
3.	Select wellness plan components that best meet the needs of the participants through a cost-benefit analysis.
4.	Develop a process and procedure for implementing the wellness plan.
5.	Encourage participation.
6.	Evaluate wellness plan.

Cost Benefit Analysis

STRATEGY NUMBER: 1
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will address the financial challenges facing our district in order for us to achieve our mission and objective.

SPECIFIC RESULT: Provide wellness programs and incentives to covered individuals for actions that may result in lower health cost for the District.

COSTS

BENEFITS

Tangible:

- Time- staff initiated
- Staff- to research current programs
- Consulting fees
- Time- for consulting fees
- Implementation
- Advertising
- Without participation in the wellness program may lose money

Intangible:

- Stress- getting the program started
- Anxiety- misconceptions
- Lack of motivation

Tangible:

- Lower health cost
- Healthy staff
- Fewer sick days
- Higher productivity
- Healthy families
- Healthy community
- Longer life span
- More money back to the District insurance plan if staff is healthier.
- Every dollar saved on insurance will go back to the employees

Intangible:

- Role model of healthy living for students
- Mental health- happy
- More energy
- Less stress and positive way to deal with stress
- Motivating to some people

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 4
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Optimize technology opportunities to minimize financial costs to Millard Public Schools.*

Assigned To: Ken Fossen

#	<i>ACTION STEP</i>
1.	Create and utilize online courses.
2.	Expand online books.
3.	Reduce paper copies.
4.	Incorporate emerging technologies to reduce costs.
5.	Evaluate usage for cost effectiveness.

Cost Benefit Analysis

STRATEGY NUMBER: 1
PLAN NUMBER: 4
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: Optimize technology opportunities to minimize financial costs to Millard Public Schools.

COSTS

BENEFITS

Tangible:

- Increased technology costs
- Increased technology costs
 - Student without computers at home
 - Increased costs for technology support
- Increase cost of emerging technologies
 - Maintenance of these new technologies
 - Possible unpredictable problems that cost money and use human resources

Intangible:

- Less face-to-face work time
 - Students may lack motivation and determination to complete the class
 - Impact of online learning?
 - Significant increase or decrease on test scores
- Frustration from computer use if teacher and student are not computer literate
- Student/parent/teacher missing important info. from going paperless
- Can impact student learning when these “problems” are encountered in the classroom

Tangible:

- Free up classrooms
 - Possible grants available to support schools/school systems in this area
- Less paper, better on the environment
 - Decrease in paper cost
 - Discount for online books
 - No “lost” books from students
 - Possible new grants available to support schools in this area
- Save money, better for the environment, decrease cost on maintenance of copiers, thus use money on things that are more beneficial
- Can save money in the long run

Intangible:

- More flexibility with student and teacher “work time”
 - Increased job satisfaction for teacher and school satisfaction for the student
 - Much easier to adjust to individual needs of students
- Increased computer literacy for teachers and students
 - Better for special need students – increase font, copy and paste on the computer
 - Availability – any computer any time
- Teach students/families the importance of sustainability and being environment aware, be a leader in this area

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 1
DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Incorporate the Common Core State Standards into the Millard Public Schools curriculum standards and indicators through the Millard Education Program Cycle Procedures.

#	<i>ACTION STEP</i>
1.	Disseminate background information and purpose related to the Common Core State Standards to key stakeholders.
2.	Develop an understanding of the Common Core State Standards among District Level Leaders and Administrators.
3.	Apply the MEP Cycle Procedures process to infuse the underlying concepts within Common Core State Standards with district and state standards and indicators within District Frameworks and Course Guides.
4.	Apply the MEP Cycle Procedures process to adjust formative and summative assessments to align with revisions to the written curriculum.
5.	Determine needed resources and materials related to the potential curricular and instructional changes to ensure revisions to the written curriculum are implemented.
6.	Provide staff development related to curricular and instructional changes to ensure revisions to the written curriculum are implemented.
7.	Develop a timeline for the implementation of adjusted curriculum, purchase of materials, and/or related staff development as needed.
8.	Implement revised curriculum in PK-12 classrooms.
9.	Evaluate as part of the MEP Cycle Procedures process.

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 1

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Incorporate the Common Core State Standards into the Millard Public Schools curriculum standards and indicators through the Millard Education Program Cycle Procedures.

COSTS

BENEFITS

Tangible:

Cost of

- Implementation of the MEP Curriculum Cycle Procedures process
- Substitutes for developing curriculum, assessments, and instructional tools, and staff development
- Extra-duty pay for planning and implementation of staff development and training sessions
- Possible additional resources and materials
- Possible expansion of MPS Career Academies
- Additional Advanced Placement Courses

Intangible:

- Time for implementation of the MEP Curriculum Cycle Procedures process
- Time for planning and implementation of staff development and training sessions
- Anxiety and/or stress for staff related to additional curriculum change and adjustment
- Anxiety and/or stress for more rigorous course expectations for some students

Tangible:

- Increased academic and instructional depth and rigor
- Increased student readiness towards college and career
- Decreased percentage of graduating seniors needing remedial courses upon college entrance
- Improved student achievement
- Increased enrollment in Advanced Placement courses
- Increased interest in MPS Career Academies
- Higher graduation rate
- Alignment to national standards and expectations
- Millard Public School students will remain competitive with other students throughout the United States

Intangible:

- Improved knowledge of Common Core State Standards
- Increased depth of knowledge and critical thinking among staff throughout the district
- Increased depth of knowledge and critical thinking among students throughout the district
- Improved student and staff confidence
- Increased collaboration between educators within the district and across the country
- Greater sense of accomplishment as students continue to meet raised academic expectations

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 2
DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into Millard Public Schools PK-12 curriculum, assessment, and instructional models.

#	ACTION STEP
1.	Identify the standards and indicators from the <i>Nebraska Standards for Career Ready Practice: Preparation for College and Career</i> to adopt.
2.	Replace current Millard Public Schools Life Skills with the identified <i>Nebraska Standards for Career Ready Practice: Preparation for College and Career</i> .
3.	Revise board policy and rules as needed to reflect the new college and career ready standards.
4.	Incorporate new college and career ready standards in all PK-12 frameworks and course guides.
5.	Identify where and how to assess each college and career ready standard.
6.	Incorporate instructional practices in the Millard Instructional Model to help students develop college and career ready skills.
7.	Create supporting lessons for students who struggle with the College and Career Readiness Standards.
8.	Create opportunities for high ability students to demonstrate or practice College and Career Readiness Standards.
9.	Implement staff development on best instructional practices to support the College and Career Readiness Standards.
10.	Communicate grade level appropriate standards and indicators from the <i>Nebraska Standards for Career Ready Practice: Preparation for College and Career</i> with parents and other stakeholders.
11.	Evaluate the effectiveness of this plan.

Cost Benefit Analysis

STRATEGY NUMBER: 2
PLAN NUMBER: 2
DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* and into Millard Public Schools PK-12 curriculum, assessment, and instructional models.

COSTS

BENEFITS

Tangible:

- Cost involved to identify and infuse the standards into the Millard Instructional Model and the curriculum
- Cost of staff development to train and educate on adopted standards
- Cost of publications for buildings, families and community members

Intangible:

- Time needed to review and create Millard Public Schools standards and indicators for college and career readiness
- Anxiety over changing standards and indicators

Tangible:

- Articulated expectations for college and career readiness
- Higher academic achievement
- Replacing standards rather than adding to the curriculum

Intangible:

- Consistent practices throughout district
- Common expectations between school and home
- Higher preparedness for post-secondary education
- Supports the developmental assets
- Connections between the learning at Millard Public Schools to the learning after leaving Millard Public Schools
- Develop responsible citizens
- Develop positive character traits

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 3

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Implement a district-wide, teacher-developed, common formative assessment system where data analysis informs instruction ensuring all students achieve their maximum growth as learners.

#	<i>ACTION STEP</i>
1.	Identify staff development needs in the areas of common formative assessment, Quality Assessment Development, Webb's Depth of Knowledge (a measure of cognitive complexity of standards and assessment items) and data analysis of common formative assessments.
2.	Investigate 21st Century assessment delivery systems including but not limited to: computer based assessment, computer adaptive assessment, and electronic assessment and scoring of student writing.
3.	Develop a time line for implementation of common formative assessment support at all grade levels. e.g. MEP Cycle
4.	Implement a teacher-developed common formative assessment question bank and procedure of peer quality review.
5.	Support the use of common formative assessment analysis to ensure academic growth.
6.	Implement continuous, ongoing staff development.
7.	Evaluate program efficacy utilizing student achievement data and teacher feedback.

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 3

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Implement a district-wide, teacher-developed, common formative assessment system where data analysis informs instruction ensuring all students achieve their maximum growth as learners.

COSTS

BENEFITS

Tangible:

- Cost of assessment delivery system and data analysis
- Cost for staff development

Intangible:

- Time for staff development
- Anxiety about change

Tangible:

- Increase time for classroom instruction
- Higher test scores on state accountability measures
- Increased graduation rates
- Potential cost savings
- Increased use of data to inform instructional decisions

Intangible:

- Cohesiveness of assessment system
- Increased student perception of college and career readiness
- Improved staff morale
- Students more globally competitive
- Increased fidelity of curriculum
- Increased ownership of work at the classroom level, empowering teachers

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 4
 DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Modify the existing high stakes assessment system to measure and ensure growth toward and credentialing of college and career readiness for all students.

#	ACTION STEP
1.	Collect and analyze information about the current high stakes assessment system including the testing/retesting process, Demonstration of Proficiency opportunities, and the Lowered Cut Score process.
2.	Identify assessment alternatives focusing on the requirements of state accountability and Common Core State Standards in addition to the expectations of the Millard Public Schools curriculum and the college and career readiness standards. Those alternatives include but are not limited to: <ol style="list-style-type: none"> a. Eliminate District ELO high-stakes assessments and define high-stakes through other means. b. Eliminate District ELO assessments and replace them (on a one-to-one basis) with high school state accountability measures, retaining high-stakes graduation requirements with appropriate support and alternative assessments in place. c. Eliminate District ELO assessments and replace them with a College and Career Ready Model that uses Explore/PLAN/ACT benchmarks and ACT's Work Keys as the high stakes parameters with appropriate support and alternative assessments in place.
3.	Evaluate the potential of Advanced Placement (AP) testing and International Baccalaureate (IB) testing as alternatives.
4.	Incorporate PK-12 curriculum and assessment expectations as preparation for credentialing requirements that hold a high stakes expectation for graduation.
5.	Identify equitable opportunities for all students to meet the credentialing requirements for College and Career Readiness within the parameters of a four year high school experience (with thought given to students who transfer into the district during their last year of high school and students who are deficient in multiple content areas).
6.	Implement a cohesive PK-12 plan for assessment with emphasis on credentialing of college and career readiness. Those plans could incorporate but are not limited to the following

actions:

- a. Eliminate District ELO high-stakes assessments and define high-stakes through other means.
- b. Eliminate District ELO assessments and replace them (on a one-to-one basis) with high school state accountability measures, retaining high-stakes graduation requirements with appropriate support and alternative assessments in place.
- c. Eliminate District ELO assessments and replace them with a College and Career Ready Model that uses Explore/PLAN/ACT benchmarks and ACT's Work Keys as the high stakes parameters with appropriate support and alternative assessments in place.

7. Evaluate the effectiveness of this plan.

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 4

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Modify the existing high-stakes assessment system to measure and ensure growth toward and credentialing of college and career readiness for all students.

COSTS

Tangible:

- Cost for assessment tools
- Cost for staff development
- Cost for alternative assessment needs

Intangible:

- Time for staff development
- Time for alternative assessment administration and reteaching
- Anxiety about change

BENEFITS

Tangible:

- Increase time for classroom instruction
- Higher test scores on state accountability measures
- Increased graduation rates
- Potential cost savings

Intangible:

- Cohesiveness of assessment system
- Increased student perception of college and career readiness
- Improved staff morale
- Students more globally competitive
- Increase student motivation

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 5

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and develop strategies to address the unique needs of each student.

#	<i>ACTION STEP</i>
1.	Identify, evaluate, and provide access to existing and potential social services, including those in the community, to meet the changing needs of our students. e.g. Backpack meal program, health needs, transportation, adult education
2.	Implement strategic academic and social interventions based on data analysis. e.g. summer programming, extended school day
3.	Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
4.	Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.
5.	Evaluate the effectiveness of plan.

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 5

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and implement strategies to address the unique needs of each student.

COSTS

BENEFITS

Tangible:

- Cost of staff development
- Cost of academic and/or social interventions and resources

Intangible:

- Controversy, stress, time, anxiety
- Resistance of services by families and community

Tangible:

- Higher test scores
- Higher graduation rate
- Higher student, staff, parent, and community engagement
- Increased likelihood of college and career readiness.

Intangible:

- Resources allocated based on student need
- Greater sense of involvement
- Increased sense of lateral capacity (feeling of one district, not many different schools)
- Improve relationships between students, staff, parents and community
- Increase engagement and district loyalty

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 6

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

#	<i>ACTION STEP</i>
1.	Research and evaluate the educational impact of using personal (digital) interactive tools and technology to support and improve learning and innovation.
2.	Evaluate and improve District infrastructure to facilitate use of personal (digital) interactive tools and technology to support and improve PK-12 learning and innovation.
3.	Extend the use of classroom-based interactive tools and technology to those grades/content areas that have not yet been addressed.
4.	Develop policy and procedures that allow for the use of personally owned devices within curriculum and instruction.
5.	Incorporate the use of personal (digital) interactive tools and technology throughout the MEP curriculum cycle to support and improve learning and innovation.
6.	Promote the increased use of technology with Bring Your Own Technology (BYOT) incorporating district support for equity of access and opportunity (e.g. rental/lease agreements with vendors and for students/parents) while reducing numbers of traditional computers for student use.
7.	Implement use of personal/digital tools and Open Source/Environment Resources (OS/ER) in lieu of traditional print materials throughout MEP curriculum adoptions.
8.	Promote the ethical and safe use of technology and social media for student learning.
9.	Provide staff development for identified digital tools and OS/ER.
10.	Evaluate Total Cost of Ownership/Return On Investment for digital tools and technology use.
11.	Evaluate quality and use of OS/ER learning materials.
12.	Evaluate the effectiveness of these actions on student engagement and achievement.

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 6

DATE: January 31, 2013

STRATEGY: We will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

COSTS

BENEFITS

Tangible:

Cost of

- Improved infrastructure
- Extending use of classroom-based interactive tools and technology
- Support for equity of access
- Staff development
- Additional personnel
- Additional security measures

Intangible:

- Time for
 - Research and evaluation
 - Staff development
 - Identifying and implementing tools
- Paradigm shift of
 - Technology usage
 - Resources for staff, students, and community
- Greater familiarity needed with all types of devices (versus District standard devices)
- Change in teachers roles will cause stress
- Stress of adopting a more open system (less control)
- Controversy over Bring your Own Technology (BYOT)

Tangible:

- No additional and/or reduced cost during curriculum adoptions
- Increased engagement for students and staff
- Increased student achievement
- Increased innovation and creativity
- Directly addresses college and career readiness practices
- Increased parent satisfaction
- Increased communication and collaboration
- Achievement of equity for students

Intangible:

- Pride and excitement generated from innovation and adoption
- Sense of comfort and familiarity derived from use of personal device by students
- More flexibility of work time and location for parents and students

ACTION PLAN

STRATEGY NUMBER: 3
PLAN NUMBER: 1
DATE: January 31, 2013

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

#	<i>ACTION STEP</i>
1.	Define and communicate the district-wide character traits.
2.	Each school program shall be research based and in compliance with the three-tiered Millard Public Schools RtI+I model.
3.	Each school program will incorporate a bullying prevention curriculum component.
4.	Each school program shall identify a data process to evaluate behavior trends and individual needs.
5.	Each program shall include an ongoing staff development plan.
6.	Each school will implement an ongoing communication plan to our educational stakeholders.
7.	Actively engage parents and community in support of the school's selected program.
8.	Each school will evaluate its program annually.

Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 1

DATE: January 31, 2013

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

COSTS

BENEFITS

Tangible:

- Training
- Consultants
- Curriculum & Materials
- Teaching Tools
- SWIS data program
- Costs of grants vs. no grants available
- Rewards and reinforcement
- Parent education
- Stakeholder communication

Intangible:

- Time (teaching and training)
- Development
- Rewards and Incentives of certain buildings versus others
- Sustainability of the financial piece
- Ongoing costs of the program (once absorbed in the building budget)

Tangible:

- Reduced behavior referrals (by hundreds a year)
- Increased attendance rate
- Higher graduation rate
- Increased instructional time
- Increased academic achievement
- Increased PAYBAC Partners (if they see improvements in schools they may have an avenue to assist us)
- Decreased bullying in our schools
- Efficiency and elimination of duplication

Intangible:

- Better climate and culture in schools
- Engagement, hope, and well-being (Gallup) with students, parents, and staff
- Less stress
- Improved faculty satisfaction and morale
- Increased parent involvement
- Increased academic achievement
- Consistency in vocabulary (school wide and district wide)
- Student self-esteem
- Safety