

# WBCSD

## West Bonner County School District # 83

### STRATEGIC PLAN

2023-2028



#### Mission

WBCSD Mission:

Success for all with the  
Understanding that  
Community, parents, students and educators  
Collaborate and  
Empower the  
Student to make positive lifelong choices.  
Strive for greatness!



#### Vision

Strive for greatness with  
Quantum Learning!



#### Eight Keys of Excellence

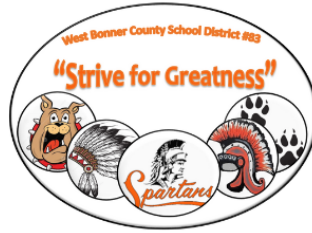
- Integrity
- Commitment
- Flexibility
- Balance
- This Is It
- Speak with Purpose
- Failure leads to Success
- Ownership



CONTACT US

134 Main St.  
Priest River, ID 83856

208-448-4439  
[www.sd83.org](http://www.sd83.org)



## PURPOSE

The WBCSD 2023-28 strategic plan gives us "the roadmap" to take our district on a journey towards academic excellence. To do this, it requires all team members, internal stakeholders and community partners to commit as we embark upon this journey together. Every member of our school district has the capacity to eliminate disparities and embrace our pathway to educational excellence.

We know that the time is now to act with a sense of urgency and the desire to ensure that our graduates are college and career ready for the expectations of the 21st century. To accomplish this, we must ensure that our students are consistently at the center of our work, decision making and mission. It is through collective and focused energy that will fuel the whole-system transformation needed for the good of all our students. This plan, will therefore, keep us on track towards achieving our specific, action-oriented vision of success in a time when it is all too easy to get distracted by today's politicized culture war.

We invite you to join us on our pursuit to "STRIVE FOR GREATNESS" by reading through, internalizing, and envisioning the compelling future that this strategic plan will bring. We believe it provides us all with a better understanding of our challenges and opportunities, our core commitments and purpose, and makes clear the urgency of our work in key priority areas in order to stay on track.

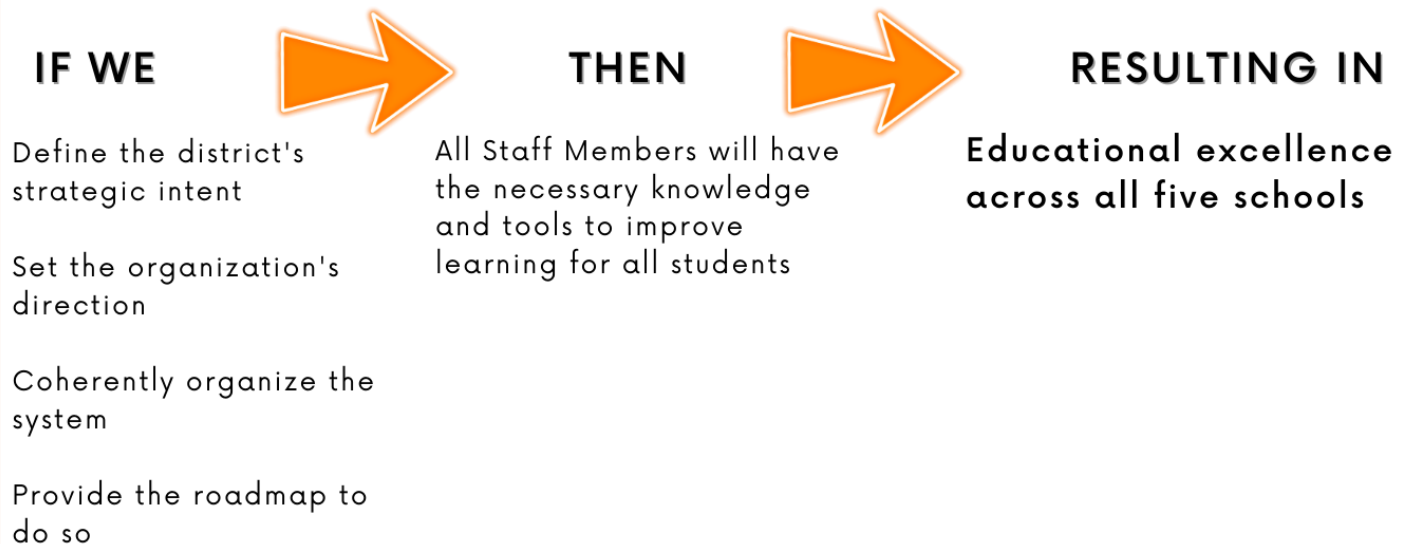
On behalf of the entire WBCSD TEAM, I invite you to join us as we embark upon this incredible opportunity!

**Jacquelin Branum, WBCSD #83 Superintendent**



## POINT OF ACTION

This strategic plan is based upon a theory of action best structured as an IF.....THEN statement. Our plan of action connects the goals and objectives to specific strategies and outcome measures. It's how we create change and ensure that students will achieve when all stakeholders work together and we are clear about who does what and why in the district. The graphic below shows the plan of action implementation.



## WHO AND WHAT INFORMED THE STRATEGIC PLAN?

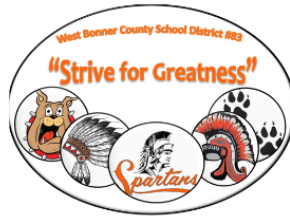
### SOURCES

- Interviews
- Observations
- Questionnaires
- Data analysis
- SWOT analysis  
(Strengths, Weaknesses, Opportunity, Threats)
- 3 C Meetings  
(Critical Community Concerns)
- Listening Tours
- Documents

### WHO

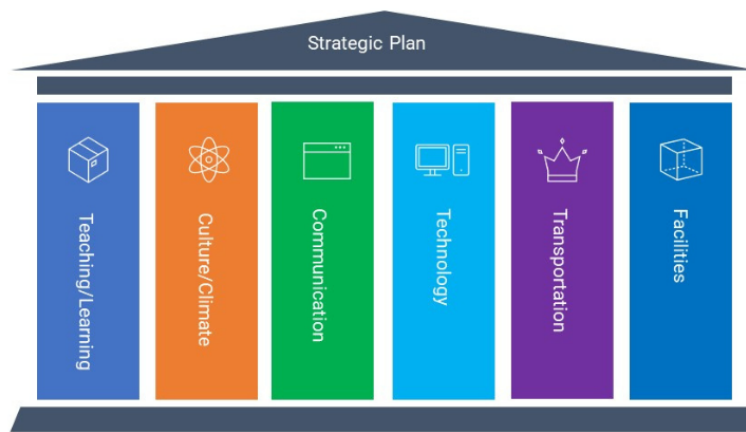
- Administrators
- Board Members
- Staff
- Community Members
- Teachers
- Students
- Parents





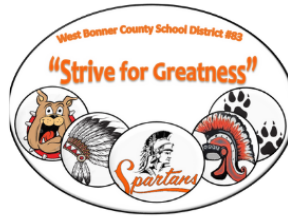
## ORGANIZATION

The WBCSD Strategic Plan is organized around six pillars:



In each area, specific strategies have been identified along with action steps that will guide implementation of this plan and make the district stronger in each specific area. Our goal will be to initiate the action steps according to the timeline set forth in the Strategic Plan. Near the end of each year, we will begin evaluating our progress and making changes where needed. Such evaluation and actions thereof will allow us to update each of the six areas and realign action steps to reset the plan to sustain the next successive five years. This will provide for a continuous 5 year direction.

The Strategic Operating Plan will be closely monitored by the administration and the School Board during each year of implementation. The Strategic Operating Plan is a document that sets priorities that will give our school district a clear direction over a continuum of five years. As we focus on these priority areas it will be very exciting to work with the staff, parents, students, and community to make this plan become a reality. Even more exciting is the impact that the Strategic Plan will have on our students' education in the West Bonner County School District.



## QUANTUM LEARNING: Transcending Our District Pillars

Quantum Learning is a body of knowledge that incorporates various methods and principles designed to facilitate a shift in learning. The program has shown to generate significant gains over traditional approaches to teaching and learning. Results are both observable and measurable, using a variety of research designs that have been rigorously validated. Quantum Learning processes enable students to learn more in less time, with greater ease and engagement, resulting in higher achievement and far greater sustained learning.

Quantum Learning is based on the most current brain research and recognizes the well established fact that we use only small parts of our brain's full potential in conventional learning arrangements in which (typically) teachers talk and students listen. Study after study has shown that, while this approach is conventional, it is the least effective teaching mode for most people, young or adult. In helping people of all ages learn their best, nothing is more important than understanding the vast differences among individuals in how that learning takes place; the dramatic differences among us in "learning styles." Too often, classroom teaching employs only one teaching method or approach, invariably settling for effectiveness for a few but failing to optimize learning for all.

**Quantum Learning embodies five tenets. These tenets permeate all aspects of Quantum Learning and are the basis for everything that happens in our classrooms, and schools:**

- Everything Speaks
- Everything is On Purpose
- Experience Before Labeling
- Acknowledge Every Effort
- If It's Worth Learning, It's Worth Celebrating

Additionally, Quantum Learning recognizes multiple intelligences or learning styles. Students and teachers identify how they learn best and incorporate different learning-style activities into lessons, projects, and assignments.

Quantum Learning's rigorous staff development program shows teachers how to design the learning environment and to develop lessons and learning activities that harmonize and harness these differences as an asset by building team learning within a community of learners.



## QUANTUM LEARNING'S 8 KEYS OF EXCELLENCE

The 8 Keys of Excellence are principles to live by, and are aimed to unlock each person's potential in becoming the best that they can be. The Eight Keys of Excellence is the result of a study conducted on several successful people who maintained personal excellence. The study found several traits and principles that successful people share. The results were compiled and the most common traits found were eventually formed to become the Eight Keys of Excellence. This character building program is an imperative component that aids the successful measures of Quantum Learning.



### **INTEGRITY – Match behavior with values**

Demonstrate your positive personal values in all you do and say. Be sincere and real.

Living in integrity means that everything we say and everything we do are true reflections of what we value, what's important to us. Think about what your behavior says about you. Does it clearly show others what you value? Do you show up as honest and committed, or dishonest and indifferent? Are you spending your time with the people and activities you value, or is your focus elsewhere?

When we live in integrity we are sincere and true to ourselves—we don't say or think one thing and do another. People trust and respect us, our relationships are solid, and we feel good about ourselves. Those positive feelings from others and within ourselves reinforce our values and build our reputation and self-esteem, leading us to greater success in all areas of our lives.



### **FAILURE LEADS TO SUCCESS – Learn from mistakes**

View failures as feedback that provides you with the information you need to learn, grow, and succeed.

When we live the Key of Failure Leads to Success we see failures as feedback, we learn from them and make the changes needed to be more successful in the future.

To live this Key successfully we may need to change the way we think about failure. Rather than viewing failure in a negative way where we put ourselves down and think WE are a failure, think of failure as a valuable learning experience. When we look at our mistakes with a view to learning from them, rather than sending ourselves negative messages, we are on the path to success.

We may be reluctant to try different things because we're afraid of failing. Fear of failure does nothing but keep us in our comfort zone where we stick with the familiar, the "safe" choices where we don't "risk" another failure. When we step out of our comfort zone—when we're willing to try something new—that is when we take a step toward success.

The only real failure is not learning from our mistakes. The key to success is to look carefully at what went wrong, change what we did the first time, and try again by applying what we learned.



## QUANTUM LEARNING'S 8 KEYS OF EXCELLENCE Cont.



### **SPEAK WITH GOOD PURPOSE – Speak honestly and kindly**

Think before you speak. Make sure your intention is positive and your words are sincere.

Words are powerful! They have the power to uplift and enlighten or put down and depress. A few cutting words spoken in a moment of anger can affect us for a long time, perhaps even a lifetime. On the other hand, a few kind words can make a very positive difference in how we feel about ourselves ... sometimes for a lifetime.

What we say to others—and to ourselves—can have a huge impact. Speaking with good purpose is about always considering the intention of our words. It's about communicating directly, clearly, honestly, and with a positive purpose. The first step is awareness. If we always think before we speak instead of just blurting out whatever comes to mind, we can learn to consider the reason for our words and make sure we are speaking with good purpose ... will our words build someone up or put them down? We all sometimes have negative thoughts, but we don't have to say everything we think.

There will be times when we need to share critical thoughts. At these times, if our purpose and how we phrase our words is considered first, sharing honest and direct feedback can be very positive and powerful, and build trust.

Speaking with good purpose is the cornerstone of healthy relationships. This Key fosters a positive emotional environment where people are happier, more productive, and more likely to succeed.



### **THIS IS IT! – Make the most of every moment**

Focus your attention on the present moment. Keep a positive attitude.

This Is It! is about focusing on NOW instead of later, or next week, or next month, or next year, or yesterday, etc., and making the most of it. A positive This Is It! attitude can make everything we do and every day productive, fulfilling, and fun!

Life is full of distractions and opportunities to do something else, something other than what we're doing now. Many of us spend a lot of time thinking about those other things. Instead of making what we're doing now "it" our focus is often elsewhere—on things we wanted to do, could have done, should have done, or want to do "sometime." Whenever our thoughts are occupied with something other than what we're doing, we miss what's going on around us in the moment ... while we're waiting for the next moment to arrive the present moment slips away.

When we live in the NOW we have power! With a This Is It! attitude we make the present "it" and find joyful moments that we might otherwise have missed!



### **COMMITMENT – Make your dreams happen**

Take positive action. Follow your vision without wavering.

Commitment is the breathtaking moment of making a compelling decision, jumping in, and going forward with gusto. Once a commitment is made, indecision is eliminated—there is no more "Should I or shouldn't I?" ... "Will I or won't I?" A commitment is not made lightly—it's about making a decision so strong that there is no going back ... like a skydiver who has jumped from the plane!

The decisive act of making a commitment—when we decide to do "whatever it takes" to reach a goal—sets in motion an energy field that propels us forward on our path. At each step along the way, our commitment inspires us to take positive action and overcome obstacles, and pushes us on until we "make it happen."





## QUANTUM LEARNING'S 8 KEYS OF EXCELLENCE Cont.

**OWNERSHIP** – Take responsibility for actions

Be responsible for your thoughts, feelings, words, and actions. "Own" the choices you make and the results that follow.

Ownership is our willingness to take responsibility for the choices we make. When we take responsibility for our choices, others know they can count on us and we earn their respect.

If you tell a friend you'll meet him at a certain time but you're two hours late because you were hanging out with another friend, take responsibility for your choice. Don't make up excuses like "I couldn't help it ... Billy just wouldn't let me go." Take ownership by saying, "I was wrong not to meet you as planned or call you when I realized I'd be late."

When we take ownership of everything we do and say and stop blaming things outside ourselves for situations that occur in our lives, we have greater control. We may not be able to control everything that happens in our lives but we can control how we respond to what happens. By taking ownership of our actions we create a huge shift in our life.

Ownership is a whole-life concept. We can take ownership of our education, our relationships, our fitness, our fun—all areas of our life. And when we take ownership we take pride and feel confident and fulfilled.



**FLEXIBILITY** – Be willing to do things differently

Recognize what's not working and be willing to change what you're doing to achieve your goal.

Flexibility is the willingness to try something different when we realize that what we're doing isn't working. Many times a day we are faced with situations that are different from what we had originally planned. One way to deal with these situations is to be rigid and continue to do things in the same way over and over—another is to handle them with flexibility. Being flexible is responding to changing or new situations in ways that move us forward.

Flexibility is about not getting locked in to one way of doing something. If we're trying to achieve something (like getting up on time in the morning) and it's just not working, we try another way (like moving the alarm clock to the other side of the room so we have to get up to shut it off). Flexibility is about recognizing all kinds of habits or patterns or activities in our life that aren't working and changing them, and even changing them again until we find the one that works!



**BALANCE** – Live your best life

Be mindful of self and others while focusing on what's meaningful and important in your life. Inner happiness and fulfillment come when your mind, body, and emotions are nurtured by the choices you make.

When we're in balance we make time for the things that are important to us. Staying in balance is an ongoing process about choices. We're constantly making choices about what we do, what we say, how we feel, what we think, etc.

When questions arise about how we spend our time, we make choices depending on what's important in the moment. We may choose to give up time with friends to finish a project for work or school, or we may choose to put aside something we're doing to help a friend. Many of the choices we make every day—choices about school, work, hobbies, sports, family, friends, health, etc.—are about balance.

Balance is not about rigidly devoting equal time to everything that matters to us, and it's not about totally immersing ourselves in one area of our lives to the exclusion of all others.

Balance is about considering everything that's meaningful and important to us when we make choices about how we spend our time and energy. When we find the right balance we are happy, healthy, productive, and fulfilled.





## QUANTUM LEARNING WILL BE UTILIZED AS THE ANCHOR FOR DISTRICTWIDE/SYSTEMIC INSTRUCTIONAL IMPROVEMENT:

### PILLAR 1-INSTRUCTION & LEARNING

In addition the descriptors above, The Quantum Learning system increases teacher effectiveness and improves student performance through the orchestration of four core components: Foundation, Atmosphere, Design & Delivery, and Environment.

#### Foundation

**GOAL:** Create an aligned community of learners.

**Objective:** 100% district staff will be provided with professional development based on Quantum Learning's core component of "Foundation" (Yearly)

Foundation is the context of the classroom and aligns everyone toward a common vision. Alignment is achieved through procedures and rules that clearly define expectations, values, and goals for teachers and students. This creates a culture of learning where students understand classroom procedures and know how to interact with each other and with their teacher to experience successful learning. Important foundation initiatives include the 8 Keys of Excellence and skills that inspire and motivate students to become effective learners.

#### Atmosphere

**GOAL:** Create a positive and respectful climate where students feel safe to risk.

**Objective:** 100% district staff will be provided with professional development based on Quantum Learning's core component of "Atmosphere" (Yearly)

Atmosphere plays a significant role in the affective domain of learning. It's the general feeling you create in your classroom – students feel safe and supported and have a strong sense of belonging. The development of character-building life skills promotes respect and rapport – between the teacher and the students and also among the students. The tone of the class is "down to business," yet comfortable and motivating. Every effort is acknowledged – all learning and achievements are celebrated.

#### Design and Delivery

**GOAL:** Create and facilitate meaningful learning

**Objective:** 100% district staff will be provided with professional development based on Quantum Learning's core component of "Design and Delivery" (Yearly)

In addition to the brain-considerate crafting of effective lessons, design intertwines the elements of student buy-in, connecting content to prior knowledge, and the transfer of learning to real-life situations. Activities that allow students to demonstrate their learning and allow teachers to assess student progress are vital to elements of design.

Delivery relates to the facilitation of the designed lesson. Effective delivery maximizes students' participation, comprehension, and competency, and provides a multisensory, efficient and focused learning experience. Elements of delivery include questioning strategies and discussion skills that increase participation and accountability, giving effective directions, maximizing student attention, purposeful use of voice, and essential communication strategies.

#### Environment

**GOAL:** Create a physical space that supports the classroom culture and enhances learning.

**Objective:** 100% district staff will be provided with professional development based on Quantum Learning's core component of "Environment" (Yearly)

Environment is the utilization of physical space to support a culture of learning. The ideal classroom environment is inviting, comfortable, and stimulating. Because everything in the classroom sends a message about what is important, the environment is purposefully constructed with the use of plants, lighting, décor, furniture arrangement, content-related and inspirational posters, and student-generated work. Music, which has significant influence on the learning and state of the students, is a powerful element of the Quantum Learning environment. Managing the environment to maximize its support of learning is a continual process.

Combined with powerful lesson design and effective delivery, the Quantum Learning model provides a comprehensive, effective learning experience for ALL students where...

- students feel respected and supported, willing to take risks, and take responsibility for their own learning
- teachers are in control of their classrooms and have the skills to elicit positive behavior from students
- students are engaged and involved in relevant curriculum presented in ways that are meaningful for each student



# Key Performance Indicators

Student Growth & Achievement	Measure
Early Literacy Proficiency K-3	IRI easyCBM CORE
Literacy 3-6	ISAT easyCBM CORE
Literacy 7-8	ISAT easyCBM
Literacy 9-11	ISAT
Math K-2	easyCBM
Math 3-8	ISAT easyCBM
Math 9-11	ISAT
Science 5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup>	ISAT
Social Studies	
Preparedness Indicators	Measure
Graduation	Graduation Rate
Four Year Post Secondary Preparation	PST SAT
School Quality Indicators	Measure
Retention of Staff	Culture and Climate Survey
School and District Culture	<u>We used to do a survey with the state—they no longer administer that and have decided to focus on attendance instead.</u>
Student Perception	<u>Same survey as above</u>
Parent and Patron Perception	<u>Same survey as above</u>



# WBCSD DISTRICT GOALS

**District Goal I:** Achieve 100% alignment in the areas of Curriculum, Instruction, Assessment and Learning Supports.

**Link to Strategic Plan:** Pillar 1 Instruction/Learning

**District Goal II:** Improve our School Culture and Climate for our students, staff, and community.

**Link to Strategic Plan:** Pillar 2 Culture and Climate

**District Goal III:** Implement improved and effective communication strategies with all stakeholders in the West Bonner County School District.

**Link to Strategic Plan:** Pillar 3 Communications

**District Goal IV:** Design, plan, and implement district technologies that will best support the education goals for WBCSD.

**Link to Strategic Plan:** Pillar 4 Technologies

**District Goal V:** Improve all facets of our transportation system to ensure safe, friendly, and efficient transportation for all students.

**Link to Strategic Plan:** Pillar 5 Transportation

**District Goal VI:** Continue to improve school facilities and grounds to ensure that facilities and operations support educational goals through a sustainable education system.

**Link to Strategic Plan:** Pillar 6 Facilities

## EVALUATION OF DISTRICT GOALS

District goals will be strategically tied to the annual goals for the Superintendent, Principals, and Teachers. Each September, measurable objectives/outcomes will be devised in a concerted effort by the leadership team and teachers. Further, the objectives/outcomes will, by design, be systemically coordinated so that all persons will be working in tandem to reach the overarching goals of the district. Annually, measurable objectives/outcomes will be presented to the WBCSD Board of Trustees during the first board meeting in September. Outcomes will be evaluated by all stakeholders each Spring. Evaluation results will determine our course of action/roadmap for the next school year.





# STUDENT ACHIEVEMENT

Idaho Reading Indicator (IRI) &

Idaho Standards of Achievement (ISAT) ELA

Grade	ELA (% Prof)		2020-2021	2021-2022
	2017-2018	2018-2019		
IRI-KG	80.3	73	68.3	62.4
State Avg	79.9	63.1	61.3	65.9
IRI-1st	73.4	75	64.8	57
State Avg	66.9	66.7	59.5	64.7
IRI-2nd	58.4	88.9	78.3	58.1
State Avg	68.5	75.3	63.8	73
IRI-3rd	69.5	77.1	75.4	64.9
State Avg	74.6	73.2	69.2	72.5
ISAT-3rd	42	54	54	43
State Avg	50	50	47	49
ISAT-4th	43	51	57	54
State Avg	51	52	49	52
ISAT-5th	38	57	71	51
State Avg	56	57	54	51
ISAT-6th	40	51	64	74
State Avg	54	55	51	53
ISAT-7th	38	40	48	56
State Avg	55	58	57	58
ISAT-8th	46	44	34	41
State Avg	55	54	55	54
ISAT-9th	51	47	32	33
State Avg	58	56	56	55
ISAT-10th	56	48	42	39
State Avg	58	59	60	61
11th grade begins taking the ISAT 2022-2023				



# STUDENT ACHIEVEMENT

## MATH

MATH Proficiency				
Grade	2017-2018	2018-2019	2020-2021	2021-2022
ISAT Math-3rd	43	57	43	33
State ISAT - 3rd	52	53	45	51
ISAT Math-4th	49	47	52	48
State ISAT - 4th	48	50	42	49
ISAT Math-5th	30	45	41	32
State ISAT - 5th	43	45	38	43
ISAT Math-6th	47	28	38	58
State ISAT - 6th	44	43	35	41
ISAT Math-7th	27	30	31	33
State ISAT - 7th	44	46	38	42
ISAT Math-8th	36	35	14	29
State ISAT - 8th	43	41	33	36
ISAT Math-9th	20	31	16	23
State ISAT - 9th	33	41	33	33
ISAT Math-10th	19	17	32	22
State ISAT - 10th	33	33	32	33
11th begins taking the ISAT 2022-2023				

## SCIENCE

Science Proficiency			
Grade	2017-2018	2018-2019	2021-2022
ISAT Science-5th	73	78	49
State ISAT - 5th	65	64	43
District ISAT - 7th	44	34	
State ISAT - 7th	52	51	
ISAT Science-8th	40	34	33
State ISAT - 8th			41
ISAT Science-11th			43
State ISAT - 11th			38
EOC Biology	57	69	
State ISAT - EOC Biology	59	58	
EOC Chemistry	80	86	
State ISAT - EOC Chemestr	76	74	

---

# **Pillar 1: Teaching and Learning**

Continue to move forward in WBCSD areas  
of Curriculum, Instruction, Assessment, and  
Learning Supports



**Pillar 1: Teaching and Learning**

Continue to move forward in WBCSD areas of Curriculum, Instruction, Assessment, and Learning Supports

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>INSTRUCTION</b>							
<b>Professional Development Focus: Quantum Learning</b>							
Create a Quantum Learning Planning Committee that plans and organizes the Professional Development Schedule for Quantum Learning	◆					Quantum Learning Professional Development Fall 2023	WBCSD Teachers Association,, Administrators, Superintendent
Provide Initial Quantum Learning Training For All Teaching Staff	◆					Reaching out to stakeholders to participate on the Quantum Learning Implementation Planning Committee.	Community Members, Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
Create plans and provide ongoing professional development to NEW staff on effective teaching practices (Quantum Learning). Design and Delivery for Learning.	◆	◆	◆	◆	◆	Quantum Learning Planning Committee, WBCSD Teachers Association, Administrators	Teachers, BLTs, Mentors, Curriculum Coaches, Administrators,
<u>Essentials</u> : Neuroscience about conceptual understanding, gain a clear understanding of Quantum Learning System, and practice new techniques in a supportive environment.	◆	◆	◆	◆	◆	Teachers, Para Professionals, Administration Participate in the Essential portion of the Quantum Learning PD Fall 2023	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>Classroom Culture &amp; Management</u> : Teachers dive deeper into the Quantum Learning System as they explore prerequisites for an engaging, focused, and cognitive-rich classroom built on a sense of safety, support, and belonging.		◆	◆	◆	◆	Teachers, Para Professionals, Administration Participate in the Classroom Culture & Management portion of the Quantum Learning PD Fall 2023	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>Design &amp; Delivery for Learning</u> : Teachers deepen their understanding of how to design and deliver dynamic, engaging lessons, and return to the classroom with practical ways to make educational standards relevant to 21st century learners.			◆	◆	◆	Teachers, Para Professionals, Administration Participate in the Design & Delivery for Learning portion of the Quantum Learning PD Fall 2023	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>Implementation Support: Coaching &amp; Certification</u> : Through implementation support offered separately, teachers hone their craft with a variety of services including classroom observation and personal coaching.	◆	◆	◆	◆	◆	Implement Quantum Learning Coaching:using walkthroughs, coaching, and refresher PD.	Quantum Learning Trainers, BLTs, Instructional Coaches, Administrators,

Use the Quantum Learning process to improve instruction using observation, and personal coaching.	♦	♦	♦	♦	♦	Implement Quantum Learning Coaching:using walkthroughs, coaching, and refresher PD.	Quantum Learning Trainers, BLTs, Instructional Coaches, Administrators,
Full Quantum Learning program review		♦	♦	♦	♦	Review complete	Staff, Administrators, Program Review Team
Provide training on district programs to new teachers every August (ELA, Math, Quantum Learning, Assessment Procedures, report cards, etc...)	♦	♦	♦	♦	♦	Plan, schedule, Provide stipends for Mentors to plan and train new teachers. New staff stipend for attending the training.	Mentor Teachers, Administrators, District Office Personnel, Curriculum Coaches.
<b>Curriculum</b>	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
<u>Essential Standards</u> : Review, update and align WBCSD essential standards along with up-dated Idaho state standards (ELA, Math, Science)	♦	♦	♦			Completed Documents	Grade level collaborative teams, Curriculum Coaches, Administration
<u>Essential Standards</u> : Ensure students are proficient on the WBCSD Essential Standards in ELA, Math, Science, and Social Studies. Using the adopted texts, scope and sequences, common assessments, etc...	♦	♦	♦	♦	♦	Using adopted curricula ensure the essential standards are taught, and students are proficient..	Grade level collaborative teams, Curriculum Coaches, Administration
<u>Report Cards</u> : Review and up-date K-6 report cards. Align to state standards and district essential standards	♦						
<u>Create and adopt a subject/textbook adoption cycle</u> that aligns with the Idaho State Board of Education adoption cycle	♦					Review the Idaho SBOE Adoption Cycle, and create a WBCSD Adoption Cycle	School Board, Administrators, Teachers, Curriculum Coaches,
<u>Curricula Committee</u> : Create a Curricula Committee to research the available curriculums.and find a comprehensive program.. Following the WBCSD Curriculum Adoption Cycle. Idaho recommended ELA Curriculum will be available Fall 2023	♦	♦				Following School Board Policy, find volunteers to participate on the Curricula Committee. Follow the adoption plan.	Curriculum Coaches, Site Administrators, Superintendent
<u>WBCSD Pathways Documents</u> in English Language Arts, and Mathematics to support all learners. Pathways Documents support teachers in meeting the academic needs of students. Including: Tier 1, Tier 2, and Tier 3 instruction..	♦	♦	♦	♦	♦	Following the WBCSD Pathways document to meet the academic needs of all WBCSD Students.	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>WBCSD Scope and Sequences</u> . CFA's for <u>Core Curriculum</u> - Reviewed and updated annually	♦	♦	♦	♦	♦	Review and update Scope and Sequences, CFA's for Core Curriculum each Spring	Grade level collaborative teams, Curriculum Coaches, Administration

Monitor and continue statewide Early Literacy Initiative	♦	♦	♦	♦	♦	ELI Implementation	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<b>ASSESSMENT</b>	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
<u>Assessment</u> : Follow the WBCSD Comprehensive Assessment Plan: to meet the Idaho State Mandated Assessment requirements, District Screeners, and grade level assessments.	♦	♦	♦	♦	♦	Ensure that the WBCSD Assessment Plan is followed to meet the State Assessment Requirements are met, and the assessment data is used to drive instruction.	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>WBCSD RTI/MTSS Handbook</u> -A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules."	♦	♦	♦	♦	♦	Implement Response to Intervention/Enrichment	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>Assessment Training</u> for staff on understanding the "WHY" of each assessment and how to give the assessments.	♦	♦	♦	♦	♦	Using the WBCSD Assessment Plan create training for staff on district assessments, and why and when the assessments are given.	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
Implement/Utilize collaborative teams (Grade level and Vertical) to create and use common formative assessments to monitor student academic progress. ( <u>WBCSD PROFESSIONAL LEARNING COMMUNITIES HANDBOOK</u> ).	♦	♦	♦	♦	♦	Meet in collaborative groups to create summative assessments to monitor student progress,	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent
<u>RTI Retain and hire</u> : Title 1 & ESSR Para Professionals that provide daily additional intervention instruction for struggling students, perform ongoing assessment used to drive instruction.	♦	♦	♦	♦	♦	Hire and maintain qualified Title 1 Paraprofessionals to support our RTI Program, and Benchmark	Teachers, Curriculum Coaches, Counselors, Site administrators, Superintendent
Examine staffing and positions in order to best serve students entitled to at-risk programming	♦	♦	♦	♦	♦	Annual Review of the RTI program using data. Make needed changes in staffing to best support our at-risk students.	Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent
Use data collection and program evaluation tool for each of the district at-risk programs	♦	♦	♦	♦	♦	Annual Review of the RTI/MTSS programs using data, and evaluation tools. Make needed changes to the program to best support our at-risk students.	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent
<b>STUDENT PROGRAMS</b>	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
<u>Quantum Learning 8 Keys to Success(Character Education)</u> - schools will focus on 8 Keys to Success. Our school counselors, and staff teach lessons on: Commitment, Flexibility, Balance, Ownership, This Is It, Speak with Purpose, and Failure	♦	♦	♦	♦	♦	Counselors lead Character Education at each site.	Para Professionals, Teachers, Curriculum Coaches, Site Administrators, Superintendent



leads to Success.							
Implement Summer School Program for students in grades K-8 to support At-Risk Students.	◆	◆	◆	◆	◆	Review Data to determine the number of students that would benefit from a Summer School Program. Hire staff to meet the needs of the number of students.	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent
<u>Improve Attendance:</u> Review attendance data, create an attendance improvement plan with students, parents, and School Attendance Team. . When the improvement plan doesn't improve attendance follow the WBCSD Attendance Policy..	◆	◆	◆	◆	◆	Review attendance data regularly, follow the WBCSD Attendance Policy to support families to improve student attendance.	Counselors, Attendance Secretaries, Site Administrators, Superintendent, School Board
<u>Music, and Drama Programs:</u> Music K-4 students participate in music education, 5th Grade students are learning to play Ukulele, and 6-12 have the opportunity to participate in band, orchestra. Drama K-6 students read readers theater. PRLHS has a drama program. Community Drama programs that our students participate in are held at PRJH. Music and Drama programs support and improve reading, math, and overall learning.	◆	◆	◆	◆	◆	Review our Music Education Program, Band, Orchestra, Choir, and Drama to make sure all students have access that want to participate. Replace or purchase instruments, sound systems, and other materials to improve our extra curricular programs. (Christmas Programs, concerts, choir performances, Plays, Talent Shows, etc...)	Music Teachers, Drama Teachers, Classroom Teachers, Site Administrators, Superintendent
<u>Physical Education and school sponsored extracurricular Sports:</u> Our schools have certified PE Teachers that teach comprehensive physical education programs with student health and wellbeing are the focus.	◆	◆	◆	◆	◆	Review our Physical Education and Sports programs. Support the programs by hiring athletic directors, PE teachers, coaches, and purchasing the supplies needed for each program.	PE Teachers, Coaches, Athletic Directors (PRJH & PRLHS), Site Administrators, Superintendent
<b>Special Education</b>							
<u>WBCSD DRTI and BRTI Teams:</u> Meet regularly to collaborate to discuss, and create, update intervention plans for students receiving interventions, and determine (Taking into account attendance, length and types of interventions) if a student needs to ultimately be referred for Special Education Assessment/or if a 504 is needed.	◆	◆	◆	◆	◆	Regular meetings to discuss student progress, and evaluate interventions. Update the interventions as needed. Determine when to be referred for Special Education Assessment	DRTI, and BRTI Teams, classroom Teachers, Special Service Director, SPED Teachers, School Psychologist, Speech Therapist, OT, and/or PT. Administrators.
<u>Individual Education Plans (IEP)</u> - Ensure that all IEPs are being followed, and are meeting the academic, and behavioral needs of students. Update IEP's as needed to meet the academic/behavior needs of students.	◆	◆	◆	◆	◆	Special Education Teachers, will share students IEP's with the Classroom Teachers. They will work as a team to make sure student's IEPs are being followed.	Classroom Teachers, Special Service Director, SPED Teachers, School Psychologist, Speech Therapist, OT, and/or PT. Administrators.
Align language and services for consistency on IEPs throughout the district	◆	◆	◆	◆	◆	Ensure aligned IEP language and services throughout the district to ensure consistency on our Special Education Program	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent

<u>Enrichment</u> : Update K-3 identification and enrichment process for gifted Students.. Implement an Enrichment Program for Gifted Students (3-12)	♦	♦	♦	♦	♦	Update the WBCSD Gifted and Talented Identification Process K-3. Implement an enrichment program for students identified (3-12)	Para Professionals, Classroom Teachers, Elementary Principal,
<u>Annual Training</u> : Provide annual training for special education staff (i.e De-escalation, curriculum)	♦	♦	♦	♦	♦		
Annual Review special education programs and update plan	♦	♦	♦	♦	♦	Review Annually the Special Services program, and update the plan as needed.	Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent
<b>Technology Instruction/Integration</b>							
Implement Idaho State Computer Science Standards K-12	♦	♦	♦	♦	♦	Implement the ISDE Computer Sciences Standards K-12 to ensure students meet or exceed the state technology standard..	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, District Technology Director, Superintendent
Explore opportunities to implement Computer Science Courses K-12. To ensure our students' technology skills support their ability to use technology to enhance their learning, and that students are proficient in technology skills needed to take the ISAT.	♦	♦	♦	♦	♦	Review our Computer Science Program each year, and add courses as needed.	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, District Technology Director, Superintendent
<b>Learning Supports</b>	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
<b>Administration/Teacher Retention/Evaluation</b>							
<u>New Teacher Mentor Program</u> : Implement WBCSD Mentor Program. Site Admin assigns a mentor to each new teacher. Mentor program Leaders are recruited, and supported.	♦	♦	♦	♦	♦	The district will recruit two high quality teachers to lead the Mentor Program. New teachers are assigned a Mentor to support them through their 1st year. A 2nd year is possible if the site admin recommends.	Two highly qualified Mentor Program Master Teachers, Newly hired teachers, curriculum coaches, administrators.
<u>District Instructional Coaches</u> : Provide Instructional coaches to support teachers core areas (ELA, Math, and Quantum Learning)	♦	♦	♦	♦	♦	The district will fly instructional coach positions to support teachers/Paraprofessionals in core instruction (ELA, Math, Quantum Learning).	Master Teachers, Administrators, Human Resources.
<u>Counselors</u> : A Counselor at each site to meet the needs of our increasing number students with emotional, and behavior problems	♦	♦	♦	♦	♦	Hire and maintain qualified counselors at each site	Counselors, Site Administrators, Superintendent
<u>WBCSD Certified Evaluation Procedures Document</u> Charlotte Danielson Evaluation Process	♦	♦	♦	♦	♦	Use the Charlotte Danielson Evaluation Process to support teachers to excel in their profession.	Teachers, Curriculum Coaches, Counselors, Site administrators, Special Services Director, Superintendent

[illegible]

---

# **Pillar 2: Culture and Climate**

Continuous improvement of WBCSD Schools'  
Culture and Climate for our students, staff and  
community

## **Pillar 2: Culture and Climate**

Continuous improvement of WBCSD Schools' Culture and Climate for our students, staff and community

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>Professional Development Focus: Quantum Learning: 8 Keys of Excellence as a focus to improve culture and climate</b>							
<b>Integrity</b> Match behavior with values							
Maintain an updated list of community resources. Review the list regularly and update, to help improve student and family access to Mental Health Services	◆	◆	◆	◆	◆	Provide an updated list of community resources	Counselors
Explore ways to systematically help new students and parents transition into the WBCSD	◆	◆	◆	◆	◆	Create a New Student Packet to handout as students register	Teacher Site Administrators Secretaries Counselors
<b>Failure Leads to Success</b> Learn from mistakes.							
Create a <u>Leveled Consequence Matrix</u> that will meet the needs of all schools, so our schools are consistent with consequences for inappropriate behavior.	◆		◆		◆	Teachers, Building Leadership Teams, and Administrators from all schools work together to create a Leveled Consequence Matrix.	Teachers, Building Leadership Teams, and Administrators
<b>Speak With Good Purpose</b> Speak honestly and kindly.							
Create a plan to educate students and parents to help them learn and understand the dangers of vaping, and nicotine.	◆	◆	◆	◆	◆	Whole school presentations. Red Ribbon Week activities	SRO, Counselors, Principals
<b>This Is It!</b> Make the most of every moment							
Make the most of every moment. Live the 8 Keys of success to increase school/district pride for students, staff, parents, and community.	◆					Keys of Success training for students, staff, and families. Share with community at 3 C's meetings	Students, Staff, Teachers, Site Administrators, Superintendent, Community
Community Engagement Activities: Continue to host school activities that engage our families and community in our schools  Ex. Grandparents Day, Veterans Day Activities, Shadow a Student Day, Volunteer Breakfast	◆	◆	◆	◆	◆	3 C's meetings Parent and Teacher conferences Site Counsel Assemblies	Staff, Teachers, Site Administrators



Implement Volunteer Programs that create volunteer commitment to enhance school programs to improve student learning and engagement. .Investigate ways to recruit quality reliable volunteers.  Ex. Programs that utilize retirees/volunteers in schools, more involved in school beyond, PTO (Meaningful Volunteerism)	♦	♦	♦	♦	♦	Classroom Duties Grandparents on Duty	Teachers Site Administrators Counselors
<b>Commitment</b> Make your dreams happen							
Help students reach their dreams, by offering opportunities for them to become/feel connected to school through a variety of student groups/clubs. Music, Choir, Band, Art, STEAM, Sports, Theater, academic opportunities, and clubs.	♦	♦	♦	♦	♦	Sports Music Theater Clubs	Athletic Directors Coaches Club leaders Site Administrators
<b>Ownership</b> Take responsibility for actions							
Educating students/parents about bullying. Look closely at the survey data to make improvement plans to meet the needs of each school building to address bullying and respect. To take ownership of their actions	♦	♦	♦	♦	♦	Counselors,	Counselors Teachers Site Administrators
Ownership: Behavior has consequences. Work on prevention of negative behaviors, consequences for your actions, Develop a process for students to repair damage done. (Clean up the mess they made, read about and write a report on bullying, help a student that has been bullied, etc..) Help students' learn from their action to improve student behaviors after a discipline situation at all grade levels	♦	♦	♦	♦	♦	Re-entry meetings Student meetings	Site Administrators Counselors Teachers
<b>Flexibility</b> Be willing to do things differently							
Research proven strategies that build better relationships between students and students. Create a plan to implement the strategies.	♦	♦	♦	♦	♦	Homework helpers Event coordinating Student buddies	Counselors Teachers Site Administrators
Research proven strategies that build better relationships between students and staff. Create a plan to implement the strategies. The QL program is a key to improving these relationships.	♦	♦	♦	♦	♦	Attend extracurricular activities Have lunch with students	Staff Teachers Site Administrators
Research proven strategies that improve staff culture throughout the district. Create a plan to implement the strategies.	♦	♦	♦	♦	♦	Whole group gatherings	Administration Secretaries

<b>Balance</b> Live your best life							
Implement Positive Interventions to behaviors. Majority of students follow the procedures and expectations (Tier 1), Work to improve in the area of Positive Behavior Supports to increase good student behaviors by implementing positive rewards.	◆	◆	◆	◆	◆	Building Leadership Teams, and Administrators implement Positive Interventions.	Teachers Site Administrators Secretaries Counselors
Explore ways to systematically help new students and parents transition into the WBCSD	◆	◆	◆	◆	◆	New Student Packet	Teacher Site Administrators Secretaries Counselors

---

# **Pillar 3: Communications**

Implement Effective Communication Strategies  
With All Stakeholders in the WBCSD

**Pillar 3: Communications**

Implement Effective Communication Strategies With All Stakeholders in the WBCSD

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>School and District Websites</b>							
Update district and school websites to meet the changing needs of our staff, students, parents, and community	◆		◆		◆	Currently implemented	Superintendent, Technology Department, Administrative Team
Systematically keep the school website up to date as needed	◆	◆	◆	◆	◆	Currently being done	Technology Department, Site Administrators
Superintendent videos on various school district topics posted to home page of website and district Facebook	◆	◆	◆	◆	◆		Superintendent
Agendas and board packets posted each month	◆	◆	◆	◆	◆	Agendas are currently posted	Board Clerk, Superintendent
Culture/climate survey results posted each Spring on district website	◆	◆	◆	◆	◆		Superintendent, Technology Department
Curriculum guides (scope and sequence) posted to district website each year to ensure curricular updates are accurately reflected	◆	◆	◆	◆	◆		Site Administrators, Technology Department
Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>Social Media, Email, and other formats</b>							
Continue to use social media platforms to share district information	◆	◆	◆	◆	◆	Continuous Information Sent Out to Community	Human Resources Director, Technology Team, Board Secretary, Site Administrators

Develope/review protocols and guidelines for district and building level use of social media as a form of communication	♦		♦		♦		Superintendent, Administrative Team, Technology Team
Principal weekly memo to staff and monthly bullet points to parents	♦	♦	♦	♦	♦	Principals are sending out monthly newsletters	Site Administrators
Monthly newsletters from the district office including business operations report	♦	♦	♦	♦	♦		Superintendent, School Board Secretary, Business manager
Curriculum guides available to community and parents	♦	♦	♦	♦	♦		Site Administrators
Reader boards at all schools utilized to inform as needed  (PRLHS reader board is difficult to keep updated. PRLHS is on HWY 57, and an electronic sign would keep community up to date on events)	♦	♦	♦	♦	♦	Fundraise, and use levy funds to update the PRLHS reader board to the electronic type.	Site Administrators
Report cards sent home through mail, or home with students at PRE.	♦	♦	♦	♦	♦	K-6 quarterly, 7-12 semester	Site Administrators
Grades kept up to date in Skyward PRJH, and PRLHS	♦	♦	♦	♦	♦	Current practice at PRJH, and PRLHS	Site Administrators, Teachers
Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>Parent, Staff, Student Committees/Meetings</b>							
Student Executive Council member attend Board Work Session for Board/Student Dialogue	♦	♦	♦	♦	♦		School Board, Site Administrators




Monthly Parent/Community Advisory Council meetings at each building	♦	♦	♦	♦	♦	Will recommence after Superintendent's 3 C's meetings are completed	Site Administrators
Monthly Student Executive Council meetings at each building	♦	♦	♦	♦	♦	Currently happening	Site Administrators
Monthly/bi-monthly Building Leadership Team meetings	♦	♦	♦	♦	♦	Currently happening	Site Administrators
Quarterly 3 C's community meetings	♦	♦	♦	♦	♦	Currently multiple times per month	Superintendent
Develop calendar to schedule parent/community meetings to avoid conflicts across multiple buildings	♦	♦	♦	♦	♦		Superintendent, Site Administrators, Technology Team
Skyward emails to parents as needed	♦	♦	♦	♦	♦	Information sent via Skyward	Principals, Superintendent, Teachers, Technology Team
Skylert text, email, and voice messages sent to parents and staff as needed (emergencies, school closures, etc)	♦	♦	♦	♦	♦	Information sent via Skyward	Principals, Superintendent, Teachers, Technology Team
Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
Data Collection							
Continue to implement the spring culture/climate survey to collect information from staff, students, and parents.	♦	♦	♦	♦	♦	Spring surveys are given each year	Superintendent, Site Administrators

Survey parents, community members, staff, and students regarding most effective form(s) of communication	♦		♦		♦		Building Leadership Teams, Site Administrators, Technology Team
Investigate if parent access to Google Classroom or Google Calendar can increase parent/school communication	♦						Technology Team Site Administrators Curriculum Coaches, Teachers
Investigate ways to improve parent communication in grades 7-12	♦						Building Leadership Teams, Site Administrators
Exit interviews of each staff member when they resign/retire to improve our district	♦	♦	♦	♦	♦	Exit Interviews Collected	Superintendent, Human Resources Director
Interview each employee after a year of service to see how we can be better in the hiring/mentor process	♦	♦	♦	♦	♦		Superintendent, Human Resources Director
Investigate best format for parent/teacher conferences at each grade level (elementary, middle, high school) to increase parent involvement	♦					PRLHS is currently doing Fall and Spring conferences	Superintendent, Site Administrators
Investigate elementary progress report format and frequency	♦					Create a consistent format for standards based grading (Create rubrics based on Essential Standards)	Building Leadership Teams, Site Administrators, Grade level Teams

---

# **Pillar 4: Technology**

Continue to improve WBCSDs Technology environment to keep up with continued growth in a global climate



**Pillar 4: Technology**

Continue to improve WBCSDs Technology environment to keep up with continued growth in a global climate

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
<b>Network Stability</b>							
Consistent access: support and improve our LAN and WAN as needed. Scale network devices to meet ever-increasing bandwidth requirements.	◆	◆	◆	◆	◆	Use built in metrics and reports to evaluate down time and monitor access speeds	Technology Director, Network Admin
Continue to implement a 5-year Life-Cycle rotation on user devices/10 year rotation on end-to-end devices. Incorporate new technologies when necessary.	◆	◆	◆	◆	◆	SolarWinds Asset management tool for inventory tracking	Technology Director, Network Admin
<b>Digital Citizenship</b>							
Meet federal and district requirements for teaching all users—staff and students, on the proper and safe use of technology including the internet, email and social media.	◆	◆	◆	◆	◆	Annual verification documentation	Teachers, Building Administrators, Technology Director
<b>Professional Development</b>							
Provide opportunities for teachers to attend tech-related conferences and workshops.	◆	◆	◆	◆	◆	Track attendance to ensure equitable opportunity	Building Administrators, Technology Director
Support vendor or 3rd party training when new devices or software are implemented into the district. If necessary, utilize peers in the schools to educate other teachers.	◆	◆	◆	◆	◆	Verify new systems function properly and are fully utilized	Teachers, Building Administrators, Technology Director
<b>Technology Integration</b>							
Use technology to automate routine admin processes in order to increase productivity.	◆	◆	◆	◆	◆	Audit admin procedures	Technology Director, Network Admin
Provide opportunities to use multiple platforms and operating systems so that students and teachers have well-rounded digital knowledge	◆	◆	◆	◆	◆	Provide Windows, Chrome and IOS devices throughout the district	Technology Director

---

# **Pillar 5: Transportation**

Continue to Improve WBCSD Transportation  
Services



**Pillar 5: Transportation**

## Continue to Improve WBCSD Transportation Services

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
All qualified students are transported on time on a daily basis	◆	◆	◆	◆	◆	Each school will send out a daily arrival log to the central office	school secretary (arrival log)/HR & Transportation Director
All drivers are qualified to operate the buses safely	◆	◆	◆	◆	◆	Driver log/data base is kept current tracking static and renewal information	HR/Transportation Director
All extra-curricular activity requiring transportation are scheduled and approved. Maintain a "SD83 Transportation calendar" with ALL extra-curricular activities District wide	◆	◆	◆	◆	◆		Transportation Director/Principles
Maintain appropriate level of qualified bus drivers	◆	◆	◆	◆	◆		HR/Transportation Director
All buses are serviced proactively (preventative maintenance schedules) and reactively (breakdowns)	◆	◆	◆	◆	◆		Transportation Director/Technician
Ensure all bus routes are safe, based on adverse weather conditions	◆	◆	◆	◆	◆		Transportation Director
Maintain the bus depreciation schedule and per recommendations from the state department of transportation	◆	◆	◆	◆	◆		Transportation Director
Establish and adhere to annual operating and capital budgets	◆	◆	◆	◆	◆		Transportation Director/Business Manager
Update District Transportation policy to adhere to State and Federal Transportation laws.	◆				◆		Transportation Director/Superintendent
Utilize Skyward to input and track Student discipline on the bus	◆	◆	◆	◆	◆		Transportation Director

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
Add the "New Rider" form to the District website in Google doc's	◆						Transportation Director/Technology
All schools have continuous and interactive loading/unloading zone supervision (57%)	◆	◆	◆	◆	◆		Principals/Transportation Director
Add full time Technician and Dispatcher (1:15 ratio)	◆						HR/Transportation Director
Implement a District Safety Busing Committee	◆	◆	◆	◆	◆		Transportation Director
Implement a tracking document for the School Bus Driver Trainers that supports their qualifications	◆						Transportation Director/Bus Trainers

---

# **Pillar 6: Facilities**

Continue to Improve WBCSD School Facilities and  
Grounds

**Pillar 6: Facilities**

## Continue to Improve WBCSD School Facilities and Grounds

Action Steps	2023-24	2024-25	2025-26	2026-27	2027-28	Monitoring/Progress	Responsible Person or Group
Meet annually with the Facility Projects Review Committee to update the Five Year Plan	◆	◆	◆	◆	◆	Updated Five Year Plan	Superintendent/Principals/Directors
Weekly meetings with the Director of Buildings and Grounds	◆	◆	◆	◆	◆	Weekly Meetings/Project Planning	Superintendent/Director of Buildings and Grounds
Explore options/make a decision re: PRJH	◆	◆				Discussions/Decision at Board Level	Superintendent/School Board
Determine items to be repurposed from the Jr. High to other district buildings	◆	◆				Items are Repurposed in District	Superintendent/Directors
Continue to communicate that the future of the WBCSD	◆	◆	◆	◆	◆	Message is Shared on a Variety Of Platforms	Superintendent/School Board/District Leaders
Explore options/make a decision/begin changes to our transportation building	◆	◆				Discussions/Decision at Board Level	Superintendent/School Board/Directors
Continuously examine each school for maintenance and improvements	◆	◆	◆	◆	◆	Updated Five Year Plan/Improvements	Superintendent/School Board/Principals/Directors
Continuously explore ways to increase safety in every building	◆	◆	◆	◆	◆	Updated District Safety Plan	Superintendent/District Safety Committee
Examine traffic management (walkers, bikes, more vehicles, signs, sidewalks, buses, etc.)	◆	◆	◆			Updated Turning Lanes/Crossing Lights/Signage	Superintendent/City of Monticello/School Board
Complete softball field projects at PRJH	◆					Completion of Projects for Softball Areas	Superintendent/Director of Buildings and Grounds

Continue branding at each of the schools	♦	♦	♦	♦	♦	Continue to see an Increase in Branding at Schools	Superintendent/Princip als/Athletic Director
--	---	---	---	---	---	---	---

