



STRATEGIC PLAN

Kenai Peninsula Borough School District

TABLE OF CONTENTS

TABLE OF CONTENTS	2
A MESSAGE FROM THE SUPERINTENDENT	2
MISSION, VISION, AND PRIORITIES	4
Vision	4
Mission	4
Core Values	4
PRIORITIES, AIMS, AND GOALS	5
Priority One: Student Success	6
Priority Two: School Climate and Safety.....	8
Priority Three: Family and Community Engagement	9
Priority Four: Workforce Development	11
Priority Five: Organizational and Resource Management	12
ACTION PLAN	14
Priority One: Student Success	14
Priority Two: School Climate and Safety.....	35
Priority Three: Family and Community Engagement	42
Priority Four: Workforce Development	47
Priority Five: Organizational Resource Management	53
FUTURE RESEARCH	75

A MESSAGE FROM THE SUPERINTENDENT

Dear Staff, Students, Families, and Community Members,

I would like to thank the many people who participated in the strategic plan development process through surveys, focus groups, admin meetings, and the Leadership Academy during this past year. What became clear through this process is the strong desire from our stakeholders for organizational excellence, family and community engagement, and high expectations for student success and post school outcomes.

The KPBSD strategic plan gives us the framework to support these expectations over the next five years. I am confident that with the support of our families and communities, our district will meet the needs of all our students and prepare them for life as productive and healthy members of our communities.

The Kenai Peninsula is an amazing place to live and work, and the KPBSD is an outstanding district with staff completely dedicated to our students. Once again, thank you for all you do for our district and for your support and input on this strategic plan.

Clayton Holland

MISSION, VISION, AND PRIORITIES

Vision

Supporting students in life success

Mission

Every KPBSD student will be a lifelong learner who will graduate with the knowledge, skills, integrity, perseverance, and community connectedness needed to pursue their passions and desired post-secondary opportunities.

Core Values



COMMUNITY

We are welcoming to all and seek to accomplish our goals through collaboration; ensuring the work honors and reflects our diverse voices and values.



PERSEVERANCE

We are committed to instilling a strong work ethic in students, providing multiple opportunities to succeed while encouraging them to keep striving for greater and greater achievement. We will provide opportunities, resources, and encouragement for all students to grow, thrive, and learn at any point in their education.



INTEGRITY

We will provide students with the skills and the experiences to become honest and exhibit strong moral principles.

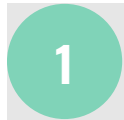


ACADEMIC EXCELLENCE

We will support and engage students in their learning in order for them to demonstrate the abilities to perform, achieve and excel in scholastic activities.

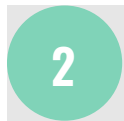
PRIORITIES, AIMS, AND GOALS

KPBSD's strategic plan focuses on five priorities to advance its mission, realize its vision, and express its core values.



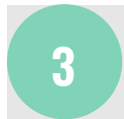
Priority One: Student Success

Our Why: Student Success is our most critical commitment - it represents our promise to provide academic excellence for all. KPBSD will ensure all students have equitable access to and engagement with programs and supports that reduce barriers to learning.



Priority Two: School Climate and Safety

Our Why: A positive school climate - where students feel a sense of safety and belonging and where relational trust prevails, improves academic achievement, test scores, grades and engagement and helps reduce the negative effects of poverty and trauma on academic achievement.



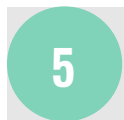
Priority Three: Family and Community Engagement

Our Why: Family and community engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships and improved school environment.



Priority Four: Workforce Development

Our Why: Workforce development leads to prosperous employees, schools, and local communities. By training, and upskilling our workforce, our district can enjoy happier staff, lower turnover, and exciting growth opportunities.



Priority Five: Organizational and Resource Management

Our Why: Organizational and Resource Management represents the conscious commitment to align the district as one team, unified in a singular commitment to support all schools, students, and families, and build a culture of continuous improvement centered on designing equitable systems for school and instructional improvement.

Priority One: Student Success



PRIORITY



AIMs



CORRESPONDING GOALS

<p>Student Success</p> <p>Go To Action Plan</p>	<p>1. Students will learn literacy skills through engaging instruction grounded in evidence and research based best practices.</p>	<p>By SY 2026-27, 75% of elementary teachers will successfully complete extensive training in evidence-based literacy instruction</p>
		<p>By SY 2026-27, 75% of secondary teachers will successfully complete extensive training in evidence-based literacy instruction and content area reading strategies.</p>
	<p>2. Increase the number of students at grade level proficiency or above in reading by building student confidence and success in their reading abilities.</p>	<p>2a. By SY 2026-27, 85% of 3-8th graders will meet or exceed their Reading MAP Growth percentile from the Fall to Spring Assessment.</p>
		<p>2b. By SY 2026-27, 75% of all students with disabilities will meet or exceed their Reading MAP Growth percentile from the Fall to Spring Assessment.</p>
	<p>3. Increase the number of students who are at grade level proficiency or above in math using targeted core instruction and assessments.</p>	<p>3a. By SY 2026-27, 85% of 3-8th graders will achieve grade level proficiency in the Math AK STAR assessment.</p>
		<p>3b. By SY 2026-27, 75% of all students with disabilities will achieve grade level proficiency in the Math AK STAR assessment.</p>
	<p>4. Increase the number of students who are at grade level proficiency or above in English Language Arts.</p>	<p>4a. By SY 2026-27, 85% of 3-8th graders will achieve grade level proficiency in the Reading AK STAR assessment.</p>
		<p>4b. By SY 2026-27, 75% of all students with disabilities will achieve grade level proficiency in the Reading AK STAR assessment.</p>
	<p>5. Increase College and Career Pathways and Career Cluster opportunities.</p>	<p>5a. By SY 2026-27, KPBSD will offer clearly defined Career Clusters with robust offerings of specific Pathways and opportunities for any student who wishes to participate in college or career readiness opportunities.</p>
	<p>6. Increase the number of CTE Opportunities and Certification completers.</p>	<p>6a. By SY 2026-27, KPBSD will offer a variety of CTE Certification options and will support and clearly track CTE concentrators and certificates earned.</p>



PRIORITY



AIMs



CORRESPONDING GOALS

PRIORITY	AIMs	CORRESPONDING GOALS
	<p>7. Increase the number of postsecondary opportunities available throughout KPBSD, including Dual enrollment, JumpStart, and Middle College offerings.</p>	<p>7a. By SY 2026-27, 100% of KPBSD graduates will be encouraged to complete at least 2 college credits.</p> <p>7b. By SY 2026-27 100% of KPBSD graduates will have the opportunity to take a course for college credit and earn postsecondary credits through dual enrollment.</p> <p>7c. 100% of KPBSD students will have support in planning, enrolling and completing dual-enrollment courses and planning their post-secondary options.</p>

Priority Two: School Climate and Safety



PRIORITY



AIMs



CORRESPONDING GOALS

<p>School Climate and Safety</p> <p>Go To Action Plan</p>	1. Students feel connected, safe, valued and welcome in their school environment.	1a. By SY 2026-27, the percentage of students reporting they “feel safe at school”, as measured by the annual school climate and mindset survey, will increase to 95%.
		1b. By SY 2026-27, the percentage of students reporting they “feel welcome at school”, as measured by the annual school climate and mindset survey, will increase to 95%.
	2. The school and classrooms will exhibit a culture of belonging and inclusion for all, where issues of intolerance are addressed through education, awareness, and civic responsibility.	2a. By SY 2026-27, the percentage of students reporting they “get along with students who are different from you” as measured by the annual school climate and mindset survey, will increase to 95%.
		2b. By SY 2026-27, the percentage of students reporting they “respect other people’s opinions, even if they are different from yours as measured by the annual school climate and mindset survey, will increase to 95%.
		2c. By SY 2026-27, the percentage of students reporting “being bullied on school property” decreased by 10% on the Youth Risk Behavior Survey. (2019, reported 26% of students are bullied)
	3. School environment and culture honors and celebrates diversity and responds effectively to the social-emotional experiences of every student and family.	3a. By SY 2026-27, the percentage of students reporting the school is a “welcoming place for students and families like mine” as measured by the annual school climate and mindset survey will increase to 90%.
		3b. By SY 2026-27, the percentage of students reporting students in this school help each other, even if they are not friends as measured by the annual school climate and mindset survey will increase to 90%.
	4. Students who engage in positive climate and social emotional development opportunities demonstrate skills towards SEL competencies.	4a. By SY 2026-27, at least 50% of teachers will participate in training and implement evidence based social emotional and/or trauma informed practices.



PRIORITY






AIMs






CORRESPONDING GOALS

	<p>5. Increase the number of KPBSD School Sites who effectively update the safety and security plan (including emergency protocols) and communicate the plan to students, staff, families, and the community as appropriate.</p>	<p>5a. By SY 2026-27, 100% of KPBSD School Sites will continue to iterate and update their safety and security plan and will communicate the plan to all students, staff, families, and the community.</p> <p>5b. By SY 2026-27, the KPBSD School District Leadership Team will review and iterate the current KPBSD Emergency Action Plan and the KPBSD EAP Module to ensure accuracy for current needs.</p>
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Priority Three: Family and Community Engagement

 PRIORITY	 AIMs	 CORRESPONDING GOALS
<p>Family and Community Engagement</p> <p>Go To Action Plan</p>	<p>1. Increase Service-Learning Opportunities in KPBSD Schools</p>	<p>1a. By SY 2026-27, every school will offer Service Learning for Credit</p>
	<p>2. Increase meaningful Business and Community Partnerships</p>	<p>2a. By SY 2026-27, every school will have identified and formalized new Business Partnerships that build community relationships.</p>
	<p>3. Increase Parent and Family Engagement</p>	<p>3a. By SY 2026-27, every school will have quarterly opportunities for Parent and Family engagement.</p>

	 PRIORITY	 AIMs	 CORRESPONDING GOALS	
		4. Increase School Volunteers	4a. By SY 2026-27, every school will diversify and increase volunteer opportunities.	
		5. Improve methods of effective communication with KPBSD stakeholders.	5a. By SY 2026-27, Every school will have clear communication with their stakeholders. 5b. By SY 2026-27 KPBSD will have clear communication with all stakeholders through a variety of methods.	

Priority Four: Workforce Development



PRIORITY



AIMs



CORRESPONDING GOALS

<p>Workforce Development</p> <p>Go To Action Plan</p>	<p>1. Increase District Leadership Organizational Capacity and System Efficiency</p> <p>2. Increase School Leadership Capacity and Effectiveness</p> <p>3. Increase Recruiting, Developing and Retaining Talent across all classifications. (Certified and Classified)</p>	<p>1a. By SY 2026-27, will have a sustainable and effective new district leadership onboarding and transition program as measured by retention and District Exit interviews.</p> <p>2a. By SY 2026-27, will have a sustainable and effective new administrator onboarding and transition program as measured by retention and promotion in the KPBSD.</p> <p>3a. By SY 2026-27, will have a sustainable and effective new employee onboarding and transition program as measured by employee longevity.</p>

Priority Five: Organizational and Resource Management



PRIORITY



AIMs



CORRESPONDING GOALS

<p>Organizational and Resource Management</p> <p>Go To Action Plan</p>	1. Improve district-level project and program implementation consistency	1a. By SY 2026-27, the KPBSD will monitor the implementation of all new and existing instructional programs annually to determine effectiveness and continuation through the utilization of a standard district created rubric.
	2. Inform district operational and instructional programming decisions through measurable data.	2a. By SY 2026-27, the KPBSD will utilize all data available to monitor all new and existing instructional programs annually to determine effectiveness and continuation through the utilization of a standard district created rubric.
		2b. By SY 2026-27, the KPBSD will provide documentation to all stakeholders regarding the effectiveness of all current and new instructional programs to assist in determining if programs should continue, be updated for effectiveness or discontinued.
	3. Evaluate budget resources to maximize student learning opportunities and programs	3a. By SY 2026-27, the KPBSD will utilize the instructional program review rubric to allocate funding to appropriately staff and supply resources to implement programs effectively and efficiently.
		3b. By SY 2026-27, the KPBSD Finance department will provide the budget in April of each year to assist the instructional team in planning for the future implementation of new and existing instructional programs.
	4. Leverage available grant opportunities in support of operational and instructional goals	4a. By SY 2026-27, the KPBSD will create a Grant Committee to prioritize Federal and non-Federal Program grants to apply for to support instructional programs.
		4b. By SY 2026-27, the KPBSD will create a formalized process for Federal and non-Federal grants to apply, monitor, and review grants awarded to instructional programs.



PRIORITY



AIMs










CORRESPONDING GOALS

	5. Support instructional district, building, and classroom-level instruction goals through a strong technology foundation.	5a. By SY 2026-27, Information Services will continue to drive iterative, informed, and timely improvements to KPBSD technology infrastructure to ensure every school site can depend on implementation methods that utilize predictable, reliable, testable and repeatable IT operations.
	6. Increase the number of “train the trainer” opportunities for PD across the organization.	6a. By SY 2026-27, the KPBSD will have a robust “Train the trainer” program in each District region to provide effective in person training to support standardized instruction and expectations for program implementation and delivery.
	7. Improve facility conditions to better provide for the learning environment and improve student outcomes.	7a. By SY 2026-27, the KPBSD will utilize the instructional program review rubric to house as appropriate and intended all new and existing instructional programs in order maintain effective and efficient delivery by staff to students.
	8. Improve facility maintenance to reduce operational costs.	8a. By SY 2026-27, annually conduct a comprehensive assessment through a partnership with the Kenai Peninsula Borough for facility maintenance needs, including infrastructure, equipment, and systems to measure the impact of facility maintenance improvements on operations costs. This will also include KPBSD/KPB Bond Projects, new construction, and Capital Improvement Projects.

ACTION PLAN

KPBSD’s action plan will drive the district towards its Vision by using the following key performance indicators (KPIs) and implementing the following action steps for each priority, aim, and goal. Priority One: Student Success

 Aim 1	Students will learn literacy skills through engaging instruction grounded in evidence and research based best practices.		
 Goal 1a	By SY 2026-27, 100% of elementary teachers will successfully complete extensive training in evidence-based literacy instruction		
 Associated KPIs	Number of teachers who successfully complete evidence-based literacy training. i.e., LETRS, Alaska Reading Symposium, Heggerty, and other evidence -based literacy training. % of schools implementing each program.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>2022-23 DIT will form a committee to delve into current KPBSD schools’ instructional practices and their functionality. This committee will create rubrics for the different programs that support the strands of Scarborough’s Reading Rope. This information will be shared with the ELA Curriculum Committee.</p> <p>Year 1 - Form committee (with teachers) to create rubrics and tie in assessments to Scarborough's reading rope.</p> <p>Year 2 – Sites implementation of rubrics, assessments (Three Data Days), information is shared with ELA Curriculum Committee to help them with their adoption process</p> <p>Year 3 – ELA Committee decision, PD and implementation</p> <p>Year 4 – PD and Implementation</p>	DIT Literacy Sub-Committee		<p>9/28/22 DIT defines who needs to be on the committee and why</p> <p>11/22 committee formed</p> <p>11/22-1/23 1. Committee develops rubrics for principals to document what each teacher's literacy instruction</p>

Year 5 - PD and Implementation

typically looks like.
2. Defines what assessments best correlate to the strands of Scarborough's Reading Rope.
3. Review current Data Day practices
4. How to communicate with all principals and teachers so there is transparency.








1/23
Communicate with teachers and principals

2/23
Communicate with teachers and principals

3/23
Communicate with teachers and principals








4/23
Communicate with teachers and principals

			5/23 train principals and interventionist how to use rubric and report findings (Great use of Leadership Academy)
<p>By SY 2026-2027 100% of elementary teachers will be trained in LETRS, Heggerty, UFLI, AK Playbook, F&P, etc.</p> <p>Year 1 - 25%</p> <p>Year 2 - 50%</p> <p>Year 3 - 75%</p> <p>Year 4 - 100%</p>	<p>Federal Programs Coordinator</p> <p>Professional Development Coordinator</p> <p>Curriculum Coordinator</p> <p>Secondary and Elementary Directors</p>	<p>The number of teachers (including the administrator) attending professional development in evidence-based literacy instruction.</p> <p>The number of times literacy instruction was observed, and evidence of teaching that is grounded in evidence-based literacy instruction.</p> <p>Assessment data differences between students learning literacy through instruction grounded in the evidence-based literacy instruction versus student assessment data from classroom using a balanced literacy approach.</p> <p>The number of students growing at least 1 years' worth in percentiles over the course of the school</p>	

		year, as measured by a nationally normed assessment.	
By 2023-2024 the KPBSD ELA Curriculum Committee will revise the K-12 Curriculum and review and adopt coherent evidence-based core material that represents current best practices in literacy instruction.	Curriculum Coordinator ELA Committee (team members TBD) Secondary and Elementary Directors		
By 2024-2025 KPBSD will ensure professional development to support the implementation of the ELA material adoption.	District Instructional Team	Funding to support professional development in evidence-based literacy instructional practices. Collaborative job-embedded opportunities for teachers and administrators to learn and share effective instructional practices (learning walks, co-observations)	
 Aim 1	Students will learn literacy skills through engaging instruction grounded in evidence and research based best practices.		
 Goal 1b	By SY 2026-27, 75% of secondary teachers will successfully complete extensive training in evidence-based literacy instruction and content area reading strategies.		
 Associated KPIs	Number of teachers who successfully complete evidence-based literacy training. i.e. Alaska Reading Symposium, and other evidence -based literacy training for secondary teachers of all content areas. Number of Literacy standards embedded into Content area coursework, lesson plans or unit maps. Number of students receiving intervention support in literacy.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline

<p>By SY 2026-2027 75% of secondary teachers will be trained in and aware of the components of evidence-based literacy instruction.</p> <p>Year 1 (2023-2024) - Evaluate and determine what the program and training KPBSD will use. Year 2 (2024-2025)- 25% Year 3 (2025-2026)- 50% Year 4 (2026-2027)- 75%</p>	<p>District Instructional Team Professional Development Coordinator Curriculum Coordinator ELA Committee (team members TBD) Secondary and Elementary Directors</p>	<p>The number of teachers (including the administrator) attending professional development in the Science of Reading. Data collection: The number of times literacy instruction was observed, and the instruction was grounded in the Science of Reading. Assessment data differences between students learning literacy through instruction grounded in the Science of Reading versus student assessment data from classroom using a balanced literacy approach. The number of students growing at least 1 years' worth in percentiles over the course of the school year, as measured by a nationally normed assessment.</p>	
<p>By 2023-2024 the KPBSD ELA Curriculum Committee will revise the K-12 Curriculum and review and adopt coherent evidence-based core material that represents current best practices in literacy instruction.</p>	<p>Curriculum Coordinator ELA Committee (team members TBD) Secondary and Elementary Directors</p>		
<p>By 2024-2025 KPBSD will ensure professional development to support the implementation of the ELA material adoption.</p>	<p><i>District Instructional Team</i></p>	<p>Funding to support professional development in evidence-based literacy instructional practices.</p>	

		Collaborative job-embedded opportunities for teachers and administrators to learn and share effective instructional practices (learning walks, co-observations)	
Training and support for embedding literacy into content area instruction and planning.			

 Aim 2	Increase the percentage of students at grade level proficiency or above in reading by building student confidence and success in their reading abilities.		
 Goal 2a	By SY 2026-27, 85% of 3-8 th graders will meet or exceed their Reading MAP Growth percentile from the Fall to Spring Assessment.		
 Associated KPIs	MAP Data - Proficiency / # of students meeting or Exceeding Goal Student Reflection Data on reading confidence # of students in Reading intervention % growth of student reading scores by building.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>By June 2023 students in grades 3-8 will demonstrate growth in reading by increasing their score on the MAPS assessment in the following manner:</p> <p>Subgroup (A) Students who demonstrated they are at/above benchmark as indicated on the MAP assessment in the fall will increase their percentile rank to at least 50 percentile or improve on their personal percentile rank (whichever is greater) in the spring.</p> <p>Subgroup (B): Students who scored in the “on watch” category (between 26-39 percentile rank) will grow by at least one level towards meeting the standard to the “at/above benchmark category (above 40 percentile rank).</p> <p>Subgroup (C) Students who scored in the "intervention" category (between 11-24 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the “on watch” category (between 26-39 percentile rank)</p> <p>Subgroup (D) Students who scored in the "urgent intervention” category (below 10 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the intervention category (between 11-24 percentile rank)</p>	Building Administrators Test Coordinators Teachers		

(Does our data show which strands are in deficit?)

Develop schoolwide literacy initiatives to support students and families in improving reading skills, confidence and success. (One school, One book), "What I'm Reading" bulletin board, Word of the Week, and other library science methods.

2022-23 DIT will form a committee to delve into current KPBSD schools' instructional practices and their functionality. This committee will create rubrics for the different programs that support the strands of Scarborough's Reading Rope. This information will be shared with the ELA Curriculum Committee.

Year 1 - Form committee (with teachers) to create rubrics and tie in assessments to Scarborough's reading rope.




9/28 DIT defines who needs to be on the committee and why
11/22 committee formed
11/22-1/23 1. Committee develops rubrics for principals to document what each teacher's literacy instruction typically looks like. 2. Defines what assessments best correlate to the strands of Scarborough's Reading Rope. 3. Review current Data Day practices 3. How to communicate with all principals and teachers so there is transparency.





1/23 Communicate with teachers and principals
2/23 Communicate with teachers and principals
3/23 Communicate with teachers and principals
4/23 Communicate with teachers and principals








5/23 train principals and interventionist how to use rubric and report findings (Great use of Leadership Academy)








DIT

<p>Year 2 - Sites implementation of rubrics, assessments (Three Data Days), information is shared with ELA Curriculum Committee to help them with their adoption process</p> <p>Year 3 - ELA Committee decision, PD and implementation</p> <p>Year 4 - PD and Implementation</p> <p>Year 5 - PD and Implementation</p>			
<p>KPBSD teachers will provide instruction that supports all the strands of Scarborough's Reading Rope based on student need</p>	<p>DIT, ELA Curriculum Committee</p>	<p>KPBSD's Scope and Sequence, until the curriculum review process has more defined materials</p>	
<p>K-8 schools will host three Data Days to review Aims, Maps and other data for every classroom.</p>	<p>Cindy McKibben</p>	<p>AimswestPlus MAPs Classroom assessments Behavior documentation</p>	
<p>Identify schoolwide reading goals that include student and family engagement.</p>			
<p>Train teachers on how to access and use available data to identify interventions needed in literacy learning for students.</p>		<p>MAPS AIMS Web Plus iReady Assessments</p>	
<p>Continue to use available data to assess current grade level abilities and identify needed interventions.</p>			








 Aim 2	<p>Increase the percentage of students at grade level proficiency or above in reading by building student confidence and success in their reading abilities.</p>
 Goal 2b	<p>By SY 2026-27, 75% of all students with disabilities will meet or exceed their Reading MAP Growth percentile from the Fall to Spring Assessment.</p>
 Associated KPIs	<p>MAP Data - Proficiency / # of students meeting or Exceeding Goal Student Reflection Data on reading confidence # of students with reading specific IEP goals aligned with evidence-based instruction</p>

		% growth of student reading scores by building.	
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
2022-2023 Get baseline data for AIMS WEB PLUS, MAPS, iReady Assessments	District wide - schools	MAPS AIMS Web Plus iReady Assessments	
2024-2025 assess data, continue to implement testing to increase data	District office/school principals		
Train teachers on how to access and use available data to identify interventions needed in literacy learning for students.			
KPBSD teachers will provide instruction that supports all the strands of Scarborough's Reading Rope based on student need	DIT, ELA Curriculum Committee	KPBSD's Scope and Sequence, until the curriculum review process has more defined materials	








 Aim 3	Increase the percentage of students who are at grade level proficiency or above in math using targeted core instruction and assessments.		
 Goal 3a	By SY 2026-27, 85% of 3-8 th graders will achieve grade level proficiency in the Math AK STAR assessment.		
 Associated KPIs	MAP Testing Data		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>By June 2023 students in grades 3-8 will demonstrate growth in Math by increasing their score on the MAPS assessment in the following manner:</p> <p>Subgroup (A) Students who demonstrated they are at/above benchmark as indicated on the MAP assessment in the fall will increase their percentile rank to at least 50 percentile or improve on their personal percentile rank (whichever is greater) in the spring.</p> <p>Subgroup (B): Students who scored in the “on watch” category (between 26-39 percentile rank) will grow by at least one level towards meeting the standard to the “at/above benchmark category (above 40 percentile rank).</p> <p>Subgroup (C) Students who scored in the "intervention" category (between 11-24 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the “on watch” category (between 26-39 percentile rank)</p> <p>Subgroup (D) Students who scored in the "urgent intervention” category (below 10 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the intervention category (between 11-24 percentile rank)</p>	Building Administrators Test Coordinators Teachers	MAPS AIMS Web Plus iReady Assessments	

Train teachers on how to access and use available data to identify interventions needed in mathematics learning for students.			
Implement prescriptive or other targeted instruction-based programs to support students' current ability level and build deficient skills in numeracy and mathematics.			
New teachers in the school years 2023-24, 2024-25, 2025-26, 2026-27 will receive iReady Math training.	DIT (Melissa Linton and Michelle Thomason)	New Teacher training time	
All KPBSD K-8 will continue to receive iReady Math training throughout the school year.	DIT		
 Aim 3	Increase the percentage of students who are at grade level proficiency or above in math.		
 Goal 3b	By SY 2026-27, 75% of all students with disabilities will achieve grade level proficiency in the Math AK STAR assessment.		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
2022-2023 Get baseline data for AIMS WEB PLUS, MAPS, iReady Assessments		MAPS AIMS Web Plus iReady Assessments	








<p>New teachers in the school years 2023-24, 2024-25, 2025-26, 2026-27 will receive iReady Math training.</p>	<p>DIT (Melissa Linton and Michelle Thomason)</p>	<p>New Teacher training time</p>	
<p>All KPBSD K-8 will continue to receive iReady Math training throughout the school year.</p>	<p>DIT</p>		
<p>KPBSD Paraprofessionals will receive training in iReady components to help modify instruction from students with IEPs</p>	<p>Special Ed</p>	<p>Training time during PTC</p>	

 Aim 4	Increase the percentage of students who are at grade level proficiency or above in English Language Arts.		
 Goal 4a	By SY 2026-27, 85% of 3-8 th graders will achieve grade level proficiency in the Reading AK STAR assessment.		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>By June 2023 students in grades 3-8 will demonstrate growth in ELA by increasing their score on the MAPS assessment in the following manner:</p> <p>Subgroup (A) Students who demonstrated they are at/above benchmark as indicated on the MAP assessment in the fall will increase their percentile rank to at least 50 percentile or improve on their personal percentile rank (whichever is greater) in the spring.</p> <p>Subgroup (B): Students who scored in the “on watch” category (between 26-39 percentile rank) will grow by at least one level towards meeting the standard to the “at/above benchmark category (above 40 percentile rank).</p> <p>Subgroup (C) Students who scored in the "intervention" category (between 11-24 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the “on watch” category (between 26-39 percentile rank)</p> <p>Subgroup (D) Students who scored in the "urgent intervention" category (below 10 percentile rank) on MAPS in the fall will grow by at least one level towards meeting the standard to the intervention category (between 11-24 percentile rank)</p>	Building Administrators Test Coordinators Teachers	MAPS AIMS Web Plus ORF	








2022-23 DIT will form a committee to delve into current KPBSD schools' instructional practices and their functionality. This committee will create rubrics for the different programs that support the strands of Scarborough's Reading Rope. This information will be shared with the ELA Curriculum Committee.	DIT		
All K-8 KPBSD teachers will provide instruction that supports all the strands of Scarborough's Reading Rope based on student need	DIT, <i>ELA Curriculum Committee</i>	KPBSD's Scope and Sequence, until the curriculum review process has more defined materials	
K-8 schools will host three Data Days to review Aims, Maps and other data for every classroom.	Cindy McKibben	AimswestPlus NWEA MAP Classroom assessments Behavior documentation	
By 2023-2024 the KPBSD ELA Curriculum Committee will revise the K-12 Curriculum and review and adopt coherent evidence-based core material that represents current best practices in literacy instruction.	<i>Curriculum Coordinator ELA Committee (team members TBD) Secondary and Elementary Directors</i>		

 Aim 4	Increase the percentage of students who are at grade level proficiency or above in English Language Arts.		
 Goal 4b	By SY 2026-27, 75% of all students with disabilities will achieve grade level proficiency in the Reading AK STAR assessment.		
 Associated KPIs			
	 Responsible Parties		








Action Steps		Needed Resources	Timeline
<p>2022-23 DIT will form a committee to delve into current KPBSD resource classrooms instructional practices and their functionality. This committee will share programs that support the strands of Scarborough's Reading Rope with other resource classrooms.</p>		<p>Reading Mastery, Lexia, Read 180, SRA, Barton, Read Naturally</p>	

 Aim 5	Increase College and Career Pathways and Career Cluster opportunities.		
 Goal 5a	By SY 2026-27, KPBSD will offer clearly defined Career Clusters with robust offerings of specific Pathways and opportunities for any student who wishes to participate in college or career readiness opportunities.		
 Associated KPIs	Number of Career Clusters supported by KPBSD. Number of specific Career Pathways defined under each Cluster. Number of students choosing to participate in a CTE or Career pathway.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>2022-2023 Identify current offerings and get courses and pathways approved by the state. 2023-2024 Work with committee and outside expertise to identify additional pathways based on needs of community/state. Build industry certifications and partnerships. Clearly advertise and communicate KPBSD offerings. 2024-2025 provide equitable access to all course offerings. Promote KPBSD student successes'</p> <p>Current Pathways: Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology and Communication Business Management and Administration Education and Training Government and Public Administration Information Technology Health Sciences Hospitality and Tourism Human Services</p>	Career/College Readiness	<p>Funding sources for additional programs & course offerings.</p> <p>Space/Facilities Updates and equipment needs of programs.</p> <p>Transportation for students.</p>	

Law, Public Safety, Corrections and Security Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics			
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





 Aim 6	Increase the number of CTE Opportunities and Certification completers.		
 Goal 6a	By SY 2026-27, KPBSD will offer a variety of CTE Certification options and will support and clearly track CTE concentrators and certificates earned.		
 Associated KPIs	# of students completing a CTE certification. CTE Concentrator tracking system with number of students participating. # of CTE courses offered # of CTE certifications or industry credentials offered.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Provide eighth-grade students the opportunity to identify career interests related to a career cluster, develop an educational plan, and to select a logical sequence of courses. (AKCIS)	MS Advisory teacher or counselors.		
Build formal career learning experiences prior to graduation from high school including Mentorships, Work Experience/CoOp and OJT.			
Provide each student prior to graduation with academic and technical skills needed to pursue additional education (technical school, community college, college or university) related to a career interest identified in high school.			
Incorporate new and emerging foundation skills needed to perform tasks proficiently at current business and industry standards into CTE coursework.			
Clearly align all CTE courses with a specific Career pathway and sequence of courses (CTEP)			








Identify which CTE courses offer Industry certifications and how students can obtain them (through KPBSD or post-graduation).			
Build a system to track CTE credits and students who are CTE Concentrators.			
Train teachers and counselors on the student management system on how to calculate the total number of CTE Certificates earned by students each year, and by individual students.			
Include a CTE Concentrator recognition in KPBSD graduation ceremonies for students who earn CTE credentials or Industry Certifications.			

 Aim 7	Increase the number of postsecondary opportunities available throughout KPBSD, including dual enrollment, JumpStart, and Middle College offerings.		
 Goal 7a	<p>7b. By SY 2026-27 100% of KPBSD graduates will have the opportunity to take a course for college credit.</p> <p>7c. 100% of KPBSD students will have support in planning, enrolling and completing dual-enrollment courses and planning their post-secondary options.</p>		
 Associated KPIs	<p># of students completing a college course.</p> <p>Total # of college courses completed each year.</p> <p># of students applying for post-secondary options.</p> <p># of students who feel prepared for their post high school pathway</p>		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Continue to build Middle College program. Add additional support like specific career Advisor/Counselor to support post-secondary planning.			

Alignment and communication of Dual-enrollment opportunities (through local HS/ AT post-secondary institutions like KPC, online through other institutions (AVTEC, PWSC, etc.).			
Tracking system of total college courses taken/completed, total number of students participating in post-secondary courses, etc.			
Build a better connection system for Alumni - How do we track our 1 year, 2-year, 5-year post grad cohorts? What information can we collect from them to improve our programs?			
Build a post-graduation support program to assist students (18-19yrs.) in career and college planning (financial aid, scholarships, resume and application building, career connections, etc.			








Priority Two: School Climate and Safety

 Aim 1	Students feel connected, safe, valued and welcome in their school environment.		
 Goal 1a  Goal 2a	1a. By SY 2026-27, the percentage of students reporting they “feel safe at school”, as measured by the annual school climate and mindset survey, will increase to 95%. 1b. By SY 2026-27, the percentage of students reporting they “feel welcome at school”, as measured by the annual school climate and mindset survey, will increase to 95%		
 Associated KPIs	Hanover School Climate and Connectedness Survey, YRBS Attendance and Suspension Data		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
KPBSD will adopt a Social and Emotional evidence-based standards framework and develop a shared vision for SEL by December 2023. (i.e., CASEL).	DIT	Committee	June 2023
By September 2023, gain principal commitment, designate an SEL lead and form a team.	Administrators and Site Council		Sept. 2023
Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory aligned to adopted SEL Framework/Standards.	SEL Teams, Principals, DO		
SEL objectives are integrated into instructional content and teaching strategies for all content areas.	Curriculum, PD, Principals, SEL Team		








 Aim 2	The school and classrooms will exhibit a culture of belonging and inclusion for all, where issues of intolerance are addressed through education, awareness, and civic responsibility.		
 Goal 2a Goal 2b Goal 2c	<p>2a. By SY 2026-27, the percentage of students reporting they “get along with students who are different from you” as measured by the annual school climate and mindset survey, will increase to 95%.</p> <p>2b. By SY 2026-27, the percentage of students reporting they “respect other people’s opinions, even if they are different from yours as measured by the annual school climate and mindset survey, will increase to 95%”</p> <p>2c. By SY 2026-27, the percentage of students reporting “being bullied on school property” decreased by 10% on the Youth Risk Behavior Survey. (2019, reported 26% of students are bullied)</p>		
 Associated KPIs	Hanover and YRBS		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
KPBSD will adopt a Social and Emotional evidence-based standards framework and develop a shared vision for SEL by December 2023. (i.e., CASEL).	DIT	Committee	June 2023
By September 2023, gain principal commitment, designate an SEL lead and form a team.	Administrators and Site Council		Sept. 2023
SEL objectives are integrated into instructional content and teaching strategies for all content areas.	Curriculum Committees, DIT	PD, Materials that foster SEL integrated in the content	June 2026

Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory aligned to adopted SEL Framework/Standards.








SEL objectives are integrated into instructional content and teaching strategies for all content areas.

 Aim 3	School environment and culture honors and celebrates diversity and responds effectively to the social-emotional experiences of every student and family.		
 Goal 3a Goal 3b	3a. By SY 2026-27, increase the percentage to 75% of students who “feel comfortable seeking help from 3 or more adults, besides their parents, if they had an important question affecting their life” on the YRBS. (49.5%) 3b. By SY 2026-2027, increase the percentage of students reporting “it is easy to talk to adults at this school” will increase to 80%.		
 Associated KPIs	Hanover and YRBS		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
KPBSD will adopt a Social and Emotional evidence-based standards framework and develop a shared vision for SEL by December 2023. (i.e., CASEL).	DIT	Metrics- Annual School Climate and Mindset Survey	June 2023
By September 2023, gain principal commitment, designate an SEL lead and form a team.	Administrators and Site Council		Sept. 2023
Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory aligned to adopted SEL Framework/Standards.	SEL Teams, Principals, DO		








SEL objectives are integrated into instructional content and teaching strategies for all content areas.	Curriculum, PD, Principals, SEL Team		
SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.			








 Aim 4	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate, culturally responsive.		
 Goal 4a Goal 4b	<p>4a. By SY 2026-27, at least 50% of teachers will participate in training and implement evidence based social emotional and/or trauma informed practices.</p> <p>4b. By 2026-2027 at least 75% of our district's staff will report they understand their role in supporting school/district wide SEL.</p>		
 Associated KPIs	PD Survey, Hanover School Climate Survey		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Identify and implement a social emotional development curriculum (Adopting the CASEL Framework)		Metrics- Annual School Climate and Mindset Survey	








Provide resources, education, and strategies to ensure students are emotionally capable, responsible, and resilient individuals.			
Schools have academic and behavioral supports, which are available to ensure that all student needs are met.	School Intervention Teams		
Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.	KPBSD School Board	BP	
KPBSD will provide training and resources that support schoolwide/classroom discipline that is instructive, restorative, and developmentally appropriate practice.	DIT, PD, Principals, SEL Teams		








 Aim 5	100% of KPBSD School Sites will update the safety and security plan including emergency protocols and will communicate to students, staff, families, and the community.		
 Goal 5a	5a. By SY 2026-27, 100% of KPBSD School Sites will continue to iterate and update their safety and security plan and will communicate the plan to all students, staff, families, and the community.		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Annually, all site administrators will update and review their school's Emergency Action Plan	Administrators and teachers	Metrics- Every school will have the KPBSD Emergency Action Plan (Updated 2022-2023 School Year).	
Four times a year, each school will practice ALICE Drills	Administrators and teachers		
Annually, administrators will communicate with parents via school newsletters regarding the school's safety plans	Administrator		
Create a plan to secure doors to slow down intruder with Planning and Operation Department			









Priority Three: Family and Community Engagement

 Aim 1	Increase Service-Learning Opportunities in KPBSD Schools		
 Goal 1a	By SY 2026-27, every school will offer Service Learning for Credit		
 Associated KPIs	Number of hours of service-learning opportunities completed by students per school Number of credits earned through service-learning Number of organizations served		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Professional Development Define Service-Learning	PD department DIT	Costs for PD	Year 1: Definition PD ongoing
Build scope/sequence and District-wide requirements for course/program	Curriculum	Committee to build scope/sequence	Year 2: build scope and sequence
Service-Learning Course/program outline with unit map & standards.	Curriculum	Committee	Year 2: along with scope/sequence
Create a school-based needs assessment of local school and community needs that students can access.	DIT Principals	Build needs assessment	Year 1
Method of reporting numbers out (PowerSchool, other tracking system)	IT	Documentation method in PS Report built in PS	Year 3








 Aim 2	Increase Business and Community Partnerships		
 Goal 2a	By SY 2026-27, every school will have identified and formalized new Business Partnerships that build community relationships.		
 Associated KPIs	Number of formalized business partnerships. Number of formalized community partnerships Percentage increase/decrease annually. Number of business or community partners school-site council members per school		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Database of businesses and community partnerships: school level and formalize at district level (note: some businesses support multiple local area schools).	Principals Elementary/Secondary Directors Assistant Superintendent	Communications Director Create a database	Year 1
Encouraging Administrators to include community partners in School Site Councils for school-based decision making.	Principals Elementary/Secondary Directors	Email Social Media Newsletters	Year 1 Ongoing
Increase partnerships with community organizations such as Project Grad, NYL, Chugach Corp., Kenaitze Tribe, Chamber of Commerce, KPC, etc.	Principals Federal Programs	Database of partnerships Meetings, events (funding to support)	Year 2 Ongoing
Annual report from each school with the KPIs and description of community and business partnership involvement	Principals Assistant Superintendent	Database	Year 3

 Aim 3	Increase Parent and Family Involvement in Schools **** Title I School Parent and family Engagement Policy		
 Goal 3a	By SY 2026-27, every school will have quarterly opportunities for Parent and Family engagement		
 Associated KPIs	Number of engagement opportunities per school Number of staff training on increasing parent and family engagement Number & method (in person, online, etc.) of opportunities for parent training		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Schools offer multiple engaging and relevant opportunities for parent and family engagement.	Principals (other staff as needed) Title staff for Title I schools	Funding (Title I has this set aside)	Year 1 and Ongoing
Offer staff training to increase parent and family engagement with emphasis to reach at-risk families.	PD department Federal Programs	Funding (II-A) Training programs	Year 1
Offer flexible opportunities for parent training to support students' involvement in schools.	School staff	Multiple platforms for opportunities Funding (Title I has this set aside)	Year 2
Create Parent Guide infographic for the strategic plan and post publicly.	Assistant Superintendent	Programs for creating infographics	Year 1
Districtwide Parent communications through School Messenger from KPBSD, School level communication method clearly defined and communicated to district office.	Principals/Secretaries Assistant Superintendent	School Messenger School specific methods for communicating	Year 1

 Aim 4	Increase the number of School Volunteers		
 Goal 4a	By SY 2026-27, every school will diversify and increase volunteer opportunities.		
 Associated KPIs	Number of volunteers Total volunteer hours per school Number of opportunities for volunteering Number of methods of opportunities		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
School and district campaign to recruit volunteers.	Principals Elementary/Secondary Directors Assistant Superintendent	Advertising	Year 2
Create a menu of Volunteer Opportunities for each school and post it on a website & school newsletter. (Include multiple modes of participation: after school, at home, etc.)	Committee (one member of staff from different departments such as: Federal Programs, library, Special Education, etc.)	Template menu for schools to utilize	Year 1
Volunteer awards and recognition from school (annual) and district (Golden Apple award).	Principals School Staff Community members	awards	Year 1 Ongoing
Highlight stories on websites, social media and local news media.	Assistant Superintendent	Social media	Year 2 Ongoing
Add Volunteer signup to Back to School night or open house with assistance from KPBSD staff.	School staff	Computers, assist people with volunteer forms	Year 2








 Aim 5	Improve methods of effective communication with KPBSD stakeholders.		
 Goal 5a	By SY 2026-27, Every school will have clear communication with their stakeholders.		
 Goal 5b	By SY 2026-27 KPBSD will have clear communication with all stakeholders through a variety of methods.		
 Associated KPIs	Number of presentations to public/community groups Number of key communicator events Social media metrics		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
Staff guide to strategic plan.	Assistant Superintendent (others as needed)	Video Utilize infographic Social media	Year 1
Parent guide to strategic plan.	Assistant Superintendent (others as needed)	Video Utilize infographic Social media	Year 1
Community guide to strategic plan	Assistant Superintendent (others as needed)	Video Utilize infographic Social media	Year 1
Superintendent and Board of Education presentations to chambers, Rotary Clubs, Borough Assembly	Superintendent Board of Ed	Presentation (use above resources)	Year 1
Every school will have an active and responsive social media presence on at least one platform	School admin/secretaries	Social media	Year 2 Ongoing








Priority Four: Workforce Development

 Aim 1	Increase District Leadership Organizational Capacity and System Efficiency		
 Goal 1a	By SY 2026-27, will have a sustainable and effective new district leadership onboarding and transition program as measured by retention and District Exit interviews.		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources (Evidence)	 Timeline
Develop department-level Key Performance Indicators (KPIs) Year 1 (Planning) - identify departments, each dept identify KPIs Year 2-3 (Implementation) - apply KPIs Year 4-5 (Monitoring for sustainability) - review KPIs	Directors (with informed input from department staff)	Approved KPIs	January 2023
(Benchmarking) Routinely (quarterly, semi-annually) Evaluate department-level KPIs against overall district strategic plan and new initiatives and adjust operational practices as necessary. Year 1 (Planning) - NA Year 2-3 (Implementation) - Starting Year 3 - first evaluation Year 4-5 (Monitoring for sustainability) - modifications to align with strategic plan and continually improve practices	Directors (with informed input from department staff)	Annual review of KPIs Meeting Notes	Fall of 2025

<p>Develop a comprehensive succession plan (onboarding, development, exit/transition) Year 1 (Planning) - Develop Succession plan + Exit Survey (for all employees leaving the district or changing positions) Year 2-5 (Implementation and Update) - as needed</p>	<p>Directors/Coordinators (or equivalent) for succession plan</p> <p>Exit Survey - draft from Hanover, departments, and classifications from HR, then questions from Directors</p>	<p>Each Department's Plan (Director Specific)</p>	<p>Succession Plans by June 2023 (or end of contract)</p> <p>Exit Survey by early April for use at check outs Spring 2023</p>
<p>Develop a highly reliable and efficient organization through online and concurrent collaboration tools. Year 1 (Planning) - Year 2-3 (Implementation) - Year 4-5 (Monitoring for sustainability) -</p>		<p>Planning documents Project management software/system</p>	
<p>Professional learning is embedded and ongoing, resulting in continuous growth and innovation. Year 1 (Planning) - Evaluate current practices to determine systematic approach capturing 4 tiers of PD (1- Curriculum shifts, 2-Student Achievement Response, 3-Professional Practice shifts, and 4-School Development Plans/School Responsive PD) Year 2-3 (Implementation) - Implement tiered system Year 4-5 (Monitoring for sustainability) - modifications to align with strategic plan and continually improve practices</p>	<p>PD Team and Coordinator</p>	<p>Catalog of offerings Survey Results</p>	<p>Spring 2023 (Planning for 2023-2024)</p>
<p>Establish and implement evidence-based leadership (Directors and Coordinators) mentoring program at the district-level Year 1 (Planning) - Develop succession plan with detailed job descriptions</p>	<p>Superintendents (for Directors) and Directors (for Coordinators)</p>	<p>Survey results Retention of District Leadership</p>	<p>June 2023 (or end of contract)</p>

<p>Year 2 (Implementation) - Regular check-ins with Supervisor Year 3-5 (Monitoring for sustainability) -</p>			
<p>Prioritize strong, positive relationships within all employees. Year 1 (Planning) - Creation and delivery of internal climate/wellness survey (for all staff) Year 2 (Implementation) - Apply strategic changes to support healthy climate Year 3-5 (Monitoring for sustainability) - modifications to align with strategic plan and continually improve practices</p>	<p>Assistant Superintendent (with informed input from district departments staff)</p>	<p>Survey results</p>	<p>Spring of 2023</p>






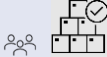



 Aim 2	Increasing School Leadership Capacity and Effectiveness			
 Goal 2a	By SY2026-27, KPBSD will have a sustainable and effective new administrator onboarding and transition program as measured by retention and promotions in the KPBSD.			
 Associated KPIs				
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline	
<p>Create a comprehensive and sustainable professional development plan for all leadership cohorts (aspiring, new to position, new to district, seasoned, etc.)</p> <p>Year 1 (Implementation) - PLC for New to district/new to position in place + Develop exit survey</p> <p>Year 2 (Implementation) - Launch PLCs for seasoned and aspiring</p> <p>Year 3-5 (Continual monitoring for sustainability) - Upgrades to current plan based on exit surveys/EOY checkouts</p>	<p>Assistant Superintendent - Admin meetings</p> <p>Directors - content</p> <p>PD Coordinator - logistics</p>	<p>Survey results from meetings</p> <p>Meeting agendas</p> <p>Exit Survey/ End of year Checkout</p>	<p>Exit survey development launch Spring 2023</p>	
<p>Professional learning is embedded and ongoing, resulting in continuous growth and innovation.</p> <p>Year 1 (Planning) - Development of survey, Input from Assistant Superintendent on topics for 2023</p> <p>Year 2 (Implementation) - Robust marketing campaign + Curated List of offerings promoted, focus of dissemination at admin meetings</p> <p>Year 3-5 Ongoing Implementation and refinement</p>	<p>Assistant Superintendent - Admin meetings + selection/prioritization of content</p> <p>PD Coordinator - logistics</p>	<p>Catalog of offerings</p> <p>Admin meeting agendas</p> <p>Survey</p>	<p>Exit survey development launch Spring 2023</p>	

<p>Establish and implement evidence-based school administrator mentoring program.</p> <p>Year 1 (Planning) - Define role of mentor, locate solid and interested candidates, determine leader responsible, determine expectations</p> <p>Year 2 (Implementation) - Make pairings of new to district/new to position with mentors + feedback survey</p> <p>Year 3-5 Monitoring for effectiveness and refinement</p>	Assistant Superintendent	Survey results Retention data List of key checkpoints/topics	June 2023 Year 1 tasks complete
 Aim 3	Increase Recruiting, Developing and Retaining Talent across all classifications.		
 Goal 3a	BY 26-27, will have a sustainable and effective new employee onboarding and transition program as measured by employee longevity. (Certified and Classified)		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Develop a system to obtain quality metrics to inform recruiting, developing and retaining talent (e.g.-surveys for people retiring, staying)</p> <p>Year 1 (Planning and implementation) - Review Current Practices + Implement exit survey referred to in AIM 1 + Identify key shifts in practice</p> <p>Year 2-3 (Implementation) - implement key shifts identified</p> <p>Year 4-5 (Monitoring for sustainability) -</p>	HR	<p>Review existing data (AESOP, FRONTLINE, Survey, digital marketing analytics)</p> <p>Identify data needs</p>	<p>Exit Surveys implemented Spring 2023</p> <p>Review of practices and identification of key shifts Dec 2023</p> <p>Key shifts in place for recruiting season starting January 2024</p>

<p>Prioritize efforts and funding for Growing Our Own in all fields (i.e., CTE, Sped, nursing, counselors, secretaries, paras, custodial, IT etc.)</p> <p>Current State - Para and Teacher to SPED Teacher path, Aspiring Administrator support with 5 days</p> <p>Year 1 (Planning) - Needs assessment design (centering on IT, paras, counselors)</p> <p>Year 2 (Implementation) - Delivery of Needs Assessment</p> <p>Year 3 (Implementation) - Prioritize key groups (SPED Grow your Own as a model)</p> <p>Year 4-5 (Ongoing Development) - Building prioritized pathways</p>	<p>Leadership Team -</p> <ol style="list-style-type: none"> 1. to determine focus 2. to assign a committee to do the work 	<p>Meeting notes</p> <p>MOA with Union(s) - potentially?</p> <p>Partnerships with Universities/Colleges</p>	<p>Determining the focus of what areas to do needs assessment in for next year by Spring 2023</p>
<p>Create opportunities for staff to have access to similar expertise</p> <p>Current State - Instructional Day available to Teachers, Learning Walks Coaching Funding, Collaborative meetings in elective content areas</p> <p>Year 1 (Implementation) - Identify funding source, identify areas to expand/groups to include</p> <p>Year 2-3 (Implementation) - Include groups in collaborative opportunities</p> <p>Year 4-5 (Monitoring for sustainability) -</p>	<p>Leadership Team -</p> <ol style="list-style-type: none"> 1. Determine groups to be included 2. Identify funding source 	<p>Stakeholder awareness</p> <p>Financial Support</p>	<p>Determining groups to be included in collaborative opportunities for 23-24 by Spring Planning (April 2023)</p>












<p>Develop a robust, comprehensive, multimodality recruiting plan that is multidimensional and spirals year after year reinforcing recruitment efforts addressing both short term needs and long-term needs.</p> <p>Year 1 (Planning and implementation) -</p> <p>Year 2-3 (Implementation) -</p> <p>Year 4-5 (Monitoring for sustainability) -</p>		<p>Review existing data (AESOP, Frontline, Survey, Digital marketing analytics)</p> <p>Identify data needs</p>	
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Priority Five: Organizational Resource Management

 Aim 1	Improve district-level project and program implementation.		
 Goal 1a	1a. By SY 2026-27, the KPBSD will monitor the implementation of all new and existing instructional programs annually to determine effectiveness and continuation through the utilization of a standard district created rubric.		
 Associated KPIs	Expenditure per student # added implementations previous 12 months # retired implementations previous 12 months.		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Set clear guidelines and standards</p> <ul style="list-style-type: none">  Create easy-to-understand guidelines and standards for project and program implementation.  Make sure everyone involved receives training in these guidelines and standards. 	DIT	Sample guidelines to create KPBSD guidelines	

<p>Objective 2: Strengthen training opportunities</p> <ul style="list-style-type: none"> 👤 Identify areas where district-level teams need more training. 👤 Provide focused training on project management, working with others, and evaluating progress. 	<p>DIT District Directors</p>	<p>Sample trainings on project management to create KPBSD training template</p>	
<p>Objective 3: Improve teamwork and collaboration</p> <ul style="list-style-type: none"> 👤 Hold regular scheduled meetings to help people work together better. 👤 Encourage collaboration by having at least three opportunities for sharing good ideas among different school sites and regions. 	<p>DIT and District Directors Site Based Administrators</p>	<p>Meeting schedule</p>	
<p>Objective 4: Enhance monitoring and evaluation methods</p> <ul style="list-style-type: none"> 👤 Improve how we measure progress by adding clear ways to track and collect information. 👤 Regularly check on projects and programs at mid-year and end of year. 	<p>DIT District Directors District Leadership</p>	<p>Schedule mid-year and year-end meetings</p>	
<p>Objective 5: Promote fairness and responsibility</p> <ul style="list-style-type: none"> 👤 Create systems that make decision-making clear and ensure everyone knows their roles and responsibilities. 👤 Establish a way for people to report problems and provide feedback, with a goal of addressing at least 80% of issues. 	<p>DIT District Directors District Leadership</p>	<p>Feedback form</p>	

<p>Objective 6: Encourage learning and improvement</p> <ul style="list-style-type: none"> 👥 Have regular meetings to review completed projects and programs and learn from them. 👥 Hold at least four sessions where teams share their experiences and learn from each other. 	<p>Site Based Administrators DIT District Directors District Leadership</p>	<p>Meeting schedule</p>	

 Aim 2	Inform district operational and instructional programming decisions through measurable data,		
 Goal 2a & 2b	<p>2a. By SY 2026-27, the KPBSD will utilize all data available to monitor all new and existing instructional programs annually to determine effectiveness and continuation through the utilization of a standard district created rubric.</p> <p>2b By SY 2026-27, the KPBSD will provide documentation to all stakeholders regarding the effectiveness of all current and new instructional programs to assist in determining if programs should continue, be updated for effectiveness or discontinued.</p>		
 Associated KPIs	Department KPI's - % on target		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Establish data collection methods</p> <ul style="list-style-type: none">  Determine appropriate methods to collect measurable data related to operational and instructional programming decisions  Ensure that all relevant staff members are trained in data collection procedures. 	DIT	Data collection tool	
<p>Objective 2: Enhance data analysis capacity</p> <ul style="list-style-type: none">  Improve the district's ability to analyze collected data by providing training on data analysis tools and techniques to staff members.  Increase the competency level of staff members in data analysis through regular skill-building activities and workshops. 	DIT District Directors	Data analysis training	











<p>Objective 3: Utilize data for operational decision-making</p> <ul style="list-style-type: none"> ☹️ Regularly collect and analyze data to inform operational decisions, such as resource allocation, scheduling, and budgeting. 	<p>DIT District Directors Finance Department</p>	<p>Data collection form and analysis</p>	
<p>Objective 4: Utilize data for instructional programming decisions</p> <ul style="list-style-type: none"> ☹️ Incorporate measurable data into instructional programming decisions, including curriculum development, teaching strategies, and student support initiatives. ☹️ Increase the percentage of instructional programming decisions made based on data analysis. 	<p>DIT District Directors</p>	<p>Data</p>	
<p>Objective 5: Communicate data-informed decisions</p> <ul style="list-style-type: none"> ☹️ Develop a system to effectively communicate data-informed decisions to relevant stakeholders, such as teachers, administrators, and parents. ☹️ Implement regular communication channels, such as reports, presentations, or newsletters, to share the rationale behind decisions and how data influenced them. 	<p>DIT District Directors District Leadership</p>	<p>Communication plan</p>	

Objective 6: Monitor and evaluate data utilization

- Establish processes for monitoring and evaluating the effectiveness of data utilization in decision-making processes.
- Conduct regular reviews and assessments to identify areas for improvement and make adjustments to data utilization practices.












DIT
District Directors
District Leadership

Monitoring template

 Aim 3	Evaluate budget resources to maximize student learning opportunities and programs		
 Goal 3a and 3b	<p>3a. By SY 2026-27, the KPBSD will utilize the instructional program review rubric to allocate funding to appropriately staff and supply resources to implement programs effectively and efficiently.</p> <p>3b. By SY 2026-27, the KPBSD Finance department will provide the budget in April of each year to assist the instructional team in planning for the future implementation of new and existing instructional programs.</p>		
 Associated KPIs	None		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Assess current budget allocations</p> <ul style="list-style-type: none">  Conduct a comprehensive assessment of current budget allocations for student learning opportunities and programs.  Analyze the effectiveness and impact of each allocated resource on student learning outcomes, considering factors such as student engagement, academic achievement, and program participation. 	<p>DIT District Directors Finance Department</p>	<p>Data</p>	
<p>Objective 2: Identify areas for resource optimization</p> <ul style="list-style-type: none">  Identify areas where budget resources can be optimized to better support student learning opportunities and programs. 	<p>DIT District Directors Finance Department</p>	<p>Data Stakeholder input survey</p>	

<ul style="list-style-type: none"> ☞ Explore potential cost-saving measures without compromising the quality and effectiveness of educational initiatives. 			
<p>Objective 3: Prioritize high-impact programs and initiatives</p> <ul style="list-style-type: none"> ☞ Evaluate the impact and effectiveness of existing student learning opportunities and programs, considering factors such as student engagement, academic progress, and alignment with district goals. ☞ Prioritize programs and initiatives that demonstrate significant positive outcomes for students and align with district priorities. 	<p>DIT District Directors Finance Department</p>	<p>Data Stakeholder input survey</p>	
<p>Objective 4: Align budget allocations with strategic goals</p> <ul style="list-style-type: none"> ☞ Align budget allocations with the district's strategic goals and priorities for student learning. ☞ Ensure that resources are directed towards initiatives that have the greatest potential for enhancing student learning outcomes and aligning with educational standards. 	<p>DIT District Directors Finance Department</p>	<p>Tracking and monitoring system</p>	

<p>Objective 5: Monitor and adjust budget allocations</p> <ul style="list-style-type: none"> ☞ Implement a monitoring system to regularly track the impact of budget allocations on student learning opportunities and programs. ☞ Evaluate the effectiveness of budget allocations and make adjustments as necessary to maximize the benefits to students and align with changing needs. 	<p>DIT District Directors Finance Department</p>	<p>Tracking and monitoring system</p>	
<p>Objective 6: Communicate budget decisions and rationale</p> <ul style="list-style-type: none"> ☞ Develop a communication plan to share budget decisions, resource allocation strategies, and the rationale behind them with relevant stakeholders (teachers, parents, administrators). ☞ Provide transparent and clear communication about how budget resources are being utilized to maximize student learning opportunities and programs. 	<p>DIT District Directors Finance Department</p>	<p>Communication Plan Stakeholder list</p>	

 Aim 4	Leverage available grant opportunities in support of operational and instructional goals.		
 Goal 4a & 4b	<p>4a. By SY 2026-27, the KPBSD will create a Grant Committee to prioritize Federal and non-Federal Program grants to apply for to support instructional programs.</p> <p>4b. By SY 2026-27, the KPBSD will create a formalized process for Federal and non-Federal grants in order to apply, monitor, and review grants awarded to instructional programs.</p>		
 Associated KPIs	<p>Annual grant funding amounts</p> <p>% Schools meeting KPBSD instructional targets</p>		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Research and identify grant opportunities</p> <ul style="list-style-type: none">  Research and identify relevant grant opportunities aligned with the district's operational and instructional goals.  Create a comprehensive list of potential grants, including their eligibility criteria, deadlines, and requirements. 	<p>Federal Programs Department DIT District Directors Finance Department</p>	<p>Grants management training</p>	
<p>Objective 2: Develop grant proposals</p> <ul style="list-style-type: none">  Develop high-quality grant proposals for identified opportunities, ensuring alignment with operational and instructional goals.  Include clear objectives, strategies, and budget plans in the proposals to effectively demonstrate how the funds will support targeted initiatives. 	<p>Federal Programs Department DIT District Directors Finance Department</p>	<p>Data</p>	












<p>Objective 3: Submit grant proposals</p> <ul style="list-style-type: none"> 👤 Submit grant proposals according to the specified deadlines and requirements. 👤 Ensure that all necessary documents, supporting materials, and requested information are provided accurately and in a timely manner. 	<p>Federal Programs Department DIT District Directors Finance Department</p>		
<p>Objective 4: Track and monitor grant applications</p> <ul style="list-style-type: none"> 👤 Implement a tracking system to monitor the progress and status of grant applications. 👤 Regularly follow up on submitted proposals, addressing any requests for additional information or clarifications promptly. 	<p>Federal Programs Department DIT District Directors Finance Department</p>	<p>Monitor and tracking system</p>	
<p>Objective 5: Evaluate grant outcomes</p> <ul style="list-style-type: none"> 👤 Assess the outcomes of successful grant applications, measuring the impact of the awarded funds on operational and instructional goals. 👤 Evaluate the effectiveness of the funded initiatives in improving student outcomes and addressing identified needs. 	<p>Federal Programs Department DIT District Directors Finance Department</p>	<p>Data</p>	

Objective 6: Adjust grant strategy

👤 Analyze the success rate and effectiveness of grant applications and awarded grants throughout the academic year.












Federal Programs
Department
DIT
District Directors
Finance Department

Monitor and tracking
system
Data



 Aim 5	Support instructional district, building, and classroom-level instructional goals through a strong technology foundation.		
 Goal 5a	By SY 2026-27, Information Services will continue to drive iterative, informed, and timely improvements to KPBSD technology infrastructure to ensure every school site can depend on implementation methods that utilize predictable, reliable, testable and repeatable IT operations.		
 Associated KPIs	Classroom displays (% IFP) Average classroom display age Student: Device ration Average device age IT cost per student Overall system availability		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Develop a comprehensive technology plan</p> <ul style="list-style-type: none">  Create a detailed technology plan that aligns with instructional goals at the district, building, and classroom levels.  Include clear strategies, objectives, and timelines for technology integration, professional development, infrastructure improvement, and ongoing support. 	IT Department		
<p>Objective 2: Enhance technology infrastructure</p> <ul style="list-style-type: none">  Assess and upgrade the technology infrastructure to support instructional goals, including reliable network connectivity, hardware availability, and software compatibility.  Ensure that all 8th-grade classrooms have adequate access to technology 	IT Department		










resources required for effective instruction.			
<p>Objective 3: Provide targeted professional development</p> <ul style="list-style-type: none"> ☺☺ Design and deliver targeted professional development programs for 8th-grade teachers to enhance their technology integration skills and pedagogical strategies. ☺☺ Include training on effective use of educational software, digital resources, online collaboration tools, and data analysis to support student learning. 	IT Department		
<p>Objective 4: Implement technology integration in classrooms</p> <ul style="list-style-type: none"> ☺☺ Support teachers in integrating technology effectively into instructional practices by providing ongoing guidance, coaching, and resources. ☺☺ Encourage the use of technology tools for differentiated instruction, formative assessment, multimedia presentations, and collaborative learning experiences. 	IT Department		

<p>Objective 5: Monitor technology integration progress</p> <ul style="list-style-type: none"> ☞ Establish a system for monitoring and assessing the progress of technology integration efforts at the district, building, and classroom levels. ☞ Regularly collect data on the use of technology tools, student engagement, and academic outcomes to evaluate the impact of technology integration on instructional goals. 	<p>IT Department</p>		
<p>Objective 6: Continuously improve the technology plan</p> <ul style="list-style-type: none"> ☞ Review and evaluate the effectiveness of the technology plan, infrastructure, professional development, and classroom integration strategies throughout the academic year. ☞ Use evaluation findings to refine and update the technology plan, making necessary adjustments to further support instructional goals and address emerging needs. 	<p>IT Department District Directors District Leadership</p>		











 Aim 6	Increase the number of “train the trainer” opportunities for PD across the organization		
 Goal 6a	By SY 2026-27, the KBPSD will have a robust “Train the trainer” program in each District region to provide effective in person training to support standardized instruction and expectations for program implementation and delivery.		
 Associated KPIs			
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Identify potential trainers</p> <ul style="list-style-type: none">  Identify individuals with expertise and skills in specific areas who can serve as trainers.  Ensure that these potential trainers possess strong communication and presentation skills. 	Site Based Administrators DIT District Directors District Leadership	Criteria for selection	
<p>Objective 2: Develop "train the trainer" programs</p> <ul style="list-style-type: none">  Design comprehensive "train the trainer" programs to equip identified individuals with the necessary training and facilitation skills.  Include modules on effective training techniques, adult learning principles, and assessment strategies. 	Site Based Administrators DIT District Directors	Sample “Train the Trainers” program	

<p>Objective 3: Provide targeted professional development opportunities</p> <ul style="list-style-type: none"> ☺☺ Offer regular "train the trainer" sessions throughout the academic year, providing opportunities for identified trainers to enhance their skills and knowledge. ☺☺ Aim to have at least four "train the trainer" sessions conducted. 	<p>Site Based Administrators DIT District Directors</p>	<p>PD Schedule</p>	
<p>Objective 4: Evaluate the effectiveness of "train the trainer" sessions</p> <ul style="list-style-type: none"> ☺☺ Implement a feedback mechanism to assess the effectiveness of the "train the trainer" sessions and gather input from participants. ☺☺ Use the feedback to make necessary adjustments and improvements to future sessions. 	<p>Site Based Administrators DIT District Directors</p>	<p>Feedback survey</p>	
<p>Objective 5: Expand the reach of trainers</p> <ul style="list-style-type: none"> ☺☺ Encourage trained individuals to share their knowledge and skills by conducting training sessions for their colleagues and peers within the organization. ☺☺ Aim to have each trained individual deliver at least two training sessions within the academic year. 	<p>Site Based Administrators DIT District Directors</p>		

<p>Objective 6: Track the number of "train the trainer" opportunities</p> <ul style="list-style-type: none">  Establish a system to track and record the number of "train the trainer" opportunities provided across the organization.  Monitor and report the progress on a quarterly basis to measure the increase in the number of trainers and training sessions. 	<p>Site Based Administrators DIT District Directors</p>	<p>Tracking and monitoring system Communicaiton Plan</p>	
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 Aim 7	<p>Improve facility conditions to better provide for the learning environment and improve student outcomes.</p>		
 Goal 7a	<p>By SY 2026-27, the KPBSD will utilize the instructional program review rubric to house as appropriate and intended all new and existing instructional programs in order maintain effective and efficient delivery by staff to students.</p>		
 Associated KPIs	<p>Total maintenance funding amount Facility Cost Index Average Annual Expenditures</p>		
 Action Steps	 Responsible Parties	 Needed Resources	 Timeline
<p>Objective 1: Assess facility conditions</p> <ul style="list-style-type: none">  Conduct a comprehensive assessment of the current facility conditions, including classrooms, common areas, and outdoor spaces.  Identify areas that require improvement, such as lighting, ventilation, furniture, and maintenance issues. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Assessment</p>	

<p>Objective 2: Develop a facility improvement plan</p> <ul style="list-style-type: none"> 👤 Create a detailed plan to address identified facility improvement needs. 👤 Prioritize improvements based on urgency, impact on student learning, and available resources. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Plan Template</p>	
<p>Objective 3: Allocate resources for facility improvements</p> <ul style="list-style-type: none"> 👤 Secure necessary funding or resources to implement the facility improvement plan. 👤 Seek support from stakeholders, such as school administration, parents, and community members, to garner additional resources if needed. 	<p>Planning and Operations Department Finance Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Budget</p>	
<p>Objective 4: Implement facility improvements</p> <ul style="list-style-type: none"> 👤 Execute the facility improvement plan, addressing identified needs and making necessary repairs or upgrades. 👤 Monitor progress and ensure that improvements are completed in a timely manner. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Tracking and Monitoring Plan</p>	
<p>Objective 5: Evaluate the impact of facility improvements</p> <ul style="list-style-type: none"> 👤 Measure the impact of facility improvements on student outcomes, such 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance</p>	<p>Data Assessment Feedback Survey</p>	

<p>as attendance rates, engagement, and academic achievement.</p> <p> Use quantitative data, feedback from students and teachers, and other relevant indicators to assess the effectiveness of facility improvements.</p>	<p>KPB Planning and Operations</p>		
<p>Objective 6: Continuously maintain and enhance facility conditions</p> <p> Establish a system for regular maintenance and upkeep of facilities to ensure a sustainable improvement over time.</p> <p> Develop a plan for ongoing facility enhancements, considering feedback from stakeholders and evolving needs, to continually improve the learning environment.</p>	<p>Site Based Custodians Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Comprehensive Plan Template Communication Plan</p>	
<p> Aim 8</p>	<p>Improve facility conditions to better provide for the learning environment and improve student outcomes.</p>		
<p> Goal 8a</p>	<p>By SY 2026-27, annually conduct a comprehensive assessment through a partnership with the Kenai Peninsula Borough for facility maintenance needs, including infrastructure, equipment, and systems to measure the impact of facility maintenance improvements on operations costs. This will also include KPBSD/KPB Bond Projects, new construction, and Capital Improvement Projects.</p>		
<p> Associated KPIs</p>	<p>Supply costs Work Forces Unscheduled Maintenance</p>		
<p> Action Steps</p>	<p> Responsible Parties</p>	<p> Needed Resources</p>	<p> Timeline</p>

<p>Objective 1: Assess facility maintenance needs</p> <ul style="list-style-type: none"> 👤 Conduct a comprehensive assessment of facility maintenance needs, including infrastructure, equipment, and systems. 👤 Identify areas that require regular maintenance, repairs, or upgrades to prevent costly breakdowns or inefficiencies. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Assessment</p>	
<p>Objective 2: Develop a maintenance plan</p> <ul style="list-style-type: none"> 👤 Create a detailed maintenance plan that outlines routine maintenance tasks, schedules, and responsibilities. 👤 Prioritize maintenance activities based on urgency, impact on operational costs, and available resources. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Plan Template</p>	
<p>Objective 3: Implement preventive maintenance measures</p> <ul style="list-style-type: none"> 👤 Execute the maintenance plan, ensuring that regular preventive maintenance tasks are carried out consistently. 👤 Schedule and perform routine checks, cleaning, and repairs to keep facilities in optimal condition and reduce the likelihood of costly repairs or replacements. 	<p>Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Plan Schedule</p>	

<p>Objective 4: Monitor and track maintenance activities</p> <ul style="list-style-type: none"> ☞ Establish a system to monitor and track maintenance activities, recording completed tasks, resources utilized, and costs incurred. ☞ Regularly review the data to identify trends, measure the effectiveness of maintenance efforts, and identify areas for improvement. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Tracking and Monitoring Plan</p>	
<p>Objective 5: Optimize resource allocation</p> <ul style="list-style-type: none"> ☞ Analyze maintenance data to identify cost-saving opportunities, such as energy-efficient upgrades, equipment optimization, or preventive measures. ☞ Explore alternative maintenance strategies that reduce operational costs without compromising the quality and safety of facilities. 	<p>Site Based Custodians Site Based Administrators Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Data Assessment Feedback Survey</p>	
<p>Objective 6: Evaluate cost reduction impact</p> <ul style="list-style-type: none"> ☞ Measure the impact of facility maintenance improvements on operational costs. ☞ Compare maintenance costs before and after implementation of the maintenance plan and associated cost-saving measures. 	<p>Site Based Custodians Planning and Operations Department P & O Director KPB Maintenance KPB Planning and Operations</p>	<p>Comprehensive Plan Template Communication Plan</p>	

FUTURE RESEARCH

KPBSD may engage in the following research initiatives with Hanover Research to support its strategic plan and priorities.

