NREVSD

STRATEGIC PLAN

2016—2021
Mission Statement

The New Richmond Schools, in partnership with parents and community, provides all students with a comprehensive educational experience in a safe and nurturing environment, preparing them for the highest levels of personal achievement with the ability to demonstrate confidence, leadership and responsibility.

Vision Statement

Committed to Excellence
Passionate for Innovative Learning
Engaging Tomorrow’s Leaders

Core Values

In New Richmond Schools all learners will experience...

- A high quality, well rounded learning program.
- Relevant and current opportunities that encourage ownership for learning.
- Access to real world resources.
- A supportive, respectful environment that values integrity, builds relationships, and addresses each student’s diverse needs.
- Opportunity to cultivate knowledge networks to become college and career ready.
- High, measurable expectations for success before and following graduation.

District Theme

Lions Today... Leaders Tomorrow
Goal 1

Strategic Initiatives

1.1 Develop or adopt aligned curricula and instructional materials
Develop or adopt district-wide curricula and instructional materials for Mathematics, English Language Arts, Science, Social Studies, Fine Arts, World Languages, and Health/Physical Education. Align all elements with the state standards and/or the Ohio Department of Education instructional blueprints to prepare students for college and careers. The curriculum framework will clearly articulate effective practices and interventions for all students.

1.2 Develop or acquire a comprehensive assessment system
Develop or acquire and implement assessments for all subject areas. Provide training and support for teachers’ use of assessment data to guide instruction.

1.3 Develop and utilize technology applications to reinforce academic skills, differentiate instruction, and promote higher levels of learning
Assess schools’ technology infrastructure to determine needs; develop a plan to use available resources to meet technical infrastructure needs including wiring, network capacity, and hardware. Continue to promote the use of technology integrationists in all buildings and provide opportunities for integrationists to increase their professional capacity.

1.4 Build systemic capacity within schools and central office to effectively implement new curricula and help teachers engage students in learning
Provide teachers with ongoing professional development experiences that empower them with the knowledge, skills, and tools necessary to use the curriculum frameworks and instructional resources. The professional development should help teachers better understand the requirements of the state standards, raising expectations for student learning at all grade levels so that graduating students will meet college and career readiness standards. It should also help teachers to effectively manage their classrooms, create a positive learning environment, and engage all students in rigorous learning.

1.5 Promote consistent instructional supports for emergent literacy in the primary grades
Because many NREVSD students enter school without literacy skills, align instructional professional development and acquire and/or retain additional staff to provide extra support to preK-3 students and their teachers. Ensure that primary students have the foundational skills and knowledge necessary to stay on track academically in later grades.

1.6 Prepare students for Kindergarten by providing Preschool for all eligible children in the community.
In order to prepare students for Kindergarten, it is essential to provide a quality instructional program for preschool aged students in the community in all three elementary buildings in the district.
**GOAL**

One

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>CHAMPION</th>
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| Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and grade levels. | Mr. John Frye  
Curriculum Supervisor |

**What is the current condition and data that supports the need for this objective?**

In order to answer this question, we’ll need to complete a comprehensive data review that could include 2016 spring testing results, K-3 DIBELS data reports, and universal screening measures and assessments available in the district for progress monitoring student performance aligned with the standards in all subject areas and in all grade levels. (This may take several weeks to compile.) From there, it would be beneficial to complete a cost-benefit analysis on programs that exist and are accessible in the district i.e. ProCORE, STAR, IXL, MobyMax, Kahn Academy, etc.) Technology integrationists will need continued training for professional development and building capacity in additional resources and programs so as to be truly utilized as an instructional resource for teachers.

**Who are the direct customers of this objective and how will it benefit them?**

The direct customers would be the students. They would directly benefit from rigorous instructional practices that will enhance learning opportunities. Teachers are also indirect customers who will have access to better quality data to inform teaching and instructional practices to meet the individual needs of diverse learners.

**What resources may be needed and who else will be involved?**

Curricular resources and funding for universal assessments, technology, and professional development will be necessary. It would be beneficial to involve a panel of teachers from different grade levels and/or grade level bands to research products available, complete cost-benefit analysis of programs, and determine a product for use that will achieve the intended result.

**When and how will improvements be evaluated for results?**

Following the implementation of a curriculum aligned with ODE blueprints and the adoption of a universal screening measure, student performance data will be reviewed annually to determine the effectiveness of adopted programs.

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<th>Action steps to accomplish the objective</th>
<th>Responsibility</th>
<th>Results</th>
<th>Target Completion Date</th>
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</thead>
</table>
| 1.1 Develop or adopt aligned curricula and instructional materials | District Leadership  
Building Principals  
Teacher Committee  
Curriculum Director | - Update and/or create curriculum maps aligned to ODE blueprints in all subjects & grade levels  
- Selection and adoption of additional curricula and materials as appropriate to the goal  
- Establish a schedule for grade level/subject curriculum updates and/or revisions | 2016-2017  
2016-2021  
2017-2018 |
| 1.2 Develop or acquire a comprehensive assessment system | District Leadership  
Building Principals  
Teacher Committee | - Selection, adoption, and training for universal screening tool to assess content standards and student growth in all subjects and all grade levels | 2017-2021 |
| 1.3 Develop and utilize technology applications to reinforce academic skills, differentiate instruction, and promote higher levels of learning | District Leadership Building Principals Tech Integrationists | • Resource inventory and analysis of infrastructure  
• Professional development opportunities and training for technology integrationists  
• Continued professional development opportunities provided by technology integrationists for district teachers | 2016-2021 (annual review) |
| District Leadership Building Principals Tech Integrationists | • Provide consistent, ongoing professional development opportunities for teachers based on best practices | 2016-2021 |
| District Leadership Building Principals Professional Development Committee | • Employment of Reading Specialists in all three elementary buildings  
• Creating, implementing, and using comprehensive ELA Improvement Monitoring Plans in grades K-3 to provide targeted intervention for emerging readers  
• Research-based professional development opportunities for teachers continued (Ohio Writing Project, Orton Gillingham, Math Impact, etc.) | 2016-2017  
2016-2021  
2016-2021 |
| 1.6 Prepare students for Kindergarten by providing Preschool for all eligible children in the community | Public Relations/Marketing District Leadership Building Principals Teachers Help Me Grow | • Recruit & retain highly qualified preschool teachers  
• Recruit and enroll all eligible children in the community through effective marketing  
• Maintain effective programs through Ohio’s Step Up to Quality  
• Explore options for daycare for half-time school programs | 2016  
2016-2021  
2016-2021  
2017-2018 |

**Will this plan require additional fiscal resources?** Yes  
**Estimated Cost:** $ TBD

**Will this plan require additional human resources?** Yes (Tech at HS/MS)  
**Estimated Cost:** $ TBD

**When will this be evaluated again, and by whom?**  
Quarterly updates to steering committee, subject to annual review by the board of education
Recruit, develop, support, and retain effective teachers and school leaders

2.1 Develop and implement a teacher and school leader recruitment and selection process that allows NREVSD to compete for educators most likely to be successful with our students

Work to identify, build, and continuously update a research-based profile of teachers and school leaders with skills, knowledge, abilities, experiences, and attitudes necessary for success with diverse students. Work with institutions of higher learning to attend tri-state teacher job fairs to recruit potential candidates. Develop and/or update the district application for employment to gain a better insight on quality candidates for employment. Align all position requirements and the selection process with the expectations described in the Teaching and Learning and Leadership Frameworks.

2.2 Provide teachers and school leaders with individualized, high-quality professional development

Concentrate professional development resources on supporting the expectations for effective educators. Professional development topics will include effective instructional practices, including data-driven instruction and data analysis, classroom management skills, cultural competence, and building relationships to support student learning. The professional development system for NREVSD will address the individual needs of teachers and leaders based upon evaluations and student academic performance data. Infuse all professional development with the commitment to have great expectations for every student.

2.3 Recognize teacher and school leader success and provide opportunities for advancement

To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments. Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers in the district. These experiences will help to develop, reward, recognize, and retain highly effective educators.

2.4 Strengthen and stabilize school leadership through meaningful professional development

Develop and support school leaders consistent with the leadership framework. Provide opportunities for school leaders to attend professional workshops and/or conferences to further their leadership potential. Make building assignments that match leadership strengths with individual school building needs.
<table>
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<tr>
<th>GOAL</th>
<th>OBJECTIVE</th>
<th>CHAMPION</th>
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</table>
| Two  | Recruit, develop, support, and retain effective teachers, staff, and school leaders | Mr. Adam Bird  
Superintendent |

**What is the current condition and data that supports the need for this objective?**

In order to answer this question, it is important to review teacher turnover data for the district, including the results of an exit survey issued to individuals when leaving district employment.

**Who are the direct customers of this objective and how will it benefit them?**

The direct customers would be anyone involved within the school community. A positive school environment leads to student success, professional growth, and productivity in the workplace.

**What resources may be needed and who else will be involved?**

Employee exit surveys and employment records from the Treasurer’s office – Teachers, Treasurer’s Office, District Leadership, Building Leadership – Additional resources may include cost associated with professional development opportunities. Time is also a factor for providing professional development and growth opportunities for all staff members. A committee of teachers should also be considered for creating updated position requirements, re-designing the employment application, conducting interviews, and be involved in the selection process for new staff members.

**When and how will improvements be evaluated for results?**

Educator turnover will be measured at the end of each school year. Percent participation will also be calculated for professional development offered through the district and through outside agencies.

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<tr>
<th>Action steps to accomplish the objective</th>
<th>Responsibility</th>
<th>Results</th>
<th>Target Completion Date</th>
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</thead>
</table>
| 2.1 Develop and implement a teacher and school leader recruitment and selection process as outlined in the district’s administrative guidelines that allows NREVSD to compete for educators most likely to be successful with our students. | Human Resources  
Superintendent  
Building Principals  
Teacher Committee | • Review & update district employment application  
• Attend tristate teacher job fairs including UC, UD, XU, Miami for teacher recruiting for open positions  
• Update district job descriptions and position requirements | 2016-2017  
2017 – 2021  
2017-2018 |
| 2.2 Provide teachers and school leaders with individualized, high-quality professional development | District Leadership  
Teachers  
School Leaders  
Professional Development Committee  
Outside Agencies for Contracted Services | • Utilize self-assessment tool from ODE to determine specific, individualized, areas of growth  
• Share outside opportunities for professional growth with staff related to professional goals  
• Continue to implement research-based professional development in the district (Teaching Expectations for Student Achievement (TESA), Orton Gillingham Phonics (OG), Ohio Writing Project (OWP), etc.) | 2017 – 2021  
2017-2021  
2016-2021 |
<table>
<thead>
<tr>
<th><strong>2.3 Recognize teacher and school leader success and provide opportunities for advancement</strong></th>
<th><strong>District Leadership</strong>&lt;br&gt;<strong>Building Leadership</strong>&lt;br&gt;<strong>Teacher Leaders</strong></th>
<th>• Develop and/or continue to recognize accomplishments through programs including Teacher of the Year, Spotlight on Educators, compensation incentives for administrators, etc.&lt;br&gt;• Identify and utilize teacher leaders in each school building to participate in building leadership teams, professional development opportunities, mentor programs for new staff members, etc.</th>
<th>2016-2021</th>
</tr>
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<tbody>
<tr>
<td><strong>2.4 Strengthen and stabilize school leadership through meaningful professional development</strong></td>
<td><strong>Superintendent</strong>&lt;br&gt;<strong>District Leadership</strong>&lt;br&gt;<strong>Building Principals</strong></td>
<td>• Utilize self-assessment tools for professional goal setting&lt;br&gt;• Seek opportunities for growth and professional development based upon annual goals – Set annual requirements for principal participation in professional development experiences&lt;br&gt;• Participate in collaborative exploration of professional best practices to enhance team dynamic and encourage professional reflection (workshops, book studies, etc.)</td>
<td>2016-2021</td>
</tr>
<tr>
<td><strong>Will this plan require additional fiscal resources?</strong></td>
<td>Yes</td>
<td>Estimated Cost: TBD based upon a professional development budget allocated by the Superintendent, Treasurer, and subject to School Board approval</td>
<td></td>
</tr>
<tr>
<td><strong>Will this plan require additional human resources?</strong></td>
<td>No – But will require the identification of each school’s teacher leaders</td>
<td>Estimated Cost: None – Although a partial stipend may be incentive for teacher leader positions in each building (time, PD, mentorship, etc.)</td>
<td></td>
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</tbody>
</table>

When will this be evaluated again, and by whom?
Quarterly updates to steering committee, subject to annual review by the board of education
Goal 3

Strategic Initiatives

3.1 Build family & school partnerships to support student learning
Empower families by showing them how to partner with schools and teachers to support their children’s learning. Provide teachers and school leaders with tools and skills to build and advance partnerships with families. Encourage educators and schools to successfully support and engage families in the education of their children.

3.2 Build community & school partnerships to create opportunities for local involvement
Facilitate new local partnerships that build on community strengths and resources to address unmet student needs, providing additional volunteer opportunities and service learning initiatives to increase positive relationships with the local community.

3.3 Use special education resources and services to maximize inclusion of students with disabilities in the least restrictive environment to increase their access to and progress in the general education curriculum
Create systems that identify students with disabilities in accordance with Ohio and federal guidelines. Design and implement effective models of service delivery that provide students with disabilities differentiated instruction and academic supports through research-based practices that are both responsive to individual needs and aligned with the district’s instructional strategy for all students.

3.4 Cultivate partnerships with local mental health agencies to support the social and emotional health of students
Work with Child Focus and other agencies to provide school-based mental health services in all school buildings district-wide.

3.5 Develop a comprehensive plan to assist teachers when dealing with students in crisis
Create a district-wide plan as a reference for teachers when dealing with students in crisis.

3.6 Utilize programs available to assist students with basic needs
Cultivate a program through Lions Care and other agencies to assist students with basic needs including (but not limited to) food, clothing, and school supplies.

3.7 Utilize instructional supports for identified gifted students district-wide
Develop programs and implement instructional strategies utilizing differentiated instruction to promote enrichment activities and growth opportunities for higher achieving students.
### GOAL
Three

### OBJECTIVE
Develop an infrastructure to support student success.

### CHAMPION
Mrs. Jamie Kunz  
Principal

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**What is the current condition and data that supports the need for this objective?**

Data is to be determined based upon a comparative study of student performance related to possible obstacles and/or barriers of student achievement.

**Who are the direct customers of this objective and how will it benefit them?**

The direct customers are the students in need of additional support and/or resources.

**What resources may be needed and who else will be involved?**

Building administrators, teachers, students, parents, and outside agencies will be involved. Additional resources may include volunteer donations and space for storage in each building.

**When and how will improvements be evaluated for results?**

The following items will be analyzed to determine effectiveness and correlation of programs: The number of open cases with ChildFocus, school discipline reports, student performance data, present levels and progress monitoring for student with disabilities, inventory & log of items issued to students from Lions Care, and any other pertinent data.

<table>
<thead>
<tr>
<th>Action steps to accomplish the objective</th>
<th>Responsibility</th>
<th>Results</th>
<th>Target Completion Date</th>
</tr>
</thead>
</table>
| 3.1 Build family & school partnerships to support student learning | District Leadership  
Building Principals  
Teachers  
Building PTO | • Increase attendance at parent/teacher conferences in each building by 5% annually  
• Create opportunities for parents to be engaged in curriculum with students through events & evening programs  
• Design & implement training opportunities for parents to become knowledgeable of online resources to support education  
• Continue active participation in school Parent Teacher Organizations | 2016-2021  
2016 – 2021  
2017-2021  
2016-2021 |
| 3.2 Build community & school partnerships to create opportunities for local involvement | District Leadership  
Building Principals  
Teachers  
NROBA – (New Richmond Ohio Business Association)  
Superintendent’s Advisory Committee  
NR Boys & Girls Club | • Develop effective partnerships with the local business community  
• Create volunteer opportunities to increase volunteerism in each building by 5% annually | 2017 – 2021  
2017-2021 |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Leadership</th>
<th>Objectives</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>3.3</td>
<td>Use special education resources and services to maximize inclusion of students with disabilities in the least restrictive environment to increase their access to and progress in the general education curriculum.</td>
<td>District Leadership, Building Principals, Intervention Specialists, Classroom Teachers</td>
<td>Complete a comprehensive review of academic performance data for students with disabilities and instructional delivery models in each school building. Utilize Intervention Specialists to create and implement individualized instruction on academic goals specific to student need. Utilize Intervention Specialists as resources for general education staff to modify &amp; differentiate instruction appropriate to students. Develop and implement an effective Response to Intervention (RtI) model in each building.</td>
<td>2016-2017, 2016-2021, 2016-2021, 2016-2021</td>
</tr>
<tr>
<td>3.4</td>
<td>Cultivate partnerships with local mental health agencies to support the social and emotional health of students.</td>
<td>District Leadership, Building Principals, Teachers, ChildFocus, Other Agencies</td>
<td>Provide school-based mental health services for students in all buildings.</td>
<td>2016-2021</td>
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<td>3.5</td>
<td>Develop a comprehensive plan to assist staff when dealing with students in crisis.</td>
<td>Committee to Include: Mental Health Professionals, Teachers, School Counselors, Building Administrators, Teachers, Bus Drivers</td>
<td>Formulate a comprehensive reference tool for use when addressing or working with a student in crisis.</td>
<td>2016-2017</td>
</tr>
<tr>
<td>3.6</td>
<td>Utilize programs available to assist students with basic needs.</td>
<td>Teachers, Counselors, Building Principals, Parents, Volunteers, Lions Care Committee</td>
<td>Develop and maintain a program to assist students gain access to basic need items including school supplies, food, clothing, &amp; hygiene products in each school building.</td>
<td>2016-2021</td>
</tr>
<tr>
<td>3.7</td>
<td>Utilize instructional supports for identified gifted students district-wide, utilizing differentiated instruction to promote enrichment activities and growth opportunities for higher achieving students.</td>
<td>Teachers, Gifted Coordinator, Building Principals, District Leadership</td>
<td>Provide professional development for educators working with gifted students. Provide enrichment activities for high achieving students.</td>
<td>2016—2021, 2016—2021</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Estimated Cost</td>
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<tr>
<td>Will this plan require additional fiscal resources?</td>
<td>Yes</td>
<td>TBD based upon contracted services provided by outside agencies including ChildFocus</td>
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<tr>
<td>Will this plan require additional human resources?</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>When will this be evaluated again, and by whom?</td>
<td></td>
<td>Quarterly updates to steering committee, subject to annual review by the board of education</td>
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</table>
4.1 Improve communications with families and community members
Develop and implement an external communications strategy that provides multiple channels and avenues for communicating with parents and community residents about district priorities and progress. Provide assistance to school-based staff members to strengthen communication with parents and community members about school and district priorities and initiatives. Evaluate and assess how schools are communicating with and engaging parents and the community.

4.2 Maintain a board-adopted policy manual that reflects the district’s mission, vision, and core values.
Articulate the principles, expectations, and practices adopted by the NREVSD. Promote transparency and accountability in all policies for the district.

4.3 Maintain coordination between all types of board adoptions so that stakeholders experience consistency within New Richmond Exempted Village School District.
Ensure all certified and non-certified staff members have a clear understanding of board adoptions and consistent implementation of them to enhance the creation of a positive learning environment.
<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVE</th>
<th>CHAMPION</th>
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</table>
| Four | Communicate, develop, and implement policies that align with the district’s mission, vision, & core values | Mr. Adam Bird  
Superintendent |

**What is the current condition and data that supports the need for this objective?**
Board policy and administrative guidelines can currently be found on the district website. Communicating actions aligned to vision, mission, and policy is appropriate to involving all stakeholders within New Richmond schools.

**Who are the direct customers of this objective and how will it benefit them?**
The direct customers are the district stakeholders. Their understanding of policy and decision making within the district will create a more informed community ultimately resulting in increased support of the schools.

**What resources may be needed and who else will be involved?**
The continued use of a Public Relations Director for the district along with access to digital and print media for reporting. It may also be appropriate to seek the input on board policy from a committee of stakeholders.

**When and how will improvements be evaluated for results?**
Records of print media mailings, number of hits to district website and social media sites, number of inquiries made to board members, etc.

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</table>
| 4.1 Improve communications with families and community members | Superintendent  
Public Relations Director  
Building Principals  
Teachers  
Communications Committee  
Superintendent Advisory Council  
Curriculum Committee | • Continue to employ and utilize the expertise of a public relations director for the district  
• Update the schools website and social media sites often  
• Develop a comprehensive communications plan for the district  
• Utilize building Emergency Operations Plans to communicate quickly and effectively with the community in the event of a crisis  
• Send quarterly communication to community members to highlight the schools  
• Develop a “state of schools” public forum for community members  
• Continue public outreach initiatives including coffee nights with the Superintendent  
• Develop and distribute welcome packets for new students and families  
• Present district financial forecast to the public annually | 2016-2021  
  2016-2021  
  2016-2017  
  2017-2021  
  2017-2021  
  2016-2021  
  2016-2021  
  2017 – 2021  
  2016-2021 |
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</table>
| **4.2 Maintain a board-adopted policy manual that reflects current state and federal mandates and supports the district’s mission, vision, and core values** | School Board Committees  
Superintendent  
Ennis Britton  
NEOLA | • Ensure board policy posted online is current and aligned to the district’s mission, vision, and core values  
• Update the website to include the district’s mission, vision, and core values  
• Make hard copies of board policy available at district office upon request | 2016-2021 |
|   |   |   |   |   |   |
| **4.3 Maintain coordination between all types of board adoptions so that stakeholders experience consistency within New Richmond Exempted Village School District** | Superintendent  
Building Principals  
School Board  
Ennis Britton  
Athletic Department | • Review NRHS Course Registration Booklet to ensure consistent expectations for all students  
• Review Student Code of Conduct to ensure consistent expectations for all students  
• Review Athletic Code of Conduct to ensure consistent expectations for all student athletes and coaches | 2016-2021 |
|   |   |   |   |   |   |
| **Will this plan require additional fiscal resources?** | Yes – Quarterly print mailings to community members and contracted services through Ennis Britton as necessary | Estimated Cost:  TBD |
| **Will this plan require additional human resources?** | No | Estimated Cost:  N/A |
| **When will this be evaluated again, and by whom?** | Quarterly updates to steering committee, subject to annual review by the board of education |   |
Goal 5

Strategic Initiatives

5.1 Maintain the appropriate balance between delivering quality instruction and cost efficiency
Provide and deliver high-quality and sustainable programs in a cost-effective manner.

5.2 Establish fair and competitive compensation packages that are financially appropriate
Provide compensation that reflects the high expectations required to deliver positive instructional experiences for the students in the NREVSD. Negotiate creative compensation agreements within the district’s financial constraints. Retain high-quality staff through competitive compensation, benefits, incentives, and a positive district culture.

5.3 Optimize traditional and non-traditional financial resources
Optimize resources to be fiscally responsible by ensuring financial resources are allocated to the priorities of the strategic plan and by continuing to identify and seek non-tax revenues and grant opportunities for the district and its programs.

5.4 Maintain financial management and stewardship practices that ensure focused spending within the district budget
Responsibly monitor resource management and evaluate the employment of effective financial practices.
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<th>GOAL</th>
<th>OBJECTIVE</th>
<th>CHAMPION</th>
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<tbody>
<tr>
<td>Five</td>
<td>Ensure efficient and effective use of financial resources while maintaining high-quality educational experiences for all students</td>
<td>Mr. Mike Mowery Treasurer</td>
</tr>
</tbody>
</table>

**What is the current condition and data that supports the need for this objective?**
It is always pertinent and important to closely monitor the district budget and spending.

**Who are the direct customers of this objective and how will it benefit them?**
Students, staff, and community members are the direct customers. A commitment to fiscal responsibility and the use of cost-benefit analyses of programs will help to create a positive financial forecast for the district in years to come.

**What resources may be needed and who else will be involved?**
It may take time to complete cost-benefit analyses along with financial resources to attract high-quality staff to the district for the purposes of employment.

**When and how will improvements be evaluated for results?**
A quarterly review of the district budget should take place in addition to the annual forecast that is completed by the district Treasurer. Building principals should also review building budgets regularly to ensure fiscal responsibility.

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<tr>
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<th>Responsibility</th>
<th>Results</th>
<th>Target Completion Date</th>
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<tbody>
<tr>
<td>5.1 Maintain the appropriate balance between delivering quality instruction and cost efficiency</td>
<td>District Leadership Treasurer Building Principals Curriculum Committee</td>
<td>• Cost-benefit analyses will be performed to determine the best selection of instructional programming in each subject and in each grade level&lt;br&gt;• Improved communication between district leadership and building principals to determine the purchase of additional books and materials as needed for instruction&lt;br&gt;• Annual Presentation of District’s five year financial forecast&lt;br&gt;• Continuously assess pupil to teacher ratios in the district to ensure quality instruction and maintain ideal class size</td>
<td>2016-2021</td>
</tr>
<tr>
<td>5.2 Establish fair and competitive compensation packages that are financially appropriate</td>
<td>Human Resources Superintendent School Board Teacher Recruitment Committee Treasurer</td>
<td>• Competitive salary &amp; benefits packages offered to highly qualified staff members&lt;br&gt;• Analyze &amp; negotiate related experience when teachers are transferring into the district&lt;br&gt;• Continued negotiations with insurance companies to secure best pricing for staff members</td>
<td>2016-2021</td>
</tr>
</tbody>
</table>
| 5.3 Optimize traditional and non-traditional financial resources | District Leadership  
Building Principals  
Treasurer  
Teachers  
Volunteers  
Grant Programs  
PTO | - Inform and update district personnel on grant money and fundraising opportunities available  
- Seek opportunities to partner with PTO programs, volunteer activities, and other resources to bring programs into the schools | 2016-2021 |
|---|---|---|---|
| 5.4 Maintain financial management and stewardship practices that ensure focused spending within the district budget | District Leadership  
Treasurer  
Building Principals  
Activity Advisors  
Finance Committee | - Regularly monitor district revenue & expenses to ensure funds are allocated in the budget adequately and appropriately  
- Develop a long range plan to address future changes in the district’s revenue & update the plan as needed  
- Oversee expenditures and sign off on requisitions as appropriate to instructional need | 2016-2021 |
<p>| Will this plan require additional fiscal resources? | No | Estimated Cost: N/A |
| Will this plan require additional human resources? | No | Estimated Cost: N/A |
| When will this be evaluated again, and by whom? | Quarterly updates to steering committee, subject to annual review by the board of education | |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mr. Mark Bailey</td>
<td>Principal, NREVSD</td>
</tr>
<tr>
<td>Mr. Jason Bash</td>
<td>Parent, NREVSD</td>
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<tr>
<td>Mrs. Kristin Bennett</td>
<td>2016 BOE President, NREVSD</td>
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<tr>
<td>Mr. Adam Bird</td>
<td>Superintendent, NREVSD</td>
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<tr>
<td>Mr. Greg Chandler</td>
<td>Teacher, NREVSD</td>
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<tr>
<td>Mr. Jim Comodeca</td>
<td>Community Member &amp; Business Owner</td>
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<tr>
<td>Mr. Tim DuFau</td>
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<td>Mr. Tony Farmer</td>
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<tr>
<td>Mr. John Frye</td>
<td>Student Services, NREVSD</td>
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<td>Mr. Bill Harris</td>
<td>Teacher, NREVSD</td>
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<td>Mrs. Erika Hauke</td>
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<td>Mrs. Kim Hayden</td>
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<td>Mr. Dave Hawkins</td>
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<td>Mrs. Heather Isparo</td>
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<tr>
<td>Mrs. Miki Johns</td>
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<tr>
<td>Mrs. Jamie Kunz</td>
<td>Principal, NREVSD</td>
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<tr>
<td>Mr. Court Lilly</td>
<td>Principal, NREVSD</td>
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<tr>
<td>Mrs. Tara Miller</td>
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<tr>
<td>Mrs. Terry Miller</td>
<td>Former Principal, NREVSD</td>
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<tr>
<td>Mrs. Logan Minning</td>
<td>Teacher, NREVSD</td>
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<tr>
<td>Mr. Mike Mowery</td>
<td>Treasurer, NREVSD</td>
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<tr>
<td>Mrs. Teresa Napier</td>
<td>Former Treasurer, NREVSD</td>
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<td>Mrs. Nicole Parker</td>
<td>Teacher, NREVSD</td>
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<tr>
<td>Mr. Matt Prichard</td>
<td>Director of Technology, NREVSD</td>
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<tr>
<td>Mr. Joseph Roach</td>
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<tr>
<td>Dr. Tara Rosselot</td>
<td>Former Principal, NREVSD</td>
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<tr>
<td>Mrs. Susan Saunders</td>
<td>Parent &amp; PTO Officer, NREVSD</td>
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<tr>
<td>Mr. Matt Schuster</td>
<td>Parent, NREVSD</td>
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</tbody>
</table>

**Action Planning Teams will include other participants**