

NREVSD

STRATEGIC PLAN

2016—2021

NREVSD

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.

NREVSD

Vision Statement

Committed to Excellence

Passionate for Innovative Learning

Engaging Tomorrow's Leaders

NREVSD

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.*

NREVSD

District Theme

Lions Today... Leaders Tomorrow

Goal 1

Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and grade levels.

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

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.

Action steps to accomplish the objective	Responsibility	Results	Target Completion Date
1.1 Develop or adopt aligned curricula and instructional materials	District Leadership	<ul style="list-style-type: none"> 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
	Building Principals		2016-2021
	Teacher Committee		2017-2018
Curriculum Director			
1.2 Develop or acquire a comprehensive assessment system	District Leadership Building Principals Teacher Committee	<ul style="list-style-type: none"> Selection, adoption, and training for universal screening tool to assess content standards and student growth in all subjects and all grade levels 	2017-2021

<p>1.3 Develop and utilize technology applications to reinforce academic skills, differentiate instruction, and promote higher levels of learning</p>	<p>District Leadership Building Principals Tech Integrationists</p>	<ul style="list-style-type: none"> • 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 	<p>2016-2021 (annual review)</p> <p>2016-2021</p> <p>2016-2021</p>
<p>1.4 Build systemic capacity within schools and central office to effectively implement new curricula and help teachers engage students in learning</p>	<p>District Leadership Building Principals Professional Development Committee</p>	<ul style="list-style-type: none"> • Provide consistent, ongoing professional development opportunities for teachers based on best practices 	<p>2016-2021</p>
<p>1.5 Promote instructional supports for emergent literacy and numeracy in the primary grades</p>	<p>District Leadership Building Principals Classroom Teachers Support Staff Professional Trainings</p>	<ul style="list-style-type: none"> • 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.) 	<p>2016-2017</p> <p>2016-2021</p> <p>2016-2021</p>
<p>1.6 Prepare students for Kindergarten by providing Preschool for all eligible children in the community</p>	<p>Public Relations/ Marketing District Leadership Building Principals Teachers Help Me Grow</p>	<ul style="list-style-type: none"> • 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 	<p>2016</p> <p>2016-2021</p> <p>2016-2021</p> <p>2017-2018</p>
<p>Will this plan require additional fiscal resources? Yes</p>		<p>Estimated Cost: \$ TBD</p>	
<p>Will this plan require additional human resources? Yes (Tech at HS/MS)</p>		<p>Estimated Cost: \$ TBD</p>	
<p>When will this be evaluated again, and by whom?</p> <p>Quarterly updates to steering committee, subject to annual review by the board of education</p>			

Goal 2

Recruit, develop, support, and retain effective teachers and school leaders

Strategic Initiatives

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 tristate 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.

GOAL	OBJECTIVE	CHAMPION
Two	Recruit, develop, support, and retain effective teachers, staff, and school leaders	Mr. Adam Bird <i>Superintendent</i>

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.

Action steps to accomplish the objective	Responsibility	Results	Target Completion Date
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	<ul style="list-style-type: none"> 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
	Superintendent		2017 – 20121
	Building Principals Teacher Committee		2017-2018
2.2 Provide teachers and school leaders with individualized, high-quality professional development	District Leadership	<ul style="list-style-type: none"> 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
	Teachers School Leaders Professional Development Committee Outside Agencies for Contracted Services		2016-2021

<p>2.3 Recognize teacher and school leader success and provide opportunities for advancement</p>	<p>District Leadership Building Leadership Teacher Leaders</p>	<ul style="list-style-type: none"> • Develop and/or continue to recognize accomplishments through programs including Teacher of the Year, Spotlight on Educators, compensation incentives for administrators, etc. • 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. 	<p>2016-2021</p> <p>2016-2021</p>
<p>2.4 Strengthen and stabilize school leadership through meaningful professional development</p>	<p>Superintendent District Leadership Building Principals</p>	<ul style="list-style-type: none"> • Utilize self-assessment tools for professional goal setting • Seek opportunities for growth and professional development based upon annual goals – Set annual requirements for principal participation in professional development experiences • Participate in collaborative exploration of professional best practices to enhance team dynamic and encourage professional reflection (workshops, book studies, etc.) 	<p>2016-2021</p> <p>2016-2021</p> <p>2016-2021</p>
<p>Will this plan require additional fiscal resources? Yes</p>		<p>Estimated Cost: TBD based upon a professional development budget allocated by the Superintendent, Treasurer, and subject to School Board approval</p>	
<p>Will this plan require additional human resources? No – But will require the identification of each school’s teacher leaders</p>		<p>Estimated Cost: None – Although a partial stipend may be incentive for teacher leader positions in each building (time, PD, mentorship, etc.)</p>	
<p>When will this be evaluated again, and by whom?</p> <p>Quarterly updates to steering committee, subject to annual review by the board of education</p>			

Goal 3

Develop an infrastructure to support student success.

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	OBJECTIVE	CHAMPION
Three	Develop an infrastructure to support student success.	Mrs. Jamie Kunz <i>Principal</i>

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.

Action steps to accomplish the objective	Responsibility	Results	Target Completion Date
3.1 Build family & school partnerships to support student learning	District Leadership Building Principals Teachers Building PTO	<ul style="list-style-type: none"> Increase attendance at parent/teacher conferences in each building by 5% annually 	2016-2021
		<ul style="list-style-type: none"> Create opportunities for parents to be engaged in curriculum with students through events & evening programs 	2016 – 20121
		<ul style="list-style-type: none"> Design & implement training opportunities for parents to become knowledgeable of online resources to support education 	2017-2021
		<ul style="list-style-type: none"> Continue active participation in school Parent Teacher Organizations 	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	<ul style="list-style-type: none"> Develop effective partnerships with the local business community Create volunteer opportunities to increase volunteerism in each building by 5% annually 	2017 – 2021 2017-2021

<p>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</p>	<p>District Leadership Building Principals Intervention Specialists Classroom Teachers</p>	<ul style="list-style-type: none"> • 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 & differentiate instruction appropriate to students • Develop and implement an effective Response to Intervention (RtI) model in each building 	<p>2016-2017</p> <p>2016-2021</p> <p>2016-2021</p> <p>2016-2021</p>
<p>3.4 Cultivate partnerships with local mental health agencies to support the social and emotional health of students</p>	<p>District Leadership Building Principals Teachers ChildFocus Other Agencies</p>	<ul style="list-style-type: none"> • Provide school-based mental health services for students in all buildings 	<p>2016-2021</p>
<p>3.5 Develop a comprehensive plan to assist staff when dealing with students in crisis</p>	<p>Committee to Include: Mental Health Professionals, Teachers, School Counselors, Building Administrators, Teachers, Bus Drivers</p>	<ul style="list-style-type: none"> • Formulate a comprehensive reference tool for use when addressing or working with a student in crisis 	<p>2016-2017</p>
<p>3.6 Utilize programs available to assist students with basic needs</p>	<p>Teachers Counselors Building Principals Parents Volunteers Lions Care Committee</p>	<ul style="list-style-type: none"> • Develop and maintain a program to assist students gain access to basic need items including school supplies, food, clothing, & hygiene products in each school building 	<p>2016-2021</p>
<p>3.7 Utilize instructional supports for identified gifted students district-wide, utilizing differentiated instruction to promote enrichment activities and growth opportunities for higher achieving students.</p>	<p>Teachers Gifted Coordinator Building Principals District Leadership</p>	<ul style="list-style-type: none"> • Provide professional development for educators working with gifted students • Provide enrichment activities for high achieving 	<p>2016—2021</p> <p>2016—2021</p>

Will this plan require additional fiscal resources? Yes	Estimated Cost: TBD based upon contracted services provided by outside agencies including ChildFocus
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 4

Communicate, develop, and implement policies that align with the district's mission, vision, & core values.

Strategic Initiatives

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.

GOAL	OBJECTIVE	CHAMPION
Four	Communicate, develop, and implement policies that align with the district’s mission, vision, & core values	Mr. Adam Bird <i>Superintendent</i>

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.

Action steps to accomplish the objective	Responsibility	Results	Target Completion Date
4.1 Improve communications with families and community members	Superintendent	<ul style="list-style-type: none"> Continue to employ and utilize the expertise of a public relations director for the district 	2016-2021
	Public Relations Director	<ul style="list-style-type: none"> Update the schools website and social media sites often 	2016-2021
	Building Principals	<ul style="list-style-type: none"> Develop a comprehensive communications plan for the district 	2016-2017
	Teachers	<ul style="list-style-type: none"> Utilize building Emergency Operations Plans to communicate quickly and effectively with the community in the event of a crisis 	2017-2021
	Communications Committee	<ul style="list-style-type: none"> Send quarterly communication to community members to highlight the schools 	2017-2021
	Superintendent Advisory Council	<ul style="list-style-type: none"> Develop a “state of schools” public forum for community members 	2016-2021
	Curriculum Committee	<ul style="list-style-type: none"> Continue public outreach initiatives including coffee nights with the Superintendent 	2016-2021
		<ul style="list-style-type: none"> Develop and distribute welcome packets for new students and families 	2017 – 2021
		<ul style="list-style-type: none"> Present district financial forecast to the public annually 	2016-2021

<p>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</p>	<p>School Board Committees Superintendent Ennis Britton NEOLA</p>	<ul style="list-style-type: none"> • 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 	<p>2016-2021</p> <p>2016</p> <p>2016</p>
<p>4.3 Maintain coordination between all types of board adoptions so that stakeholders experience consistency within New Richmond Exempted Village School District</p>	<p>Superintendent Building Principals School Board Ennis Britton Athletic Department</p>	<ul style="list-style-type: none"> • 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 	<p>2016</p> <p>2016-2021</p> <p>2017-2021</p>
<p>Will this plan require additional fiscal resources? Yes – Quarterly print mailings to community members and contracted services through Ennis Britton as necessary</p>		<p>Estimated Cost: TBD</p>	
<p>Will this plan require additional human resources? No</p>		<p>Estimated Cost: N/A</p>	
<p>When will this be evaluated again, and by whom? Quarterly updates to steering committee, subject to annual review by the board of education</p>			

Goal 5

Ensure efficient and effective use of financial resources while maintaining high-quality educational experiences for all students

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.

GOAL	OBJECTIVE	CHAMPION
Five	Ensure efficient and effective use of financial resources while maintaining high-quality educational experiences for all students	Mr. Mike Mowery <i>Treasurer</i>

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.

Action steps to accomplish the objective	Responsibility	Results	Target Completion Date
5.1 Maintain the appropriate balance between delivering quality instruction and cost efficiency	District Leadership Treasurer Building Principals Curriculum Committee	<ul style="list-style-type: none"> Cost-benefit analyses will be performed to determine the best selection of instructional programming in each subject and in each grade level 	2016-2021
		<ul style="list-style-type: none"> Improved communication between district leadership and building principals to determine the purchase of additional books and materials as needed for instruction 	2016-2021
		<ul style="list-style-type: none"> Annual Presentation of District's five year financial forecast 	2016-2021
		<ul style="list-style-type: none"> Continuously assess pupil to teacher ratios in the district to ensure quality instruction and maintain ideal class size 	2016-2021
5.2 Establish fair and competitive compensation packages that are financially appropriate	Human Resources Superintendent School Board Teacher Recruitment Committee Treasurer	<ul style="list-style-type: none"> Competitive salary & benefits packages offered to highly qualified staff members 	2016-2021
		<ul style="list-style-type: none"> Analyze & negotiate related experience when teachers are transferring into the district 	2016-2021
		<ul style="list-style-type: none"> Continued negotiations with insurance companies to secure best pricing for staff members 	2016-2021

5.3 Optimize traditional and non-traditional financial resources	District Leadership Building Principals Treasurer Teachers Volunteers Grant Programs PTO	<ul style="list-style-type: none"> • 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 in to the schools 	2016-2021 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	<ul style="list-style-type: none"> • 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 2016-2021 2016-2021
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			

NREVSD

STRATEGIC PLANNING TEAM

2016

Mr. Mark Bailey

Principal, NREVSD

Mr. Jason Bash

Parent, NREVSD

Mrs. Kristin Bennett

2016 BOE President, NREVSD

Mr. Adam Bird

Superintendent, NREVSD

Mr. Greg Chandler

Teacher, NREVSD

Mr. Jim Comodeca

Community Member & Business Owner

Mr. Tim DuFau

BOE Member, NREVSD

Mr. Tony Farmer

BOE Member, NREVSD

Mr. John Frye

Student Services, NREVSD

Mr. Bill Harris

Teacher, NREVSD

Mrs. Erika Hauke

Teacher, NREVSD

Mrs. Kim Hayden

Former BOE Member, NREVSD

Mr. Dave Hawkins

Former BOE Member, NREVSD

Mrs. Heather Isparo

Parent, NREVSD

Mrs. Miki Johns

Parent, NREVSD

Mrs. Jamie Kunz

Principal, NREVSD

Mr. Court Lilly

Principal, NREVSD

Mrs. Tara Miller

Parent, NREVSD

Mrs. Terry Miller

Former Principal, NREVSD

Mrs. Logan Minning

Teacher, NREVSD

Mr. Mike Mowery

Treasurer, NREVSD

Mrs. Teresa Napier

Former Treasurer, NREVSD

Mrs. Nicole Parker

Teacher, NREVSD

Mr. Matt Prichard

Director of Technology, NREVSD

Mr. Joseph Roach

Principal, NREVSD

Dr. Tara Rosselot

Former Principal, NREVSD

Mrs. Susan Saunders

Parent & PTO Officer, NREVSD

Mr. Matt Schuster

Parent, NREVSD

****Action Planning Teams will include other participants**

