



**Hazelwood
School
District**
High Expectations For All!

**THE HAZELWOOD NOW
STRATEGIC PLAN
2017-2022**



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Hazelwood Board of Education and District Background

2018 Board of Education



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*Certified Board Member,
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SCHOOL DISTRICT BACKGROUND

The Hazelwood School District is a diverse school district in suburban St. Louis, Missouri and the second largest district in St. Louis County. The District extends from I-70 on the west and the I-270 bridge on the east, covering 78 square miles, an area larger than the City of St. Louis. Its northern and southern boundaries are the two Great Rivers, the Missouri and the Mississippi, and I-270. The district includes the communities of Hazelwood, Black Jack, and Spanish Lake; a large section of the city of Florissant; portions of the cities of Bridgeton, Bellefontaine Neighbors, and Ferguson; and several square miles of unincorporated St. Louis County.

Below are additional characteristics that contribute to the district's uniqueness:

- A diverse faculty and staff of 2,700 educating 18,000 students
- A student population representative of 63 countries and 37 languages
- Twenty elementary schools, 6 middle schools, 3 high schools, 3 early childhood education centers, and 1 alternative school
- Advanced certification programs completed by more than 40 science and math teachers
- Teacher training through The Boeing Middle School Science Institute and MasterCard
- Project Lead the Way® National Certification at all of our high schools
- Successful management of a balanced budget of over \$200M
- Students received over \$33.3M in scholarships and volunteered more than 130,000 community service hours

A Message from Our Superintendent



Dear Hazelwood School District Community,

After 40 years of public service in education working in school districts across the country, I can honestly share that the past two years as your Hazelwood School District Superintendent have been extremely rewarding. I've gotten to know staff, parents, and impressive students from our district that is 18,000 students strong and growing; I now call this incredible community home. With great hope for the future, I eagerly share our five-year Hazelwood *NOW* Strategic Plan.

We have purposefully built the strategic plan on our unique Hazelwood legacy, while providing an inspired direction for the future. Our Hazelwood *NOW* initiatives include *New and Innovative Programs*, *Options and Opportunities*, and *Working Together to Build Coalitions and Capacity*. During the summer of 2017, we outlined goals and initiatives designed to improve student achievement, enhance professional growth, and increase parent and community engagement.

As we all know, however, goals cannot be outlined—or achieved—in a vacuum. Thus, the winter months were spent conceptualizing 2018 strategic planning focus group meetings involving our students, parents, staff, and community stakeholders. In March 2018, these meetings occurred and allowed all of us to gain new insights into our district's strengths, weaknesses, opportunities, and threats. I am thankful for your support and engagement in such meaningful work.

Our Hazelwood *NOW* Strategic Plan combines the perspectives of the strategic planning focus group participants with the Hazelwood *NOW* initiatives and translates them into seven strategic priorities: student support services, staff support services, technology, parent involvement and community partnerships, curriculum and instruction, climate and culture, and district finance. With our eyes on these priorities, we remain focused on becoming one of the highest-achieving school systems in Missouri.

The Hazelwood *NOW* Strategic Plan is a plan we created together. It builds on current momentum and ensures a dedicated path towards achievement, collaboration, and innovation. It gives me great pleasure to serve as your superintendent, and I look forward to our evolving future.

Thank you for your ongoing engagement in our community and the Hazelwood School District.

Sincerely,

Dr. Nettie Collins-Hart

NEW AND INNOVATIVE PROGRAMS

OPTIONS AND OPPORTUNITIES

WORKING TOGETHER TO BUILD COALITIONS AND CAPACITY

Administrative Leadership Team and Editing Committee

DR. NATASHA BAKER

Deputy Superintendent

KEITH BAUSMAN

Assistant Superintendent for Human Resources

CHRISTOPHER NORMAN

Chief Financial Officer/Assistant Superintendent for Finance and Facilities

DR. ERIC ARBETTER

Assistant Superintendent for Curriculum and Middle School Education

JUAN CORDOVA

Assistant Superintendent for Elementary Education

DR. BRUCE GREEN

Assistant Superintendent for High School Education

DAVID MCCORKLE

Chief Information Officer

KIMBERLY MCKENZIE

Director of Communications and Public Relations

MATTHEW PHILLIPS

Assistant Superintendent for Student Services and Elementary Education

Note: Additional contributors included both Julia Burke, former Associate Superintendent for Human Resources, and Dr. Christa Warner, former Assistant Superintendent for Elementary Schools.



Hazelwood's students excel academically.

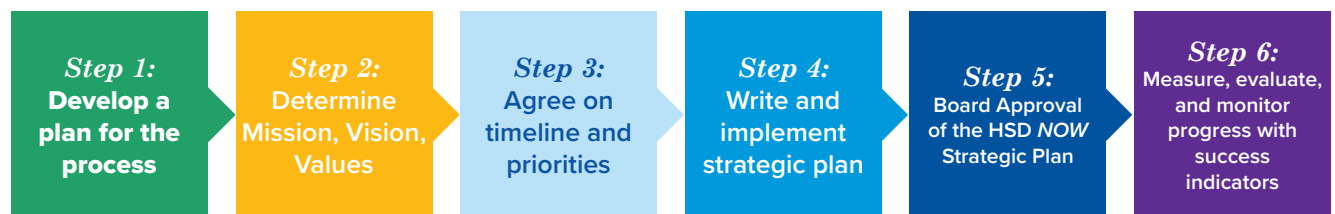
What is the Hazelwood NOW Strategic Plan?

This plan, developed by parents, students, community stakeholders, and staff, is a comprehensive roadmap that guides the acquisition and allocation of resources to achieve mutually-agreed-upon strategic priorities. Our five-year Hazelwood NOW Strategic Plan is a tool that provides guidance on fulfilling our mission and vision with maximum efficiency and impact. This plan includes our unified mission, vision, value statements, priorities, and goals. Our mission is a succinct statement that articulates what the district does (our programs) and why we do it (the purpose for providing such programs). Our vision is an aspirational description of what we would like to achieve or accomplish. Our value statements are our basic beliefs and guiding principles for how we engage and behave to meet the needs of our students, parents, colleagues, and the broader community. Our common goals are specific, measurable, and achievable; underpinning each goal are core strategies that will help us achieve our mission.

OUR PROCESS

The Hazelwood NOW Strategic Plan is a collaborative effort that includes development, implementation, monitoring, and a revision of efforts. Below is a list of strategic planning activities followed by a snapshot of our process:

-  Used Board retreats to determine mission, value statements, characteristics of Hazelwood graduates
-  Assessed our district's strengths, weaknesses, opportunities, and threats
-  Captured committee research and development work of 10 committees
-  Agreed on strategic priorities
-  Hosted four Strategic Planning Focus Group Meetings
-  Wrote and revised plan
-  Articulated and recorded our mission, vision, and value statements
-  Board approved the Hazelwood NOW Strategic Plan
-  Implementing, evaluating, and monitoring our progress on achieving the goals in the plan



Mission, Vision, and Values



PTA's Annual Run-Walk event

THE WHY:

Our mission explains our fundamental purpose as an organization.

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens.

THE WHAT:

Our vision captures the future we seek to create for our students.

The Hazelwood School District develops culturally-aware critical thinkers prepared to lead with 21st century skills in an ever-evolving global society.

THE HOW:

Our Theory of Action describes the specific methods we will use to achieve our vision.

When we collaborate as a solution-oriented team to focus and close learning gaps, support socioemotional needs, and approach all challenges with growth mindsets, and when we create college or career pathways for all children, then we will equip our students to become lifelong learners with 21st century skills for success as global citizens.

THE THINGS WE VALUE:

Our value statements drive our culture because they act as reminders of the how, why, and what—and our shared vision.

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well-trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources (knowing when and on what to spend to achieve excellence).
- A supportive learning environment that fosters healthy socioemotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships through informative communications.

Timeline

The timeline for the Hazelwood *NOW* Strategic Plan details the initiatives and timeframes for each year of the plan. The first year was used for planning. During the second year, staff and stakeholders will begin implementing the plan and providing quarterly updates for transparent progress monitoring. Years three through five involve continued implementation, quarterly updates, evaluation, progress monitoring, and any course corrections or modifications necessary to meet our goals.

TABLE 1. 5-YEAR STRATEGIC PLANNING TIMELINE BY SCHOOL YEAR AND QUARTERS 1-4 (Q1-Q4)

MILESTONE TASKS		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
		Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4	Q1/Q2	Q3/Q4
1	Hazelwood Board of Education Retreat (Part 1)	Completed									
2	Hazelwood <i>NOW</i> Presentation	Completed									
3	Hazelwood Board of Education Meeting Presentation (Districtwide Updates on Hazelwood <i>NOW</i> initiatives)	Completed									
4	Redistricting Community Engagement Workshops		Completed								
5	Redistricting Community Engagement Workshops		Completed								
6	Hazelwood Board of Education Retreat (Part 2)		Completed								
7	Board Meeting Presentation (District Performance Updates)		Completed								
8	Strategic Planning Focus Group Meetings		Completed								
9	Write, edit, share, and present the Strategic Plan		Completed								
10	Hazelwood Board of Education Approval of Strategic Plan		Completed								
11	Share Strategic Plan with the Hazelwood School District Community			In Progress	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
12	Beginning-of-Year Report			Not Started		Not Started		Not Started		Not Started	
13	Year-to-Date (YTD) Update			Not Started		Not Started		Not Started		Not Started	
14	Board Meeting Presentation (Strategic Plan Updates)			Not Started		Not Started		Not Started		Not Started	
15	YTD Update				Not Started		Not Started		Not Started		Not Started
16	End-of-Year (EOY) Report				Not Started		Not Started		Not Started		Not Started

Our Strengths, Weaknesses, Opportunities, and Threats (SWOT)



Hazelwood's girls engaged in science.

SWOT ANALYSIS

The SWOT analysis took place during the Strategic Planning Focus Group meetings in March 2018. Table 2 is a snapshot of what our stakeholders identified as our internal strengths and weaknesses, as well as our external opportunities and threats.

When looking inward at our school district, our strengths and weaknesses represent components within our control. While the information captured in Table 2 is not an all-encompassing list of strengths or weaknesses, those that are most relevant to our mission are summarized. It may be helpful to remember the following:

- **Strengths** include capabilities and resources, as well as those things that we do exceptionally well.
- **Weaknesses** include disadvantages compared to other districts, something we lack or do poorly.

In a SWOT analysis, the 'O' and 'T' symbolize opportunities and threats. These external factors have both positive and negative effects on Hazelwood School District's ability to achieve our mission. The following definitions may be helpful:

- **Opportunities** include trends, forces, and events on which we can capitalize.
- **Threats** include events or forces outside of our control that have the potential to affect our school district negatively.



Students pose for a picture during art project.

TABLE 2. SWOT ANALYSIS FROM FOUR STRATEGIC PLANNING FOCUS GROUP MEETINGS

		POSITIVE	NEGATIVE
		STRENGTHS	WEAKNESSES
INTERNAL		<ul style="list-style-type: none"> • Academic programming • Accreditation • Caliber of staff • Diversity (Community) • Professional development • 1:1 Technology 	<ul style="list-style-type: none"> • Communication • District policy/consistency of implementation • Finances/financial trends • Lack of diversity in staff and curriculum • Lack of focus • Lack of student support services • Staff retention
		OPPORTUNITIES	THREATS
EXTERNAL		<ul style="list-style-type: none"> • Building relationships with district families • Increase business and community partnerships • North County pride and large community • Parent engagement • Rebranding • Staff Recruitment • Technology Improvements 	<ul style="list-style-type: none"> • Early childhood development supports • Knowledge of community politics • Local economy • Perception/image/branding • Risk of less funding • Socioeconomic status • Stakeholder involvement • State assessments (uncertainty status across the state) • Trauma (staff and students)

Districtwide Goals, Focus Areas, and Strategic Priorities



National signing day at Hazelwood West High School

The Hazelwood School District provides great opportunities for students, faculty, staff, and parents to explore and develop understanding, skills, and capacities that support life-long learning, high achievement, and global citizenship for students. Our high expectations for all students are embedded in our districtwide goals, focus areas, and strategic priorities listed below.

GOAL #1: IMPROVE STUDENT ACHIEVEMENT

FOCUS AREA: New and Innovative Programs

STRATEGIC PRIORITY: Curriculum and Instruction

GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Student Support Services

GOAL #3: ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Staff Support Services

STRATEGIC PRIORITY: Technology

GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: District Finance

GOAL #5: INCREASE PARENT AND COMMUNITY INVOLVEMENT

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

STRATEGIC PRIORITY: Climate and Culture

Districtwide Goals, Focus Areas, and Strategic Priorities

GOAL #1: IMPROVE STUDENT ACHIEVEMENT

FOCUS AREA: New and Innovative Programs

STRATEGIC PRIORITY: Curriculum and Instruction

GOAL

Description of destination

Implement a culturally-responsive and diverse 21st century curriculum that meets the learning and socio-emotional needs of our diverse student population.

OBJECTIVES

Measurable steps

1. Establish a 21st Century framework for learning districtwide
2. Integrate PK-12 vertically-aligned and cross-curricular STEAM learning systems
3. Increase the percentage of students graduating high school and succeeding in college, careers, and life readiness

STRATEGIES

Plan of Action – How to Achieve the Goal

- Improve fidelity of the curriculum's implementation
- Develop a diverse committee of stakeholders reflecting the district population (teachers, students, parents, community members) to review curriculum and resources in each area and provide feedback on cultural responsiveness and diversity
- Implement curriculum management plan
- Publish grade-specific and school building level performance targets to track academic proficiency and growth to ensure opportunities for course correction and praise
- Provide training to staff on culturally proficient instruction
- Audit, revise, and continuously update, all existing curriculum and major instructional resources to identify strengths and weaknesses related to cultural responsiveness and diversity. Integrate culturally responsive activities and diverse resources into curriculum where missing
- Incorporate the following into each career pathway sequences of courses that extend beyond high school such as internships, problem-solving experiences, and opportunities to earn career certificates and/or college credit.



University of Missouri - St. Louis awards Hazelwood student with \$100,000 scholarship.

TABLE 3. SUCCESS MEASURE INDICATORS FOR CURRICULUM AND INSTRUCTION

a	Percentage of HSD Pre-K students entering kindergarten in Hazelwood	Total Percentage	Asian	Black	Hispanic	Multi-Racial	White	FRL	IEPs
		51.3%	2.0%	73.0%	3.5%	2.3%	16.7%	69.3%	39.4%
b	Percentage of students K, 1st, and 2nd graders at benchmark by year's end	See Note (b)							
c	Percentage of 3rd grade students scoring proficient/advanced on MAP ELA and Math	ELA: 55.7% Math: 41.7%	ELA: 66.7% Math: 53.8%	ELA: 52% Math: 37.2%	ELA: 55% Math: 36.4%	ELA: 74.3% Math: 54.3%	ELA: 68.3% Math: 59%	ELA: 49.3% Math: 35.8%	ELA: 26.9% Math: 16.7%
d	Percentage of 4th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 54.8% Math: 32.1%	ELA: 66.7% Math: 53.8%	ELA: 49.5% Math: 25.3%	ELA: 70.6% Math: 55.9%	ELA: 69.0% Math: 48.3%	ELA: 76.0% Math: 58.7%	ELA: 47.3% Math: 25.4%	ELA: 25.4% Math: 10.0%
e	Percentage of students meeting Redefining Readiness indicators by the end of 5th, 8th, and 12th grades	College Ready= 25.7%; Career Ready=78.5%; Life Ready=n/a (See Notee)							
f	Percentage of 5th grade students scoring proficient/advanced on MAP ELA, Math, and Science	ELA: 52.2% Math: 30.1% Science: 36.6%	ELA: 58.8% Math: 52.6% Science: 52.6%	ELA: 47.5% Math: 25.7% Science: 30.5%	ELA: 55.2% Math: 44.8% Science: 48.3%	ELA: 83.3% Math: 29.2% Science: 66.7%	ELA: 68.4% Math: 46.4% Science: 58.5%	ELA: 45.9% Math: 23.6% Science: 28.6%	ELA: 16.7% Math: 7.7% Science: 7.7%
g	Percentage of 6th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 40.1% Math: 22.8%	ELA: 71.4% Math: 57.1%	ELA: 35.4% Math: 16.0%	ELA: 45.5% Math: 30.3%	ELA: 41.7% Math: 29.2%	ELA: 56.2% Math: 46.0%	ELA: 34.7% Math: 16.9%	ELA: 14.0% Math: 5.8%
h	Percentage of 7th grade students scoring proficient/advanced on MAP ELA and Math	ELA: 44.0% Math: 27.0%	ELA: 60.0% Math: 81.8%	ELA: 39.9% Math: 20.1%	ELA: 29.6% Math: 21.4%	ELA: 40.9% Math: 31.8%	ELA: 63.2% Math: 55.4%	ELA: 35.2% Math: 19.9%	ELA: 14.2% Math: 5.2%
i	Percentage of 8th grade students scoring proficient/advanced on MAP ELA, Math, and Science	ELA: 45.7% Math: 29.5% Science: 25.3%	ELA: 56.3% Math: 68.8% Science: 43.8%	ELA: 43.3% Math: 25.6% Science: 20.7%	ELA: 55.0% Math: 35.0% Science: 20.0%	ELA: 47.6% Math: 47.6% Science: 38.1%	ELA: 55.5% Math: 43.6% Science: 44.5%	ELA: 40.5% Math: 25.7% Science: 19.8%	ELA: 14.1% Math: 5.5% Science: 7.7%
j	Percentage of students scoring proficient/advanced on the Algebra I EOC	Algebra 1: 52.2%	Algebra 1: 68.4%	Algebra 1: 47.3%	Algebra 1: 57.1%	Algebra 1: 62.5%	Algebra 1: 66.9%	Algebra 1: 48.9%	Algebra 1: 21.3%
k	Percentage of students scoring proficient/advanced on English II EOC	English 2: 65.1%	English 2: 100%	English 2: 60.8%	English 2: 73.9%	English 2: 60%	English 2: 78.2%	English 2: 59.1%	English 2: 31.7%
l	Percentage of students scoring proficient/advanced on US Government EOC	Government: 46.2%	Government: 76.9%	Government: 39.7%	Government: 52.6%	Government: 77.8%	Government: 66.5%	Government: 39.5%	Government: 21.7%
m	Percentage of students scoring proficient/advanced on Biology EOC	Biology: 54.8%	Biology: 72.7%	Biology: 47.0%	Biology: 76.2%	Biology: 62.5%	Biology: 78.7%	Biology: 48.1%	Biology: 23.9%
n	Percentage of students scoring 3 or higher on one or more AP exam(s)	AP: 25%	AP: 22.2%	AP: 21.9%	AP: 16.7%	AP: 16.7%	AP: 31.3%	AP: 17.4%	AP: 9.1%
o	Percentage of students scoring at or above state average on the ACT	ACT 18.2%	ACT: 46.2%	ACT: 12.5%	ACT: 6.3%	ACT: 0%	ACT: 37.7%	ACT: 13.2%	ACT: 4.8%
p	Percentage of students entering a 2- or 4-year college	2 Year: 27.4% 4 Year: 32.2%	2 Year: 28.6% 4 Year: 57.1%	2 Year: 25.5% 4 Year: 31.3%	2 Year: 27.8% 4 Year: 27.8%	2 Year: 25% 4 Year: 25%	2 Year: 34.4% 4 Year: 34.7%	2 Year: 29.0% 4 Year: 28.8%	2 Year: 31.1% 4 Year: 6.8%
q	Percentage of students entering the workforce or military	Workforce: 11.7% Military: 2.5%	Workforce: 0% Military: 14.2%	Workforce: 14.9% Military: 2.7%	Workforce: 0% Military: 0%	Workforce: 0% Military: 0%	Workforce: 1.5% Military: 1.1%	Workforce: 15.5% Military: 3.1%	Workforce: 15.3% Military: 1.7%

Notes: (a) These data are from the 2017-18 school year. (b) During the last districtwide unit assessment in the 2017-18 school year, there were 81.9% of kindergarteners proficient or higher in math, 70.7% of first graders, and 76.5% of 2nd graders. Using the last unit test, there were 62.2% of kindergarteners, 60.8% of first graders, and 54.2% of 2nd graders proficient or higher in English Language Arts. These data have not yet been disaggregated by race and ethnicity. (c,d, f-i) data are from the 2016-17 school year as the 2017-18 data have not yet been made available from DESE. (j) These data are from the 2015-16 academic year. (l-o) These data are from the 2016-17 school year. (e) The 2018-19 school year will be the first year when all indicators aligned with Redefining Ready indicators will be streamlined across the district; therefore, it will be Hazelwood's true baseline year. Redefining Ready is a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess that students are college ready, career ready, and life ready.

- **ELA:** English Language Arts
- **FRL:** Free and Reduced Lunch
- **IEPs:** Students with Individualized Education Plans (Special Education)
- **EOC:** End of Course examinations taken in Missouri by High School Students in specific subject content areas
- **ACT:** American College Testing is the leading U.S. College admissions test measuring what students learn in high school to determine academic readiness for college.
- **AP:** Advanced Placement exams that give students the chance to tackle college-level work while in high school and earn college credit and placement.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 4. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #1: IMPROVE STUDENT ACHIEVEMENT
FOCUS AREA: New and Innovative Programs
STRATEGIC PRIORITY: Curriculum and Instruction and Instruction

Strategies		District Admin Responsible	Building Admin Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Improve fidelity of the curriculum's implementation	Instructional Assistant Superintendents and SSD Director	Principals	Quarterly	-	-	-	
2	Develop a diverse committee of stakeholders reflecting the district population (teachers, students, parents, community members) to review curriculum and resources in each area and provide feedback on cultural responsiveness and diversity	Instructional Assistant Superintendents and SSD Director	Principals	Quarterly	-	-	-	
3	Implement curriculum management plan	Curriculum, Instruction Department and SSD Director	Principals	Quarterly	-	-	-	
4	Publish grade-specific and school building level performance targets to track academic proficiency and growth to ensure opportunities for course correction and praise	Instructional Assistant Superintendents and SSD Director	Principals	Quarterly	-	-	-	
5	Provide training to staff on culturally proficient instruction	Instructional Assistant Superintendents	Principals	Quarterly	-	Title II and General Funds	\$75,000	
6	Audit, revise, and continuously update, all existing curriculum and major instructional resources to identify strengths and weaknesses related to cultural responsiveness and diversity. Integrate culturally responsive activities and diverse resources into curriculum where missing	Instructional Assistant Superintendents	Director of Curriculum and Education Programming, Curriculum Department, Principal	Quarterly	-	-	-	
7	Incorporate the following into career pathway sequences of courses that extend beyond high school such as internships, problem-solving experiences, and opportunities to earn career certificates and/or college credit	Instructional Assistant Superintendents and School Building Administrators	Director of Curriculum and Education Programming, Curriculum Department, Principals	Quarterly				
Resources Needed / Comments: Paper, chart paper, post-its, and markers								Completed
								In Progress
								Not Started

GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Student Support Services

GOAL

Description of destination

Improve individual student success by providing academic, socioemotional, and behavioral supports.

OBJECTIVES

Measurable steps

1. Measure student growth across the district through Redefining Ready indicators (i.e. college, career, and life-skills)
2. Consistently implement districtwide systems and procedures that support students' individual academic, socioemotional, and behavioral needs
3. Emphasize student-centered environments with supports across the continuum

STRATEGIES

Plan of Action – How to Achieve the Goal

- Expand early childhood development programs including the Parents-as-Teachers (PAT) Program
- Expand programs and opportunities for gifted and talented students
- Provide all students with grade-level appropriate opportunities through Redefining Ready Initiative
- Develop and implement the use of restorative practices as an integral part of school-level behavior management plans
- Fully implement school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs)

TABLE 5. SUCCESS MEASURE INDICATORS FOR STUDENT SUPPORT SERVICES		2017-2018	2022
a	Number of students participating in Hazelwood's early childhood programs	678	
b	Ratio of K-2 students on grade-level who have received Early Childhood Education or participated in the Parents-as-Teachers programs to those who did not	See Note (b)	
c	Percentage of elementary and middle school students (excluding kindergarten) who participate in Hazelwood's gifted program	6.5%	
d	Percentage of students on target with individual plans correlated to indicators for Redefining Ready (College, Career, and Life Ready)	College Ready= 25.7%; Career Ready= 78.5%; Life Ready= n/a (See Note (d))	
e	Increase in graduation rate of students participating in alternative education programs	See Note (e)	
f	Decrease in percentage of students suspended less than 10 days	See Note (f-h)	
g	Decrease in percentage of students referred to a discipline hearing	See Note (f-h)	
h	Increase in percentage of students suspended/expelled and receiving support services for rehabilitation for substance abuse, anger management, academic intervention, alternative programs, etc.	See Note (f-h)	

Notes: (b) The district is in the process of analyzing these data for this ratio calculation. During the last districtwide unit assessment, there were 81.9% of kindergarteners proficient or higher in math, 70.7% of first graders, and 76.5% of 2nd graders. Using the last unit test, there were 62.2% of kindergarteners, 60.8% of first graders, and 54.2% of 2nd graders proficient or higher in English Language Arts. (d) Data reflected here are those available for the 16-17 school year. The 2018-19 school year will be the first year when all indicators aligned with Redefining Ready will be streamlined across the district; therefore, it will be our true baseline year. Redefining Ready is a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess that students are college ready, career ready, and life ready. (e) The Opportunity Center completed its first full year as the district's alternative education program in 2017-18; therefore, we will use the change rate between the 17-18 and 18-19 school years for this data point. (f-h) With the implementation of newly streamlined systems, the district will use the change rate between the 17-18 and 18-19 school years for these data points.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 6. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #2: DIFFERENTIATE AND EXPAND RESOURCES AND SERVICES FOR STUDENTS
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Student Support Services

Strategies		District Administrator Responsible	Building Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Expand early childhood development programs	Instructional Assistant Superintendents	Director and Principals	Quarterly	-	State Funding Formula	\$675,000	
2	Expand programs and opportunities for Gifted and Talented students	Instructional Assistant Superintendents	Coordinator and Principals	Quarterly	-	General Funds	Year 1 - \$75,000; Years 2-5 \$92,550 annually	
3	Provide all students with grade-level appropriate opportunities through Redefining Ready initiative	Instructional Assistant Superintendents	Principals	Quarterly	-	Title II & General Funds	\$15,000	
4	Implement the use of restorative practices as an integral part of school-level behavior management plans	Instructional Assistant Superintendents	Principals	Quarterly	-	Student Services Budget	\$2,500	
5	Fully implement all school-level processes to support effective and efficient behavior modification systems (i.e. counseling, trauma, substance abuse, anger management, and alternative education programs)	Instructional Assistant Superintendents and SSD Director	Principals, Director of Alternative Education	Quarterly	-	General Funds & Title II	Year 1 - \$156,000; Year 2 - \$133,457; Year 3 - \$126,319	
Resources Needed / Comments: Goal 2.1: materials, furniture, space, and staff, Goal 2.2: Professional development, curriculum, and supplemental materials, Goal 2.3 Supplemental materials and experiences, Goal 2.4: HSD staff, Goal 2.5: Alive and Well (year 1-\$156,000 year 2- \$133,457, year 3-\$126,319, supplemental materials for counselors—program sustainability in subsequent years)								Completed
								In Progress
								Not Started

GOAL #3 (PART A): ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Staff Support Services

GOAL

Description of destination

Provide support to all staff that enables and empowers them to deliver the highest quality service and student-focused instruction.

OBJECTIVES

Measurable steps

1. All HSD staff will have professional growth opportunities that will increase their capacity and engage them in our mission
2. Improve retention of faculty and staff
3. Establish professional supports for all staff
4. Provide districtwide professional development that aligns with HSD's strategic priorities

STRATEGIES

Plan of Action – How to Achieve the Goal

- Provide training on customer service, conflict mediation, and general operations (i.e. finance, attendance reporting, etc.) and performance management training for all managers in all employee groups
- Implement districtwide cultural competence training requirements and integrate technology into instruction with professional support and dedicated resources
- Integrate technology into instruction—professional support and dedicated resources
- Improve the recruiting process to impact trauma support, diversity, and cultural competence
- Incorporate professional development for teachers in the area of trauma-informed practices in order to support students' socioemotional well-being
- Expand initiatives to hire retired teachers as substitutes
- Create and implement an ongoing leadership mentoring program (for staff at all levels of the organization) and expand leadership development opportunities for all staff
- Revise the existing exit survey to include data from the strategic priorities

TABLE 7: SUCCESS MEASURE INDICATORS TO ENHANCE PROFESSIONAL GROWTH THROUGH STAFF SUPPORT SERVICES		2017-2018	2022
a	Percentage of employees who participate in leadership development	less than 1% See Note (a)	
b	Percentage of faculty and staff earning local, state, national, and/or international awards or recognitions	See Note (b)	
c	Percentage of faculty and staff who observe a colleague sharing feedback	See Note (c), (e,f)	
d	Percentage of faculty and staff who are effective or rated distinguished leaders in the district	88.5%	
e	Percentage of staff who receive support that enables and empowers them	See Note (c), (e,f)	
f	Percentage of stakeholders who reported quality customer service with HSD staff	See Note (c), (e,f)	

Notes: (a) Leadership development is defined by programs such as Aspiring Leader Preparation System (ALPS) and DESE mentoring programs. These data exclude principals' meetings and retreats. (b) The 2018-19 school year will be the first year when human resources will house these data. (c), (e,f) During the 2018-19 school year, these data will be collected during the first districtwide survey for all students, employee groups, and/or additional stakeholders. (d) Currently, "effective leaders" as a term is narrowly defined by and limited to school building principals. This percentage indicates that during the 2017-18 school year, 88.5% (n=23 of 26) of principals earned a proficient rating, 3.8% (1 of 26) earned a developing rating, and 7.7% (n=2 of 26) had no summative data at the time it was input but were proficient in the previous year.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 8. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #3 (PART A): ENHANCE PROFESSIONAL GROWTH
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Staff Support Services

Strategies	District Admin Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion	
1	Provide training on customer service, conflict mediation, and general operations (i.e. finance, attendance reporting, etc.) and performance management training for all managers in all employee groups	Assistant Superintendent of Human Resources	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, Principals, and SSD Director	Quarterly	-	-	-	Completed
2	Implement districtwide cultural competence training requirements and integrate technology into instruction with professional support and dedicated resources	Curriculum and Instruction	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, Principals, and SSD Director	Quarterly	-	Title II; Technology and Curriculum	\$75,000; \$10,000	In Progress
3	Integrate technology into instruction—professional support and dedicated resources	Curriculum and Instruction	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, and SSD Director	Quarterly	-	Technology and Curriculum Budget	\$10,000	In Progress
4	Improve the recruiting process to impact trauma support, diversity, and cultural competence	Assistant Superintendent of Student Services and Curriculum and Instruction	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, Principals, and SSD Director	Quarterly	-	HR Budget	\$10,000	In Progress
5	Incorporate professional development for teachers in the area of trauma-informed practices in order to support students' socioemotional well-being	Assistant Superintendent of Student Services	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, Principals, and SSD Director	Quarterly	-	Student Services Budget	\$75,000	In Progress
6	Expand initiatives to hire retired teachers as substitutes	Assistant Superintendent of Human Resources	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, and Principals	Quarterly	-	HR Budget	\$1,500	In Progress
7	Create and implement an ongoing leadership mentoring program (for staff at all levels of the organization) and expand leadership development opportunities for all staff	Assistant Superintendent of Human Resources	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, and Principals	Quarterly	-	HR Budget	\$25,000	In Progress
8	Revise the existing exit survey to include data from the strategic priorities	Assistant Superintendent of Human Resources	Director of HR, CFO, Instructional Assistant Superintendents, CIO, District Depart. Directors, and Principals	Quarterly	-	N/A	TBD	In Progress
Resources Needed / Comments: Paper, chart paper, post-its, and markers							Completed	
							In Progress	
							Not Started	

GOAL #3 (PART B): ENHANCE PROFESSIONAL GROWTH

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: Technology

GOAL

Description of destination

Expand to a technological district that integrates the use of technology in all aspects of HSD’s quest to improve teaching and learning for every student.

OBJECTIVES

Measurable steps

1. Build employees’ technical knowledge, skills, and capacities
2. Promote awareness and use of technology in the community

STRATEGIES

Plan of Action – How to Achieve the Goal

- Assess and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring
- Expand and understand the use of technology in school community
- Increase support for technology troubleshooting
- Design, develop, and implement an all-inclusive, robust, flexible, and user-friendly student performance system
- Train all teachers PK-12 in the basic uses of Google drive and the core applications of G Suite for education
- Share quarterly data reports with all appropriate district and school building-level administrators
- Provide and measure improvements in help desk support
- Develop sustainable and non-person specific infrastructure and capacity within the information technology department
- Develop and implement a plan that promotes the use and awareness of technology in communities
- Measure outcomes of the district wide technology plan based on the success measures and use the data to promote the use and awareness of technology in communities

TABLE 9: SUCCESS MEASURE INDICATORS FOR ENHANCED PROFESSIONAL GROWTH RELATIVE TO TECHNOLOGY		2017-2018	2022
a	Percentage of teachers who received tech professional development and passed the tech proficiency exam	100%	
b	Percentage of teachers trained in tech professional development	TBD	
c	Percentage of helpdesk issues addressed, resolved, and completed within 48 hours by helpdesk personnel	90%	
d	Average number of days to make Chromebook-related repairs	5-10 Days	
e	Percentage of Chromebooks lost or stolen	Less than 1%	
f	Percentage of observed technology use in the classroom aligned with the HSD curriculum	HS 55.2%, MS 59.8%, ES 49.9%	
g	Percentage of students who used a Chromebook at home	HS 77%, MS 88%, ES - n/a	
h	Percentage of students who used a Chromebook at school	HS 25.2%, MS 34.4%, ES 14.5%	
i	Percentage of students with FRL whose families receive free/reduced priced Wi-Fi	See Note (i)	
j	Percentage of staff who have reviewed and utilized performance management system data	See Note (j)	

Notes: (i) Currently, 66% of students in the school district are identified as having a designation of Free and Reduced Lunch (FRL). The 2018-19 year will be the baseline year for the technology team to identify the number of students who receive free or reduced priced Wi-Fi. (j) The 2018-19 school year will be the baseline year for the technology team to run the analytics on staff use of the performance management system data.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 10. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #3 (PART B): ENHANCE PROFESSIONAL GROWTH
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: Technology

Strategies		District Administrator Responsible	Additional Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Assess and implement a technological infrastructure software necessary to support students and staff efficiently and effectively, including device monitoring	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	Technology Budget	\$80,000	
2	Expand and understand the use of technology in school community	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	-	-	
3	Increase support for technology troubleshooting	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	Technology Budget		
4	Design, develop, and implement an all-inclusive, robust, flexible, and user-friendly student performance system	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	Technology Budget	\$5,000	
5	Train all teachers PK-12 in the basic uses of Google drive and the core applications of GSuite for education	Chief Information Officer	Instructional Assistant Superintendents, Principals, Instructional Technology Coaches, and SSD Director	Quarterly	-	-	-	
6	Share quarterly data reports with all appropriate district and school building-level administrators	Chief Information Officer	Instructional Assistant Superintendents and SSD Director	Quarterly	-	-	-	
7	Provide and measure improvements in help desk support	Chief Information Officer	Computer Technicians	Quarterly	-	Technology Budget	\$15,000 annually	
8	Develop sustainable and non-person specific infrastructure and capacity within the information technology department	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	-	-	
9	Develop and implement a plan that promotes the use and awareness of technology in communities	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	-	-	
10	Measure outcomes of the district wide technology plan based on the success measures and use the data to promote the use and awareness of technology in communities	Chief Information Officer	Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	-	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #4: MAINTAIN FISCAL RESPONSIBILITY

FOCUS AREA: Options and Opportunities

STRATEGIC PRIORITY: District Finance

GOAL

Description of destination

- Connect the district’s financial plan to the strategic plan
- Address the state audit findings
- Maintain fiscal responsibility and an adequate fund balance to support our educational needs and organizational mission
- Establish financial structures that improve long-term fiscal stability, align all district resources, and increase transparency
- Implement a financial plan to retain high capacity staff

OBJECTIVES

Measurable steps

1. By the end of each fiscal year, the finance department will publish financial and operational updates for staff and community stakeholders in formats that demonstrate goal alignment with district programs and operations in a 5-year financial plan
2. Maintain a balanced budget
3. Explore additional funding sources

STRATEGIES

Plan of Action – How to Achieve the Goal

- Adopt a sustainable operating budget that reflects districtwide priorities and maintains a fund balance in line with Board policy
- Ensure proper stewardship of resources by strengthening internal controls
- Develop a facilities plan and maintain districtwide facility improvements
- Maintain a balanced budget and practice fiscal transparency
- Connect financial plan to the Strategic Plan
- Develop a long-range financial plan
- Study HSD’s compensation salary schedules and plans for all employee groups
- Reestablish the HSD Foundation (i.e. community-led, self-sustaining, restructuring, strategy-focused) to support student achievement
- Implement audit recommendations

TABLE 11: SUCCESS MEASURE INDICATORS FOR MAINTAINING FISCAL RESPONSIBILITY		2017-2018	2022
a	Percentage of fund balance at the end of the fiscal year	21%	
b	Percentage of fleet replaced	0%	
c	Comparison of individual building per student spending	See note (c)	
d	Additional funding spent on facility improvements	0%	
e	Updates published at the close of each fiscal year	See note (e)	
f	Percentage of successfully negotiated agreements with employee groups	100%	
g	Percentage of regionally competitive salaries for employee groups	58% See Note (g)	
h	Percentage of state audit findings successfully addressed	See Note (h)	

Note: c) DESE requires a breakdown by school building; however, given the new statewide code specifications and structure, the 2018-19 school year will be the baseline for these data points. (d) No additional funds for capital projects were expended this year beyond maintenance costs; however, in the coming years, funding may be expended for full upgrades or replacements where needed. (e) The 2018-19 school year is the first year where the district will align the budget to the Hazelwood NOW Strategic Plan. This will be a new financial report that will be reflected in this line item. (g) Regionally (St. Louis County, St. Charles County, St. Louis City), the term “competitive salaries” is defined as district minimum salaries at or above the minimum salary for 50% of districts with more than 10,000 students. This data point is for all employee groups that we had data for and excludes administrators because there is little to no alignment across the counties for administrative positions. (h) The state audit was completed during the 2017-18 school year, and the findings are currently being addressed, measured for completion, and monitored for quality controls.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 12. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #4 MAINTAIN FISCAL RESPONSIBILITY
FOCUS AREA: Options and Opportunities
STRATEGIC PRIORITY: District Finance

Strategies		District Administrator Responsible	Additional Administrator Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Adopt a sustainable operating budget that reflects districtwide priorities and maintains a fund balance in line with Board policy	CFO	Assistant Superintendents, CIO, Communications Director	Quarterly	-	-	-	
2	Ensure proper stewardship of resources by strengthening internal controls	CFO	Assistant Superintendents, Principals, CIO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	-	-	
3	Develop a facilities plan and maintain districtwide facility improvements	CFO	Director of Maintenance, Instructional Assistant Superintendents, Principals	Quarterly	-	Capital Projects	\$1.5M annually	
4	Maintain a balanced budget and practice fiscal transparency	CFO	Assistant Superintendents, Principals, CIO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	-	-	
5	Connect financial plan to the Strategic Plan	CFO	Assistant Superintendents, CIO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	-	-	
6	Develop a long-range financial plan	CFO	Assistant Superintendents, CIO, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	-	-	
7	Study HSD's compensation salary schedules and plans for all employee groups	CFO	Assistant Superintendent of Human Resources	Quarterly	-	Finance and HR Budgets	\$5,000	
8	Reestablish the HSD Foundation (i.e. community-led, self-sustaining, restructuring, strategy-focused) to support student achievement)	CFO	Communications Director	Quarterly	-	-	-	
9	Implement audit recommendations	CFO	Instructional Assistant Superintendents, Communications Director, Director of Accounting and Finance, Financial Services Supervisor	Quarterly	-	-	-	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #5 (PART A): INCREASE PARENT AND COMMUNITY INVOLVEMENT FOCUS

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

GOAL

Description of destination

Create widespread community support for the Hazelwood School District.

OBJECTIVE

Measurable steps

Expand partnerships to build coalitions and capacity

STRATEGIES

Plan of Action – How to Achieve the Goal

- Share and publish the HSD Redistricting Plan
- Identify HSD partnership needs
- Identify and access all current district partnerships
- Create additional opportunities for partnerships
- Increase 21st Century Internship programs
- Align partnerships with HSD’s teaching and learning initiatives
- Increase opportunities through HSD Parent University
- Increase use of ambassadors and advocates
- Enhance meaningful community outreach strategies and partnerships
- Utilize committee work pertaining to the strategic plan, redistricting study, and student recruitment and retention
- Assess the needs of parents and the district
- Use partnerships to build trust
- Expand volunteers
- Expand specific mentorship partnerships
- Measure progress based on community stakeholder input
- Sponsor community events that build understanding around the school district’s mission, vision, and goals
- Increase community-based opportunities for high-risk student populations with language and financial barriers
- Promote legislative advocacy in support of schools

TABLE 13: SUCCESS MEASURE INDICATORS FOR PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIPS		2017-2018	2022
a	Percentage of parents who report satisfaction with parent-teacher communications about the academic and social progress of their child	See notes	
b	Percentage of parents who report more aligned messages between them and schools		
c	Percentage of local community stakeholders or business owners involved in or supporting Hazelwood		
d	Percentage of community stakeholders participating in one or more school building activities		
e	Percentage of parents who report high levels of customer satisfaction in their school interactions		

Notes: The district will conduct a districtwide survey supported by experts in the field of organizational surveying to ensure accurate, reliable information regarding these data points for all stakeholders. The 2018-19 school year will be the baseline year for these data.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 14. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #5 (PART A) INCREASE PARENT AND COMMUNITY INVOLVEMENT
FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity
STRATEGIC PRIORITY: Parent Involvement and Community Partnerships

Strategies		District Administrator Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Share and publish the HSD Redistricting Plan	CFO	Public Relations Specialist	Quarterly	-	General Funds	\$10,000	
2	Identify HSD partnership needs	Communications Director	Public Relations Specialist	Quarterly	-	Communications Budget	\$4,500	
3	Identify and access all current district partnerships	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
4	Create additional opportunities for partnerships	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
5	Increase 21st Century Internship programs	Curriculum and Instruction	Instructional Assistant Superintendents, Principals, SSD Director	Quarterly	-	-	-	
6	Align partnerships with HSD's teaching and learning initiatives	Communications Director	Instructional Assistant Superintendents	Quarterly	-	N/A	N/A	
7	Increase opportunities through HSD Parent University	Communications Director	Instructional Assistant Superintendents, Principals, SSD Director	Quarterly	-	Title I	\$15,000	
8	Increase use of ambassadors and advocates	Communications Director	Public Relations Specialist	Quarterly	-	Communications Budget	\$2,000	
9	Enhance meaningful community outreach strategies and partnerships	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
10	Utilize committee work pertaining to the strategic plan, redistricting study, and student recruitment and retention	All Cabinet Members	Department Directors, Principals, SSD Director	Quarterly	-	N/A	N/A	
11	Assess the needs of parents and the district	Instructional Assistant Superintendents, Principals	Director of Communications	Quarterly	-	N/A	N/A	
12	Use partnerships to build trust	Instructional Assistant Superintendents, Principals	Director of Communications	Quarterly	-	N/A	N/A	
13	Expand volunteers	Communications Director	Public Relations Specialist	Quarterly	-	Communications Budget	\$1,500	
14	Expand specific mentorship partnerships	Communications Director	Instructional Assistant Superintendents, Principals	Quarterly	-	N/A	N/A	
15	Measure progress based on community stakeholder input	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
16	Sponsor community events that build understanding around the school district's mission, vision, and goals	Communications Director	Public Relations Specialist	Quarterly	-	Communications Budget	\$25,000	
17	Increase community-based opportunities for high-risk student populations with language and financial barriers	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
18	Promote legislative advocacy in support of schools	Communications Director	Public Relations Specialist	Quarterly	-	N/A	N/A	
Resources Needed / Comments:								Completed
								In Progress
								Not Started

GOAL #5 (PART B): INCREASE PARENT AND COMMUNITY INVOLVEMENT

FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity

STRATEGIC PRIORITY: Climate and Culture

GOAL

Description of destination

Create a results-oriented and accountability-driven culture that is positive, safe, and caring for all students, staff, and community stakeholders.

OBJECTIVE

Measurable steps

1. At the end of each academic quarter, parent and community partners will have participated in school wide events, surveys, discussions, or shared learning experiences to show an increase in customer satisfaction surveys and goal attainment
2. Measure progress toward a caring respectful environment as the foundation for the Hazelwood School District culture

STRATEGIES

Plan of Action – How to Achieve the Goal

- Define clear 21st century behavioral expectations for adults and students; train, teach, and reteach appropriate behaviors
- Develop a climate of shared best practices
- Engage parents and community partners to develop two-way communication strategies and protocols
- Create a culture survey in collaboration with parents, the PTA, community partners, teachers, and staff
- Use the annual data to draft climate and culture goals for the organization
- Increase community-based opportunities for high-risk student populations with language and financial barriers

TABLE 15: SUCCESS MEASURE INDICATORS FOR CLIMATE AND CULTURE		2017-2018	2022
a	Percentage of teachers engaged in the mission and vision of the organization	See notes	
b	Percentage of students who feel they are safe from violence, bullying, and intimidation at school		
c	Percentage of students who feel they are safe from bullying and intimidation at school		
d	Percentage of students who believe they have adequate access to supports (academic, social, behavioral, and emotional)		

Notes: The district will conduct a districtwide survey supported by experts in the field of organizational surveying to ensure accurate, reliable information regarding these data points for all stakeholders. The 2018-19 school year will be the baseline year for these data.

Districtwide Goals, Focus Areas, and Strategic Priorities

TABLE 16. INTERNAL STRATEGY IMPLEMENTATION AND PROGRESS MONITORING TOOL
GOAL #5 (PART B) INCREASE PARENT AND COMMUNITY INVOLVEMENT
FOCUS AREA: Working Together with Parents, Staff, and Community to Build Coalitions and Capacity
STRATEGIC PRIORITY: Climate and Culture

Strategies		District Administrator Responsible	Additional Administrators Responsible	Internal Audit Intervals	Date Verified	Funding Source	Estimated Budget Amount (if applicable)	Status and Date of Completion
1	Define clear behavioral expectations for adults and students and train, teach, and reteach appropriate behaviors	Assistant Superintendent of Human Resources and SSD Director	Human Resources Director, CFO, Instructional Assistant Superintendents, Principals, and SSD Director	Quarterly	-	Curriculum Budget, HR, and Student Services	\$7,500	
2	Develop a climate of sharing best practices	Assistant Superintendent of Human Resources and SSD Director	Human Resources Director, CFO, Instructional Assistant Superintendents, CIO, Principals, Director of Communications, and SSD Director	Quarterly	-	-	-	
3	Engage parents and community members in events focused on academic growth and social emotional development	Instructional Assistant Superintendents and SSD Director	Principals	Quarterly	-	-	-	
4	Collaborate with community partners to develop two-way communication strategies and protocols	Communications Director	Public Relations Specialist	Quarterly	-	-	-	
5	Create a culture survey in collaboration with parents, the PTA, community partners, teachers, and staff	Assistant Superintendent of Human Resources	Director of Human Resources	Quarterly	-	HR Budget	\$5,000	
6	Use the annual data to draft climate and culture goals for the organization	Assistant Superintendent of Human Resources	Director of Human Resources, Communications Director, Public Relations Specialist	Quarterly	-	-	-	
Resources Needed / Comments: Survey data, collaboration with the curriculum department								Completed
								In Progress
								Not Started

Conclusion – The Hazelwood Way NOW

The Hazelwood NOW Strategic Plan provides focus and action for implementing the NOW initiatives (New and Innovative Programs, Options and Opportunities, and Working together with parents, staff, and community to build coalitions and capacity). This plan allows for specific, measurable, and attainable goals, all of which contribute to staff recruitment and retention, student excellence, district efficacy, and community engagement. The plan is evidence of what can be accomplished through focused collaboration; this document was drafted with input from faculty, staff, students, board members and community stakeholders. It is a testament to the breadth and depth of perspectives necessary to make the shifts required to succeed in today's ever-evolving global society.

Together, we are responsible for the education of approximately 18,000 students. It is only fitting that a strategic plan drafted to serve our students concludes with a summary of the “Hazelwood Way NOW” student characteristics. For our students to become lifelong learners equipped with 21st century skills for success as global citizens, we believe all of these characteristics must be embodied by our students and embedded in our school district culture. This strategic plan aims to equip our students with these characteristics so that they can graduate as informed, productive members of society.

THE HAZELWOOD WAY NOW

2022 Characteristics Excerpted from HSD Board of Education's 2017 Beliefs and Commitments

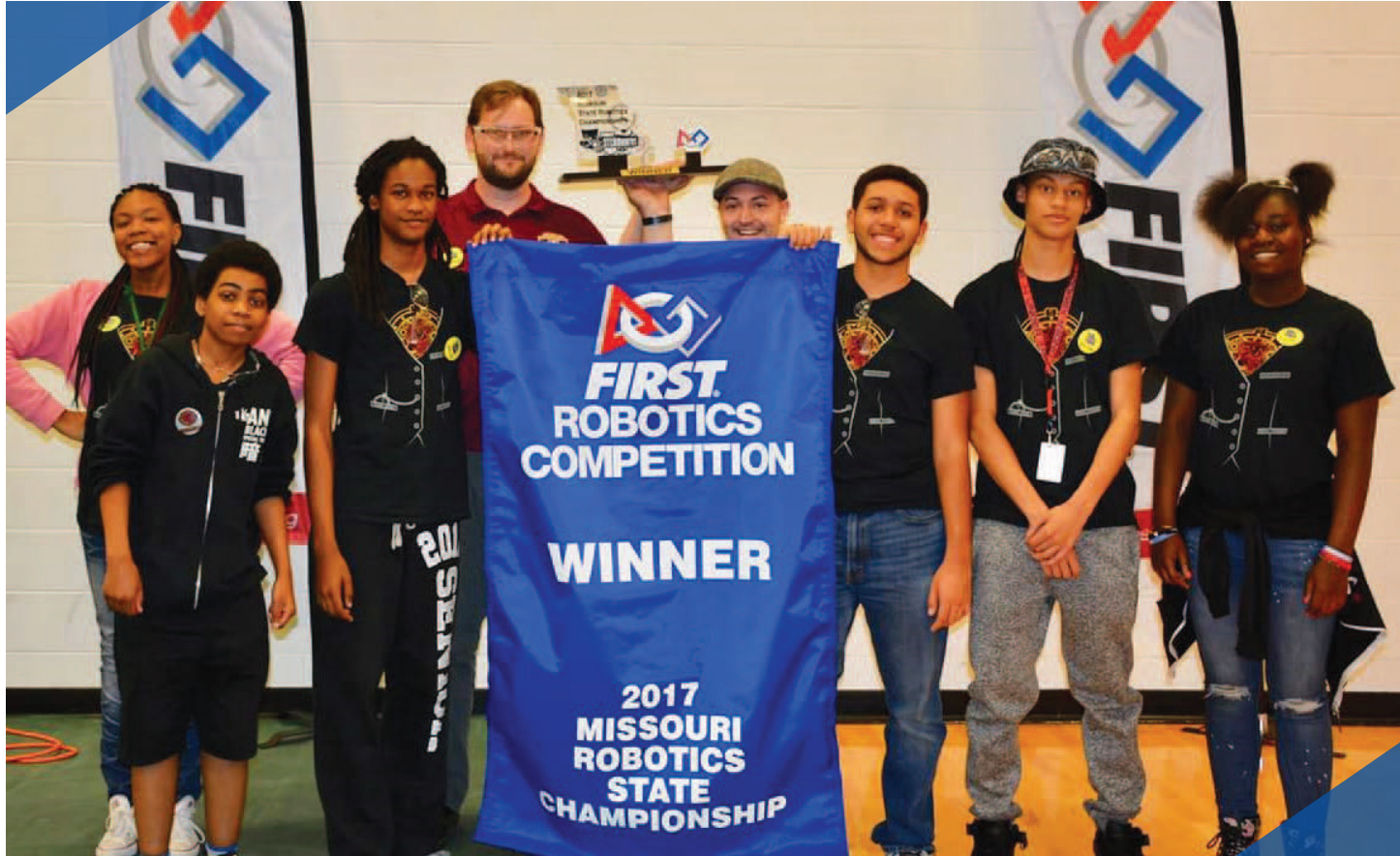
- Academic Achievers
- Accountable/responsive
- Caring for others
- College, Career, and Life Ready
- Critical thinkers
- Effective communicator
- Ethical and socially responsible/trustworthy
- Foreign exposure
- Global citizens
- Innovative/creative
- Life-long learners/love of learning
- Polite
- Problem solver/ability to deal with conflict
- Resilient
- Resourceful
- Respectful
- Service oriented/community minded
- STEAM (Science, Technology, Engineering, Arts, and Mathematics) prepared
- Technologically Advanced/Sound

This strategic plan aims to equip our students with these characteristics so that they can graduate as informed, productive members of society.

*See Key Terms and Definitions



Hazelwood East High School's Nationally Recognized Girls' Choir



Hazelwood Central High School Students win State Robotics Championship Competition.

“In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a prerequisite.”

- Barack Obama, 2009 State of the Union Address

Key Terms, Definitions, and Acknowledgments

CULTURAL COMPETENCE: Cultural competence means to be respectful and responsive to the beliefs and practices—cultural and linguistic needs—of diverse population groups. Developing cultural competence is an evolving, dynamic process that takes time and occurs along a continuum.

EARLY CHILDHOOD EDUCATION (ECE): Hazelwood Early Childhood Education program works in a partnership with families and the community to create a positive and nurturing learning environment in order to ensure maximum growth and healthy development of every child. The program operates under the philosophy that high quality early learning programs have long-term positive effects on children's successes in school and in life. Our program is focused on individual children and their families. With the use of Project Construct and a literacy-based curriculum, students learn through exploration and free choice in a language rich environment.

INTERNAL PROGRESS MONITORING: The tables following each goal and their measurable indicators in the document refer to the strategies that the district's departments will be tracking to determine relevant progress as well as supports needed for forward movement and/or course correction.

PARENTS-AS-TEACHERS (PAT) PROGRAM: PAT is a voluntary family education and support program for parents of young children. The program is based on the beliefs that parents are their children's first and most influential teachers and that the early years lay the foundation for children's success in school and in life. PAT provides the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life through personal visits, group connections, community resource referrals, and developmental screenings.

SOCIAL AND EMOTIONAL LEARNING: The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage social interactions, feelings, empathy, and goal attainment.

SOCIOECONOMIC STATUS (SES): The term is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education, and occupation.

STEAM: The acronym refers to focal point subjects such as science, technology engineering, art, and mathematics. These key content areas are integrated into all learning systems across advanced societies in developed countries.

TRAUMA-INFORMED CARE: The term addresses the structure and support for human beings to understand, recognize, and respond to the effects of trauma.

21ST CENTURY SKILLS: According to Marks (2014), the term was coined in 1996 as part of "the knowledge, skills, and behaviors students would need as the world moved to the 2000s. The framework was produced in 2009 by the Partnership for 21st Century Skills (P21). Its aim was to help the nation become more able to compete in a global economy that demands innovation. A recommendation was to help the U.S. education system keep up by fusing the 3Rs (reading, writing, and arithmetic or mathematics) and 4Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation) (Marks, p. 336-338). Essentially, education systems face a demand to develop students who are civil, competitively employable, and globalized culturally and linguistically.

¹See Marks, Gary. (2014). *21 Trends for the 21st Century: Out of the Trenches and into the Future*. Education Week Press. Maryland: Bethesda.

Acknowledgements

The Hazelwood Board of Education appreciates the input from our parents, students, staff, and community stakeholders in the development of this strategic plan. In particular, we would like to thank our student advisory council, Hazelwood National Education Association (HNEA), Parent Teacher Association (PTA), superintendent, and staff. We are especially thankful for those parents, students, and stakeholders who continue to support our Hazelwood School District community in the pursuit of excellence.

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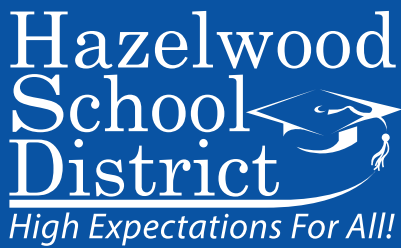
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2018







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In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st century skills for success as global citizens.

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