



Eudora USD

Strategic Plan 2019-2022

Target Area: Technology

Action Step	Responsible Party	Resources	Timeline	Evaluation
Establish a staff device Staff Device Refresh Plan	BTIC, ITS, SoS, BOE	Budget	Summer 2019	Budget Purchasing records, ITS deployment, and Inventory reports.
Increase Teacher Resources/Tools	Tech Coach, BTIC, ITS, SoS, BOE	Budget, PD Hours	NLT-2022	Budget Allocation, Purchasing records, resource adoption survey (need developed).
Increase the Student Device Refresh Rate	BTIC, ITS, SoS, BOE	Budget	2019-2022	Enrollment, Budget Allocation, Purchasing records, ITS deployment, and Inventory reports.
Consider addition of a 5 th IT Position	IT Director, HR, SoS, BOE	Budget	Fall 2021	Hiring of position, staff feedback, yearly performance
Consider addition of a full time Instructional Technology Coach	HR, SoS, BOE	Budget	2020-2021	Hiring of position, staff feedback, yearly performance reviews.



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Target Area: Academic Excellence

Action Step	Responsible Party	Resources	Timeline	Evaluation
Continue to develop Early Childhood programming by allowing access to more students	EC staff, curriculum director, elementary administration, superintendent	EC curriculum samples, time for review, data for preschool needs. Changes to funding formula	Annually	Increase in enrollments allowed Adoption and evaluation of curriculum
Adopt an early learning curriculum that better meets the needs of students	EC staff, EES Administration, ECKCE Administration	Financial	Fall 2020	Curriculum Alignment to State Standards
Enhance and further develop the MTSS programs at each building in the district	Building MTSS Teams and Instructional Coach	Time and Budget Authority for Materials and Screeners	Fall 2019	Reduce student to teacher ratios for MTSS times Review current programs and update as necessary Provide interventions and progress monitoring tools for buildings

<p>Support students with academic, cognitive and social-emotional needs.</p>	<p>Building administration, EMS staff, EHS administration</p>	<p>Expectations for a student success class</p>	<p>Annually</p>	<p>Implementation of a student success class in middle school</p> <p>Academic/behavioral data for students identified as needing supports</p> <p>Extend a student success class to EMS</p> <p>Expand WRAP within the district</p>
<p>Promote staff/student relationships to improve student learning.</p>	<p>Superintendent, building administration, building leadership teams, board of education</p>	<p>Collaboration time for staff to consider different types of schedules</p>	<p>Fall 2019</p>	<p>Reduce student to teacher ratios especially in core content areas (ELA, math, science, social studies and special education)</p> <p>Utilize staff to more effectively work with students through creative scheduling</p>
<p>Consider application for the Kansas School Redesign Project</p>	<p>Superintendent, building leadership, academic team</p>	<p>Visiting other districts involved in redesign</p>	<p>Summer 2019</p>	<p>Assess the district as of the end of the 2018-19 school year</p> <p>Begin work educating staff and board members on what “redesign” is</p>



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Target Area: Community Partnerships

Action Step	Responsible Party	Resources	Timeline	Evaluation
<p>Develop a system to meet basic student needs so they are ready to learn, using a coordinated system of partnerships.</p>	<p>District Administration</p>	<p>Needs assessment, communities in schools program, community groups</p>	<p>Fall 2021</p>	<p>Increased participation in mock interviews, job fairs</p>
<p>Develop a system to leverage community, business, and cultural partnerships to expose students to possible career and interest areas</p>	<p>Building Principals</p>	<p>Xello – Career Cruising Principal for Half Day IPS Activities Post-Secondary Connections CTE Advisory Councils</p>	<p>Fall 2020</p>	<p>Increased participation with the foundation. Increased participation internship programs Post secondary placement</p>
<p>Explore scheduling and staffing options to encourage student volunteer service in the community</p>	<p>Academic Team</p>	<p>Activity Coordinator</p>	<p>Fall 2019</p>	<p>Civic Engagement</p>

Explore ways to build entrepreneurship skills and opportunities into the existing curriculum, using community partners	High School Internship Program CTE - OJT	Douglas County E-Community	Fall 2019	Development of EHS Food Truck
Effectively communicate district information to employees, families, non-patrons, business and community leaders	Social Media Partners	Communication audit	Spring 2020	Improved engagement beyond social media
Expand network of sharing partners to help share our district message	District Administration	Communication audit	Fall 2020	Identification of community partners and communication tools



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Target Area: Whole Child Education

Action Step	Responsible Party	Resources	Timeline	Evaluation
Preschool: Create a plan to identify preschool-aged children in the community (“child find”).	EES admin and preschool staff.	Eudora daycares, community businesses & services	Begin work spring of 2019 – completion by fall 2022.	Decrease in the amount of students entering kindergarten without preschool experience.
Preschool: Maximize community partnerships to connect parents to preschools and EC resources.	EES admin and preschool staff.	Eudora daycares, community businesses & services	Begin work spring of 2019 – completion by fall 2022.	Decrease in the amount of students entering kindergarten without preschool experience.
Preschool: Develop means to increase accessibility for preschool students at West (and need-based incentives).	EES admin and preschool staff.	Financial – Legislative Funding	Begin work spring of 2019 – completion by fall 2022.	Kindergarten Readiness
Continue expansion for interest based learning via elective and	BLTs at each level.	Staff, student and parent	Begin work spring of 2019	Increased number of pathway and elective offerings

extracurricular activities, K-12.		survey. Additional staffing?	– completion by fall 2022.	Increased number of before/after school programming
MTSS: Increased PD with SEL, additional staffing with counselors/WRAP/social workers and who can identify needs for SE in community; continue investigation of screeners.	MTSS Coordinator	Possible in-house PD as well as reaching outside of the district	Begin work spring of 2019 – completion by fall 2022.	Decreased SEL incidents and/or catching students “early” – being more proactive than reactive
Define/implement “What does it mean to be a Cardinal?”	Possibly begin with BLTs at each building, then have discussion at the DLT level.	Evaluate SEL curriculum at each building to determine soft skills.	Begin work spring of 2019 – completion by fall 2022.	What skills and experiences to we feel are important for our students



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Target Area: Organizational Strength

Action Step	Responsible Party	Resources	Timeline	Evaluation
Ensure a competitive salary structure for all staff	Board of Education and District Administration	KASB Survey Data Financial	Fall 2019	Employee Retention Satisfactory candidate pool
Continue to improve the school culture for all employees	District and Building Administration	Stay Interview Results	Spring 2019	Why are employees staying with us and why might they leave
Establish a pre-education pathway in our CTE Program to develop a build-your-own teacher pipeline	High School Administration and CTE Staff	Curriculum Resources CTE Committee	Spring 2019	Do we have Eudora graduates returning to the school district as teachers and para-educators?
Establish a plan to ensure balanced class sizes as our district continues to grow	District and Building Administration	Financial Support	On-going	Pupil/Teacher Ratios
Establish methods to better engage parents in the school community	District and Building Administration	Social Media	On-going	Communication Audit