



Rockford Public Schools Strategic Plan 2015-2020

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Mission, Vision, Motto

Mission:

Collaboratively engage all students in a world-class education.

Motto:

Shaping Tomorrow Today, transitioning from Readiness Rocks

Vision:

Be the first choice for all families.

This vision will be achieved when the following are realities for the district:

- a) It is a driver of prosperity for the region.
- b) All students are college and career ready.
- c) All students feel valued and empowered to reach their full potential.
- d) Each individual flourishes intellectually, physically, and emotionally.
- e) All stakeholders are both responsible and accountable for student success.

Values & Commitments:

- 1) Every student can and will achieve at a high level.
We will meet students at their level and ensure that they have opportunities to reach their highest potential.
- 2) When students take responsibility for their own learning, their results have a greater chance of improving.
We will enable students to take responsibility for their own learning by setting learning goals and monitoring and tracking their progress and achievement.
- 3) When families, caregivers, community, business and higher education are active partners, student growth and achievement increases.
We will open two-way communication with our partners and ensure that their engagement and collaboration is purposeful, productive, and timely.
- 4) Diversity strengthens and enriches the community.
We will create a culture in which all students, regardless of ethnic, cultural, and linguistic differences and intellectual, social, physical, and emotional needs, are welcomed and supported.
- 5) Every student and staff member has the right to learn and work in a safe, secure, and nurturing environment.
We will ensure a safe, secure, and nurturing learning and working environment.
- 6) Continuous improvement moves an individual, team, school and district to a higher level of performance.
We will develop individual, team, department, school, and district goals and action plans and be both responsible and accountable for monitoring and reporting results.
- 7) A high-quality staff is the greatest resource to a world-class school system.
We will effectively recruit, on-board, mentor, develop, evaluate, and retain employees who comprise a high-quality and diverse workforce.
- 8) Staff members must have high expectations for themselves and others.
We will commit to professionalism, mutual respect, positive mindset, and promotion of a collaborative environment.
- 9) Property owners and business provide valuable resources that lead to a high-quality education system.
We will utilize our resources of people, time and money well to ensure the trust, respect, and satisfaction of our community.
- 10) The district must be a good steward of taxpayers' money.
We will seek to maximize value to the taxpayer in exchange for adequate resources to meet the needs of educating our students.

Goal & Indicators:

The Indicators are how the district measures progress in its strategic long term goals. Indicators have measures that fall into three levels of work – System, Setting, and Individual – with each level having its own general purpose.

- System Measures: Strategic and Policy level; can be used by superintendents and school boards to assess the overall performance of the district.
- Setting Measures: Can be used by administration, school improvement, and other teams to assess the performance of departments and schools.
- Individual Measures: Can be used by teacher or department teams to assess the performance of individuals.

Indicators are identified through a numeric decimal system that aligns with the appropriate goal. (1.1, 1.2, etc.)

Measures are identified through an alpha decimal system that aligns with the appropriate goal (1.a, 1.b, etc.)

Measures that are operationally defined have descriptions, definitions, data sources, and peer comparison groups for public reporting.

Measures that can be trended at organizationally higher levels are marked with asterisks.

Key indicators and measures are identified in bold, are included in the Dashboard for Key Indicators, and will be updated on the district's website at www.rps205.com/strategicplan and reviewed with stakeholders regularly. Other influencing indicators and measures identified in this document will also be updated on the district's website and be made available to stakeholders as the data becomes available and as much as possible on the same schedule as the leading indicators.

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Dashboard for Key Indicators:

Goal	Indicator	Measure	Baseline	5 Yr Target
Growth & Achievement	Student Growth	<ul style="list-style-type: none"> - Students meeting growth target on District Assessment in Reading (1.e) - Students meeting growth target on District Assessment in Math (1.e) 	Soon Soon	
	College & Career Readiness	<ul style="list-style-type: none"> - Percent of graduated seniors involved with one or more of the College Career Benchmark activities (1.k) - Percent of students who complete their College Career Portfolio components assigned to their grade (1.c) 	Soon 0	50
	Academic Benchmarks	<ul style="list-style-type: none"> - Students meeting/exceeding on PARCC in Reading (1.n) - Students meeting/exceeding on PARCC in Math (1.n) - Rigor index (1.l) - Achievement in transition years (1.b) - Graduation Rate (1.i) - 11th Grade ACT (1.f) 	40 40 Soon 63 67 18.5	57 56 75 86 20.7
	Social & Emotional Learning	<ul style="list-style-type: none"> - Extra-Curricular Participation (1.g) - Student Engagement Survey (1.p) - Social Emotional Survey (1.q) 	39 45 No data	51 52
	Family Engagement	<ul style="list-style-type: none"> - Teacher-Parent survey score (2.f) - Parent Engagement survey (2.c) - Home involvement (2.b) 	38 No data Soon	62
Engaging Partnerships	Family Satisfaction	<ul style="list-style-type: none"> - Parent Satisfaction Survey (2.d) 	No data	
	Community Contributions	<ul style="list-style-type: none"> - Volunteers working with students (2.i) - Volunteer hours with students (2.h) - Volunteer organizations (2.g) 	5,444 56,640 29	9,000 68,000 100
	Community Satisfaction	<ul style="list-style-type: none"> - Community Satisfaction Survey (2.a) 	No data	
Optimal Climate	Student Behavior & Satisfaction	<ul style="list-style-type: none"> - Student Climate Survey (3.f) 	40	63
	Staff Engagement & Satisfaction	<ul style="list-style-type: none"> - Teacher & Staff Climate Survey (3.h) 	42	51
	Collaborative Environment	<ul style="list-style-type: none"> - Teacher Collaboration Survey (3.i) 	46	53
	Learning Environment	<ul style="list-style-type: none"> - Staff Facility Survey (3.b) 	No data	
Quality Staff	Hire Diverse & High Quality Staff	<ul style="list-style-type: none"> - Staff Onboarding Satisfaction (4.h) 	No data	
	Engaged Quality Staff	<ul style="list-style-type: none"> - High Performer Turnover (4.a) - New Staff Retention (4.b) - Staff Engagement Survey (4.f) 	Soon Soon No data	
	Staff Creating Ongoing Value	<ul style="list-style-type: none"> - Percent of teachers with students meeting growth target (4.j) 	Soon	
Fiscal & Operational Stewardship	Financial Stewardship	<ul style="list-style-type: none"> - Monthly Treasurer's Report (5.f) 	Soon	
	Sustainable Operating Practices	<ul style="list-style-type: none"> - Operational Metrics 	Soon	
	Effective & Efficient Practices	<ul style="list-style-type: none"> - Identified cost savings through PI projects (5.k) - Identified cost savings through shared services (5.x) - PI Projects Completed (5.r) 	Soon Soon Soon	
	State Financial Profile Rating	<ul style="list-style-type: none"> - State Financial Profile Rating (5.s) 	Soon	

Goal 1: Growth & Achievement

Ensure students are college and career ready

Indicators	Individual-Level Measures 	Setting-Level Measures 	System-Level Measures 
1.1 Student Growth (30%) Measuring the growth of students toward the goal of college and career acknowledges the value that schools add to students each year.	<ul style="list-style-type: none"> • Classroom Assessments ^d 	<ul style="list-style-type: none"> • 1.e District Assessment Growth* ^d • 1.m School Improvement Planning * ^d • 1.o State Assessment Growth* ^d 	<ul style="list-style-type: none"> • Assessment & Monitoring System ^{a d} • Program/Curriculum Effectiveness ^d • Articulated SIP Framework ^d • 1.a Achievement Gap
1.2 College & Career Readiness (30%) Measuring student experiences and development of skills acknowledges the necessities of the work required in college and a career.	<ul style="list-style-type: none"> • 1.c College and Career Readiness Portfolio* ^a • 1.k Post-Secondary Preparation Activity* ^{a d} 	<ul style="list-style-type: none"> • Curriculum Relevance 	<ul style="list-style-type: none"> • Aligned College and Career Readiness Portfolio ^{a d}
1.3 Academic Benchmarks (20%) Measuring students in comparison to benchmarks acknowledges an expected level of attainment for students to be ready for college and a career.	<ul style="list-style-type: none"> • Classroom Assessments ^d • 1.b Achievement in transition years, including 3rd Grade Reading* ^{a d} • 1.h Grades* ^{a d} 	<ul style="list-style-type: none"> • 1.d District Assessments * ^d • 1.f 11th grade ACT • 1.i Graduation* ^d • 1.j PLC Criteria* ^b • 1.l Rigor* ^d • 1.m School Improvement Planning ^d • 1.n State Assessments * ^d • 1.r College Enrollment & Persistence* ^{a d} 	<ul style="list-style-type: none"> • Aligned Curriculum ^{a d} • Articulated PLC Guidelines ^{b d} • Achievement Gap
1.4 Social & Emotional Learning (20%) Measuring students' social emotional learning acknowledges the critical role of SEL in improving academic performance and lifelong learning.	<ul style="list-style-type: none"> • 1.g Extra-Curricular Activity Participation* ^a 	<ul style="list-style-type: none"> • 1.p Student Survey: academic engagement, rigorous study habits, classroom behavior* ^c • 1.q Student Survey: Social Emotional Learning 	<ul style="list-style-type: none"> • Aligned Curriculum ^{a d}

*Indicates measures that can be trended at higher levels

(a) Indicates measures that align with College Readiness Indicators System (CRIS) research conducted by The Annenberg Institute for School Reform at Brown University, The John W. Gardner Center for Youth and Their Communities at the Stanford University Graduate School of Education, and The University of Chicago Consortium on Chicago School Research. http://gardnercenter.stanford.edu/our_work/CRISResources

(b) Indicates measures that align with *Aligning Districts as PLCs* (Van Clay, Soldwedel & Many, 2011).

(c) Indicates measures that align with 5 Essentials research conducted by The University of Chicago Consortium on Chicago School Research. <http://uchicagoimpact.org/5essentials/background>

(d) Indicates measures that align with the College and Career Readiness Success Center at American Institutes for Research. www.ccrscenter.org

Goal 1: Growth & Achievement

Ensure students are college and career ready

Measure Descriptions for Progress Monitoring

Measure	Full Definition	Data Source	Peer Comparison Group
1.a Achievement Gap measures the difference in achievement and growth scores for students in different subgroups.	Difference in percent of students in each subgroup.	State of Illinois District Report Card	None
1.b Achievement in Transition Years measure the academic knowledge and skills necessary to succeed in college-level courses and behaviors of active participation and perseverance.	Percent of 3 rd and 5 th grade students reading on target at end of year measured by F&P and percent of 8 th and 9 th grade students passing 10 courses.	RPS Records	None
1.c College and Career Readiness Portfolio measures the knowledge, skills, and behaviors apart from academic content that allow students to successfully access college and career opportunities.	Percent of students who completed the portfolio components assigned to their grade level.	RPS Records	None
1.d District Assessments measure the performance of students on academic knowledge and skills, as well as cognitive strategies, necessary to succeed in college and career.	Percent of students who achieved a Meets or Exceeds on their grade level district assessment.	RPS Records	None
1.e District Assessment Growth measures the growth of students on academic knowledge and skills, as well as cognitive strategies, necessary to succeed in college and career.	Percent of students who achieved expected growth on their grade level district assessment.	RPS Records	None
1.f Eleventh Grade ACT measures the academic knowledge and skills necessary to succeed in college-level courses and behaviors of active participation and perseverance.	Average ACT of students in eleventh grade.	RPS Records	State of Illinois
1.g Extra-Curricular Activity Participation measures behaviors of active participation and perseverance.	Percent of students grades 5-12 who are involved in an extra-curricular sport or club.	RPS Records	None
1.h Grades measure the academic knowledge and skills necessary to succeed in college-level courses and career opportunities.	GPA of students in Middle and High School.	RPS Records	None

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<p>1.i Graduation Rate measures the students who are able to successfully progress through their multi-faceted K-12 education.</p>	<p>Percent of students who graduate with a regular high school diploma in 4 years with the group of students the student started with in the beginning of 9th grade.</p>	<p>State of Illinois District Report Card</p>	<p>Aurora East, City of Chicago, Danville, Decatur, Freeport, Kankakee, North Chicago 187, Peoria, Round Lake, Waukegan</p>
<p>1.j PLC Criteria measures a school’s status in comparison to a set of best practice criteria.</p>	<p>The PLC progress rubric applied to schools through school and system assessments containing best practice criteria for:</p> <ul style="list-style-type: none"> - Focus on learning - Focus on collaboration - Focus on results 	<p>RPS Records</p>	<p>None</p>
<p>1.k Post-Secondary Preparation Activity measures the academic knowledge and skills necessary to succeed in college-level courses and career opportunities.</p>	<p>Percent of 12th grade students who were involved with one or more of the following during their high school career:</p> <ul style="list-style-type: none"> - 3 or higher on AP test - Dual credit course completion with C or better - Earn a nationally recognized certification/license - Create a senior capstone project - Attain a silver ranking or better on the National Career Readiness Certification Performance. 	<p>RPS Records</p>	<p>None</p>
<p>1.l Rigor measures a school’s ability to accurately utilize grades as a measure of the performance of students on academic knowledge and skills, as well as cognitive strategies, necessary to succeed in college and career.</p>	<p>Percentage of students meeting or exceeding in a state or other externally tested subject divided by the number of students receiving at least a 3 or B on their report card for that course.</p>	<p>RPS Records</p>	<p>None</p>
<p>1.m School Improvement Planning measures a school’s ability to organize around a common mission and goals and allocate resources to student achievement in pursuit of those goals.</p>	<p>The Indicators of Progress rubric applied to schools administered by the district SMART steering committee that measures progress towards best practice criteria for School Improvement Planning:</p> <ul style="list-style-type: none"> - Isolate Need - Create SMART goal - Investigate and apply effective practices - Study results - Act: adjust, abandon, or adopt 	<p>RPS Records</p>	<p>None</p>
<p>1.n State Assessments measure the performance of students on academic knowledge and skills, as well as cognitive strategies, necessary to succeed in college and career.</p>	<p>Percent of students who achieved a Meets or Exceeds on their grade level PARCC assessment.</p>	<p>State of Illinois District Report Card</p>	<p>Aurora East, City of Chicago, Danville, Decatur, Freeport, Kankakee, North</p>

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			Chicago 187, Peoria, Round Lake, Waukegan
1.o State Assessment Growth measures the growth of students on academic knowledge and skills, as well as cognitive strategies, necessary to succeed in college and career. This is assigned by calculating the students changing performance levels on the state test from one year to the next.	Growth scores assigned by the State of Illinois for the district.	State of Illinois District Report Card	Aurora East, City of Chicago, Danville, Decatur, Freeport, Kankakee, North Chicago 187, Peoria, Round Lake, Waukegan
1.p Student Survey: Student Engagement measures the students' beliefs, attitudes, and values that prioritize success in school and drive student engagement work.	The state assigned score for designated areas of the 5 Essentials Survey: <ul style="list-style-type: none"> - engagement - academics - study habits 	5 Essentials Survey	All Illinois Public Schools that utilize the state 5 Essentials Survey
1.q Student Survey: Social Emotional Learning measures the students' knowledge of life skills, working with others, and productive relationships	Results from a district Social Emotional Learning survey	To be developed	To be developed
1.r College Enrollment & Persistence measures the academic knowledge, skills, and priorities necessary to succeed in college-level courses and career opportunities.	Percentage of students enrolled in a degree awarding program 1 and 2 years after high school graduation.	National Student Clearinghouse	None

Goal 2: Engaging Partnerships

Engage families and the community as vital partners in the education process

Indicators	Individual-Level Measures 	Setting-Level Measures 	System-Level Measures 
<p>2.1 Family Engagement (30%) Measuring the commitment and involvement and families of students acknowledges the important role that families play in a child's education.</p>	<ul style="list-style-type: none"> • 2.b Home involvement*^c • Homework completion 	<ul style="list-style-type: none"> • 2.c Parent Engagement Survey: parent-student interaction, parent-teacher interaction, parent involvement, school outreach*^c • 2.f Teacher Parent Survey: outreach to parents, parent involvement in school, teacher-parent trust*^c 	<ul style="list-style-type: none"> • Parent support system • Communication system
<p>2.2 Family Satisfaction (30%) Measuring the satisfaction of families acknowledges the need to include the voice of the customer in decisions made by schools and the district.</p>	<ul style="list-style-type: none"> • 2.b Home involvement*^c 	<ul style="list-style-type: none"> • 2.d Parent Satisfaction Survey: parent satisfaction, parent safety assessment, parent-teacher trust, parent quality-facility assessment*^c 	<ul style="list-style-type: none"> • Communication system • Family feedback system
<p>2.3 Community Contributions (20%) Measuring the commitment and involvement of community members acknowledges the important use of community resources for improving student experiences.</p>	<ul style="list-style-type: none"> • 2.h Volunteer hours with students* • 2.i Volunteers working with students* 	<ul style="list-style-type: none"> • 2.e Schools served by volunteers • 2.g Volunteer organizations 	<ul style="list-style-type: none"> • Volunteerism system
<p>2.4 Community Satisfaction (20%) Measuring the satisfaction of the community acknowledges the need to include the voice of the tax-base in decisions made by schools and the district.</p>		<ul style="list-style-type: none"> • 2.a Community Satisfaction Survey: community satisfaction, community safety assessment, community-school trust, community quality-facility assessment* 	<ul style="list-style-type: none"> • Community feedback system • Communication system

*Indicates measures that can be trended at higher levels

(c) Indicates measures that align with 5 Essentials research conducted by The University of Chicago Consortium on Chicago School Research. <http://uchicagoimpact.org/5essentials/background>

Goal 2: Engaging Partnerships

Engage families and the community as vital partners in the education process

Measure Descriptions for Progress Monitoring

Measure	Full Definition	Data Source	Peer Comparison Group
2.a Community Satisfaction Survey measures the community satisfaction with general aspects of the school climate their child is in.	The state assigned score for designated areas of the 5 Essentials Survey: <ul style="list-style-type: none"> - community satisfaction - community safety assessment - community-school trust - community quality-facility assessment 	5 Essentials Survey	All Illinois Public Schools that utilize the state 5 Essentials Survey
2.b Home Involvement measures behaviors of guardians that that prioritize support of school efforts and priorities as well as individual student success.	The percent of parents who completed one or more of the following <ul style="list-style-type: none"> - To be developed 	To be developed	To be developed
2.c Parent Engagement Survey measures guardian perception of their own behaviors that that prioritize support of school efforts and priorities as well as individual student success.	The state assigned score for designated areas of the 5 Essentials Survey: <ul style="list-style-type: none"> - parent-student interaction - parent-teacher interaction - parent involvement - school outreach 	5 Essentials Survey	All Illinois Public Schools that utilize the state 5 Essentials Survey
2.d Parent Satisfaction Survey measures the guardian satisfaction with general aspects of the school climate their child is in.	The state assigned score for designated areas of the 5 Essentials Survey: <ul style="list-style-type: none"> - parent satisfaction - parent safety assessment - parent-teacher trust - parent quality facility assessment 	5 Essentials Survey	All Illinois Public Schools that utilize the state 5 Essentials Survey
2.e Schools Served by Volunteers measures the behaviors of the community that prioritize support of school efforts and priorities as well as individual student success.	The percentage of schools that have volunteers working in the school.	RPS Records	None
2.f Teacher Parent Survey measures the teacher perception of guardian behaviors that that prioritize support of school efforts and priorities as well as individual student success.	The state assigned score for designated areas of the 5 Essentials Survey: <ul style="list-style-type: none"> - outreach to parents - parent involvement in school - teacher-parent trust 	5 Essentials Survey	All Illinois Public Schools that utilize the state 5 Essentials Survey

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<p>2.g Volunteer Organizations measures the behaviors of the community that prioritize support of school efforts and priorities as well as individual student success.</p>	<p>The number of organizations that have volunteers working in schools on behalf of the organization.</p>	<p>RPS Records</p>	<p>None</p>
<p>2.h Volunteer hours with students measures the behaviors of the community that prioritize support of school efforts and priorities as well as individual student success.</p>	<p>The number of hours individuals have volunteered in school, at a school function, or at a district function.</p>	<p>RPS Records</p>	<p>None</p>
<p>2.i Volunteers working with students measures the behaviors of the community that prioritize support of school efforts and priorities as well as individual student success.</p>	<p>The number and demographics of individuals who have volunteered in school, at a school function, or at a district function.</p>	<p>RPS Records</p>	<p>None</p>

Goal 3: Optimal Climate

Ensure a productive and satisfying climate for learning and teaching.

Indicators	Individual-Level Measures 	Setting-Level Measures 	System-Level Measures 
3.1 Student Behavior & Satisfaction (25%) Measuring the culture of a school from the student's perspective acknowledges the need to acknowledge the point of view of the customer and use best practices in involving children in their own education.	<ul style="list-style-type: none"> • 3.a Attendance*^{a d} • 3.e Referrals*^{a d} • 3.g Tardies * 	<ul style="list-style-type: none"> • 3.f Student Climate Survey: student-teacher trust, safety, academic engagement, student classroom behavior, academic personalism, academic press, course clarity*^{a c d} 	<ul style="list-style-type: none"> • Discipline Code Consistency
3.2 Staff Engagement & Satisfaction (25%) Measure the commitment and satisfaction of staff members acknowledges the need to involve staff in decision making and create a positive and supportive working environment.	<ul style="list-style-type: none"> • Attendance*^{a d} 	<ul style="list-style-type: none"> • 3.h Teacher & Staff Climate Survey: teacher-principal trust, teacher influence, school commitment, socialization of new teachers, teacher safety*^c 	<ul style="list-style-type: none"> • Staff communication system • Staff feedback system
3.3 Collaborative Environment (25%) Measure the collaboration of staff members acknowledges the need to involve staff in decision making and create a positive and supportive working environment.	<ul style="list-style-type: none"> • PLC Self-Assessment^b 	<ul style="list-style-type: none"> • 3.d PLC Criteria*^b • 3.i Teacher Collaboration Survey: teacher-teacher trust, collective responsibility, teacher collaboration*^c 	<ul style="list-style-type: none"> • Articulated PLC Guidelines
3.4 Learning Environment (25%) Measuring the learning environment of the district acknowledges that teachers and students have specific operational needs that face them on a daily basis.	<ul style="list-style-type: none"> • Class Size*^{a d} 	<ul style="list-style-type: none"> • 3.c Operational metrics • 3.b Staff Facility Survey* 	<ul style="list-style-type: none"> • Aligned Technology & Curriculum Plans • Maintenance and Capital Refreshment Plan • Transportation on time performance • Transportation miles between accidents

*Indicates measures that can be trended at higher levels

(a) Indicates measures that align with College Readiness Indicators System (CRIS) research conducted by The Annenberg Institute for School Reform at Brown University, The John W. Gardner Center for Youth and Their Communities at the Stanford University Graduate School of Education, and The University of Chicago Consortium on Chicago School Research. http://gardnercenter.stanford.edu/our_work/CRISResources

(b) Indicates measures that align with *Aligning Districts as PLCs* (Van Clay, Soldwedel & Many, 2011).

(c) Indicates measures that align with 5 Essentials research conducted by The University of Chicago Consortium on Chicago School Research. <http://uchicagoimpact.org/5essentials/background>

(d) Indicates measures that align with the College and Career Readiness Success Center at American Institutes for Research. www.ccrscenter.org

Goal 3: Optimal Climate

Ensure a productive and satisfying climate for learning and teaching.

Measure Descriptions for Progress Monitoring

Measure	Full Definition	Data Source	Peer Comparison Group
3.a Attendance measures the students' beliefs, attitudes, and values that prioritize success in school and drive student engagement work.	The average daily attendance rate	State Report Card	None
3.b Staff Facility Survey measures the teachers own perception of the facilities they work in.	Score for designated areas of a facilities survey, including: <ul style="list-style-type: none"> - Facility Condition - Security Rating - Appearance - Maintenance Support - Technology Support 	To be developed	To be developed
3.c Operational Metrics measures the effectiveness and efficiency of operations that support the strategic plan.	District metrics for the following items: <ul style="list-style-type: none"> - Average age of technology (computers, laptops, tablets) - Computer/staff ratio - Computer/student ratio - Facility Cleanliness (rubric used during principal walk-throughs) - Health Safety compliance (number of findings per building) - Help desk call abandonment rate - Meal participation rate - Transportation miles between accidents - Transportation on time performance - Work order completion time for technology and maintenance 	RPS Records	None
3.d PLC Criteria measures a school's status in comparison to a set of best practice criteria.	The PLC progress rubric applied to schools through school and system assessments containing best practice criteria for: <ul style="list-style-type: none"> - Focus on learning - Focus on collaboration - Focus on results 	RPS Records	None

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<p>3.e Referrals measures the students’ beliefs, attitudes, and values that prioritize success in school and drive student engagement work.</p>	<p>The number of students who participate in a tier 2 or tier 3 infraction.</p>	<p>RPS Records</p>	<p>None</p>
<p>3.f Student Climate Survey measures the students own perception of their engagement and satisfaction towards their education and school climate.</p>	<p>The state assigned score for designated areas of the 5 Essentials Survey:</p> <ul style="list-style-type: none"> - student-teacher trust - safety, academic engagement - student classroom behavior - academic personalism - academic press - course clarity 	<p>5 Essentials Survey</p>	<p>None</p>
<p>3.g Tardies measure the students’ beliefs, attitudes, and values that prioritize success in school and drive student engagement work.</p>	<p>The average number of tardies per student.</p>	<p>RPS Records</p>	<p>None</p>
<p>3.h Teacher Climate Survey measures the teachers own perception of their engagement and satisfaction toward their school and its climate.</p>	<p>The state assigned score for designated areas of the 5 Essentials Survey:</p> <ul style="list-style-type: none"> - teacher-principal trust - teacher influence - school commitment - socialization of new teachers - teacher safety 	<p>5 Essentials Survey</p>	<p>All Illinois Public Schools that utilize the state 5 Essentials Survey</p>
<p>3.i Teacher Collaboration Survey measures the teachers’ own perception of their collaborative levels and their ability to be involved in decision making within their school.</p>	<p>The state assigned score for designated areas of the 5 Essentials Survey:</p> <ul style="list-style-type: none"> - teacher-teacher trust - collective responsibility - teacher collaboration 	<p>5 Essentials Survey</p>	<p>All Illinois Public Schools that utilize the state 5 Essentials Survey</p>
<p>3.h Teacher & Staff Climate Survey measures the teachers own perception of their engagement and satisfaction toward their school and its climate.</p>	<p>The state assigned score for designated areas of the 5 Essentials Survey:</p> <ul style="list-style-type: none"> - teacher-principal trust - teacher influence - school commitment - socialization of new teachers - teacher safety 	<p>5 Essentials Survey</p>	<p>All Illinois Public Schools that utilize the state 5 Essentials Survey</p>

Goal 4: Quality Staff

Attract, develop, and retain a high quality, diverse, and accountable workforce.

Indicators	Setting-Level Measures 	System-Level Measures 
<p>4.1 Hire Diverse and High Quality Staff (30%) Measuring the support given to new employees to ensure their success and acknowledges the impact of turnover and the importance of all employees.</p>	<ul style="list-style-type: none"> • Workforce Planning • 4.e Recruitment Analytics* • 4.h Staff Onboarding Survey: onboarding usefulness, internship usefulness * 	<ul style="list-style-type: none"> • Aligned onboarding process • Aligned application process
<p>4.2 Engaged Quality Staff (35%) Measuring the commitment, motivation, and quality of staff ensures that the district is focused on providing the best resources for all students.</p>	<ul style="list-style-type: none"> • 4.a High Performer Turnover* • 4.b New hire retention*^c • 4.c PAR Reduction * • 4.f Staff Engagement Survey: staff-supervisor trust, staff influence, organizational commitment, socialization of new employees, staff safety* • 4.g Staff executing Individual Development Plan* • 4.j Student Growth* • 4.l Voluntary / Involuntary Turnover*^a • 4.m Exit Interviews 	<ul style="list-style-type: none"> • Aligned evaluation system • Aligned professional development offerings • Articulated exit process
<p>4.3 Quality Staff Creating Ongoing Value (35%) Measuring the value staff provides to students and the organization and acknowledges the importance of continuous improvement throughout the organization.</p>	<ul style="list-style-type: none"> • 4.d PLC Criteria*^b • 4.j Student Growth* • PLC Self-Assessment 	<ul style="list-style-type: none"> • 4.i Staff qualifications • 4.k Succession plan fill rate • Articulated PLC Guidelines

*Indicates measures that can be trended at higher levels

(a) Indicates measures that align with *Performance Measurement & Benchmarking Project*, Council of the Great City Schools, 2006.

(b) Indicates measures that align with *Aligning Districts as PLCS* (Van Clay, Soldwedel & Many, 2011).

(c) Indicates measures that align with *The Cost of Teacher Turnover* (Carroll, for the National Commission on Teaching and America's Future, 2007).

Goal 4: Quality Staff

Attract, develop, and retain a high quality, diverse, and accountable workforce.

Measure Descriptions for Progress Monitoring

Measure	Full Definition	Data Source	Peer Comparison Group
4.a High Performer Turnover: measures the ability of the district to keep the best employees.	Percent of staff rated “Excellent” or “Proficient” who voluntarily separated from the district.	RPS Records	None
4.b New hire retention: measures the short term ability of the district to retain new employees.	Percent of new hires who are retained annually. Percent of certified staff who are retained annually. Percent of tenured staff who are retained annually.	RPS Records	
4.c PAR Reduction: measures the long term ability of the district to attract, develop, and retain a high quality teaching staff.	Percent reduction of employees in the Peer Assisted Review program from the previous year.	RPS Records	None
4.d PLC Criteria: measures a school’s status in comparison to a set of best practice criteria.	The PLC progress rubric applied to schools through school and system assessments containing best practice criteria for: <ul style="list-style-type: none"> - Focus on learning - Focus on collaboration - Focus on results 	RPS Records	None
4.e Recruitment Analytics: measures the demographic data of new staff as well as meaningful insight to improve the overall effectiveness of the hiring processes.	Demographic breakdown of recruited staff (gender, ethnicity, experience, education, certification) and recruiting partners.	RPS Records	None
4.f Staff Engagement Survey measures the commitment and involvement level of staff to the organization, continuous improvement, and peer work groups.	Percent of staff members who rate each the following (separated) as positive: <ul style="list-style-type: none"> - staff-supervisor trust - staff influence - organizational commitment - socialization of new employees - staff safety 	RPS Records	Teachers: All Illinois Public Schools that utilize the state 5 Essentials Survey Others: Climate survey for non-certified, non-bargaining staff.
4.g Staff executing Individual Development Plan: measures staff behaviors centered on continuous improvement.	Percent of employees who completed all items on their development plan, including completing their professional development pathway.	RPS Records	None

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<p>4.h Staff Onboarding Survey: measures the usefulness of guidance, resources, and experiences provided by the district to new employees.</p>	<p>Percent of staff who describe their onboarding or internship experience as helpful.</p>	<p>RPS Records</p>	<p>None</p>
<p>4.i Staff Qualifications: measures the identified competency level of staff to perform their assigned roles and responsibilities.</p>	<p>Percent of staff who are qualified to serve in their role through a certification or degree.</p>	<p>RPS Records</p>	<p>None</p>
<p>4.j Student Growth: measures the value that staff adds to students' academic knowledge and skills necessary to succeed in college-level courses.</p>	<p>Percent of teachers and administrators that were able to meet the student growth goal included in their evaluation process. Growth goals target a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.</p>	<p>To be developed</p>	<p>To be developed</p>
<p>4.k Succession Plan Fill Rate: measures the ability of the district to increase leader capacity at the same pace as it needs to replenish leader capacity.</p>	<p>Percent of new hires that are placed through district succession planning.</p>	<p>RPS Records</p>	<p>None</p>
<p>4.l Voluntary / Involuntary Turnover: represents the employees that leave the district for different reasons.</p>	<p>Number of staff who separated from the district voluntarily divided by the number who were forced to separate from the district.</p>	<p>RPS Records</p>	<p>None</p>
<p>4.m Exit Interviews measure the commitment and involvement level of staff to the organization, reasons for separation, and identify possible areas for improvement for retention.</p>	<p>To be developed</p>	<p>To be developed</p>	<p>To be developed</p>

Goal 5: Fiscal & Operational Stewardship

Demonstrate effective and efficient business operations and ensure excellent stewardship of public money.

Indicators	Setting-Level Measures 	System-Level Measures 
<p>5.1 Financial Stewardship (30%) A measure of the district compliance with regulations, legislations, and local, state, and federal laws using industry best practices.</p>	<ul style="list-style-type: none"> • Balance sheet* • Accounting processes & internal controls* • 5.f Cash flow statement* • 5.f Income statement* • Returned Grant Funds per \$100k Revenue 	<ul style="list-style-type: none"> • 5.f Monthly treasurers report • 5.f Unqualified audit opinion • 5.f Audit management letter • 5.f Percent interest/cash on hand
<p>5.2 Sustainable Operating Practices (30%) A measure of the district's fiscal responsibility to ensure long term financial viability of the entire school system.</p>	<p>Operational Metrics</p> <ul style="list-style-type: none"> • Budget to actual variance report* • 5.c Cost per district operated bus • 5.g Food cost per revenue • 5.h Food labor cost per revenue • 5.i Food Service cost over revenue • 5.m Maintenance cost per square foot • 5.n O & M spend as % of general fund • 5.t Transportation cost per rider • 5.u & 5.v Utility cost & usage per square foot • 5.w Workers' Compensation Cost per Employee • 5.a Competitive procurement ratio • 5.b Cost of risk per student • 5.d Cost per invoice • 5.e Payroll Cost per paycheck • 5.j Health Benefits Cost per Enrolled Employee • 5.l Invoices Processed per FTE • 5.o Payroll Off-cycle payroll checks • 5.p Procurement savings ratio • 5.q Purchasing dept. cost per procurement dollar spent 	<ul style="list-style-type: none"> • 5.f Annual operating funds budget • 5.f 5 year financial projections • Comprehensive tax funding strategy
<p>5.3 Effective & Efficient Practices (25%) A measure of formal methodologies and technologies being used to streamline business processes and eliminate wastes throughout all aspects of the organization.</p>	<ul style="list-style-type: none"> • 5.k Identified cost savings through Process Improvement projects* • 5.r Process Improvement projects completed • 5.x Dollars saved through shared services 	<ul style="list-style-type: none"> • Identified Key Work Processes • Vendor Performance & Management Standards
<p>5.4 State Financial Profile Rating (15%) A measure of the financial recognition from the state of Illinois, reflecting the highest category of financial strength.</p>		<p>State Financial Profile Rating</p> <ul style="list-style-type: none"> • 5.s Fund balance to revenue ratio • 5.s Expenditure to revenue ratio • 5.s Days cash on hand • 5.s Remaining % short-term borrowing maximum • 5.s Percent of long-term debt margin remaining • 5.s Debt service burden to revenue

*Indicates measures that can be trended at higher levels

Goal 5: Fiscal & Operational Stewardship

Demonstrate effective and efficient business operations and ensure excellent stewardship of public money.

Measure Descriptions for Progress Monitoring

Measure	Full Definition	Data Source	Peer Comparison Group
5.a Competitive Procurement Ratio is important because competition maximizes procurement savings to the district, provides opportunities for vendors, assures integrity, and builds school board and taxpayer confidence in the process—all of which are the cornerstones of public procurement.	Total dollars for purchases above the single quote limit that were fully competitive divided by total dollars for purchases above the single quote limit, both competitive and non-competitive.	RPS Records	Council of the Great City Schools
5.b Cost of risk per student is important for long term budget planning that is influenced by frequency and severity of claims and efforts to correct hazardous conditions.	Total liability premiums, claims, and administration costs plus total workers' compensation premiums, claims, and administration costs divided by total district enrollment.	RPS Records	Council of the Great City Schools
5.c Cost per district operated bus measures the cost efficiency of a pupil transportation program.	Total direct and indirect costs divided by total number of buses (contractor and district).	RPS Records	Council of the Great City Schools
5.d Cost per invoice determines the average cost to process an in-invoice. According to the Institute of Management, the cost to handle an invoice is the second most used metric in benchmarking AP operations.	The sum of total actual salary cost of Accounts Payable Staffing (FTEs) plus the total of Accounts Payable Department non-salary budgeted costs divided by the total number of vendor invoices/payments.	RPS Records	Council of the Great City Schools
5.e Cost per paycheck measures the efficiency of the payroll operation. A higher cost could indicate an opportunity to realize efficiencies in pay-roll operation while a lower cost indicates a leaner, more efficient operation.	The sum of the annual cost of payroll salaries, benefits, supplies, materials, licensing fees and postage divided by the total number of paychecks issued annually.	RPS Records	Council of the Great City Schools
5.f Financial Reports describe the current financial status of the district and help project the future financial status.	The following documents comprise the financial reports: <ul style="list-style-type: none"> - Monthly treasurers report - Unqualified audit opinion - Audit management letter - Percent interest/cash on hand - Cash flow statement - Income statement - Annual operating funds budget 	RPS Records	None

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	- 5 year financial projections		
5.g Food cost per revenue measures the ability of the nutrition department to plan effective menus, utilize competitive bids for purchasing, and implement consistent production practices.	Total food costs divided by total revenue.	RPS Records	Council of the Great City Schools
5.h Food labor cost per revenue measures the human capital needed to distribute food to children and is the largest expense that food service revenue must cover.	Total labor costs divided by total revenue.	RPS Records	Council of the Great City Schools
5.i Food Service cost over revenue measures the financial status of the food service program.	Total direct costs plus indirect and overhead costs divided by total revenue.	RPS Records	Council of the Great City Schools
5.j Health Benefits cost per Enrolled Employee measure the balance between the district's efforts to have a competitive benefit package to attract and retain employees with the increasing percentage of overall employee cost.	Total health benefits cost plus total health benefits premium costs divided by total number of employees enrolled in health benefits plan.	RPS Records	Council of the Great City Schools
5.k Identified cost savings through Process Improvement (PI) projects measures the ability of the district to identify improvement projects that yield savings.	Total number of hard savings and total cost avoidances projected from process improvement initiatives.	RPS Records	None
5.l Invoices Processed per FTE per Month is a major driver of accounts payable department costs. Lower processing rates may result from handling vendor invoices for small quantities of non-repetitive purchases; higher processing rates may result from increased technology using online purchasing and invoice systems to purchase and pay for large quantities of items from vendors.	Total number of vendor invoices paid annually divided by the number of FTEs in the Accounts Payable Department divided by twelve (12) months.	RPS Records	Council of the Great City Schools
5.m Maintenance cost per square foot measures the total costs of routine maintenance relative to the district size.	Cost of district-operated maintenance work plus cost of contractor-operated maintenance work divided by total square footage of non-vacant buildings.	RPS Records	Council of the Great City Schools
5.n O & M spend as % of general fund measures a broad view of the costs of maintenance, operations, and facilities work, and fluctuates depending on the number of capital projects.	Total custodial costs plus total grounds work costs plus total routine maintenance costs plus total major maintenance/minor renovations costs plus total major rehab/renovations plus new construction divided by district budget. District and contractor costs are included.	RPS Records	Council of the Great City Schools

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<p>5.o Payroll Off-Cycle Payroll Checks Produced Annually measures the effectiveness and accuracy of payroll processes. A higher proportion of off-cycle checks usually reflects errors in data received for payroll processing, or errors in data input prior to payroll processing; it also indicates a need to review processes and procedures to determine if the proper controls are in place to monitor payroll output.</p>	<p>Total number of off-cycle checks produced annually divided by the number of paychecks generated annually.</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.p Procurement Savings Ratio compares a district’s savings or “cost avoidance” that result from centralized purchasing to the total procurement spend (less P-Card spending). It is an important indicator of return-on-investment as a district considers the degree of delegated purchasing authority as compared to resources devoted to a professional procurement staff and other factors, like cycle time.</p>	<p>The sum of savings or cost avoidance for formal bids, formal proposals, and informal quotes divided by the sum of total procurement dollars, including construction, but excluding P-Card spending.</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.q Purchasing Department Cost per Procurement Dollar Spent indicates the cost efficiency of a district’s procurement function. It represents the purchasing department costs relative to its total procurement responsibility.</p>	<p>Total Procurement Department (personnel and non-personnel) expenditures, excluding warehouse operations divided by total procurement dollars spent by district including P-Card (excluding construction).</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.r Process Improvement (PI) projects completed measures the ability of the district to execute improvement projects that yield savings.</p>	<p>Total number of PI projects that improve key work processes within the district.</p>	<p>RPS Records</p>	<p>None</p>
<p>5.s State Financial Profile Rating measures the financial recognition from the state of Illinois, reflecting the highest category of financial strength</p>	<p>The following documents comprise the financial rating for the district:</p> <ul style="list-style-type: none"> - Fund balance to revenue ratio - Expenditure to revenue ratio - Days cash on hand - Remaining % short-term borrowing maximum - Percent of long-term debt margin remaining - Debt service burden to revenue 	<p>RPS Records</p>	<p>None</p>
<p>5.t Transportation cost per rider measures the cost efficiency of a pupil transportation program.</p>	<p>Total direct costs plus total indirect costs plus total contractor cost of bus services divided by number of riders.</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.u Utility cost per square foot measures the efficiency of the district’s building utility operations.</p>	<p>Total utility costs (including electricity, heating, fuel, water, and sewer) divided by total square footage of all non-vacant buildings.</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>

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<p>5.v Utility usage per square foot measures the level of utility usage and shows possible areas that should be investigated for ways to decrease usage.</p>	<p>Total utility costs (including electricity, heating, and water) divided by total square footage of all non-vacant buildings.</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.w Workers' Compensation cost per employee measures the success of programs or efforts aimed at reducing workers' compensation costs.</p>	<p>Total workers' compensation premium costs plus workers' compensation claims costs incurred plus total workers' compensation claims administration costs for the fiscal year divided by number of employees (W-2s issued).</p>	<p>RPS Records</p>	<p>Council of the Great City Schools</p>
<p>5.x Dollars shared through shared services measures the ability of the district to identify and use shared services opportunities that yield savings.</p>	<p>Total number of hard savings and total cost avoidances projected from shared services initiatives.</p>	<p>RPS Records</p>	<p>None</p>

Strategies:

Strategies define the work of the district to meet the goals of the strategic plan. Each strategy has an Action Team that is comprised of multiple staff groups, including Co-Leaders from both administration and the Rockford Education Association. Action teams meet regularly throughout the year to identify annual plans, measure progress throughout the plan, and direct the strategic work of the district to implement the key concepts of that strategy.

There are nine strategies. Each strategy is identified as having a primary target goal and secondary influencing goals.

Strategy 1: Curriculum Alignment

We will align curriculum with unit/course assessments across grade levels and schools to guarantee a rigorous, consistent set of learning expectations.

(Goals 1, 3, 4, 5)

Key Concepts:

- a. Common Core or other Standards
- b. College and Career Readiness
- c. Common Unit Plans
- d. Essential Learning Outcomes for Each Unit of Instruction
- e. Common Formative and Summative Assessments (Pre- and Post- Unit) Assessments at the Elementary Level; Course Unit, Mid-Term and Final Exam Assessments at the Secondary Level)
- f. Vertical and Horizontal Alignment of Curriculum
- g. Clarity on Early Learning Expectations

Strategy 2: Differentiated Instruction

We will differentiate instruction and provide additional time and support for students who are struggling and students who need to be challenged.

(Goals 1, 3, 4, 5)

Key Concepts:

- a. Tier I, Tier II, Tier III Supports
- b. Use Unit or Course Assessment Data to Drive Instructional Decision-making
- c. Specialists (ELL, Reading, Math, Social Worker, Psychologist, Nurse, Counselors, etc.)
- d. Provide Additional Time and Support for Those Students who have not Learned Essential Learning Outcomes for Each Unit or Course.
- e. Provide Additional Time and Support for Those Students who have Mastered Essential Learning Outcomes and Need More Challenge.
- f. Flexible Grouping
- g. Co-Teaching, Push-in collaboration, Researched-based Interventions, Advanced Placement, Dual Credit, etc.
- h. Problem Solving Team
- i. Entrance and Exit Learning Outcomes for All Interventions

Strategy 3: Customer Service

We will improve customer service between the District and its families and its community to foster confidence, respect, and continuous improvement for the system.

(Goals 2, 4, 5)

Key Concepts:

- a. Customer Service Focus from the district and schools to families and the extended communities.
- b. Inclusion of families in appropriate decision making structures and processes.
- c. Continued Support for Alignment Rockford.
- d. Improved Use of Electronic Communication Tools to ensure clarity, Networking, and Sharing of Work Samples.
- e. Increasing Numbers of Families Engaged in Assisting Students Learn and Grow
- f. Increased Respect for Public Schools.
- g. More Families Choosing Public Schools as their First Choice.
- h. Expanded Learning Opportunities, Community Service, and Civic Participation for Students.
- i. Expanded Partnership with Community Organizations to Provide Support for Students beyond the School Day.

Strategy 4: Social Emotional Health & Skills

We will ensure students develop socially and emotionally, feel safe and secure, make healthy choices, and develop skills to be productive citizens.

(Goals 1, 2, 3, 4)

Key Concepts:

- a. Student Behaviors
- b. Student Engagement and Effort
- c. Student Attendance
- d. Guidance and Counseling
- e. Social Emotional Curriculum
- f. Behavior Interventions
- g. Family Education for the Development of Social, Emotional, and Health Expectations

Strategy 5: Facilities & Technology

We will maintain facilities and integrate technology into our academic and operations systems to create a high-quality and innovative teaching, learning, and working environment.

(Goals 1, 2, 3, 4, 5)

Key Concepts:

- a. Universal Access
- b. Dependable Infrastructure
- c. Clarity in Replacement Cycles; Upgrading
- d. Equity in Resources
- e. Responsive Help Desk and Other Tech Services
- f. Technology Plan Communication
- g. Professional Learning for Staff
- h. Learning for Families
- i. Exploration of STEM
- j. Facilities Plan
- k. Maintenance/Capital Refreshment Plan

Strategy 6: Internal Trust & Relationships

We will build trust and improve relationships between the district office and its schools to foster a climate conducive to continuous improvement.

(Goals 3, 4, 5)

Key Concepts:

- a. Customer Service Focus from the District Office to the Schools.
- b. Two-way Decision-making Structures: Grade Level, Departments, Teams, Schools, and District
- c. Two-way Decision Making processes: Grade Level, Department, Teams, Schools, and District
- d. Improved Use of Electronic Communication Tools to Ensure Clarity, Networking, and Sharing of Work Samples.
- e. Clarity of Collaboration Expectations at both the Elementary and Secondary Levels.
- f. Increase in Collaboration Time at the Elementary School Level.
- g. Training and Support for PLC grade/department Collaboration.
- h. Improved Trust and Respect among District and the Schools.
- i. Improved Relationships: Board, Management and Union.

Strategy 7: Recruit & Develop

We will recruit, on-board, mentor, develop, evaluate, and retain employees who comprise a high-quality and diverse workforce.

(Goals 1, 2, 3, 4, 5)

Key Concepts:

- a. Recruitment of high quality staff
- b. Recruitment of diverse staff
- c. Onboarding process for all employees
- d. Mentoring process for all employees
- e. Succession planning
- f. Leadership development at all levels
- g. Staff evaluation

Strategy 8: Monitor, Track & Report

We will use key data indicators and measures with all employees that promote a culture of inquiry, reflection and action to assist individuals, teams, departments, schools and the district set goals and monitor, track, and report performance.

(Goals 1, 2, 3, 4, 5)

Key Concepts:

- a. Student Ownership for Their Learning.
- b. Employee Evaluation Professional Practice/Student Growth Goals
- c. Strategic Plan
- d. School Improvement Plans
- e. SMART Goals and Action Plans
- f. Progress Monitoring and Reporting
- g. District Department Improvement Plans
- h. Key Indicators of Success/Assessment System
- i. Transparency
- j. Data Management System
- k. Data Culture and Dialogue
- l. Data Driven Instruction
- m. Data Progress Monitoring and Reporting
- n. Trend, Cohort, Comparative, and Subgroup Data
- o. Professional Learning for Analysis and Reporting
- p. Continuous Improvement

Strategy 9: Resource Allocation

We will proactively forecast and allocate resources that balance the needs of taxpayers and the community with the critical needs of fulfilling our mission and vision.

(Goals 1, 2, 3, 4, 5)

Key Concepts:

- a. Balanced budget
- b. Increased efficiencies
- c. Fiscal responsibility

Preferred Future

Curriculum	Assessment	Instruction
<p>Academic standards have been unpacked and priority learning outcomes have been identified.</p> <p>The curriculum addresses students' abilities to collaborate, create, communicate, and think critically and the needs of the whole child.</p> <p>Learning outcomes represent high expectations, rigorous content, and alignment with college and career readiness.</p> <p>Learning outcomes are written in terms of what students will know and be able to do.</p> <p>Learning outcomes are aligned vertically (grade levels) and horizontally (subject areas, courses, disciplines, and schools).</p>	<p>The assessment system is clear, comprehensive, purposeful, and balanced.</p> <p>There is high quality, timely, and specific feedback for staff, families, and students that is focused on growth and improvement.</p> <p>Assessments guide instructional decision-making.</p> <p>Students participate in planning next steps in learning (i.e., student goal setting).</p> <p>A set of key indicators and measures to assess all aspects of performance of the district, its schools, its teams, and each employee is identified and used for continuous improvement at all levels.</p>	<p>Instruction is guided by research-based practices that have a positive impact on learning.</p> <p>Teachers incorporate a variety of challenging and engaging activities that encourage student effort and lead to success.</p> <p>Instruction provides opportunities for co-teaching, modeling, peer-observation, and both push-in and pull-out instruction from specialists and classroom teachers.</p> <p>Interventions and enrichments are effective and efficient and are based on differences in students' learning styles and rates.</p> <p>The culture and climate of the district and each school encourage reflection, innovation, and responsible risk taking.</p>

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Resources	Technology	Partnerships
<p>There is a commitment to continuous improvement, collective responsibility, stakeholder engagement, and goal alignment.</p> <p>There are professional learning communities with expert coaching and dedicated and sufficient time in every school.</p> <p>Comprehensive recruitment, induction, professional development, and retention strategies support the teaching-learning process and assure collaborative work by talented and diverse staff and leaders.</p> <p>There are viable compensation programs based on comprehensive performance evaluation systems.</p> <p>Resources are allocated to continuously maintain facilities that ensure equitable, effective, and efficient delivery of instruction to all students regardless of where they live.</p> <p>Resources are allocated to ensure customer-driven operations that provide timely and effective support to staff</p>	<p>Reliable and accessible technology facilitates and inspires learning and creativity.</p> <p>The district continuously explores effective applications of technology to improve student learning.</p> <p>There is full integration of technology into the classroom, coupled with high-quality professional learning for teachers in the creative and innovative use of technology that aligns with the curriculum.</p> <p>Technology provides for alternative models for the delivery of educational services.</p> <p>Every learner has universal access to technological learning tools.</p>	<p>Partners embrace public education as an essential factor in economic development, a diverse and democratic society, and the quality of life.</p> <p>Responsibility for children's readiness to learn and their performance lies with the students, the adults who care for them, and the larger community.</p> <p>Families are active participants in the life of the school, collaborating with staff in decisions that affect children and families and together informing, influencing, and creating policies, practices, and programs.</p> <p>Families and staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community service, and civic participation.</p> <p>Partners ensure safety, order, and respect as necessary conditions for teaching and learning and mitigate those problems that arise in a child's life outside school to make the time in school productive.</p>