



## North Chicago School District 187 Strategic Plan

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## Introduction

In launching the strategic planning process during the 2017-18 school year, North Chicago Community Unit School District 187 leaders articulated foundational goals for the process and the resulting strategic plan:

1. The strategic plan should be grounded in research and best practice about what works in schools.
2. The strategic planning process should be inclusive of stakeholder input.
3. The strategic plan should be considered as a dynamic document, with regular updates and revisions reflecting the district's ongoing work and needs.
4. The strategic plan should be the foundation of the district's improvement efforts and not simply an exercise in planning.

These goals were enacted throughout the process, culminating in a strong strategic plan to carry the work of the district forward in an aligned and cohesive manner.

### **1. The strategic plan should be grounded in research and best practice about what works in schools.**

North Chicago enlisted the services of McREL International to support the strategic planning process. Of particular interest was McREL's research-based framework describing the core focus areas common to high performing schools and school systems. This framework, aptly titled *What Matters Most*, outlines five components of effective systems:

**Challenging, engaging, and intentional instruction.** At the core of effective systems are teachers who challenge students, develop positive relationships with them, and are intentional in their use of a broad repertoire of teaching strategies.

**Curricular pathways to success.** High-performing systems guarantee that every student, in every classroom, no matter what the aspirations, is provided with both challenging and personalized learning experiences that prepare each of them for life success.

**Whole-child student supports.** Setting high expectations requires providing students with the scaffolding they need to succeed—a just-in-time, personalized response to students' cognitive, psychosocial, and academic needs.

**High-performance school cultures.** Effective schools ensure high-quality learning experiences in every classroom. At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.

**Data-driven, high-reliability systems.** High performing school systems put data systems and processes in place to ensure high-quality learning experiences for all students, as well as real-time responses to student failures.

Fully explained in *Simply Better: Doing what matters most to change the odds for student success* (Goodwin, 2011), these five *What Matters Most* components are the basis for North Chicago's strategic plan; indeed, in meetings with stakeholders, these five research-based components resonated as an appropriate focus and became the basis for the district's strategic planning efforts. Utilizing McREL's *What Matters Most* framework ensured a strong foundation for our thinking based upon research and practice.

## **2. The strategic planning process should be inclusive of stakeholder input.**

Stakeholder groups were engaged throughout North Chicago’s strategic planning process. Meetings were held with the District Leadership Team, all staff, the school board, and parents to describe the process, the reasons for creating the strategic plan, and to invite participation in planning team activities. Engagement with staff included multiple strategies: a survey, open gallery walks to solicit feedback, school-based feedback sessions, and staff participation in focused study groups.

An iterative process was used with stakeholder groups to draft sample mission statements, articulate potential core values, and gather input on district goals. Gallery walks were used across the district to gather feedback from staff and community members; with this feedback, the mission, core values, and goals were revised and presented to the school board.

Through a staff survey, two areas, Whole Child Student Supports and High-Performance School Culture, were identified as those to be addressed first. Teams of teachers, support staff, administrators, and community members volunteered to participate on planning teams for these two areas. Each team met on several occasions outside of the school day to learn and work together; in the end, they identified specific areas of focus within each area, drafted “success statements” to describe what it will look like when those areas of need are successfully addressed, engaged in root cause analysis to further articulate gaps in current services and performance, and propose strategies to address those gaps. The work of these teams was then synthesized to find commonalities with other feedback received, resulting in a common voice and shared language for the final plan.

The remaining three areas followed a similar process to determine success statements and strategies; however, because these areas also reflected work already being addressed through multiple district initiatives and with teacher participation, the work groups for Challenging, Engaging, Intentional Instruction, Curricular Pathways to Success, and Data-Driven, High-Reliability Systems were smaller, driven by district office staff, and more acutely focused on integrating existing work into the strategies.

With a draft of success statements and strategies in place, each school faculty, including staff at the district office, had an opportunity to review and identify those strategies of highest priority for action in the 2018-19 school year. This final round of feedback was integrated into the plan, and utilized to develop the final plan and priority areas.

## **3. The strategic plan should be considered as a dynamic document, with regular updates and revisions reflecting the district’s ongoing work and needs.**

The primary purpose of strategic planning is to systematically set direction for an organization’s future work. Most strategic plans are intended to guide work for three to five years; however, it is essential that organizations look to their plan as a dynamic document that reflects current reality, given changes in their local, state, and national policy landscape, their growth as a result of targeted improvement actions, and their developing capacity to take on challenging goals. We expect that as we change and grow through implementation of our strategic plan, we will identify strategies and approaches that are not yet part of our work, but that may be considered moving forward. As a result, the strategic plan should be reviewed regularly, with updates that reflect each year’s progress and recommendations for future actions that result in the plan being continuously relevant. As a living document, the strategic plan can then be used to continuously set direction and priorities for the district, maintain everyone’s focus on the priority work,

simplify decision-making, drive alignment, and communicate priorities. During the course of the 2019 school year, the district administration will complete a series of other long-term planning documents including a master facility and master staffing plan, which will also impact the content and speed of implementation of the strategic plan making on-going reflection and revision even more important.

The Superintendent envisions an ongoing review and update process, with check-ins scheduled approximately every four months:

- October:* Report on goals for the current school year with plans for key initiatives
- February:* Reflect on progress with the State of the Schools address and summary of winter student benchmarks
- July:* Share end-of-year progress report with draft goals for the coming year

#### 4. The strategic plan should be the foundation of the district’s improvement efforts and not simply an exercise in planning.

North Chicago’s strategic plan is designed to drive improvement efforts. It is structured to communicate not only what is important, but what the future will be when the plan is successfully implemented, and why the selected areas of focus have been identified as priorities. We have chosen to write theory of action statements for each area; these statements are testable hypotheses that will allow us to continuously measure our progress, determine if the actions we have taken are resulting in the anticipated outcomes, and recommend adjustments in order to achieve our goals. For each of the major focus areas, the following structure applies:

##### I. Framework, First Area (from *What Matters Most* framework)

- A. **Focus Area** - Identified by the planning team as areas of emphasis within each framework, based on research and North Chicago’s unique needs.  
**Success Statement** - Determined by the planning team to describe what the ideal state will be when work to improve in the focus area has been completed.

**Measurement** - Potential sources of data to measure changes in the focus area

1. Short Title	<b>1.Theory of Action</b> - A statement describing that WHEN we implement a change, THEN we expect a specific outcome to occur. A theory of action statement describes what we expect as a result of our actions.
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Example:

##### I. *What Matters Most* Area: Whole Child Student Support

###### A. Student Engagement and Motivation

**Success Statement:** All adults are fully invested in the success of all students; all students will have a road map for their future, know they have at least one adult in their corner, and have well-developed toolkit that includes dispositions and skills to accomplish their goals.

**Measures of Success:** Goal 2 - Improve 5Essentials results on student-teacher trust and academic press; increase percent of projected growth made as measured by NWEA MAP for all disaggregated student subgroups

1. Mentoring	WHEN each student has a supportive and trusting relationship with at least one adult at school, THEN students will be more engaged in their learning and motivated to persist.
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The action planning will be reflected in each cabinet member’s goals for the year and will inform each school’s improvement plans. In these ways, the strategies identified through strategic planning will form the basis of actions taken to improve student achievement across the district.

The list of key strategies, or Theories of Action, on the following pages presents a long agenda for the district. Amidst these strategies, five core actions come through all of them when taken as a whole. These core actions represent more of the “how”, rather than the “what”, and present a long-term view of growth and change, not a quick fix.

1. We will build the capacity of adults at each level of the system
2. We will build teams of educators to collaborate and lead this work
3. We will build relationships of trust
4. We will build a strong foundation, starting at the beginning with routines and structures to support growth
5. We will build a continuous improvement cycle, helping all students and staff to improve over time

By staying true to these core actions, as our strategies change to reflect the changing needs of our district, we will build the future of our district, together.

## Conclusion

Through many input opportunities, dozens of conversations, and hundreds of post-it notes, this strategic plan represents the work of the entire district, as it should. This plan, aligned to mission, values, and goals, will propel the district forward and focus our efforts on the highest-leverage activities to support students in achieving their goals. Though we are eager to complete the planning process, we know that planning is just the beginning. The work ahead of us is significant, as described in the following pages. Our ongoing work will be to implement this plan, measure the effectiveness of our efforts, and make adjustments along the journey. Indeed, school and district improvement is a journey and this plan is our map. The plan is written in such a way that we can continually test our ideas and reflect on our progress.

While completion of this strategic plan represents an important milestone for our district, we are far from done. We will work to develop specific reporting and monitoring mechanisms for the key priority areas. And, we are committed to reporting back to the community regularly on our progress, and the changes that are necessary as we continue to learn more about our students and the futures that await them.

Special Thanks:

- Each member of the 2018 Independent Authority and Financial Oversight Panels for their support, guidance, and input
- All teachers and staff who served on the strategic plan working groups in the spring of 2018
- Kris Rouleau of McREL for her guidance in the development of this plan
- ISBE for their financial support of this planning process and on-going support of District 187
- Robin Steans and the Steans Family Foundation for coordinating the Educator's Round Table, providing feedback on the strategic plan draft
- The 2018 Cabinet, Oscar Hawthorne, Yesenia Sánchez, and John Benedetti, for leading, writing, and re-writing sections of this plan over the course of the past year.



### **Mission Statement: Why does North Chicago School District 187 exist?**

**Our mission is to empower each child to write their own story of success, and to prepare each child, academically and socially, to pursue and realize their unique purpose.**

### **Values Statements: What are the beliefs that we aspire to and guide our work?**

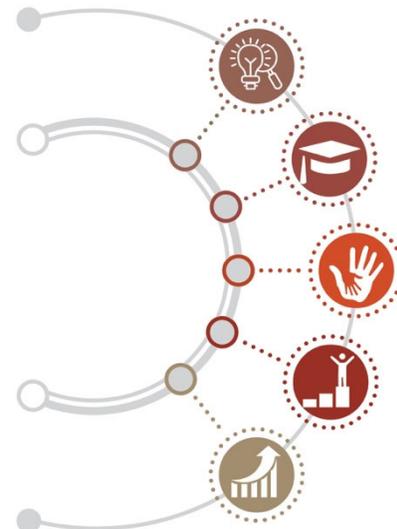
**We place students at the center** - We put the needs and strengths of students at the center of our work and thinking.

**We build strong relationships** – Trusting relationships drive our work and give us the ability to do the best work that we can for students.

**We do whatever it takes** - While we work to improve the entire district, we are committed to doing whatever it takes to meet the needs of students, regardless of the odds.

**We see the whole child** - There is more to our students than test scores and grades. We recognize that we need to see our students and families as whole people with complex and varied skills and needs.

**We hold high expectations** - We hold ourselves, and our students, to the highest of expectations, recognizing that expectations predict performance.



### **5 Year District Goals: What will be the results of this plan for our students?**

- **Goal 1** - Focus on Early Intervention and Early Success: We will increase the percentage of students reaching grade level standards by the end of third grade in both reading and mathematics.
- **Goal 2** - Academic Growth for All Students: We will make sure that all students are making growth every year in school with the goal of each student making six years of growth over the five years of this plan.
- **Goal 3** - Graduation Rate: We will increase our graduation rate to 80%.
- **Goal 4** - Post-Secondary Preparation: Each graduate will have an individualized plan for college and/or career aligned to their interests.

# The North Chicago District 187 Strategic Plan

## I. Guaranteeing Challenging, Engaging, and Intentional Instruction



*Teachers and leaders work together to challenge students, develop positive relationships, and use a broad repertoire of teaching and assessment strategies to challenge and engage each learner*

### A. Consistent Language that Describes High Quality Instructional Strategies

**Success Statement:** All staff use a consistent instructional language that includes routines for teaching and learning, reflects high expectations for student learning, and intentionally connects instruction to outcomes.

**Measures of Success:** Goal 2 - Increase percent of projected growth made as measured by NWEA MAP; improve implementation on classroom visit rubrics

1. Instructional Leadership <sup>1</sup>	WHEN building leaders have the skills and knowledge to be effective instructional leaders, THEN teachers will be supported and held accountable for implementing high quality instruction in their classrooms.
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2. Instructional Framework	WHEN there is an explicit instructional framework that connects standards and lesson outcomes with lesson activities, THEN lesson plans will reflect an emphasis on proficiency.
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### B. Engaging Classroom Environments

**Success Statement:** Our classrooms are welcoming, safe learning environments where all students are supported and engaged in learning.

**Measures of Success:** Goal 2 - Increase the student-teacher trust results in the 5Essentials survey



<sup>1</sup> Throughout the document, areas shaded in gray indicate areas of focus for the 2019 school year.

1. Beyond Diversity	WHEN adults have a worldview that reflects different perspectives and cultural influences, THEN students will feel included and connected to their learning, their teachers, and one another.
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2. Students' Needs	WHEN instruction is matched to student needs and leverages their experiences in and out of school, THEN students will be engaged and take ownership in their learning.
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3. High Expectations	WHEN adults reflect high expectations and a growth mindset about students, THEN students will be empowered to persist to achieve their goals.
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4. Equity Audit	WHEN the district commissions and completes an Equity Audit, THEN district staff and leaders will have clear direction and guidance for achieving equitable outcomes for all students.
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**C. Research-based Instructional Strategies**

**Success Statement:** Teachers intentionally match research-based instructional strategies to lesson outcomes and learner needs.

**Measures of Success:** Goal 1 - Improving implementation on classroom visit rubrics

1. Instructional Strategies	WHEN leaders expand their knowledge of research-based curriculum and instructional strategies, THEN they will be able to better support teachers' efforts to match strategies appropriately to student needs.
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2. Standards Knowledge	WHEN teachers have a deep understanding of the content and standards aligned with the classes they teach, THEN they will better understand how to match strategies to the demands of the content.
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3. Innovation	WHEN teachers feel encouraged to take measured risks and try new strategies in their classrooms, THEN they will develop confidence and skills to regularly implement those strategies.
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**D. Coaching Development for Teachers and Leaders to Support Instruction**

**Success Statement:** Teachers and leaders are supported through individual job-embedded coaching to continually improve their practice and build their repertoire of instructional strategies that best meet students' learning needs.

**Measures of Success:** Goal 1 - Number of coaching sessions held monthly; staff feedback surveys

1. Coaching	WHEN teachers and leaders engage in non-evaluative coaching activities, THEN they will be empowered to take risks as they develop their instructional and leadership skills.
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2. Coaching Role	WHEN the role of instructional coaches is clearly defined and separated from the role of evaluators, THEN teachers will be increasingly receptive to coaching and impact of the coaching.
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**E. Defined System of Assessment**

**Success Statement:** Teachers regularly access relevant student information in order to make informed instructional decisions.

**Measures of Success:** Goal 2 - Increase percent of projected growth made as measured by NWEA MAP

1. Curriculum & Assessment	WHEN we have an articulated curriculum that includes a variety of assessments, THEN PLCs(Professional Learning Communities) will be more effective in making decisions about next steps for student learning.
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2. Assessment System	WHEN we have an articulated system of annual benchmark assessments, THEN instructional decision making will be better matched to student needs.
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“Simply nurturing kids and “loving them up” won’t produce learning. Nor will simply setting high expectations. Teachers must do both - challenge *and* nurture students. At the same time, they must know *why* they’re doing *what* they’re doing in the classroom.” Goodwin (2011)

## II. Ensuring Curricular Pathways to Success



*Assure that ALL students are provided with challenging and personalized learning experiences, preparing them for life success*

### A. Aligned Standards-based Curriculum PreK-12 in All Subject Areas

**Success Statement:** We select and/or develop a standards-based, rigorous curriculum and programs that reflect high expectations for all students.

**Measures of Success:** Goal 1, 2 - Increase percent of projected growth made as measured by NWEA MAP; increase 3rd grade achievement

1. Curriculum Alignment	WHEN teachers are supported with systems and structures for an aligned curriculum, THEN they will implement curriculum consistently.
2. Shared Leadership	WHEN instructional leadership is shared with and between school leadership teams, THEN teachers and school leaders will assume ownership for implementation.
3. K-12 Standards-Based	WHEN we have a standards-based aligned K-12 curriculum, THEN students will experience a coherent educational program that leads to college and career readiness.
4. Dual Language	WHEN dual language learning is available in grades K-8 across the district, THEN all students will have access to aligned and rigorous content area curriculum.
5. Universal Pre-K	WHEN the district provides universal access to Pre-K, THEN all students will have the opportunity to enter Kindergarten ready.

### B. Clear 6-12 Grade Continuum of Learning

**Success Statement:** All students are able to access an aligned course of study through grades 6-12 that results in each student being prepared for college or career, and that gives students experiences in a range of potential careers.

**Measures of Success:** Goal 3, 4 – Increase graduation rate; increase percentage of students with a completed Post-Secondary plan; improve 5Essential survey of school-wide future orientation

1. CCR Programming	WHEN pathways programs (Career Technical Education) are implemented 6-12 that reflect college and career readiness (CCR) expectations, THEN students will experience authentic learning in an environment of high expectations.
2. Advanced Courses	WHEN all students take at least one course that leads to industry certification or college credit (i.e. AP, PLTW, dual-credit courses, etc.) THEN they will develop the skills and attitudes to persevere and persist in pursuing challenging goals.
3. Post-Secondary Plan	WHEN each student has an individualized post-secondary plan that represents their own unique purpose, THEN students will be more engaged in course work and extracurricular opportunities aligned to that plan.
4. F.O.T.	WHEN the high school has a clear and documented Freshmen On-Track (F.O.T) process starting in middle school, THEN all adults will be able to effectively support Freshmen.
5. CCR	WHEN student progress towards college and career readiness (CCR) goals is regularly monitored, THEN students not on-track to meet standards will be identified earlier.
6. On-Track	WHEN on-track indicators are used in grades 6-12, THEN staff will use a common language for support and students' families will better understand school supports.

When we provide students with  
 high expectations curricula,  
 they **rise** to meet the challenge.

**C. Increased Student Choice and Personalization in Curriculum**

**Success Statement:** Our curriculum includes opportunities for students to have self-directed learning experiences (i.e. project based learning, student choices) that empower each student.

**Measures of Success:** Goal 2 - Improving results on 5Essentials survey in area of academic press

1. Self-Directed	WHEN students have opportunities for self-directed learning, THEN they will be more engaged and take ownership of their learning.
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2. Personalized Learning	WHEN we intentionally incorporate personalized learning opportunities, THEN students are able to successfully pursue their personalized goals.
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**D. Comprehensive System of Assessment**

**Success Statement:** For each curricular area and program, there is a robust system of assessments that teachers regularly access to make informed instructional decisions.

**Measures of Success:** Goal 2, 3 - Decrease the percent of students below the 20th percentile nationally; number of staff accessing online data resources monthly



1. Assessment System	WHEN we have an articulated system of assessment, THEN instructional decision making will be better matched to student needs.
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2. Assessment & Curriculum	WHEN we have an articulated system of assessment matched to our curriculum, THEN we will be able to make curricular and programmatic adjustments in a timely manner.
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### III. Providing Whole-Child Student Supports



*Provide cognitive, emotional, and learning supports to address a variety of student-level factors*

#### A. Student Engagement and Motivation

**Success Statement:** All adults are fully invested in the success of all students; all students will have a road map for their future, know they have at least one adult in their corner, and have a well-developed toolkit that includes dispositions and skills to accomplish their goals.

**Measures of Success:** Goal 2 - Improve 5Essential results on student-teacher trust and academic press; increase percent of projected growth made as measured by NWEA MAP for all disaggregated by subgroups

1. Mentoring	WHEN each student has a supportive and trusting relationship with at least one adult at school, THEN students will be more engaged in their learning and motivated to persist.
2. Engagement Strategies	WHEN teachers consistently and intentionally use instructional strategies designed to engage and support learners, THEN students will be motivated to challenge themselves and engage in learning.
3. Learning Toolkit	WHEN students learn and use a toolkit of strategies and skills to support their learning, THEN they will have a positive, “can do” attitude about school.
4. Inclusion	WHEN the district implements and supports an approach to the inclusion of all students based upon district values, THEN fewer students will be placed in the most restrictive environments and students in our schools will feel more comfortable and engaged.

#### B. Family Engagement

**Success Statement:** Families have opportunities to access and know how to access resources to have their basic needs met; families will be equipped and empowered as their children’s first and most important teachers.

**Measures of Success:** Goal 2 - Improving results on the 5Essential parent survey (parent connectedness, parent satisfaction)

1. Welcoming Environment	WHEN families are shown a welcoming environment that communicates that parents are respected and valued as full partners in the learning and healthy development of children, THEN families will be increasingly engaged in school activities and will feel empowered and equipped to support their children.
2. Family Leadership	WHEN families who have been traditionally marginalized in schools are purposefully engaged as partners in the design of family activities and support systems, THEN family engagement activities will be viewed as relevant, participation will increase, and families will emerge as leaders in the school-family engagement process.
3. Birth-3	WHEN families are actively engaged in learning with their children prior to their children reaching school age, THEN children and families will enter school better prepared for learning.
4. Basic Supports	WHEN the district collaborates with community partners to provide families basic supports like food, clothing and health care, THEN families will be able to increase focus on learning.
5. Family Goals	WHEN teachers, students, and families collaborate to set, pursue, and monitor challenging learning goals, THEN students will take ownership of their own learning.
6. Alumni / Government	WHEN the district actively engages alumni, governmental agencies, and community partners, THEN district programs will gain more support and understanding across the community.

**C. Social and Emotional Support**

**Success Statement:** Students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (<https://casel.org/what-is-sel/>)

**Measures of Success:** Goal 1 - Decrease exclusionary discipline practices; improving 5Essential student surveys on safety and student-teacher trust

1. SEL Curriculum	WHEN students and adults utilize consistent and aligned curriculum and tools to teach the skills to self-regulate their emotions and problem solve, THEN students and adults will be better able to develop and maintain relationships that support learning and focus on pursuing academic goals.
2. SEL Assessment	WHEN the district implements a high quality Social Emotional Learning (SEL) assessment for students, THEN we will be able to target supports based upon data.
3. Families' Needs	WHEN the district partners with external agencies and community partners to address families' mental health needs, THEN students will receive more support from school and home and achievement will increase.
4. Tier I	WHEN each school implements a more student-centered Tier I behavioral supports system, THEN students will be able to feel safe and secure at school.
5. Tier II/III Supports	WHEN schools provide broad-based supports for students experiencing behavioral or emotional challenges, including a trained adult to address their SEL needs, THEN students will build stronger relationships and behavior and emotional health will improve.

**D. Systems of Support for Academics and Behavior**

**Success Statement:** Each school in the district will implement a consistent approach to providing timely support for students currently behind grade level standards in learning or behavior expectations using a team approach.

**Measures of Success:** Goal 2 - Increase percent of projected growth made as measured by NWEA MAP for students below the 20th percentile; decrease the percent of students at or below the 20th percentile; decrease course failure rates

1. MTSS Framework	WHEN the district creates a clear and coherent framework to guide the Multi-Tiered System of Supports (MTSS) process for all schools, THEN teachers and school leaders will be able to utilize the protocols and processes with fidelity to better serve all students.
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2. Data	WHEN the district has an accessible data warehouse and visualization tool, and school leaders have immediate and easy access to student assessment data, THEN school teams will be able to plan interventions for groups of students and identify students likely to be behind grade level expectations.
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3. Formative Assessment	WHEN the district utilizes regular formative assessments, THEN teachers will be able to quickly identify and remediate learning gaps.
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4. Goals	WHEN each grade level has clear goals and high expectations for all students, THEN teachers will be able to identify and support students not yet ready to meet those goals.
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**E. Extracurricular Developmental Programming**

**Success Statement:** Students and their families have access to a flexible and abundant range of educational and enrichment opportunities that engage partners, are aligned to district goals, and meet the diverse needs of our community.

**Measures of Success:** Goal 2 - Number of students enrolled in out of school time activities; students enrolled in after school activities show increased academic achievement compared to their peers

1. Goal Driven OST	WHEN students engage in out of school time (OST) activities that are accessible to all students and aligned to district goals, THEN their learning is enhanced, and they are more readily able to make connections across learning contexts.
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2. Increased Partners	WHEN students engage in out of school time activities supported by a variety of community partners, THEN they will feel supported to learn and achieve their goals.
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3. Increased Choice	WHEN students have choice and agency in the programs that they participate in, and those programs support their development of identity, THEN students will be prepared and empowered to make the best decisions for their future.
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## F. Creating High-Performing School Cultures



*Develop a culture of high expectations of learning and behavior, and ensure high-quality learning experiences*

### A. Consistent High-Quality Instruction

**Success Statement:** All teachers are facilitators who design and deliver flexible, responsive lessons based on student progress, incorporating research-based strategies and demonstrating cultural competence.

**Measures of Success:** Goal 2 - Increase percent of projected growth made as measured by NWEA MAP; improve scores on classroom observation walkthroughs

1. PD	WHEN teachers are engaged in high-quality professional development (PD) experiences matched to student needs, THEN they will have the skills and confidence to implement curriculum and instructional strategies that improve student learning.
2. Language & Monitoring	WHEN the district has a consistent language for curriculum implementation and instructional practice, and it is monitored inside classrooms regularly, THEN variability will decrease, and consistency and quality will improve.
3. PD Goals	WHEN staff collaborate to set, pursue, and monitor challenging professional development goals, THEN individuals will take ownership of their own learning.
4. PLC	WHEN teachers learn collaboratively in a structured, effective Professional Learning Community (PLC), THEN they will be empowered and supported to engage in cycles of inquiry that improve instructional practice.

*In schools with high-performance systems, **all** school personnel - from teachers to support and custodial staff - can **connect their work** to student success.*

## B. Increase Individual and Group Accountability

**Success Statement:** We have mutual accountability in which each staff member recognizes themselves and others as self-aware, reflective practitioners who seek feedback from critical friends as a part of a continuous improvement cycle.

**Measures of Success:** Goal 2 - Improving HUMANeX survey data for each school; improving 5Essential scores on collective responsibility

1. Staff Retention	WHEN we reduce staff turnover, THEN we will develop the trust that will enable a system of mutual accountability.
2. Goals	WHEN we set and measure clear goals, THEN we will be able to measure and communicate success, and discover promising practices.
3. Team Expectations	WHEN we consistently communicate our expectations and protocols for support and teamwork, THEN all staff will experience greater success in their roles.
4. Department Goals	WHEN each district department communicates key projects for each year along with goals, THEN district staff will be able to provide direct feedback and understand district direction.



### C. Improve Relationships

**Success Statement:** All staff will commit to improving relationships across the district, with peers and students, through specific actions.

**Measures of Success:** Goal 2 - Improving survey scores on 5Essentials areas of teacher-teacher, teacher-principal, and student-teacher trust

1. Relationship Structures	WHEN we intentionally create time and space for positive relationship building in each school and classroom, THEN we will develop trusting relationships to support a positive mindset and culture.
2. Supportive Environment	WHEN all staff are accountable for professional behavior that creates a welcoming and supportive environment, THEN we will create an inclusive culture in which all stakeholders feel supported and valued.
3. Relationships	WHEN we focus on developing respectful and mutually supportive relationships across all stakeholder groups, THEN we take individual and collective accountability to pursue and achieve our goals.

## IV. Developing High-Reliability District Systems



*Data systems and processes are in place and follow established procedures for providing real-time responses to student failures and other identified challenges*

### A. Identify and Implement a Data Warehouse

**Success Statement:** The district will own and maintain a data warehouse to support instructional and operations data by providing easy access to the district’s most important data.

**Measures of Success:** Goal 1, 2 - Increase usage statistics for the data warehouse

1. Data Tool	WHEN the district identifies a tool that will utilize current data and provide flexible implementation to accommodate future needs, THEN staff will be able to utilize data on a regular basis to guide decision-making.
2. Data Training	WHEN teachers and leaders receive training on the data tool, THEN staff will be able to utilize the tool independently.
3. Key Partner	WHEN the district identifies key partner(s) to support the district’s overall data analysis, THEN staff will learn and implement best practices and the district will receive high quality reports that cannot be produced internally.

### High-reliability systems for schools include:

- setting clear, “no excuses” goals for teaching and learning
- attending to the core business of schooling: consistently **high-quality instruction**
- developing a healthy, data-driven **preoccupation with failure**, prevention, and intervention

## B. Data/Assessment Review Routines

**Success Statement:** The district will implement and support a well-crafted set of protocols and procedures to support staff in the use of data to support learning.

**Measures of Success:** Goal 1, 2 - Teacher and principal observation data

1. Team Protocols	WHEN clear protocols are created to guide teacher teams / professional learning communities, THEN analysis and implementation will improve and become more consistent across the district.
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2. Data Routines	WHEN regular time for data analysis routines is embedded in the school day for all teachers, THEN data will be used more regularly, and staff will have increased opportunities to hone data analysis skills.
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## C. District, School, Department, and Student Goal Setting

**Success Statement:** Each level of the organization will have clear goals, from individual students to the superintendent, and from each grade level team to each district department.

**Measures of Success:** Goal 4 – Implementation rubric scores

1. Goal Setting	WHEN goal setting is utilized throughout the system at every level, THEN a culture of high expectations and internal locus of control will grow.
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2. Self-Directed Goals	WHEN students and staff have a role in setting their own goals for improvement, THEN staff and students will be more engaged in collecting and analyzing data aligned to their goals.
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3. KPI	WHEN each district department has Key Performance Indicators (KPI) and goals aligned to those KPI, THEN performance aligned to those KPI will improve and work will be more aligned to priorities.
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## V-A. Developing High-Reliability District Systems: *Support the System with Responsive Finance and Operations*

**Measures of Success:** Increase success on departmental Key Performance Indicators; improve staff survey results; observation of routines and documentation

### A. Communication

**Success Statement:** All team members in the Finance and Operations Department have and provide the information needed to perform their jobs efficiently.

1. Share Process	WHEN the Finance Department creates and shares documented processes, THEN all stakeholders will better understand the work of each section of the department.
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2. Monthly Check-In	WHEN Finance and Operations holds a monthly team meeting to share information, THEN team members will be able to understand challenges and support problem solving.
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3. Electronic Comms	WHEN the Facilities team reliably utilizes electronic communication means, THEN team members will be able to share information between meetings and throughout the year.
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### B. Customer Service Orientation

**Success Statement:** All team members in the Finance and Operations Department demonstrate a positive attitude and assistance towards internal and external stakeholders in a respectful and timely manner.

1. Survey Stakeholders	WHEN the internal and external stakeholders take a survey regarding the level of service exhibited, THEN the Finance and Operations Department will receive valuable feedback to guide future work.
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2. Celebrate Excellence	WHEN departmental leaders regularly recognize team members for excellence in customer service, THEN this will reinforce departmental expectations.
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### C. Documentation of Routines

**Success Statement:** Recurring projects and tasks will be documented with clear guidelines and directions that ensure accuracy and completion and allow, when necessary, for another person to complete the task.

1. Identify Routines	WHEN the routines for documentation are identified, THEN those processes can be targeted.
2. Document	WHEN the Director presents a training on the format and expectations for documenting of routines, THEN team members will be able to independently document key job functions.
3. Peer Review	WHEN processes are reviewed by peers consistently, THEN communication will improve and processes will be more accurate and complete.

#### D. Monitoring of Routines and Outcome

**Success Statement:** The Finance and Operations Department will regularly monitor implementation of routines and departmental outcomes in order to continuously improve.

1. KPI	WHEN the department sets agreed upon Key Performance Indicators (KPI), THEN all team members will agree on the desired outcomes and can set goals to improve those outcomes.
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#### E. Cross Training and Professional Development

**Success Statement:** Finance and Operations Department encourages team members to gain knowledge of other functions within the department and enhance the understanding of their field.

1. Peer Training	WHEN team members set aside time to train each other on the format of their duties, THEN the department will increase the alignment of job functions and grow professionally.
2. Training Goals	WHEN team members each set a performance goal related to cross training in another area, THEN team members will prioritize the work and department supervisors will have a means to monitor the project.
3. Document & Share	WHEN key routines are documented and shared, THEN cross training on those routines will be easier to complete.

## F. Long Range Planning

**Success Statement:** The Finance and Operations Department will guide significant research and evaluation projects in order to help to prepare the district for major strategic decisions.

1.External Reports	WHEN the Finance and Operations Department commissions high quality external reports, THEN the department will be able to provide data and guidance to stakeholders for planning purposes.
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2.Partner Training	WHEN the Department participates in training and workshops through partner organizations, THEN quality and consistency of projects will meet and exceed industry standards.
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## V-B. Developing High-Reliability District Systems: *Support the System with High Quality Human Resources Management*

(This Section is Under Construction)