



HARVEY PUBLIC SCHOOLS

DISTRICT 152

STRATEGIC PLAN 2020-2025

Background



Harvey School District 152 serves approximately 2000 students. The district has a Birth-3 program, a pre-school, 4 (K-5) elementary buildings and one middle school that serves students 6th through 8th grade. The town spans across an area of 6.2 miles and is located about 20 miles south of downtown Chicago. Student demographic information is:

White - 0.35% Black - 64.5% Hispanic - 31.7% Asian - 2.0% Multi Racial-1.4%

Founded in 1892 by Turlington Walker Harvey, Harvey, IL was the site of Illinois' first orphanage for African American children, which opened in 1899 by Amanda Berry Smith. In addition, it is also the birthplace of comedian Tom Dreesen, baseball player Lou Boudreau, and the singing group The Dells. Harvey was the filming location for the 1980 movie, "The Blues Brothers."

A very unique attribute of the Harvey District 152 schools is that all of the schools are named after poets:

- Angelou Elementary School: Is the only school in Illinois named for author, poet and activist Maya Angelou.
- Brooks Middle School: Is named for Poet Laureate of Illinois and Pulitzer Prize Winner, Gwendolyn Brooks.
- Bryan Elementary School: Is named for poet, critic and editor William Cullen Bryan.
- Holmes Elementary School: Is named for poet, writer and professor of medicine Oliver Wendell Holmes.
- Riley Elementary School: Is named for poet, lecture and newspaper man James Whitcom Riley.
- Whittier Elementary School: Is named for poet, editor and writer of religious verses John Greenleaf Whittier.

Harvey 152 Strategic Plan 2020-2025

The District is known for its goal for each and every student to achieve his/her greatest potential academically and socially. The schools recognize that to reach this goal, there must be a cooperative effort on the part of the students, teachers, parents, administrators and community members. Together all stakeholders strive toward excellence to develop students to fulfill their roles as responsible citizens in a global society. Harvey School District 152 recognizes that in order to meet this goal, students need to be provided an enriched and integrated curriculum with instructional experiences that include inquiry, skillful decision making, effective communication, multicultural appreciation and the joy of learning. The district is currently providing professional development to improve instructional delivery, they have invested in more technology resources to provide real world experiences to the learning process and are developing PreK- 2 strategies to align learning and outcomes with the upper grades.

The Harvey Public Schools District 152 Foundation, Inc. is established to assist the district in enhancing and funding its programs. The vision of the Harvey Public School District 152 Foundation is to develop resources which will enrich the District 152 curriculum programs and project initiatives, enhance staff effectiveness and supplement materials/equipment to advance the teacher and learning for students, staff, parents and community members.



Harvey School District 152 has been recognized for its dedication to the “arts” with an award winning band. The student athletic program has had several promising results particularly, the Girls Basketball team. The Harvey District 152 Board of Education received the School Board Governance Award (2017 - 2018) issued by the Illinois Association of School Boards (IASB), which acknowledges school boards that learn, and practice governance behaviors as identified in IASB’s Foundational Principles of Effective Governance.

Strategic Planning Process

Harvey 152 Strategic Plan 2020-2025



The initial *Engage Phase* of the strategic planning process was designed to authentically engage stakeholders – including students, parents, teachers, administrators, staff, and community leaders – in productive dialogue related to the Harvey School District’s successes, values, and priorities for the future. By engaging in this process, the Board of Education developed goals, objectives, and benchmarks to move the Harvey School District forward to better serve students and parents. This Strategic Plan presents the findings of the focus groups, individual interviews, and online survey conducted by Hazard, Young, Attea & Associates (HYA) in November 2019 - January 2020. The data

were obtained from input the HYA consultants received when they met with individuals and groups along with the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input regarding the strengths, growth areas, and future direction of the Harvey School District 152 to determine priorities for the next five years. The *Engage Phase* findings were used to identify key aspirations for the District against the backdrop of best practice research.

The second phase, *the Focus Phase* involved reviews of the stakeholder feedback, the Districts Missions, Vision and Belief statements as well as archival data to create a focused and actionable strategic plan draft with draft goals and objectives aligned to the priorities of the community.

The third phase, the *Execute Phase* is the time when the district takes full ownership of the goals and complete initiation of this phase.

In its totality, the goals for the Strategic Planning Process were to:

Goal 1: To build consensus and support from key stakeholder groups by conducting community engagement sessions and an online survey.

Goal 2: To present a new five year strategic plan to the Board of Education for adoption in Spring 2020.

Harvey 152 Strategic Plan 2020-2025

The following chart depicts the Strategic Planning process:

Strategic Planning Process		
PHASE I Engage	PHASE II Focus	PHASE III Execute
Document the current state of reality and the desired future position of the District.	Create a framework for broad direction and priorities for the future in a formal strategic plan document.	Document specific steps that will be taken in order to accomplish the goals and objectives identified in the strategic plan.
<p>Conducted 14 Individual Interviews with community, Board of Education members, principals and district leaders.</p> <p>Facilitated five focus groups with key stakeholder populations to include teachers, parents and students (total of 106 participants).</p> <p>Administered survey of key stakeholders (81 respondents).</p> <p>Review mission, vision, beliefs and strategic plan of the District.</p> <p>Discussed research and best practice around emerging themes from the engage phase.</p>	<p>Conducted a synthesis of stakeholder feedback data and themes from engagement sessions.</p> <p>Facilitated Board of Education member discussion to design and attain consensus on the district mission, vision and beliefs.</p> <p>Developed a draft strategic plan document to serve as a broad outline to guide the future direction of the District. The strategic plan contains:</p> <ul style="list-style-type: none"> • Mission and Vision • Belief Statements • Strategic Goals • Objectives <p>Facilitated leadership team and board meeting to review research findings, goals and objectives to finalize the strategic plan.</p>	<p>Facilitated Leadership meetings to plan and guide implementation.</p>

Harvey 152 Strategic Plan 2020-2025

Global Findings

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below.

Group	Interview/Focus Group Participants	Online Survey
Board of Education	3	NA
Central Office Administration	6	5
Community	8	8
Teacher	15	29
Support Staff	16	19
Parents	8	16
Students	50	3
Total	106	80

HYA based its findings upon themes that emerged from multiple sessions of individual interviews, focus group interviews, and an online survey. Individual interviews were with three Board members and six Central Office administrators. Focus groups represented a total of 106 parents, licensed staff, and students.

80 people responded to the online survey. Licensed staff represented 36.25 percent of survey respondents, followed by support staff (23.75 percent), then parents (20 percent), community members (10 percent) Central Office administrators (6.25 percent) and students (3.75 percent). Survey respondents were able to complete the survey more than one time depending on the number of roles one might have had. For example, a person who has a student attending a District 152 school and also teaches in the District could complete the survey twice, once from the parent perspective and once from the teacher perspective.



Harvey 152 Strategic Plan 2020-2025



What Stakeholders Shared

Students appreciate the cleanliness of the schools and really value and enjoy after school activities. Students understand the academic and behavior expectations. Students would like more projects, after school activities, sports, field trips, and assemblies. Students create academic goals based on MAP/PARCC tests, but do not always create action plans to achieve goals.

Licensed educators during the focus groups expressed appreciation with the positive changes that have recently occurred in the areas of curriculum, instruction, and

assessment. The majority of respondents in focus groups and on the survey agree or strongly agree that the District offers a broad range of activities and programs and that progress has been made in the areas of curriculum development and technology. Licensed staff members are pleased with the curricular direction and express desire to be involved as future curriculums are developed. After high turnover in central office positions over recent years, there is a feeling amongst staff that leadership is stabilizing over the past two years with evidence of increased collaboration. Stakeholders are very proud of the rich history of the “arts” programs in the Harvey Schools. Stakeholders view the district as financially sound, yet concern is expressed with the increased number of homeless students and vacant homes and business in the area.

Stakeholders (both internal and external) identify communication as an opportunity for improvement. Expanded use of social media is suggested. Teachers expressed dissatisfaction with the time provided to plan for new implementations and the level and extent of professional development provided. There is a perceived frustration regarding the lack of communication, trust, morale and accountability. Parents and teachers cited the need for additional resources to support the curricular programs and to make implementation more consistent across the District. Flat lined academic performance is an identified concern. The recruitment and retention of staff and leadership is an area for concern.

Harvey 152 Strategic Plan 2020-2025

Strengths of the District in Alphabetical Order

All of the focus groups were asked to identify the areas in which the District excels. This allowed staff, students, parents, and community members to express pride in the District's collective accomplishments. Below is a partial list of strengths suggested by focus group participants:

- After-school and extra-curricular programs
- Dedicated teaching staff
- Differentiated learning to address individual needs of students
- District is going in right direction, curricularly and financially
- Recent district commitment to technology
- Take students where they are and help them move forward

Note: Perceptions and viewpoints provided in the summary were based on what was shared in the focus groups and the online survey.



Growth Areas in Alphabetical Order

All of the focus groups and individual interview respondents were asked to identify the areas in which the District needs to grow. Below is a partial list of growth areas suggested by focus group participants:

- Alignment and collaboration among district departments
- Continued focus on technology

Harvey 152 Strategic Plan 2020-2025

- District support for professional learning
- Expand efforts to improve internal and external trust among stakeholders
- Expand opportunities for students to participate in fine arts, physical education and foreign language
- Focus on social emotional learning.
- Internal and external communication protocols needed
- Lack of a clearly communicated curriculum, instruction, and assessment plan and process
- Recruitment and retention of staff



Note: Perceptions and viewpoints provided in the summary were based on what was shared in the focus groups and the online survey.

Harvey 152 Strategic Plan 2020-2025

Harvey 152 Students Have High Aspirations

Students were asked the following question: *What are your hopes/goals/interests when you graduate from high school?* Responses are indicated below. Students were given the option to pass if they wished.

Elementary

<ul style="list-style-type: none"> • Elementary • Car racer • Ono (oncology) doctor • Chef • Actress • Veterinarian • Doctor • Teacher (PE) • Doctor • Teacher • Kitchen 	<ul style="list-style-type: none"> • Doctor • Chef • YouTuber • Inventor • Scientist • Doctor • YouTube • Gamer • Basketball or football player • Scientist
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Middle/Junior High School

<ul style="list-style-type: none"> • Cosmetologist • Entrepreneur • Chef • Creator – creative idea that helps the world • Cook • College – play basketball • Sports med with a minor in business • Teacher • Successful nurse • Teacher 	<ul style="list-style-type: none"> • Make Harvey a tourist destination • Motivational speaker • Navy Mechanic • Artist • Soccer player • Pediatrician • Make lots of money • Medical assistant • Mechanical engineer • Doctor • Cardiologist to help people • Family practice doctor 	<ul style="list-style-type: none"> • Tennessee's student immigration lawyer • Physical therapist • Basketball player • Bartender- not that I want to so much, but it was always a dream of my mom's and I want to fulfill that. • Architect • Professional athlete • Robotic engineer or musician • Photographer
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Harvey 152 Strategic Plan 2020-2025

Stakeholder aspirations for the District

The focus groups were asked to share their aspirations for the District. Below is a partial list of the aspirations offered by focus group participants.

- All members of the District are committed and have the capacity to face and work through challenges
- Be competitive with neighboring districts
- Demonstrates a culture that embraces high quality education with no tolerance for anything less
- Educating the whole child
- Every child has the opportunity to reach maximum potential and pursue opportunities and interests
- Excellence in all areas of education, including the arts, physical activities, extracurriculars, etc.
- Students celebrate diversity and fully embrace multiculturalism

Expectations for Students Graduating from Harvey District 152



Stakeholders were asked to describe the knowledge, skills, and characteristics they hope students develop throughout their time in the District. The following portrait of a graduate emerged.

At the end of 8th grade, Harvey School District 152 students will (in alphabetical order):

- Able to compete in global economy
- Academic Skills (reading, writing, civic, technology, speaking, mathematics).
- Social Emotional skills (decision making, self-advocacy, think independently)
- Ready for high school and continue on career path of their choice (college, military, career)

Harvey 152 Strategic Plan 2020-2025

District Mission, Vision and Guiding Principles

MISSION STATEMENT

A mission statement is a statement of the overall purpose of an organization. The mission should say what you do, for whom you do it, and the benefit.

Mission Statement

Empowering students to fulfill their roles as responsible citizens in a Global Society.

VISION STATEMENT

A vision statement is a statement that reflects the District's preferred future. Vision statements describe how the future will look if the organization achieves its ultimate aims.



Vision Statement

The District will provide students with an enriched and integrated curriculum with instructional experiences to promote 21st Century Skills that include inquiry, skillful decision making, effective communication, multicultural appreciation, academic success and the joy of learning.

Harvey 152 Strategic Plan 2020-2025

Beliefs

Guiding principles are the beliefs that set the foundation for how an organization will operate. The principles are accepted guidelines that capture the District's values and priorities and provide direction for employees as they go about their daily work.



Guiding Beliefs (in alphabetical order)

1. All persons and activities in the school district support the teaching and learning process.
2. The District will provide the student with a quality education.
3. Every child can learn and be successful.
4. Education must advance the dignity, self-esteem, growth and integrity of all individuals.
5. Education is the shared responsibility of the student, home, school and community.
6. High expectations and hard work are essential to high performance.
7. It is important to establish and attain measurable goals and objectives.
8. There is a power in the integrated approach to teaching and learning.
9. Shared decision-making is valuable.
10. Students will be provided a personalized quality education in a safe and caring environment.

Harvey 152 Strategic Plan 2020-2025

Strategic Goals and Objectives

District 152 representatives developed the proposed strategic goals and objectives. The objectives are organized in three broad areas: Focusing on Learning, Connecting the Community, and Securing the Future. The goals and objectives are based on themes that emerged from the focus groups and survey and are in alignment with the District's mission, vision, and guiding principles.

Strategic Goal 1: Establish a comprehensive reentry plan for Fall 2020.

Following the Restore Illinois Guidelines, explore the following options:

- Option 1: Open as usual with social distancing precautions or modifications.
- Option 2: Opening schools with a limited number of students/staff in a building.
- Option 3: Total remote or distance learning.

OBJECTIVE 1.1 : Develop Academic Instructional Delivery System for all students

- Instruction Delivery Method – Remote and/or In Person Learning
- Devices - ensure adequate devices for all students
- Software Solutions – Academic; Support; Accelerate
- Assessment of students to determine learning needs
- Develop revised pacing guides
- Professional Development

OBJECTIVE 1.2: Enhance Technology Infrastructure and Equipment to enable all students to participate in remote learning.

- Devices
- Hotspots
- Professional Development

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 1.3: Develop a distribution system to provide personal protective equipment to all students, staff and parents as needed.

- Mask
- Gloves
- Hand sanitizer
- Protective Desk Divider Shields
- Thermometers – Infrared

OBJECTIVE 1.4: Develop a structured plan for social distancing processes across the school day.

- School bus
- Entry and exit to buildings
- Lunchroom
- Classroom
- Gymnasium
- Learning Center
- Playground

Timeline: Summer and Fall 2020

Leader: Superintendent of Schools

Timeline: Summer/Fall 2020

Harvey 152 Strategic Plan 2020-2025

Strategic Goal 2: Increasing the academic and social emotional growth and engagement for all students

OBJECTIVE 2.1: Increasing instructional delivery and outcomes.

- a. Vision: Create a vision for instructional delivery
- b. Timeline: Create a curriculum review cycle/timeline for all content areas
- c. Design Process: Create a consistent and effective curriculum design process
- d. Review Process: Create a consistent and effective curriculum review process
- e. Implementation: Create implementation plan for curriculum, instruction and assessment
- f. Fidelity: Create a plan to ensure fidelity of implementation
- g. Parent Education: Create educational opportunities for all parents (Birth to 8th Grade)

Timeline: Refer to Harvey District 152 five year Implementation Plan

Leader: Assistant Superintendent of Teaching and Learning and Director of Technology

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 2.2: Increasing the academic engagement for all students

- a. Building effective systems of support for all students
- b. Expand knowledge of leaders, teachers and paraprofessionals regarding researched based factors impacting student engagement and instruction
- c. Create collaborative team structures and planning opportunities
- d. Integrate social emotional learning across the curriculum
- e. Implement advanced and innovative programs

Timeline: Refer to Harvey District 152 five year Implementation Plan

Leader: Director of Teaching and Learning

OBJECTIVE 2.3: Closing the Early Learning Gap

- a. Creating a strong developmental foundation Birth to 3rd
- b. Establish a community collaborative bringing public and private agencies that service to enhance services and resources to students and families of birth through second grade.
- d. Expand parents as first teacher efforts
- e. Provide parent education

Timeline: Refer to Harvey District 152 five year Implementation Plan

Leader: Assistant Superintendent of Teaching and Learning and Early Childhood Principal

Harvey 152 Strategic Plan 2020-2025

Strategic Goal 3: Enhancing communication and community relations

OBJECTIVE 3.1: Strengthening trust through transparent communication proactively sharing District processes, decisions and information.

- a. Identify and advisory team for communication to all stakeholders
- b. Review research and best practices on delivery models for two-way communication (both internal and external)
- c. Conduct analysis of existing communication practices
 - Identify strengths and opportunities for improvement regarding existing communication practices to (include types of communication, frequency, value of information shared, transparency, timeliness of communication)
- d. Create communication framework
- e. Create a communication (internal and external) implementation plan.
 - Professional development
 - Design professional development plan to build background and capacity of school leaders regarding standards of communication.
 - Identify measures to monitor the impact of implementation.
 - Timelines
 - Determine timeline for implementation.
 - Determine timeline monitoring plan.
- f. Implement plan
- g. Conduct analysis of data to determine changes to implementation.

Timeline: Fall/Winter 2020

Leader: Superintendent of Schools, Community Communications Liaison

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 3.2: Strengthen stakeholder relationships

- a. Identify an advisory team focused on improving stakeholder relationships and positive branding.
- b. Review research and best practices on delivery models increase trust and morale within an organization.
- c. Develop forums to gain insight to stakeholder requirements.
- d. Identify strengths and opportunities for improvement regarding existing stakeholder relations.
- e. Develop standards to include critical areas (two-way communication, teamwork, collaboration, decision making structures)
- f. Create a stakeholder relation implementation plan
 - Design professional development plan to build background and capacity of school leaders regarding standards of communication.
- g. Identify measures to monitor the impact of implementation.
- h. Develop timelines
 - Determine timeline for implementation
 - Determine timeline monitoring plan.
- i. Conduct analysis of data to determine changes to implementation.

Timeline: Spring 2021

Leader: Superintendent of Schools and Community Communications Liaison

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 3.3: Collaboration and decision making: Involving the community, staff, administration and Board of Education to achieve their shared mission.

Strategies:

- a. Review existing District decision-making structures and processes.
 - Identify systems already in place that provide opportunities for participation in decision-making processes.
 - Identify an effective structure to provide parents, staff and other stakeholders opportunities to provide input in and feedback regarding District decision-making.
 - Review gaps and improvement opportunities.
- b. Develop a plan focused on parent education, collaboration, and support.
 - Survey parents regarding the best medium for parent learning.
 - Provide regular parent workshops or educational opportunities regarding educational issues and District initiatives.
 - Create a link to attach to District communications to take a survey and give stakeholder feedback to the Board of Education.
 - Provide consistent updates on Board of Education decisions and Strategic Plan progress.
- c. Monitor decision making structures
 - Identify measures to monitor the impact of implementation.
 - Timelines
 - Determine timeline for implementation
 - Determine timeline monitoring plan.
 - Conduct analysis of data to determine changes to implementation.

Timeline: Refer to Harvey District 152 five year Implementation Plan

Leader: Superintendent of Schools and Community Communication Liaison

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 3.4: Partnerships with the Community: Enhancing community partnerships to achieve the District's vision and mission.

- a. Review existing District existing partnerships role and purpose.
 - Identify partnerships already in place that promote the accomplishment of the strategic vision.
 - Identify critical community partnerships necessary to the accomplishment of the strategic vision
- b. Identify a plan to develop/enhance relations where gaps exist.
- c. Continue exploration of community schools concept and funding.

Timeline: Refer to Harvey District 152 five year Implementation Plan

Leader: Superintendent of Schools, Community Communications Liaison

Harvey 152 Strategic Plan 2020-2025

Strategic Goal 4 : Provide safe and effective learning environments in fiscally responsible ways.

OBJECTIVE 4.1: Protect and preserve the financial health of the District.

- a. Continually and proactively monitor district finances, fund balances, and budget to assure fiscal stability
 - Evaluate long-range revenue and expense trends
 - Analysis of current resource utilization and allocation strategy
 - Proactively monitor enrollment, mobility, and demographic trends
 - Collaborate with financial investment advisor to develop projections
 - Incorporation of legislative changes in school funding formulas
 - Review and use best practices in school operational management
- b. Establish an annual budget with an ongoing five-year forecast to ensure necessary programs and services provide students and families with a high-quality education.
 - Engage departments and schools to develop and give input
 - Develop budgeting and staffing process, timeline
 - Seek financial efficiencies
 - Enhance the communication around the budget process with the community
 - Explore new revenue sources including but not limited to grants and business partnerships
- c. Ensure financial status is within Board of Education parameters
 - Establish fund balance policy for Board adoption
 - Determine operating expense per pupil compares favorably with benchmark districts
 - Ensure budget to actual compares favorably each year
 - Ensure days cash on hand remains at 180 days or more
 - Ensure long-term debt margin remains favorable
 - Ensure annual audit has no significant findings

TIMELINE: Annually, Finance Committee of Whole, Board Meetings, Annually, Approved Budget

LEADER: Superintendent of Schools and Business Manager

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 4.2: Implement a long-term facility improvement plan that ensures safe and effective learning environments for students.

- a. Facilities are improved and maintained to meet or exceed school facility standards.
 - Develop and maintain an ongoing five-year capital project.
 - Maintenance schedules are reviewed, updated and executed monthly.
 - Implement web-based maintenance tracking and work order process.
 - Meet requirements for accessibility (American Disabilities Act) of all public school facilities.
- b. Optimize current building utilization across the District.
 - Develop and maintain an ongoing five-year facility improvement plan.
 - An annual process for assessing enrollment, program needs, and space utilization will be implemented with recommendations to the Board of Education.
 - Conserve energy and lower maintenance costs.
- c. Ensure a safe learning environment
 - Assess facilities for Health Life Safety goals and objectives and address and correct required citations.
 - Emergency Management Plans will be reviewed and updated annually.
 - Meet annually with police and fire departments to review safety and security of all school environments.

Timeline: July 2020, Monthly, Board Meetings, Annually

Leader: Superintendent of Schools, Business Manager, Building and Grounds Director

Harvey 152 Strategic Plan 2020-2025

Strategic Goal 5 : Develop an exemplary systems and processes for recruitment, retention, evaluation, professional development, and succession planning.

OBJECTIVE 5.1: Implement a comprehensive recruitment plan that attracts highly qualified candidates for all positions.

- Connect with colleges/universities with higher percentages of hard to fill positions that include minority, bilingual, and male candidates, to speak with prospective teachers and their instructors.
- Human Resources will track and report recruitment of certified high needs positions annually.

OBJECTIVE 5.2: Review existing hiring procedures to determine strengths and gaps (e.g. posting of vacancies, application procedures, on-line application screening, interview process, and reference checks) in order to implement best practices for consistent hiring procedures and posting positions.

- All staff will be highly qualified, properly certified, and licensed in their area of expertise.
- Strengthen the screening and interview process to determine the most qualified and talented candidates.

OBJECTIVE 5.3: Develop a skilled and talented workforce through meaningful professional development that supports student achievement for certified staff, paraprofessionals, secretarial, custodial, and registered nurses.

- Implement a long range professional development program that includes essential topics focused on the goals and objectives of the district.
- Monitor the professional development plan and assess its effectiveness through multiple measures and data on an annual basis.
- Determine yearly professional development priorities and activities, plans.
- Continue to provide professional development opportunities for bilingual staff to continue to learn and implement biliteracy instruction, cultural competency, effectively integrate technology into the classroom.

OBJECTIVE 5.4: Conduct annual study to determine and assess the staffing levels and services required to meet the needs of students based on data.

Harvey 152 Strategic Plan 2020-2025

OBJECTIVE 5.5: Improve staff understanding of human resources policies and procedures.

- Identify, develop, and communicate written human resource policies and procedures.
- Align evaluation system to district's goals and priorities.
 - Provide professional development for evaluators on evaluation framework.
 - Implement the evaluation process and procedures for certified staff (aligning to the Performance Evaluation Reform Act) and non-certified staff consistently.
- Monitor implementation of human resource policies and procedures.
- Develop and implement an exit interview process for employees that leave the district..

OBJECTIVE 5.6: Cultivate a high-performing professional culture by recognizing and celebrating the achievements of students and staff through a systematic recognition program.

- Identify and implement a comprehensive retention plan.
- Evaluate and monitor retention rate of staff.
- Workforce satisfaction and desire to stay for employees are at a state and national best-in-class levels.

Timeline: July 2020, Monthly, Board Meetings, Annually

Leader: Superintendent of Schools, Human Resource Specialist

Harvey 152 Strategic Plan 2020-2025

Strategic Goal 6: Develop a state of the art technology plan that is integrated into the lives of students and staff that enhances student learning.

OBJECTIVE 6.1: Complete audit of current infrastructure, hardware, software and professional development.

OBJECTIVE 6.2: Develop a long-range technology plan

- Include infrastructure capacity, hardware acquisition/ replacement cycle, software acquisition/review process
- Include a professional development plan focused on infusing technology into teaching.
- Identify sources of consistent funding to be used for educational technology equipment and systems.
- Develop guidelines and processes for the appropriate use of educational and social networking sites for students, parents, teachers, and other district staff.
- Monitor technology devices for curriculum applications and assessment implementation.
- Develop a communication plan for technology to share information with stakeholders (students, families, schools, and communities).

Timeline: July 2020, Monthly, Board Meetings, Annually

Leader: Superintendent of Schools, Human Resource Specialist, Business Manager, Director of Technology

Harvey 152 Strategic Plan 2020-2025

Next Steps

It is in the execution phase that the District takes complete ownership of the process and carries out the necessary steps to fulfill the objectives. The administration will develop the implementation plan which contains metrics, actions, timeline, persons responsible, and resources needed. Should the administration feel it needs support to develop the implementation plan, HYA can continue to partner with the District.

The following are optional next steps the board and administration may want to consider regarding implementation of the plan, measurement and professional development services.

- ☐ Develop a District data dashboard to monitor progress toward goals.
- ☐ Operationalize a data warehouse system that is accessible to leaders and staff.
- ☐ Operationalize the portrait of a graduate at the individual level through improvements in climate, culture, curriculum and instruction.
- ☐ Provide on-going professional development for leaders and staff.

