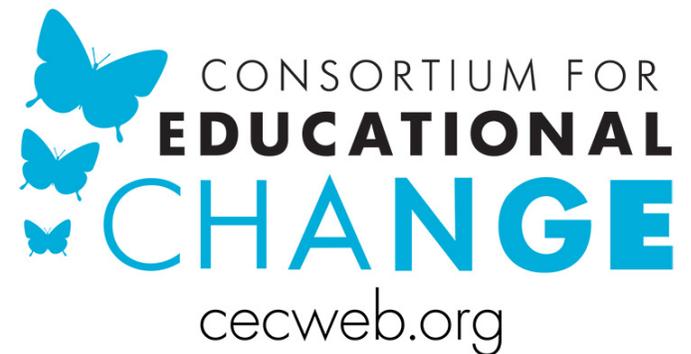


Strategic Planning Orientation

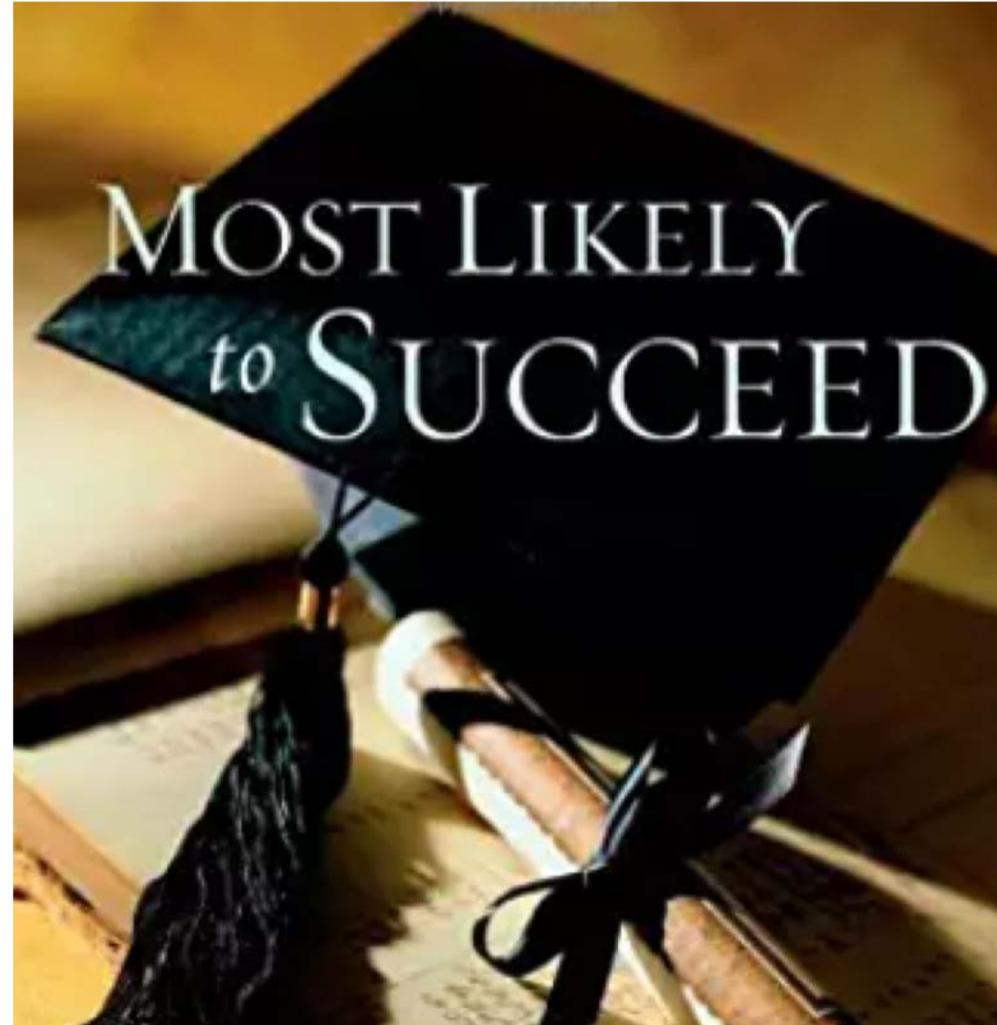
Welcome Superintendent Steve Olson

Who are we and what are we here to do?

- Introduction of Plan Team members
- Review of Meeting Dates and Times
- Introduction of Facilitator



Most Likely
to Succeed



CHSD 155 Consortium for Educational Change Team



Arlana Bedard



Perry Soldwedel

The foundation of **CONTINUOUS IMPROVEMENT** rests upon the pillars of mission, vision, and goals. Each of these pillars asks a different question of stakeholders within the system. The pillars rest on Core Values.





FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars	Guiding Question
MISSION	<i>What is our fundamental purpose; why do we exist?</i>
VISION	<i>What must we become in order to accomplish our fundamental purpose?</i>
GOALS	<i>How will we know if we are making a difference?</i>
VALUES	<i>How must we behave to achieve our mission, vision and goals?</i>



7

When boards of education along with teachers, administrators, students, families and the community have worked together to consider those questions and reach consensus regarding their collective positions on each question,

they have built a solid foundation for CONTINUOUS IMPROVEMENT and provide their systems with a roadmap for getting better every day.

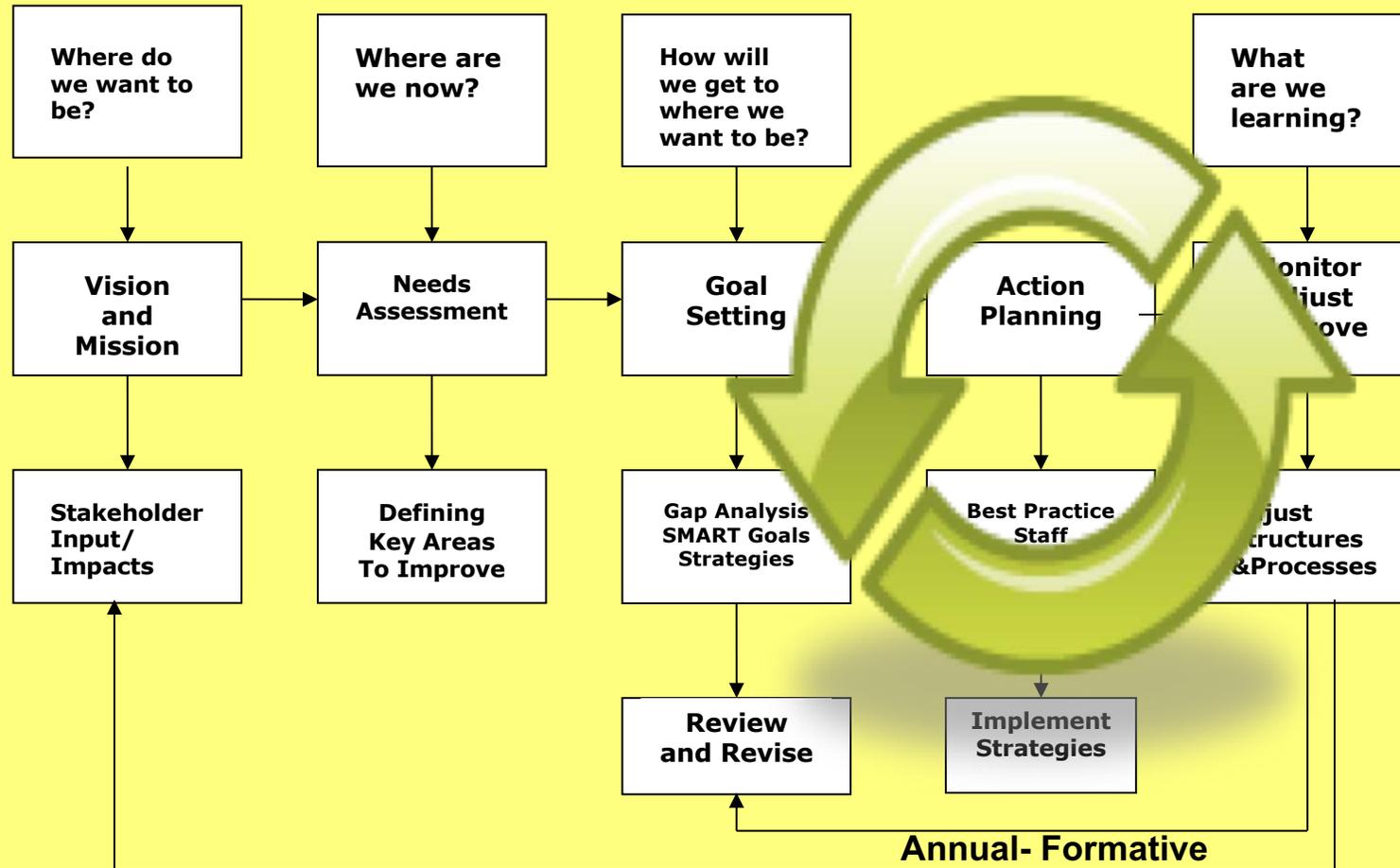
-- DuFour, DuFour, Eaker and Many: Learning By Doing

Team Member Tools

- **Handout**- Visual organizer for note taking, activities, record keeping
- **Folders**- Organizer to store materials from meeting to meeting (bring back and forth)
- **Homework**- Articles, Video Clips, Investigations (usually 15-30 minutes)
- **District website**- strategic plan URL (One stop shop houses all documents, materials, products, etc.)



Strategic Planning Process



Multi-Year: Summative



**WHERE DO WE WANT
TO BE?**

**HOW DO WE GET FROM
WHERE WE ARE TO
WHERE WE WANT TO BE?**

WHERE ARE WE NOW?

It is good to
have an end to
journey toward;

but it is the
journey that
matters in the
end.

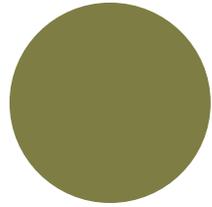
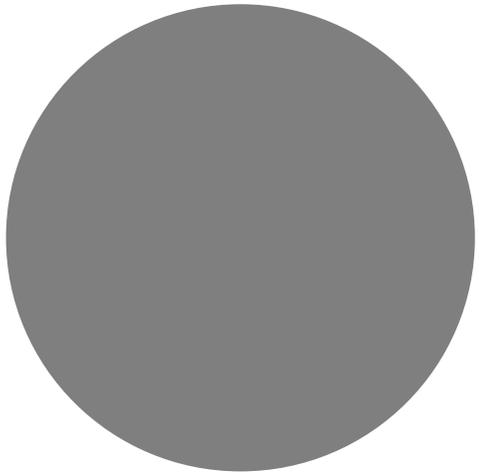
Ursula K. LeGuin 1999

CONTINUOUS IMPROVEMENT

“The size and the prettiness of the plan is inversely related to the quality of action and the impact on student learning.”

- Doug Reeves





“See it **big**, and keep it
simple.”

~Wilfred Peterson





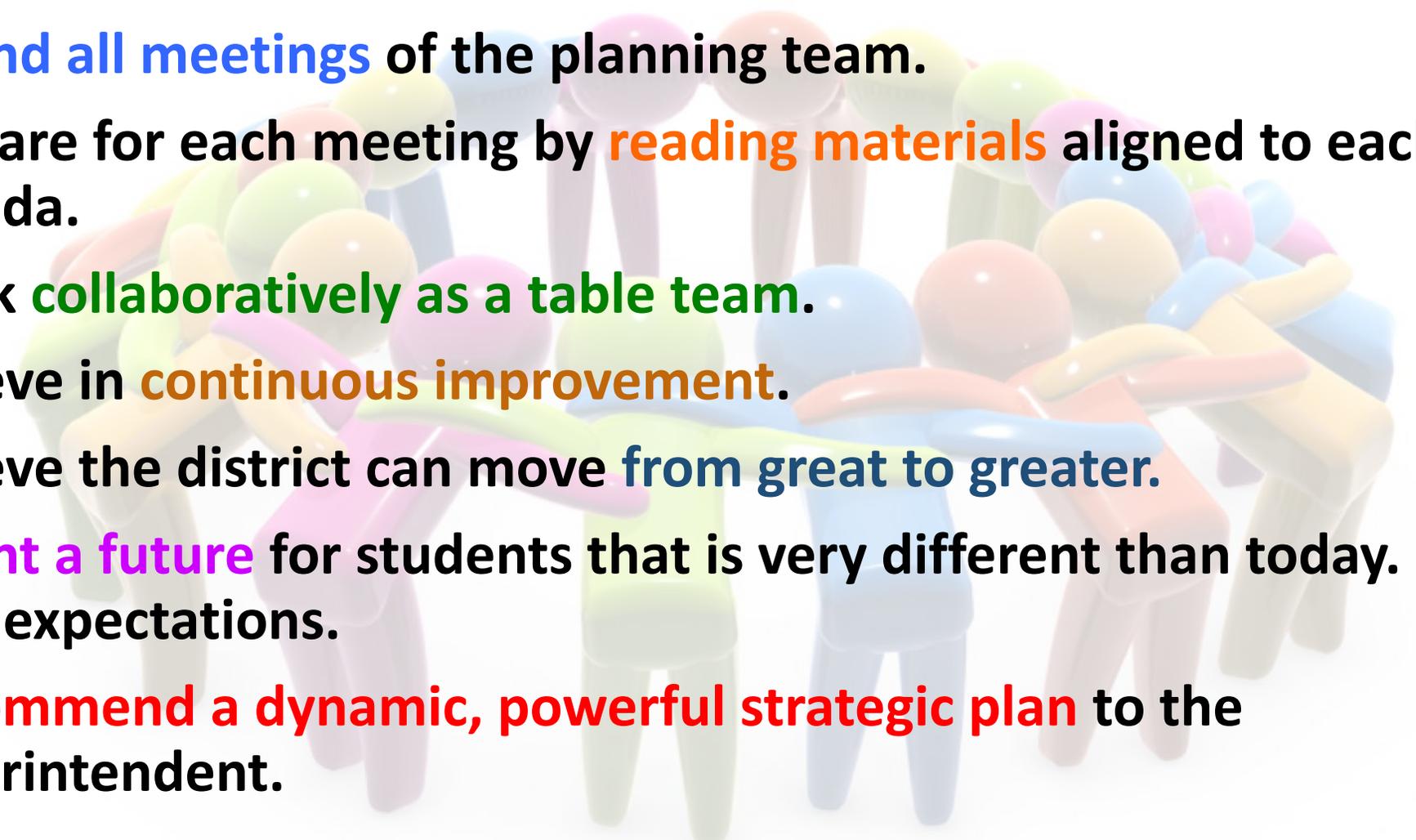
Keep it alive-
not sitting on the shelf
collecting dust

Strategic Plans need to be short and concise.

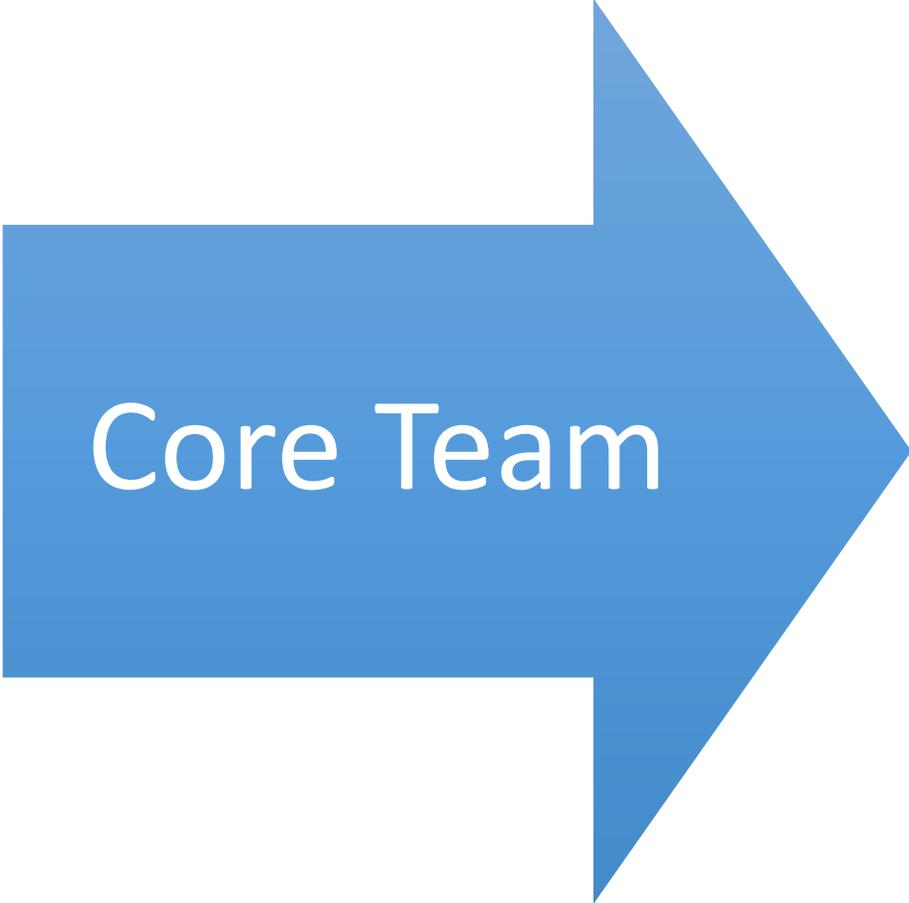
They need to set a **BIG PICTURE**
for **where** the organization
is headed
and **how** the organization
will measure
its success.



Strategic Plan Team Roles & Responsibilities

- **Attend all meetings** of the planning team.
 - Prepare for each meeting by **reading materials** aligned to each agenda.
 - Work **collaboratively as a table team**.
 - Believe in **continuous improvement**.
 - Believe the district can move **from great to greater**.
 - **Invent a future** for students that is very different than today. Hold high expectations.
 - **Recommend a dynamic, powerful strategic plan** to the superintendent.
- 

Relationship of Core Team to Strategic Plan Team



Core Team



Strategic
Plan Team

Core Team Roles & Responsibilities

- **Be members of the strategic planning team** and assume all responsibilities expected of team members.
- **Attend an initial strategic planning meeting** to finalize customization of the process for the district.
- **Attend virtual meetings (30-40 minutes) one week prior to each meeting** of the strategic plan team.
- **Make decisions to finalize each agenda for the strategic planning team.**
- **Provide feedback related to the process to the facilitator(s).**
- **Attend a final meeting to learn of ways to live the plan.** Others may be invited to this meeting.
- **Assist the superintendent with the plan presentation to the Board of Education**

Strategic Management Maturity Model

Are we doing the **RIGHT** things?
Are we doing things **RIGHT**?

Eight Dimensions of Strategic Management

- Leadership
- Culture and values
- Strategic thinking and planning
- Alignment
- Performance measurement
- Performance management
- Process improvement
- Sustainability of strategic management





Sir Ken
Robinson's
How to Escape
Education's
Death Valley

What Should Graduates Know?



Activity Summary

Roles	Article Groups	Table Teams
<p>Article Chart recorder</p> <p>Time Keeper</p>	<p>Everyone who read or viewed the same homework assignment (3 Groups)</p> <p>Experts who will identify the 5 most important concepts from the assignment to share with those who did not read the assignment</p> <p>10 minutes to brainstorm, document, and record</p>	<p>Time to share the 5 most important concepts from each of the three different assignments</p> <p>Transforming the Teaching Profession. 5 minutes</p> <p>The Whole Child. 5 minutes</p> <p>Reimagining Today's Schools. 5 minutes</p>

Key Concepts from each of the Homework Assignments Important for Strategic Plan Team Members to Remember

Transforming the Teaching Profession

1.

2.

3.

4.

5.



Educating the Whole Child

1.

2.

3.

4.

5.



The Urgent Case for Reimagining Today's Schools

1.

2.

3.

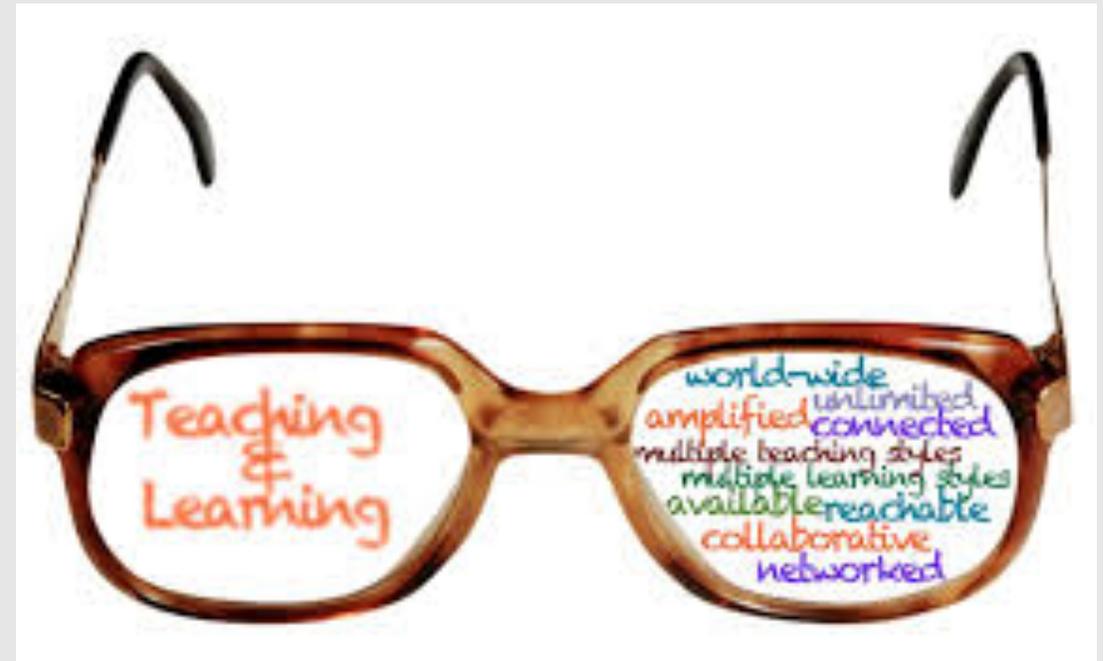
4.

5.



Review of Current Plan

- Hear about the Current Plan
- It is a living plan?
- Are there parts of it on which we can build a new plan?



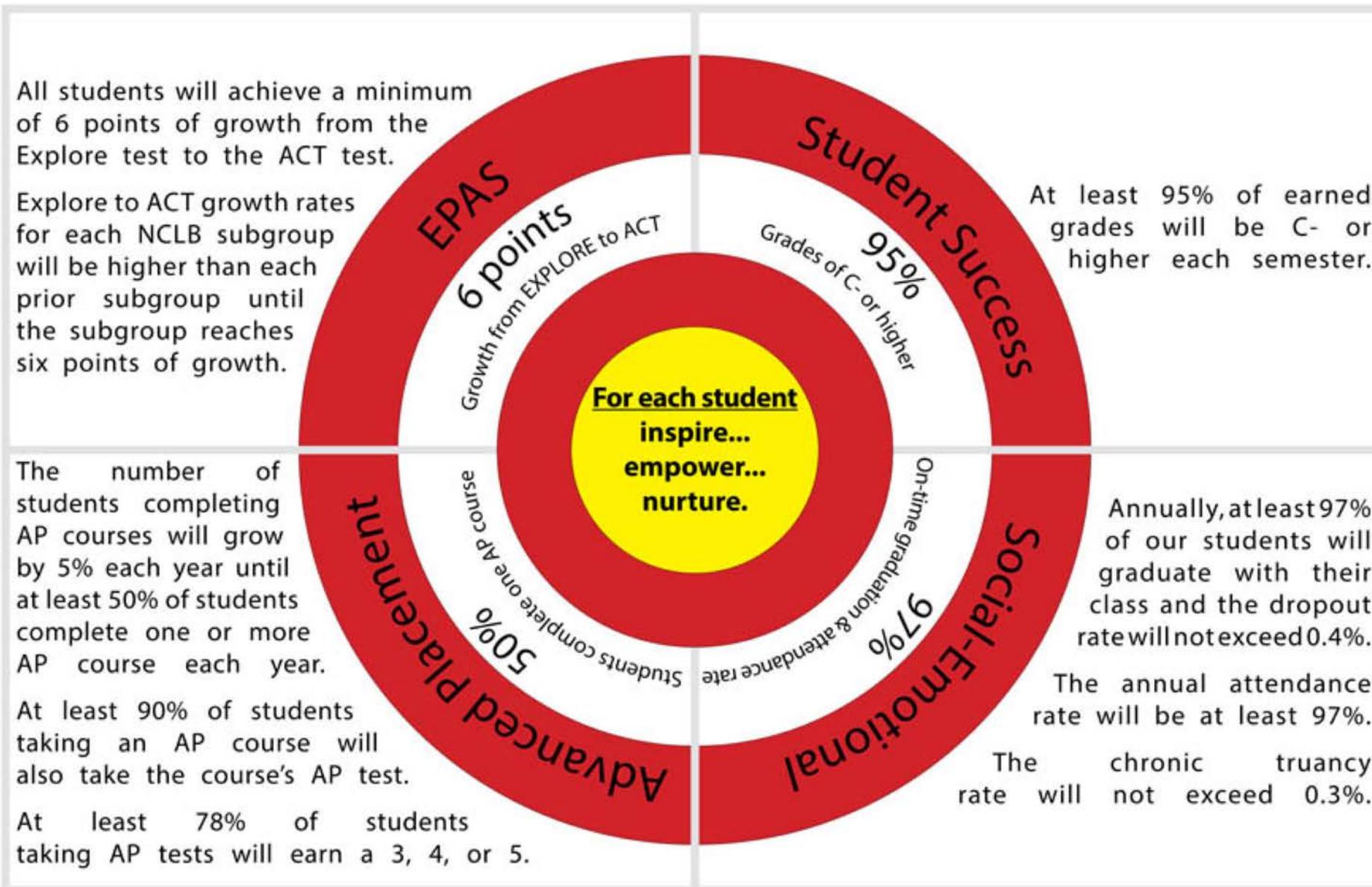
***Doing What's
Right
For Kids***

For each student, we will inspire a love for learning, empower the pursuit of personal aspirations, and nurture a desire to contribute to the world.





Community High School District 155 Targets

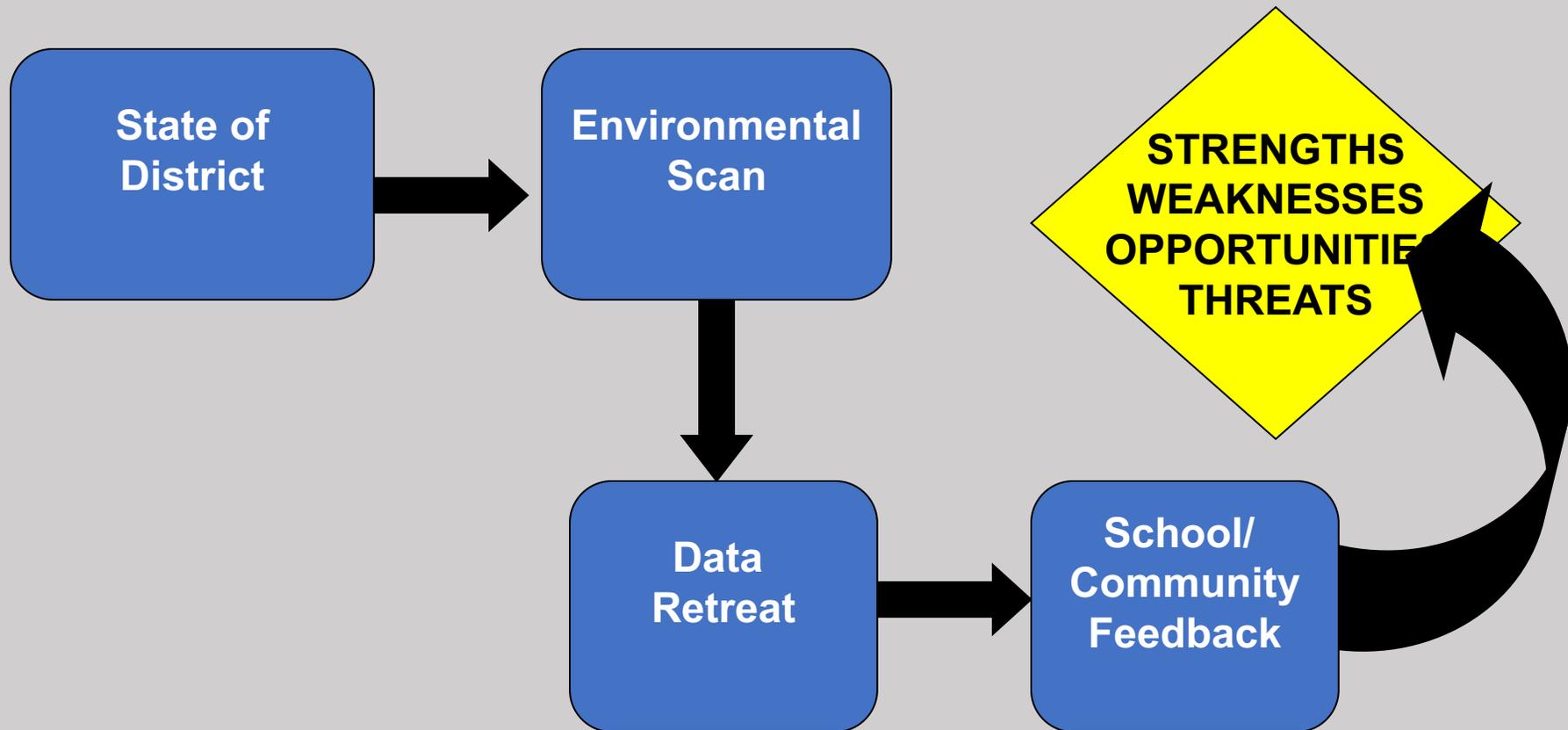


A close-up photograph showing four hands from different people, each holding a different colored puzzle piece (green, red, purple, and yellow) and fitting them together. The hands are positioned around the center of the frame, with the puzzle pieces being assembled. The background is a plain, light color.

Steps in the Process



MEETING ONE: Determine the current state of the district — **Where are we now?**

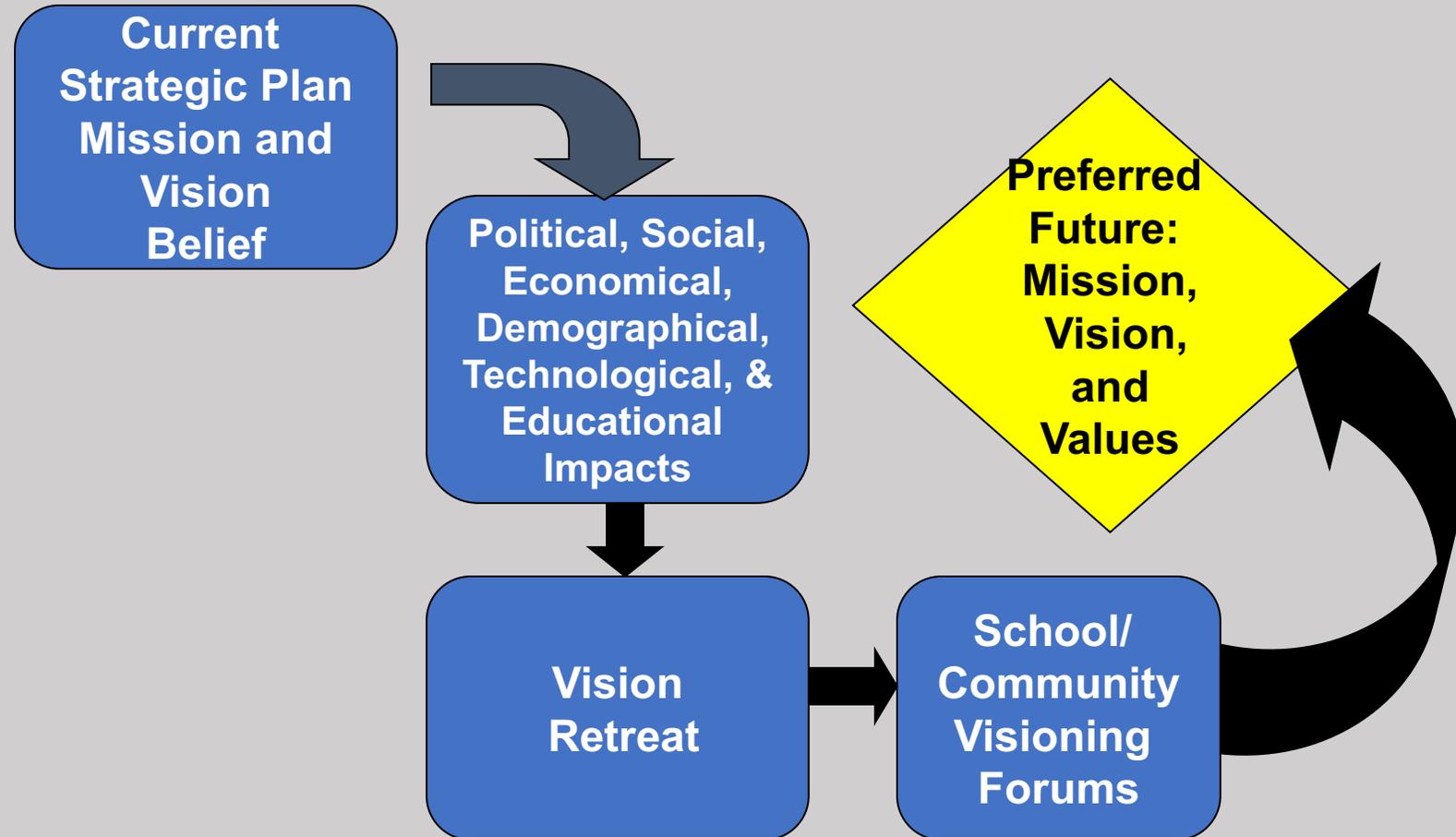


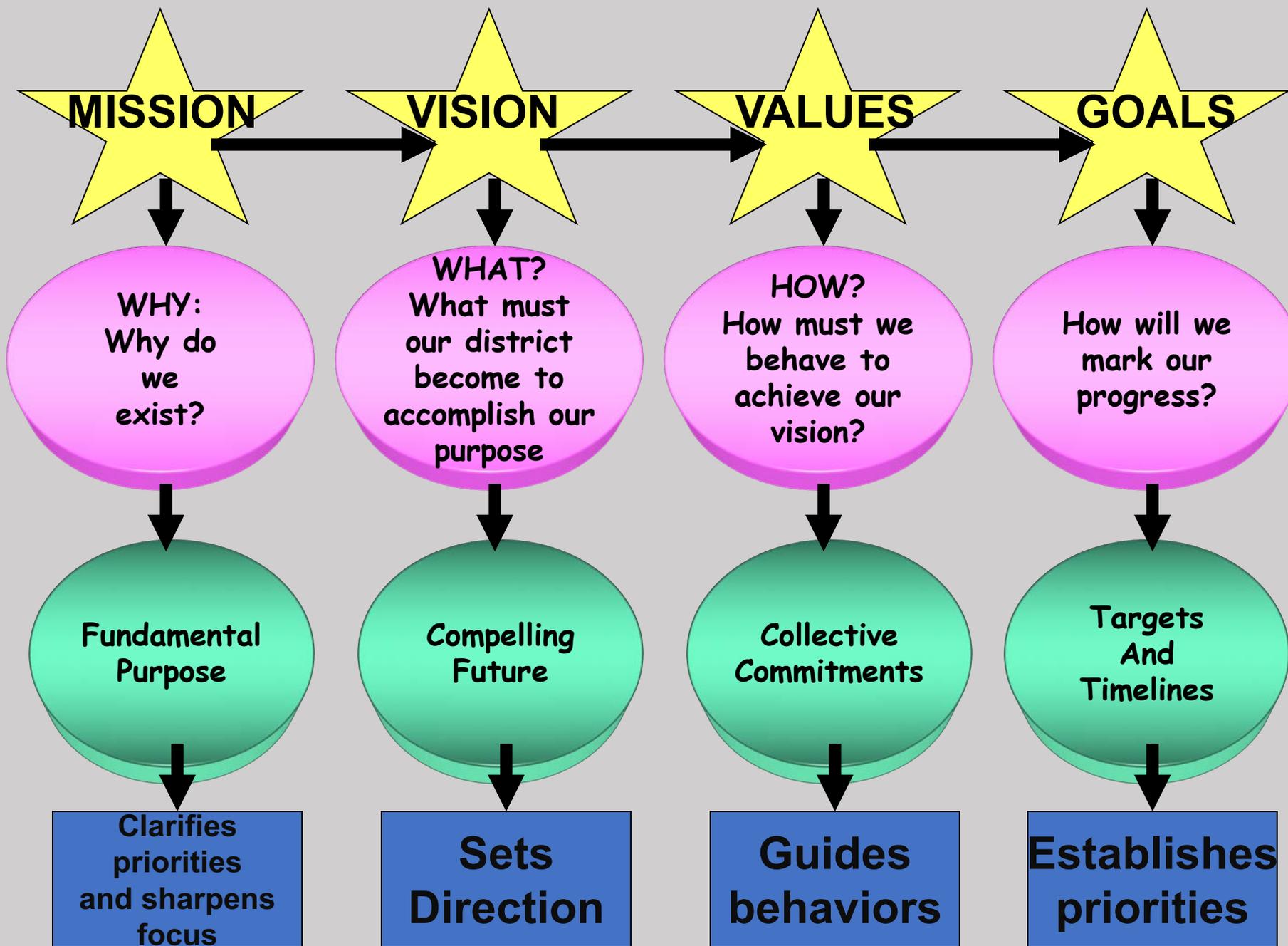
SWOT ANALYSIS

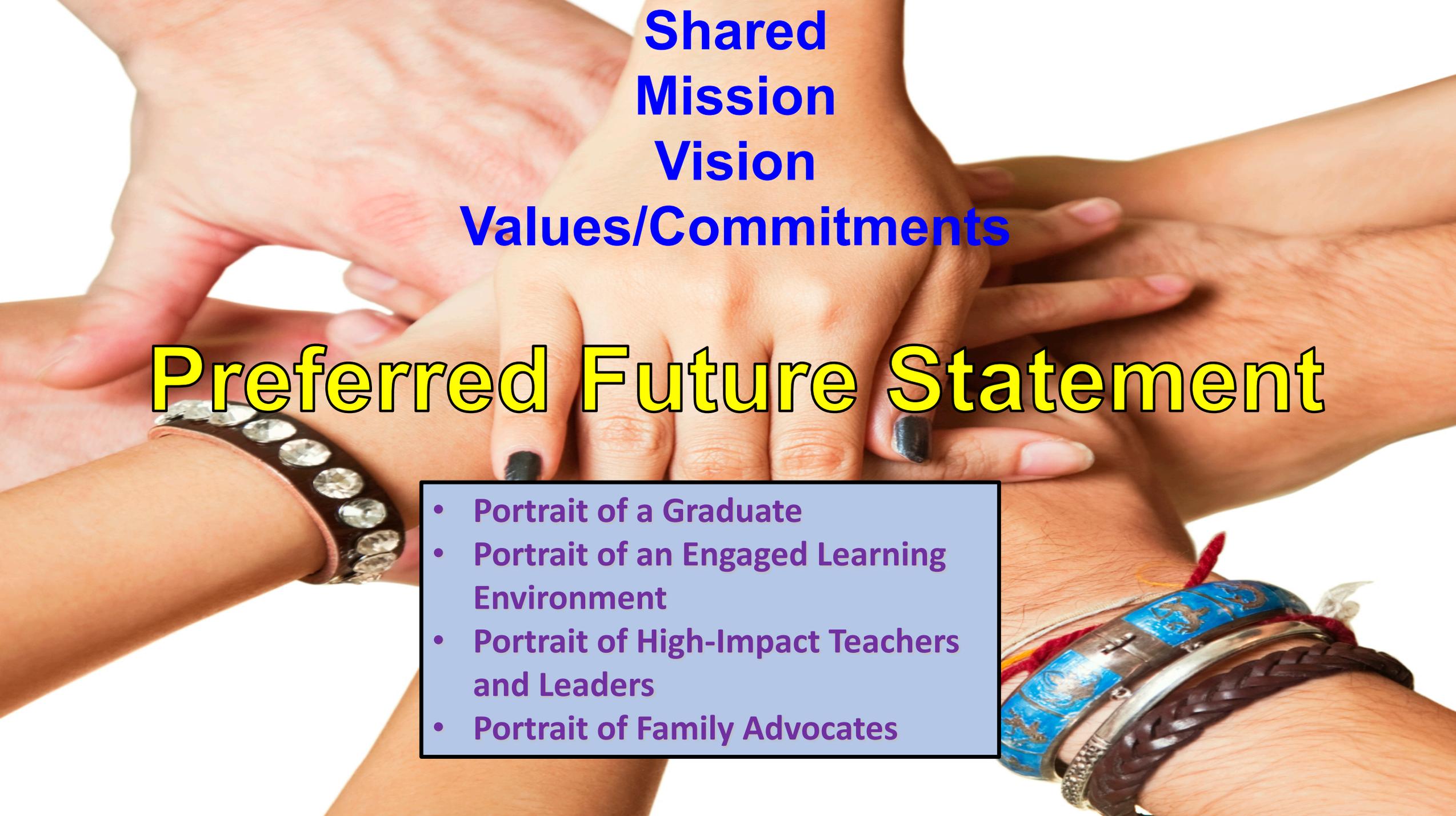
- Strengths
- Weaknesses
- Opportunities
- Threats



MEETING TWO: Determine the “PREFERRED FUTURE” - Where do we want to be?







**Shared
Mission
Vision
Values/Commitments**

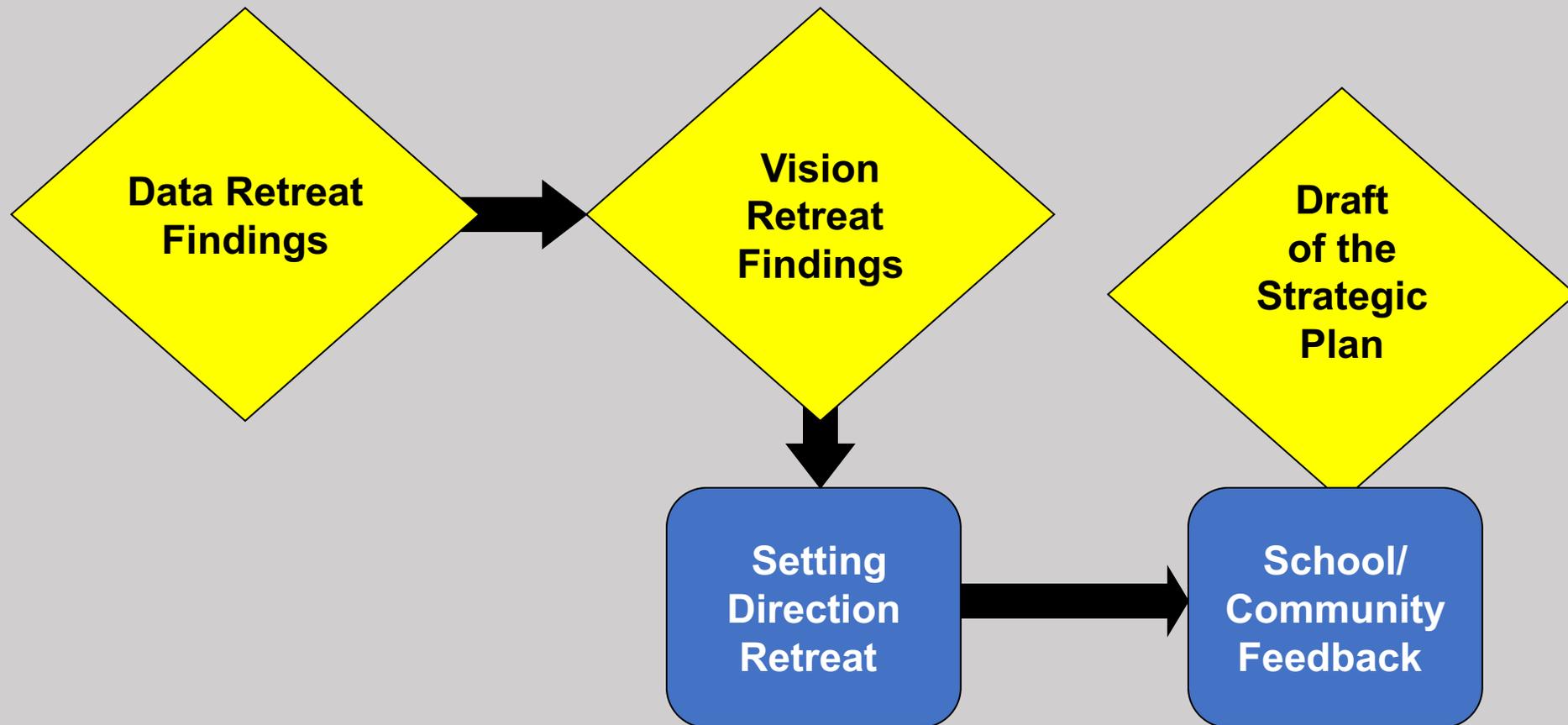
Preferred Future Statement

- **Portrait of a Graduate**
- **Portrait of an Engaged Learning Environment**
- **Portrait of High-Impact Teachers and Leaders**
- **Portrait of Family Advocates**

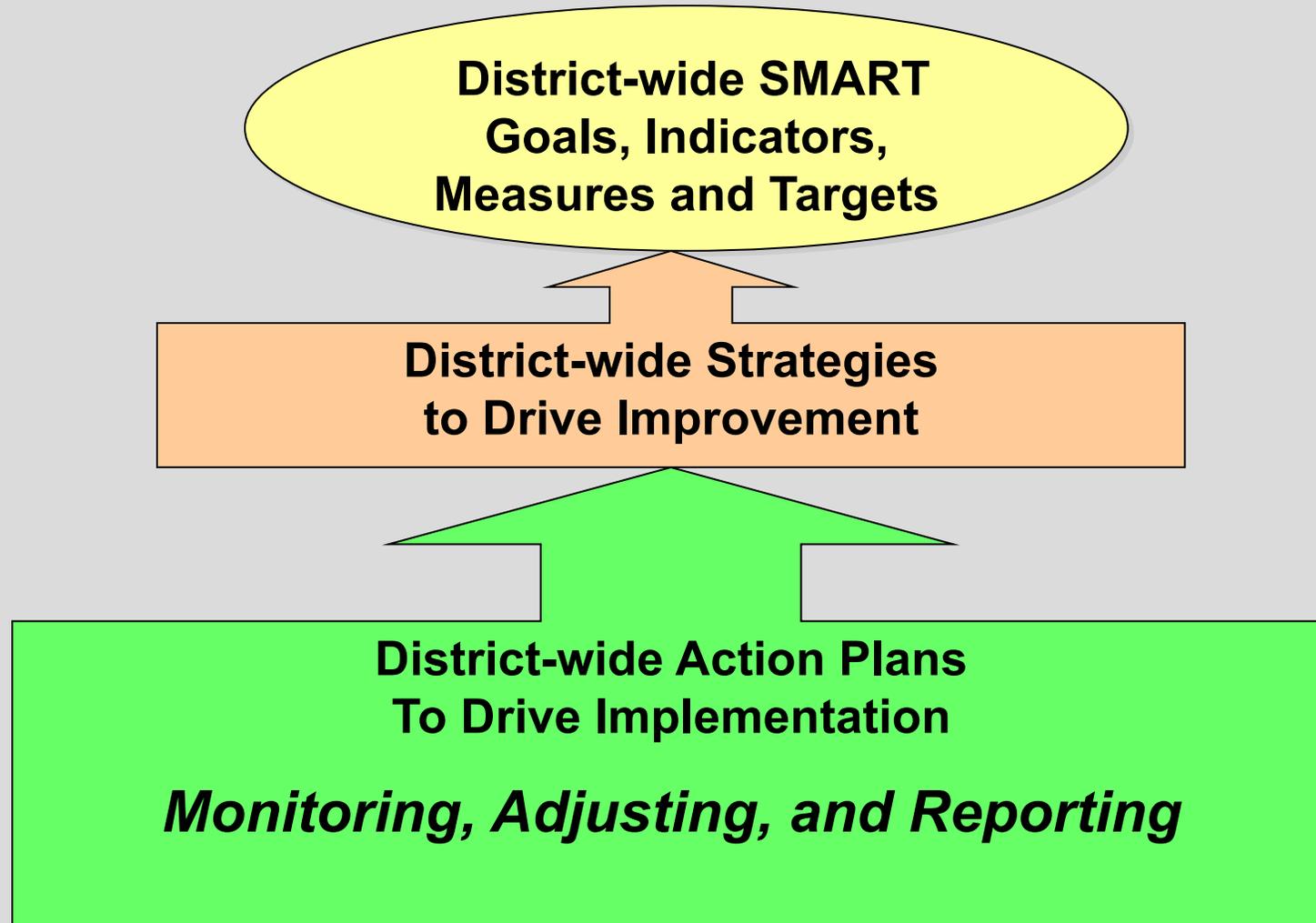


How do we want to be different 5-10 years from now than we are today?

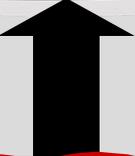
MEETING THREE: Draft the Plan - How do you get from where you are to where you want to be?



SMART goals require aligned strategies and well-designed action steps in order to provide stakeholders with a map of what's important and a plan for how to get there.



SMART Goals
Indicators and Measures
With clear TARGETS



PLAN

ACT

DO

High-Yield Strategies
Intended to Positively
Impact SMART Goals
and TARGETS

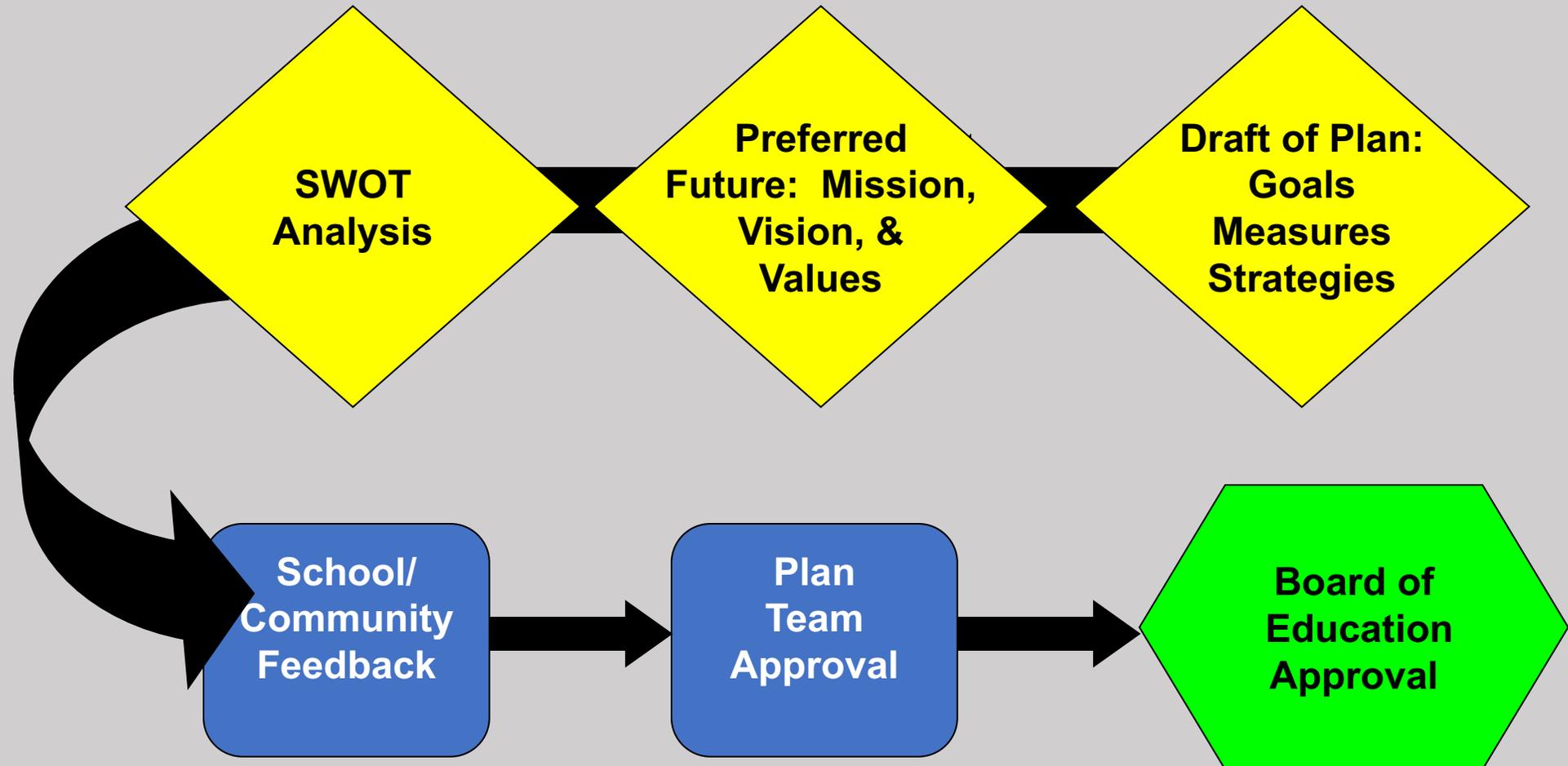
STUDY



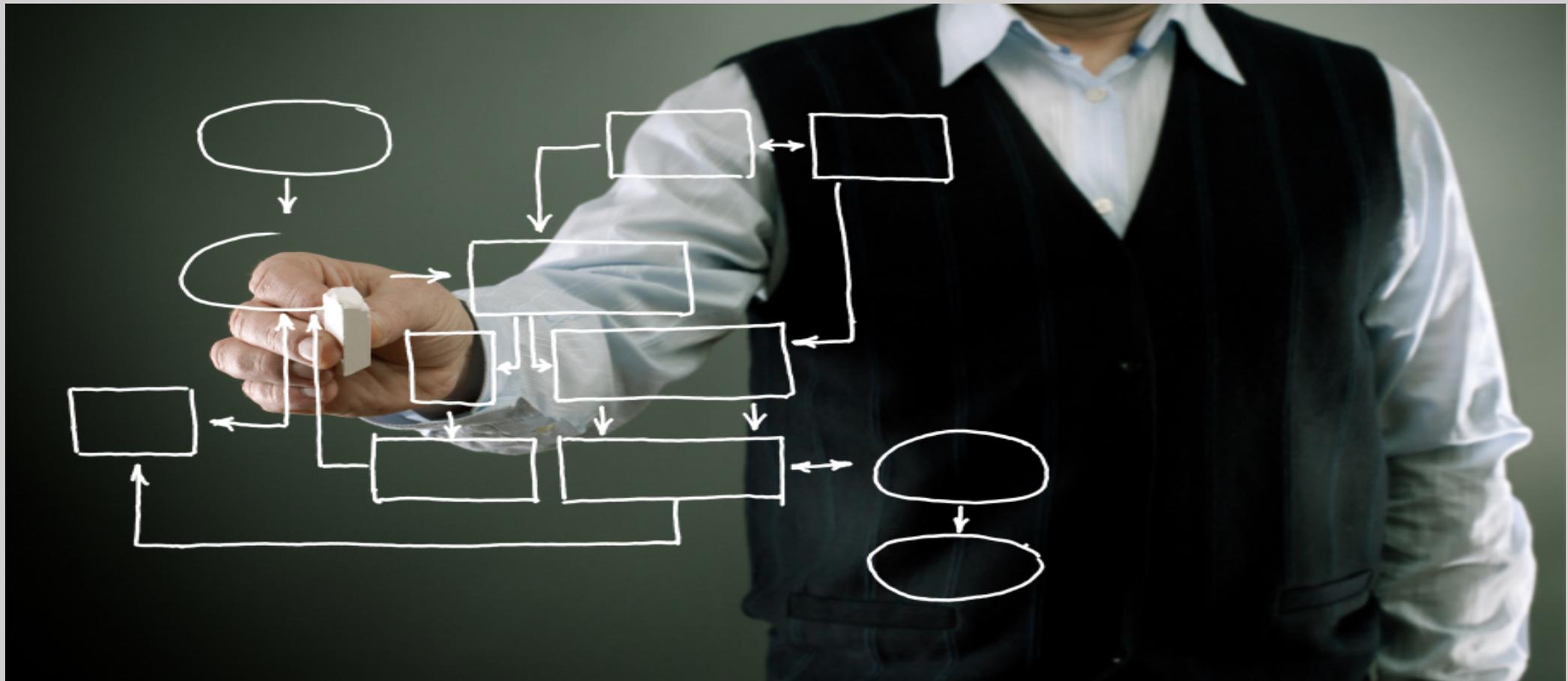
What do we
need to do to
close the gaps
and **get closer to**
realizing our
mission, vision,
values and
goals?



MEETING FOUR: Finalizing the Plan



PLAN DRAFT

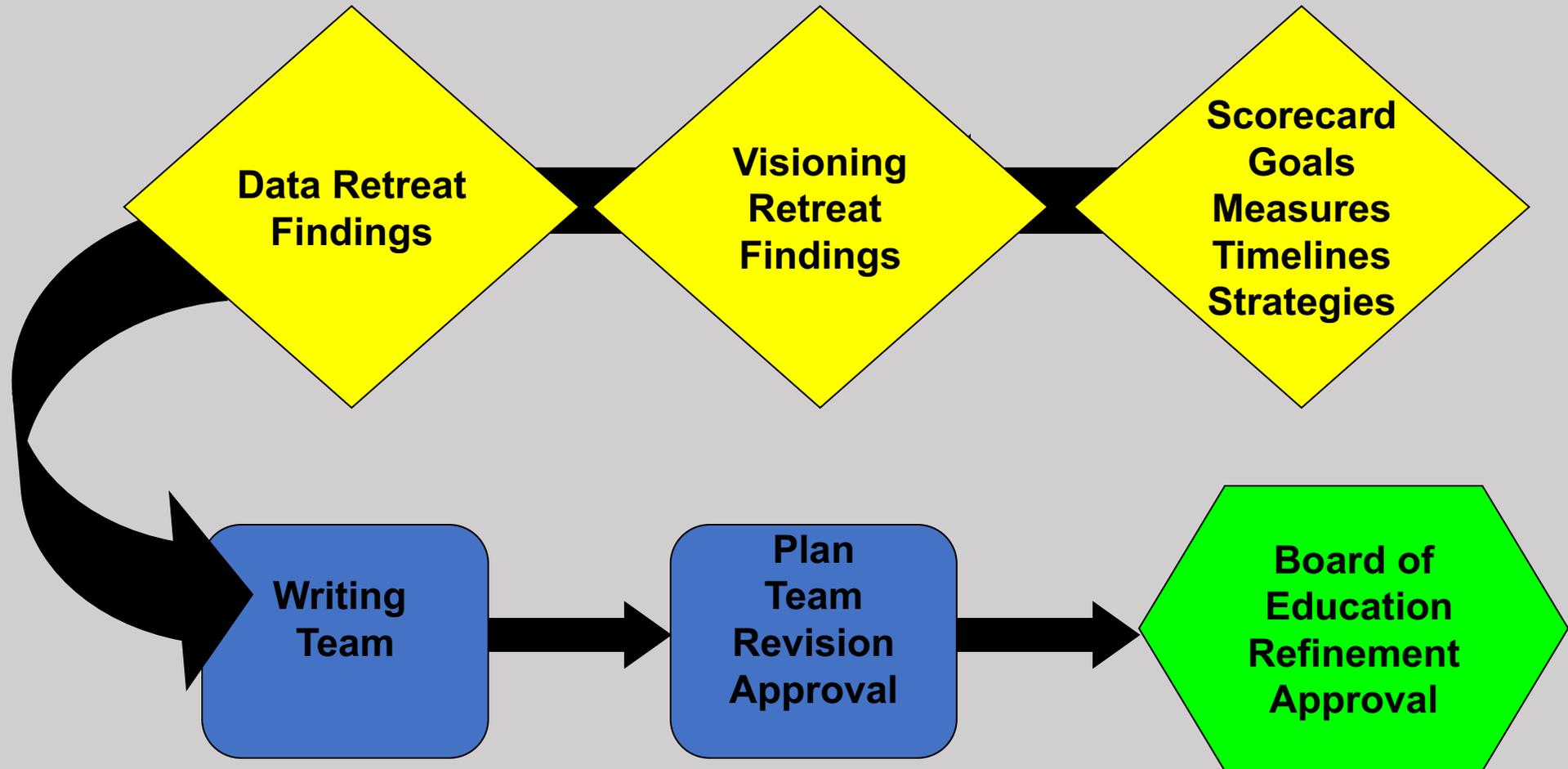


Deliverables

- One Page Strategic Plan-
Vision, Mission,
Values/Beliefs, Goals,
Strategies
- Support Document
containing details related
to the One-Page Plan



PART THREE: Setting Improvement Direction



FEEDBACK
AND
REFINEMENT



TOP TEN Reasons Strategic Plans FAIL

- | | |
|----|---|
| 1. | Partial commitment/ little ownership or buy-in |
| 2. | Writing the plan and putting it on the shelf |
| 3. | Focused on insufficient data and information |
| 4. | Too many goals and strategies/overly complex |
| 5. | No accountability or follow through/ lack of measures |
| 6. | Lack of resources or alignment with budget |
| 7. | Lack of stakeholder input and feedback |
| 8. | A non-representative planning group |
| 9. | Activities with no progress monitoring and reporting |
| 10 | Ignoring marketplace reality, facts and assumptions/out of sync with trends and needs |

Did you know . . .

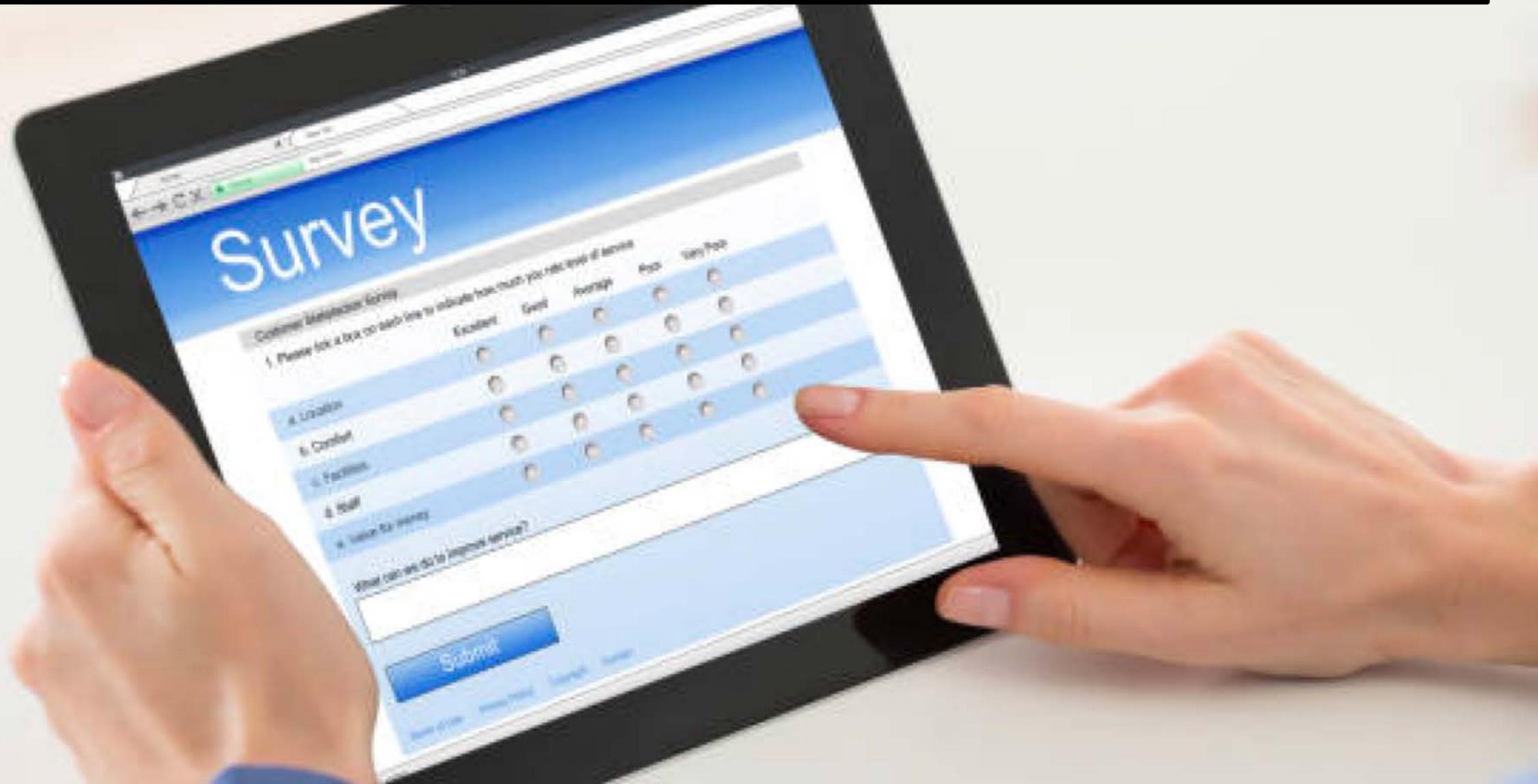
- **95%** of a typical workforce ***does not understand its organization's strategy.***
- **90%** of organizations ***fail to execute strategies successfully.***
- **86%** of executive teams ***spend less than one hour per month discussing strategy.***
- **60%** of organizations **don't link strategy to budgeting.**



A close-up photograph of a hand placing a puzzle piece into a larger puzzle. The puzzle pieces are dark blue with white outlines. The background is a lighter blue, and the lighting is dramatic, highlighting the hand and the puzzle piece being placed.

*Greatness is not where
we stand
but in what direction
we are moving . . .*

Strategic Management Needs Assessment Survey



**STRATEGY
MANAGEMENT
PERFORMANCE
SYSTEM**

Feedback to all Processes

PHASE 2
Environmental Assessment

External Scan

4

Internal Scan

5

Design SIS

6

Perform SWOT

Select Core Strategies

10

Develop Strategic Plan

11

Develop Strategic Operating Plan

12

Implementation Management

PHASE 4
Strategic Planning

PHASE 4
Strategic Planning



Two Basic Questions

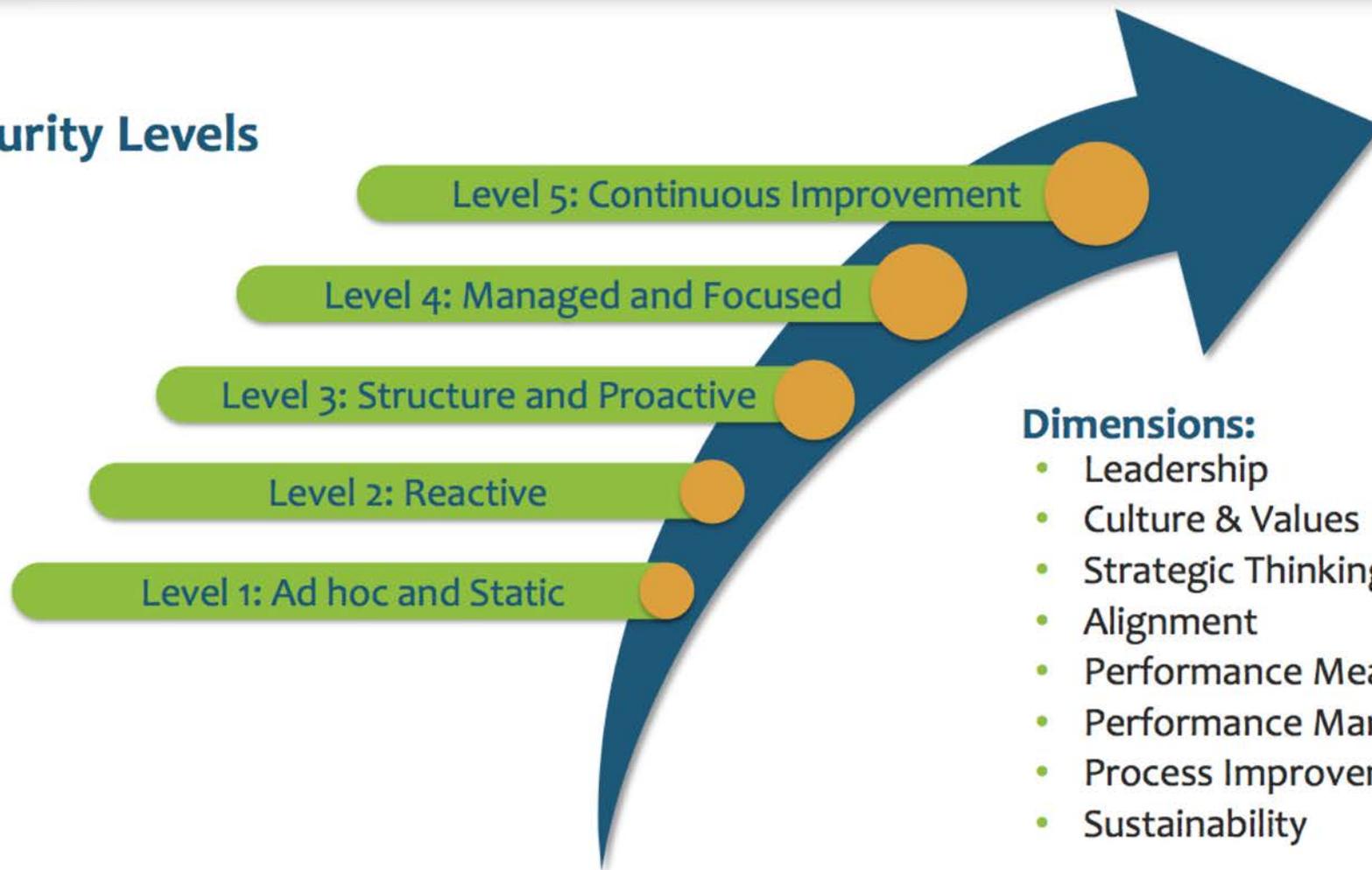
- Are we doing things **RIGHT**?
OPERATIONAL MANAGEMENT
- Are we doing the **RIGHT**
things? **STRATEGIC**
MANAGEMENT



WHY?

- Assess the **growth and performance** of a district related to the dimensions of Strategic Management
- Allow **benchmarking across districts or departments within a district** to compare and learn from one another

Maturity Levels



Dimensions:

- Leadership
- Culture & Values
- Strategic Thinking & Planning
- Alignment
- Performance Measurement
- Performance Management
- Process Improvement
- Sustainability

Maturity Level 1: Ad Hoc and Static



- Currently do not do any strategic planning or management in a formal sense
- Tend to plan only on the tactical or operational level in an ad hoc and uncontrolled manner
- Strategically planning normally by senior management behind closed doors
- Leaders spend a majority of their time addressing operational issues
- “Fire fighting” is the norm
- Never seem to ever find time to address long-term strategy

Maturity Level 2: Reactive



- Some elements of effective planning and strategic performance management are being applied
- Erratically, inconsistent and often with poor results
- Planning discipline is unlikely to be rigorous, and only happens in reaction to events or to temporarily please an individual leader
- These organizations might measure performance or even use it to punish underperformers
- Often these activities are done by individuals to meet a routine policy need and are not taken seriously

Maturity Level 3: Structured and Proactive



- Formal structures and processes in place to comprehensively and proactively engage in strategic planning and management
- These activities occur on a fairly regular basis and are subject to some degree of improvement over time
- Measurements are somewhat aligned with strategy
- Employee accountability is taken seriously

Maturity Level 4: Managed and Focused



- Strategy drives focus and decision making for the organization
- Organization-wide standards and methods are broadly implemented for strategy management
- Leaders formally engage employees in the process
- A measurement and accountability work culture help drive strategic success for the organization

Discuss the implications of the survey results:

Identify strengths and opportunities for improvement

Target opportunities

Identify check-in times



Dimension: n=47	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	0	8	6	28	5
Values and Culture	2	8	21	12	4
Strategic Thinking and Planning	3	31	10	2	1
Alignment	1	12	28	4	2
Performance Measurement	0	14	16	14	3
Performance Management	0	5	28	14	0
Process Improvement	5	22	14	3	3
Sustainability	13	9	22	1	3

Dimension: n = 49	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	1	10	7	25	6
Values and Culture	3	20	14	11	1
Strategic Thinking and Planning	6	16	23	2	2
Alignment	3	17	26	2	1
Performance Measurement	4	27	12	6	0
Performance Management	3	11	26	7	2
Process Improvement	11	28	6	3	1
Sustainability	27	8	10	3	1

Variance

- **1-8 Order of Dimensions**
- **Number of Respondents**
- **Who Responded**
- **Variance in Response**
- **Familiarity with the Dimensions**



Dimension: n= 47	Total Points	Mean Score	Strength or Opportunity
Leadership	172	3.7	
Values and Culture	149	3.2	
Strategic Thinking and Planning	108	2.3	
Alignment	135	2.9	
Performance Measurement	144	3.1	
Performance Management	150	3.2	
Process Improvement	118	2.5	
Sustainability	116	2.5	

Improving the Management System



Analysis of Strategic Management System n=47

Areas of Strength	Areas for Growth and Opportunity
Leadership	Sustainability
Values and Culture	Process Improvement
Performance Management	Strategic Thinking and Planning
Performance Measurement	
Alignment	



Assessment: Strategic Management Maturity Model™

	Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Leadership	Leaders dictate / command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only	Leaders empower many employees through on going engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
Culture & Values	Vision & values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated & understood	Vision & Values collaboratively developed	Vision & Values fully integrated into organization culture
Strategic Thinking & Planning	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization	A structured and open planning process involves people throughout the organization every couple of years	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
Alignment	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision making	Employees know their customers and align strategy to those needs	Vision, Customer Needs, Strategy, and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
Performance Measurement	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused	Strategic performance measures are collected, covering most strategic objectives	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements comprehensively used and routinely revised based on continuous improvement
Performance Management	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; no accountability for performance exists	Measures are assigned owners and performance is managed at the organizational and employee level	Measurement owners are held accountable and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based
Process Improvement	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models (TQM, Lean Six Sigma, etc) introduced	All key processes are identified and documented, and strategy guides successful process improvement initiative and improvements	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and a formal process exists for improving process management
Sustainability	Lack of structure and champions lead to short-term focus on tasks	Strategy “champions” identified	Formal organization structure in place to maintain focus on strategy	Organization has an “Office of Strategy Management” or equivalent	Strategic thinking and management are embedded in the culture of the organization

Assessment: Strategic Management Maturity Model n= 47

Dimension:	Level 1: Ad hoc and Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed and Focused	Level 5: Continuous Improvement
Leadership	Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only 3.7	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
Culture & Values	Vision and values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated and understood 3.2	Vision & Values collaboratively developed & reviewed	Vision & Values are fully integrated into the organization's culture
Strategic Thinking & Planning	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization 2.3	A structured and open planning process involves people throughout the organization	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
Alignment	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision-making 2.9	Employees know their students, families, and community, and align strategy to those needs	Vision, customer needs, strategy and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
Performance Measurement	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused	Strategic performance measures are collected, covering most strategic goals and action plans 3.1	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements are comprehensively used and routinely revised based on continuous improvement
Performance Management	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; little accountability	Measures are assigned owners and performance is managed at the organization & employee levels 3.2	Measurement owners are held accountable and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based
Process Improvement	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models/frameworks introduced 2.5	All key processes are identified and documents and strategy guides successful process improvement	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and formal process exists for improving process management
Sustainability	Lack of structure and champions lead to short-term focus on tasks	Strategy "champions" identified 2.5	Formal organization structure in place to maintain focus on strategy	Organization has an "Office of Strategy Management" or equivalent	Strategic thinking and management are embedded in the culture of the organization

Strategic Management Maturity Model Results (SMMM) - 2013 to 2017

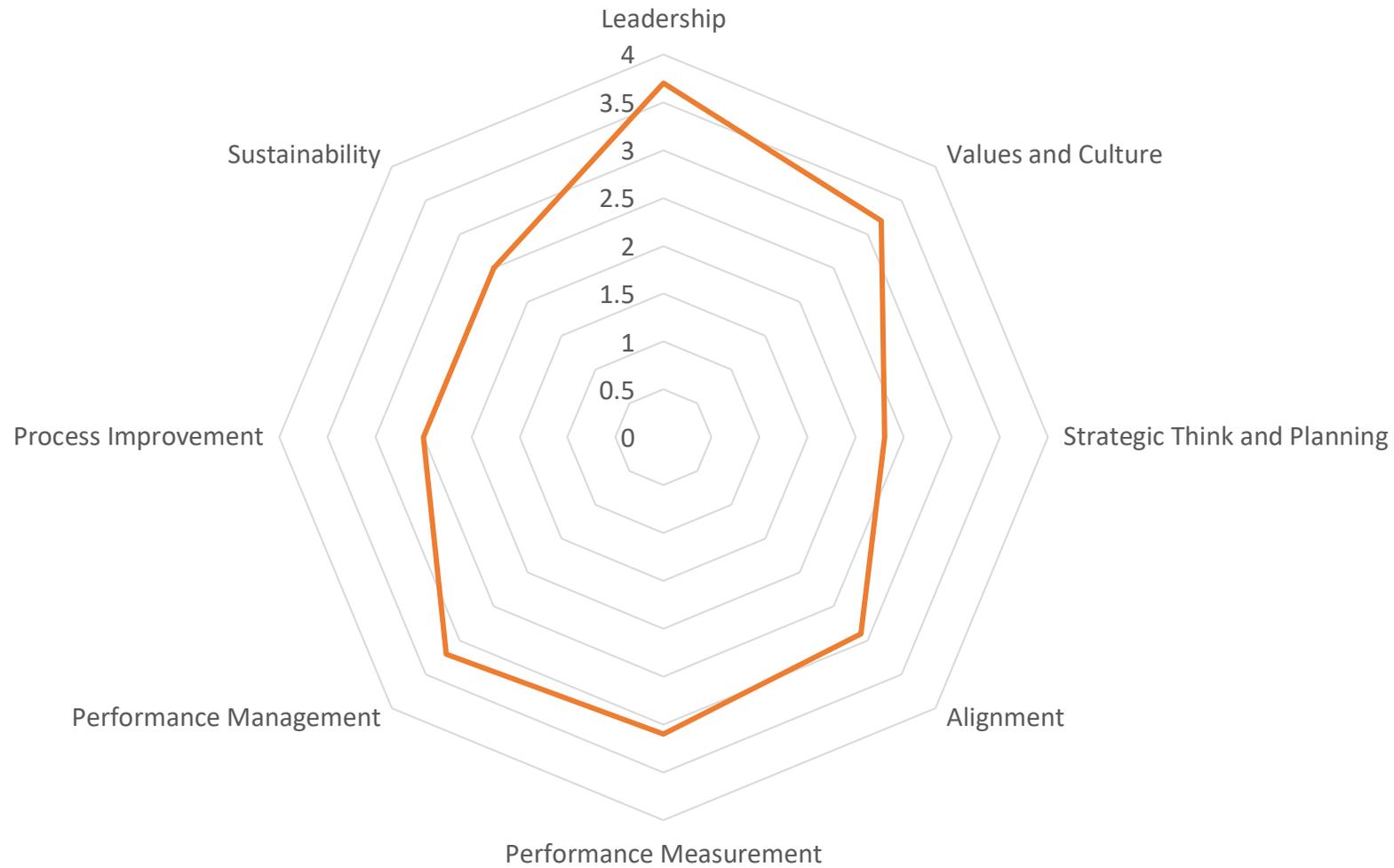
— 2013 — 2014 — 2015 — 2016 — 2017 — Perfect World

SMMM Average Score by Year: (2.31) (2.29) (2.83) (3.19) (3.57)

	2013	2014	2015	2016	2017	Perfect World
Leadership	2.40	2.10	2.80	2.90	3.10	5.00
Culture & Values	2.40	2.80	3.20	3.50	4.00	5.00
Strategic Thinking & Planning	2.50	3.10	3.30	3.50	3.75	5.00
Alignment	2.00	2.10	2.80	3.50	4.00	5.00
Performance Measurement	2.00	2.10	2.50	3.20	3.80	5.00
Performance Management	2.00	2.20	3.00	2.90	3.00	5.00
Process Improvement	2.40	1.80	1.90	3.00	3.20	5.00
Sustainability	2.80	2.10	3.10	3.00	3.70	5.00
Average Score	2.31	2.29	2.83	3.19	3.57	5.00



2018 CHSD 155 Strategic Management Maturity Survey Results





Examine the Strategic Plan of another district. What makes this a SMART Plan?

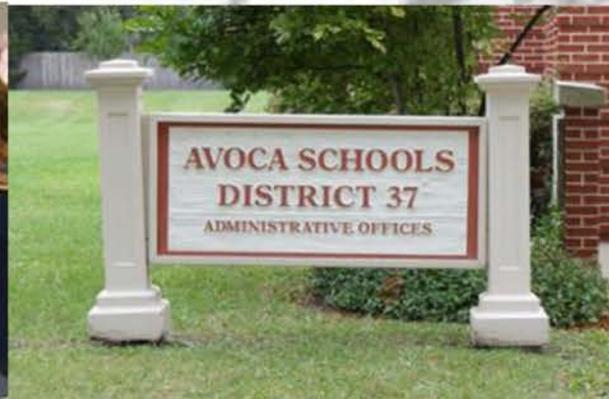


 CONSORTIUM FOR
EDUCATIONAL
CHANGE
www.CECILLINOIS.org

MISSION: *Maximize the unique potential of each child.*

VISION: *We will maximize the unique potential of each child when we:*

- *Develop the whole child in becoming a confident, well-rounded member of the community.*
- *Attract, develop, and retain high-quality staff who share a passion for teaching, learning and collaborating.*
- *Are recognized for systems that cultivate innovation and high performance.*
- *Engage and partner with families and our communities.*
- *Effectively and efficiently utilize people, time, and fiscal resources.*



CORE VALUES: *Develop the Whole Child . . . Set High Expectations . . . Foster Collaboration . . . Strive for Excellence . . . Ensure Continuous Improvement . . . Strengthen Relationships with Families and Community . . . Maximize (Fiscal) Resources*

District Goals

GOAL ONE: Intense Focus on Student Learning

Provide a rigorous, well-rounded, personalized education to ensure success for all students at Avoca District 37 and beyond.

GOAL TWO: High-Performing, Collaborative Teams

Support Professional Learning Communities to ensure coherence, collaboration, innovation, and accountability.

GOAL THREE: Continuous Improvement Systems

Establish continuous improvement data systems to facilitate ownership, growth and improvement at all levels.

GOAL FOUR: Family and Community Connections

Establish trust, respect, engagement, and satisfaction among our families and communities.

GOAL FIVE: Effective and Efficient Use of Resources

Responsibly manage district resources including people, time, and money to achieve our mission, vision, and goals.

Service Excellence

Steward Resources

Continuous Improvement

Staff Engagement

Strategy

Map



Goal 1:

Provide a rigorous, well-rounded, personalized education to ensure success for all students at Avoca District 37 and beyond.

Aligned Strategies



Define, execute and communicate a PK-8 rigorous academic and social-emotional curriculum with an aligned system of assessments to evaluate the performance of each student compared to expected outcomes.

Deliver high-impact, engaging instruction with an aligned system of interventions and enrichments. Close current achievement gaps among subgroup student populations. Focus on student growth.

Make appropriate use of technology to expand both teaching and learning to advance inquiry-based, problem-based instruction such as STEAM (Science, Technology, Engineering, Arts, and Mathematics).

Goal 2:

Support Professional Learning Communities to ensure coherence, collaboration, innovation, and accountability.

Aligned Strategies



Provide PK-8 collaborative teams with time, differentiated professional development, and other appropriate support to function as effective Professional Learning Communities.

Be responsive to staff needs to keep them inspired, passionate and collaborative in their work. Address levels of stress and improve staff satisfaction. Promote teacher leadership opportunities. Provide opportunities to recognize and celebrate accomplishments.

Goal 3:

Establish continuous improvement data systems to facilitate ownership, growth and improvement at all levels.

Aligned Strategies



Utilize data driven decision-making structures and processes to grow and improve performance to a higher level.

Set goals and targets, develop action plans, monitor progress, make adjustments, and report results. Celebrate growth and achievement.

Goal 4:

Establish trust, respect, engagement, and satisfaction among our families and communities.

Aligned Strategy



Partner with families and our communities to promote engagement and satisfaction.

Goal 5:

Responsibly manage district resources including people, time, and money to achieve our mission, vision, and goals.

Aligned Strategies



Explore creative staffing/personnel opportunities to motivate, recognize and foster passion and leadership among district personnel.

Explore creative use of time and space to maximize learning and teaching opportunities.

Forecast a 5-year Financial, Technological, and Facilities Plan.



District Goals

GOAL ONE: Intense Focus on Student Learning

Provide a rigorous, well-rounded, personalized education to ensure success for all students at Avoca District 37 and beyond.

GOAL TWO: High-Performing, Collaborative Teams

Support Professional Learning Communities to ensure coherence, collaboration, innovation, and accountability.

GOAL THREE: Continuous Improvement Systems

Establish continuous improvement data systems to facilitate ownership, growth and improvement at all levels.

GOAL FOUR: Family and Community Connections

Establish trust, respect, engagement, and satisfaction among our families and communities.

GOAL FIVE: Effective and Efficient Use of Resources

Responsibly manage district resources including people, time, and money to achieve our mission, vision, and goals.

Service Excellence

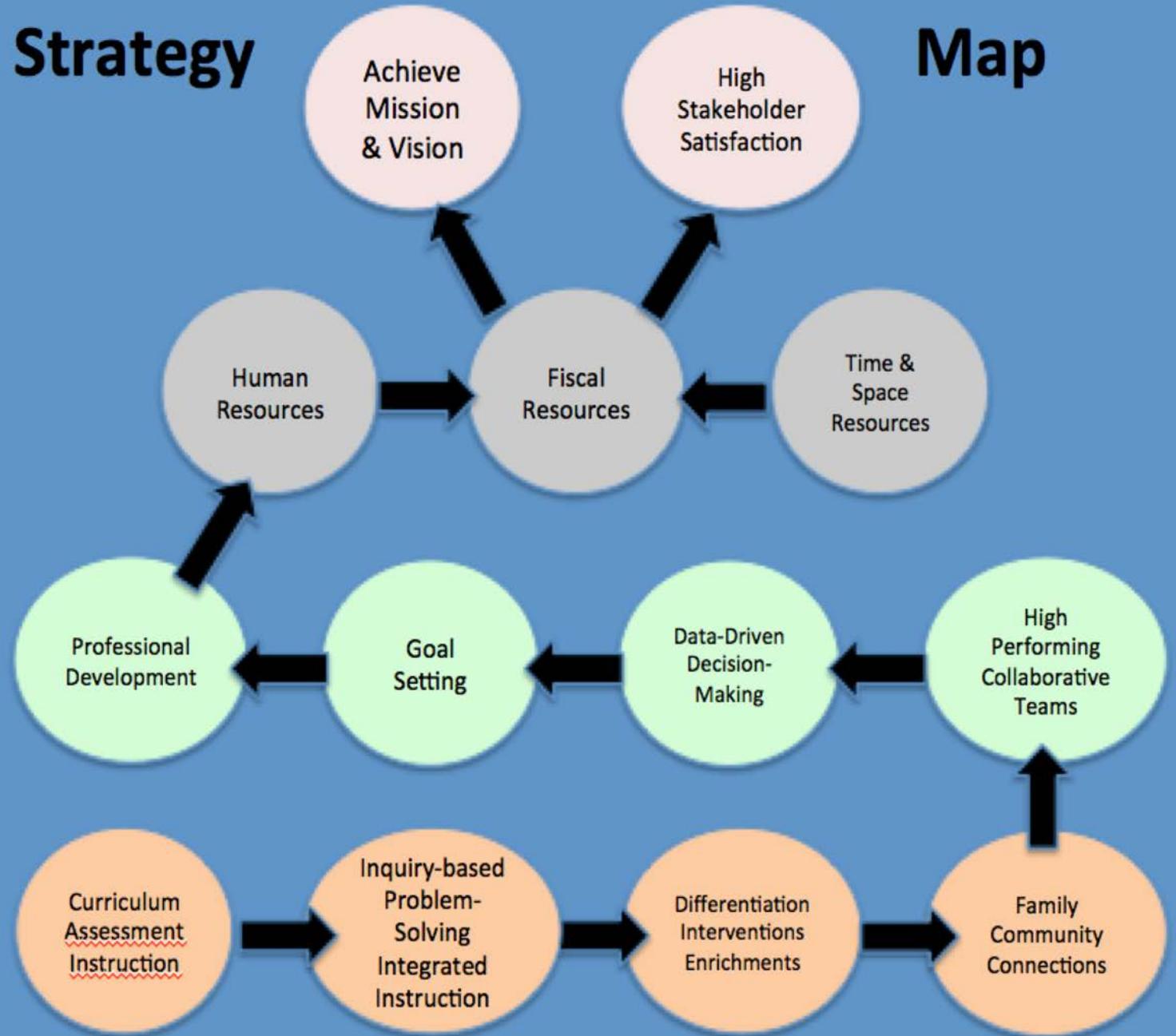
Steward Resources

Continuous Improvement

Staff Engagement

Strategy

Map



ACTION PLANS

Strategy One:/Goal One: Curriculum, Assessment and Instruction

Define, execute and communicate a PK-8 rigorous academic and social-emotional curriculum with an aligned system of assessments to evaluate the performance of each student compared to expected outcomes.

Tasks	Evidence of Success	PD/Support	Lead/ Time
<p>From the SWOT Analysis:</p> <ul style="list-style-type: none"> • Closing achievement gaps: improving student achievement for the bottom quartile • Students meeting their growth goals • Curriculum and assessment alignment Preschool-8th Grade: essential learning outcomes with accurate, reliable common assessments; vertical alignment • Social emotional learning • Growing EL and IEP student population 		<p>From the District System Assessment</p> <ul style="list-style-type: none"> • Essential learning outcomes not explicitly identified • Accuracy and reliability of teacher made assessments • Over assessment feelings • Development of “whole child” • Students and families do not know learning outcomes by unit • Assessment not always aligned to outcomes 	

ID	Objective	Target	Owner	Frequency For Review	January 2013	February 2013	March 2013
Aerospace							
Customer Service							
377	Achieve customer satisfaction rating of x% by y	95%		Monthly	95%	97%	96%
People							
466	Reduce OSHA recordable accidents from x per month to y per month	0		Monthly	0	0	2
Production/Operations							
457	Reduce the customer reject rate to x%	0%		Monthly	0%	0%	0.410%
458	# of defective units	0		Monthly	0	0	4
459	Total # of units delivered	1000		Monthly	859	1000	976
460	Meet delivery schedule x% of time	98%		Monthly	100%	0%	120%
461	# of On-time deliveries	1		Monthly	0.500	0	0.600
462	Total # of deliveries	1		Monthly	0.500	0.600	0.500
467	Improve right first time from x% to y%	90%		Monthly	90%	91%	92%
Finance/Cost							
463	Reduce Overhead to > x% of total cost	14.990%		Monthly	33.333%	0%	100%
464	Total Overtime costs	0		Monthly	0.500	0	1
465	Total Annual costs	\$1		Monthly	\$2	\$1	\$1
471	Improve floor space utilization from x% to y%	20%		Monthly	50%	50%	50%
472	Sales turnover	1		Monthly	1	1	1
473	# of square feet/meters	1		Monthly	2	2	2

Scorecard/ Data Dashboard System for Monitoring and Reporting Progress on Strategic Plan Accomplishments

GOAL ONE

Possible Performance Indicators

GOAL ONE: Intense Focus on Student Learning

Provide a rigorous, well-rounded, personalized education to ensure success for all students at Avoca District 37 and beyond.

- Students meet or exceed state standards in reading and mathematics.
- Students read on grade level by the end of third grade.
- Students achieve annual growth targets in reading and mathematics.
- Students achieve learning standards outcomes as defined by the district in all core curricular areas.
- Students make a successful transition to middle school.
- Students make a successful transition to high school.
- Student Engagement in extra-curricular programs
- Student meet or exceed SEL performance standards
- Achievement gaps close.

Possible Measures: PARCC, NWEA-MAP, Unit Post Common Assessments, 6th Grade First Reporting Period, 9th Grade First Semester Reporting Period, Sub Group Student population Data on all assessments, Social-Emotional Rubric

Strategic Plan Website

- Demonstrate how our work will be documented and accessible throughout the process for team members and constituents.
- www.d155.org



Preview Data Retreat

Answers the question: **Where are we now?**

Paint a data picture to identify what is trending in a positive direction and what is trending in a negative direction

- **Know our strengths and celebrations**
- **Know our weaknesses and opportunities**
- **Prepare a SWOT analysis**

