



## **Rockford Public Schools Strategic Plan Strategies & Action Teams 2015-2016**

Updated 7/17/2015

## Strategies & Action Plans:

Strategies define the work of the district to meet the goals of the strategic plan. Each strategy has an Action Team that is comprised of multiple staff groups, including Co-Leaders from both administration and the Rockford Education Association. Action teams meet regularly throughout the year to identify annual plans, measure progress throughout the plan, and direct the strategic work of the district to implement the key concepts of that strategy. The action plans are the work of the Action Team, and because the Action Team meets regularly throughout the year to review progress, the action plans are considered living documents that will be modified and improved on a regular basis. Please refer to the district website for the most up-to-date version of the plans.

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

## Strategy 1: Curriculum Alignment

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

(Goals 1, 3, 4, 5)

### Key Concepts:

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

### Action Team Membership:

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|--|-------------------------------------|
| a. Chip Hickman, Assistant Superintendent*     | g. Wade Morris, Teacher – Jefferson |
| b. Ankhe Bradley, Assistant Superintendent     | h. Chris Brady, Teacher – West      |
| c. Vicki Jacobson, Assistant Superintendent    | i. Sherry Klotz, Teacher – Froberg  |
| d. Diana Alt, Executive Director of Curriculum | j. Nanci Fry, Teacher – Summerdale  |
| e. Heidi Dettman, Director of Curriculum       | k. Mark Wallace, Teacher - Guilford |
| f. Paul Goddard, REA*                          |                                     |

## Strategy 1: Curriculum Alignment Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>I. Develop and Implement K-8 Numeracy Curriculum for January/February 2016 Implementation by completing the following:</p> <p>a.) Define Numeracy Curriculum Expectations</p>	<p>a.1 Highly Effective Team Training for Curriculum and Instruction &amp; Assessment Steering Committee by CEC</p> <p>a.2 Training of eight (8) grade level content team leaders in Highly Effective Teams, unpacking of Common Core Standards, and Development of Unit Planning (1 day) by District Staff</p> <p>a.3 Grade Level Content team Training (1 day) by Team Leader</p>	<p>a.1 Steering Committee</p> <p>a.2 &amp; a.3 Grade level content teams for numeracy in grades k-8</p> <p>a.2 Unit Plan Template and related materials/processes for Grade Level Content Teams (developed by Steering Committee)</p>	<p>a.1 The purpose of Steering Committees is clearly articulated throughout the district; the steering committees are responsible for establishing Highly Effective Team Norms, Meeting Schedule, Process, Criteria and Timeline for selection of grade level team leaders and members as well as core processes and materials identified to support teams.</p> <p>a.2 Steering Committee is responsible for the following:</p> <ul style="list-style-type: none"> <li>Establishing approval process and criteria for high quality curriculum/assessment</li> <li>Approving grade level content team work in</li> </ul>	<p>a.1 Curriculum and Instruction (Heidi Dettman) &amp; Assessment (Chip Hickman) Steering Committee Training/ August 18th</p> <p>a.1 Heidi Dettman Steering committee action plan/September 30th</p> <p>a.2 Heidi Dettman/December 15th</p> <p>a.3 Heidi Dettman/October 9th</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



			<p>curriculum/assessment</p> <ul style="list-style-type: none"> <li>• Student communication plan of I Can Statement</li> <li>• Family communication plan of I Can Statements for each Unit</li> <li>• Internal Staff creates curriculum resource website to house all products by grade/course and subject</li> <li>• Establishing a process for staff feedback on unit plan implementation</li> </ul> <p>a.2 Grade level content teams create the following:</p> <ul style="list-style-type: none"> <li>• Essential Learning Outcomes</li> <li>• Unit Essential I Can Statements</li> <li>• Unit Plan Posters</li> <li>• Pre and Post Assessments</li> <li>• Respond to feedback and adjust unit plans</li> </ul>	
I Develop and Implement K-8 Numeracy Curriculum	b.1 Training for team/teacher leaders to communicate curriculum	b.1 Team/ Teacher leaders communication training	b.1 Curriculum and Instruction Steering Committee created	b.1 Heidi Dettman/December 18th

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<p>for January/February 2016 Implementation by completing the following:</p> <p>b. Share those expectations with K-8 grade level administration, teachers, students, and parents</p>	<p>expectations; training for building administrators to communicate curriculum expectations.</p>	<p>b.2 Team/Teacher Leaders to share expectations to building level staff regarding numeracy curriculum expectations</p>	<p>Communication Plan (district, schools, students and community) and selection of team/teacher leaders to deliver expectations</p> <p>b.2 Calendar of presentations at and standard power point and or "Youtube" video for each building</p>	<p>b.2 Director of Curriculum/January 9th</p>
<p>I. Develop and Implement K-8 Numeracy Curriculum for January/February 2016 Implementation by completing the following:</p> <p>c. Obtain teacher's feedback and finalize essential learning outcomes for each unit</p>		<p>c.1 Feedback tool to obtain staff's feedback on essential learning outcomes</p>	<p>c.1 Transparent Communication between staff and Grade Level Content teams regarding Essential Learning Outcomes</p>	<p>c.1 Director of Curriculum/ January through June</p>
<p>II. Develop a District Wide Balanced Assessment Plan that:</p> <p>a. Clearly defines Assessments For Learning, Of Learning and As Learners</p>	<p>High Performing Teams Training on August 18th: Provided by CEC</p> <p>Professional Learning on Assessment Literacy for Assessment Steering Committee: Research a</p>	<p>Instructional Council Steering Committee for Assessment</p> <p>Assessment Literacy Training</p>	<p>Meeting Calendar for 2015 school year</p> <p>Completed balanced Assessment Plan for Type I &amp; II assessments</p> <p>Revised Assessment Calendar for SY17</p>	<p>Assistant Superintendent for Secondary/ December</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



	<p>Provider and select by September 20th</p> <p>Professional Learning for Assessment Steering Committee on Purpose of Assessment: Research a Provider and select by September 20th</p>	<p>Examples of District Assessment plan for Large Urban Districts</p> <p>Assessment Calendar</p> <p>Assessment Audit</p>	Clearly Defined Purpose of Assessments	
<p>II. Develop a District Wide Balanced Assessment Plan that:</p> <p>e. Instructional Council Communicates Purpose of Assessment to administrators, teachers, students and parents</p>		Communication Plan from Instructional Council	Communication Plan to District, Schools and Community	Asst. Superintendent for Secondary/ April
<p>II. Develop a District Wide Balanced Assessment Plan that:</p> <p>f. Instructional Council Steering Committee Clearly define how we gather, analyze and report assessment results for District and Building level administrators.</p>	<p>Professional Learning on collecting and analyzing assessment data: Research a Provider and select by December 1st</p>	<p>Assessment Calendar</p> <p>Sample Reports</p> <p>Data Retreat Findings</p> <p>SMART Goals</p>	Established Purpose for collecting and analyzing assessment data	Asst. Superintendent for Secondary/May

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<p>III. Communicate the five year plan for the sequence of curriculum development and revision over the next five years</p>		<p>Communication Plan Communication Tool</p>	<p>Approval of Calendar by Instructional Council  Rockford Public Schools Curriculum Development and Review Cycle  Communication Plan to Staff, Parents and Community</p>	<p>CAO/Instructional Council  December 15th</p>
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## Strategy 2: Differentiated Instruction

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

(Goals 1, 3, 4, 5)

### Key Concepts:

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

### Action Team Membership:

- |   |  |
|---|--|
| a. Assistant Superintendent - Vicki Jacobson*     | g. Pamela Green, Teacher – RESA*         |
| b. Assistant Superintendent - Chip Hickman        | h. Cesar Estrada, Teacher – Barbour      |
| c. Curriculum Dean - Debra Overton,               | i. Rebecca Spencer, Teacher – East       |
| d. Assistant Principal (High) – Jennifer Lawrence | j. Elizabeth Primrose, Teacher – Froberg |
| e. Principal (Middle) – Jeff Carlson              | k. Marci Shields, Teacher – Auburn       |
| f. Principal (Elementary) – Holly Lyman           | l. Erin Zawlaocki, Teacher - Eisenhower  |

## Strategy 2: Differentiated Instruction Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>A systematic approach to planning curriculum and instruction for academically diverse learners.</p> <p>Work in accordance with Action Team 1 for development and training of Steering Committees for Instructional Council: Curriculum &amp; Instruction which will include differentiation.</p> <p>January/February 2016</p>	<p>a.1 Highly effective team training for Curriculum and Instruction &amp; Assessment Steering which includes differentiated strategies within the Unit Plans Committee by CEC and Patrick Schwartz</p> <p>a.2 Training of eight (8) grade level content team leaders in Highly Effective Teams , unpacking of CCSS and development of Unit Planning (1 day) by Team District Staff</p> <p>Training of eight (8) grade level content team leaders in Differentiation Strategies/Resources</p> <p>(Patrick Schwartz will facilitate a training on Universal Design - Funding through IDEA)</p>	<p>a.1 Steering committee</p> <p>a.2 and a.3 Grade Level content teams for numeracy in grades k-8</p> <p>a.2 Unit Plan template and related materials/processes for Grade Level Content Teams (developed by steering Committee</p>	<p>a.1 The purpose of Steering Committee is clearly articulated throughout the district; the steering committees are responsible for establishing Highly Effective Team Norms, Meeting Schedule, Process, Criteria and Timeline for selection of grade level team leaders and members as well as core processes and materials identified to support teams.</p> <p>a.2 Steering Committee is responsible for the following:</p> <ul style="list-style-type: none"> <li>• Establishing approval process and criteria for high quality curriculum/assessment</li> <li>• Approving grade level content team work in curriculum/assessment</li> </ul>	<p>Heidi Dettman and Chip Hickman</p> <p>August 18th: Curriculum and Instruction &amp; Assessment Steering Committee Training</p> <p>Heidi Dettman</p> <p>Sept. 30: Steering Committee action plan</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



	a.3 Grade Level Content Team Training (1 day) by Team Leader		<ul style="list-style-type: none"> <li>Student communication plan of I Can Statement</li> </ul>	
A Systematic Professional Development Plan	Inclusion of differentiated instructional strategies/methods in the summer PD (2015) for Math grades K-5	Supported through and the Elementary Building based Summer PD  Curriculum Dept. Deans Identified Teacher Leaders	Attendance at PD  Survey on differentiated offerings  Evidence/documentation of work done in PLC Groups	Summer 2015
Develop and Implement preK-8 Numeracy Curriculum for January/February 2016 Implementation by completing the following:  Share those expectations with preK-8 grade level administration, teachers, students and parents.	Training for team/teacher leaders to communicate curriculum expectations; training for building administrators to communicate curriculum expectations which include differentiation.	Team/Teacher leaders communication training  Team/Teacher leaders to share expectations to building level staff regarding numeracy curriculum expectations	Curriculum and Instruction Steering Committee created Communication Plan (district, schools, students and community) and selection of team/teacher leaders to deliver expectations.  Calendar of presentations and standard power point and/or Youtube video for each building.	Heidi Dettman/December 18th  Director of Curriculum/January 9th
Develop and Implement preK-8 Numeracy Curriculum for January/February 2016 implementation by completing the following:  Obtain teacher feedback and finalize essential learning outcomes for each unit		Feedback tool to obtain staff feedback on essential learning outcomes as developed by Action Team I	Transparent communication between staff and Grade Level Content teams regarding Essential Learning Outcomes	Director of Curriculum/January through June

# Strategic Plan – 2015-2016 Strategies & Action Teams



Establish readiness to assess the effectiveness of our current programs.		Work with District Management Council (DMC) to identify areas of strengths and weakness in RTI/Differentiation  District External Audit	Identification of areas of need from the External Audits	Sept. 2015 - May 2016
Identify a schedule and structure to provide intervention	TBD	External Audit of K-12 Schedule and Structures	Results of External Audit	Sept. 2015 - May 2016
Instruction is aligned to Best Practice in the Danielson Framework Domain 3e - Demonstrating Flexibility and Responsiveness and Domain, 1B - Demonstrating Knowledge of students, 1C - Setting Instructional Outcomes	TBD	Team Leaders Train Teacher Leaders	Evidence in Daily lesson plans/instruction observed  Discussion with Focus Groups	Sept. 2015 - May 2016
Implementation of Unit Plans through daily lesson plans which specifically address Differentiation/RTI	TBD	Steering Committees  Curriculum Deans	Evidence in Daily lesson plans/instruction observed	2016-17  TBD after Action Team 1 develops unit plan templates and assessment tools
Develop and Implement preK- 8 Curriculum Differentiation and RTI plan in accordance with the RPS Curriculum and Review Cycle	Highly Effective Team Training of Content area and grade level teams which include Differentiation	Steering Committee  Grade Level content teams K-8 and PreK.  Unit plan template and related materials/processes for grade level content teams	Differentiation incorporated into unit plans	Begin Summer 2016
Clearly define expectations for	TBD	Use information provided by the External Audit as	TBD	2016-17 School year

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interventions in literacy and numeracy in and out of the classroom. (RTI)		well as other resources to be determined.		
Clearly define expectations for enrichment in literacy and numeracy in and out of the classroom.				2016-17 School year
Define how "Choice Schools" (Barbour, Haskell, Montessori, Gifted, CAPA) align to Differentiation as programming options for students and parents.				2016-17
Create and Communicate the five year plan for the sequence of curriculum Development/Differentiation/RTI over the next five years.				January 2016

## Strategy 3: Customer Service

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

(Goals 2, 4, 5)

### Key Concepts:

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

### Action Team Membership:

- |   |                                      |
|---|--------------------------------------|
| a. Chief Communication Officer - Earl Dotson*               | f. Brittany Glidden, Teacher – East* |
| b. Deputy Superintendent - Matt Vosberg                     | g. Virginia Wynn, Teacher – Thompson |
| c. Community Leader - Bridget French,<br>Alignment Rockford | h. Kelly Mossup, Teacher - Kennedy   |
| d. Principal (Elementary) – Dave Nold                       | i. DPAC                              |
| e. Assistant Principal (Secondary) – Jacob Sayre            | j. DPAC                              |

## Strategy 3: Customer Service Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>(1)In order to best address the key concept (a) of Strategy 3: Customer Service, we must first focus on gathering data through a needs assessment of our families. In the first year, we will employ the best practice recommended in the NEA Brief to "Survey educators and families to determine needs, interests, and ideas about partnering." We will use the 5 Essentials Parent Survey to gather this data.</p> <p>(1) Hanover Research: "Best Practices in Family and Community Engagement." One of the Key Findings is Districts measure family and community involvement through surveys, policy and practice reviews, and performance indicators. Surveys are widely considered essential components of any</p>	<p>(1)Principal supervisors will charge principals with developing a menu of strategies to involve as many parents as possible in completing the 5 Essentials Parent Survey. The principals will communicate these strategies to all stakeholders.</p> <p>(1)The Customer Service Team will also continue to review existing data and best practices employed by other districts to start compiling possible strategies that can be used in response to the data collected by the survey.</p>	<p>(1)Electronic and paper formats of the 5 Essentials survey will be offered to parents. Support staff will be needed for data entry for paper surveys.</p> <p>(1)Computer survey stations will be made available in schools during times when parent attendance is expected.</p> <p>(1)Supplies will be required for paper and electronic communication of the survey's availability.</p>	<p>(1)All schools will reach the 20% parent completion threshold during the 2015-16 school year.</p> <p>(1)During the 2016/2017 school year we will use data collected from 5 essential survey and develop action plans that address needs, interests and ideas for improving customer service at the school district.</p> <p>(1) During the 2017-18 we will develop our own district-wide climate survey to administer to parents, staff, students and the community.</p>	<p>(1)Principal supervisors will communicate this action plan to principals in August.</p> <p>(1)Principals will prepare a menu of survey completion strategies by the end of November.</p> <p>(1)The 5 Essentials survey window is open from January to March. At the end of January, the Customer Service Team will meet to check progress and revise plans if necessary.</p> <p>(1)The Customer Service Team will organize a data retreat in June after the survey results are released with principal supervisors and principals, to be facilitated by a third party. Participants will analyze the survey's findings and cross-reference the strategy's key concepts to select best practice strategies to address the needs found.</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



<p>district engagement policy for determining parent attitudes and barriers to engagement.</p>				
<p>(2) Key concept (b) of Strategy 3: "Inclusion of families in appropriate decision making structures and processes."</p> <p>(2) Hanover Research document: In objective (ii) on the "Parental Participation" section states that "every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision-making at school." In Dr. Joyce Epstein's work for John Hopkins National Network of Partnering Schools, under #5 Decision-Making: "The degree of parent involvement in larger</p>	<p>(2) We will identify schools not currently represented; work with building staff to identify parents; work with existing members to identify possible parents; develop relationships with principals and parents.</p>	<p>(2) We will use staff time to create list of missing schools and make school visits.</p>	<p>(2) DPAC will have 7 new schools represented at their meetings in quarter 3 of the 2015-16 school year.</p> <p>(2) During the 2016-17 school year we will examine ways to offer transportation to school and district events.</p> <p>(2) During the 2016-17 school year we will consider more convenient locations for school events district-wide and meetings.</p>	<p>(2) The PACE team in collaboration with building staffs, will personally invite parents and meet with principals during regularly scheduled school visits.</p> <p>(2) The PACE team will invite involved parents to examine ways to engage other parents.</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



<p>decisions made by a school or district, including participation in parent-teacher associations (PTA's), Advisory Councils, advocacy groups and other committees at the district, state, or even federal level."</p> <p>The research further states that: a school's promotion of parental involvement is the most significant factor in determining the extent to which parents participate in a school's education and decision-making processes.</p>				
<p>(3) Key concept (c), Continued Support for Alignment Rockford. Dr. Epstein's Framework on Involvement #6 Collaborating with the Community states: Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.</p>	<p>(3) The school district with the assistance of Alignment Rockford staff, district personnel and committee members will develop a two-way reporting mechanism between the school district and AR to relay the following information: AR committee work, updates on what soft skills community professionals would like to see our students learn and what ways community members can help in our schools.</p>	<p>(3) We will need extensive buy in and cooperation from our AR partners to continue to evaluate alignment with current strategic plan.</p> <p>(3) The school district will need to purchase a software system that is an all inclusive volunteer database that provides a comprehensive list</p>	<p>(3) During the 2016/2017 school year a school district volunteer database will be created that will be easily accessible to interested community members. Including a list of opportunities to serve and assist.</p> <p>(3) During the 2015-16 school year, a retreat will be held in partnership with AR to ensure alignment between AR and the</p>	<p>(3) At the discretion of AR executive director, a meeting will be convened in the fall with appropriate personnel to begin planning on structure for reporting mechanism and future retreat date.</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p>of how community volunteers can get involved with our schools.</p> <p>(3) Combine the academic all-stars, academies awards and volunteer recognition events.</p>	<p>school districts current strategic plan.</p> <p>(3) During the 2015-16 school year, we will work with school district administrators, AR staff and committee members to create a structure for how and what information will be reported.</p>	
<p>(4) Key concept (d) Improved Use of Electronic Communication Tools to ensure clarity, networking, and sharing of work samples. Dr. Epstein's Framework on Involvement # 2 states: Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.</p> <p>(4) Hanover Research "Family Engagement: Increasing Parental Involvement at the Middle and Secondary Levels."</p>	<p>(4) We will (schools &amp; administration) accept responsibility for initiating positive interaction with parents.</p> <p>(4) Based on survey data feedback from parents, students and community members regarding</p>	<p>(4) We will make opportunities for parents to ask questions and share opinions.</p>	<p>(4) In the 2016-17 school year and based on survey data, we will communicate in multiple ways that minimize technical obstacles and language barriers.</p>	<p>(4) After the customer service committee convenes in June 2016 to discuss 5 essentials data and based on what the data reveals, the team will create action plans to serve as recommendations or a guide for schools to determine how they will communicate with families, staff and the community moving forward.</p>

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<p>The research found technology to be a useful tool in facilitating parent-teacher collaboration if both parties are willing to utilize it. The report noted that “teachers are making use of the available technology to communicate with parents, yet according to the results of this study parents are not. However, if embraced by both parties, technology can help encourage parental involvement in the following ways: The school website, email, e-newsletters and web pages. Teachers note the utility of using multiple communication devices to “maximize” contact with parents. The study suggests that computer technology is becoming more available to both groups but “parents are lagging behind in its use for communicating with teachers.” The study also points out that “technology affords parents the opportunity to discover what their children are doing in school without having to be visible.”</p>				
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<p>(5)Key concept: More families choosing public schools as their first choice. Hanover – Best Practices in Family and Community Engagement: Experts almost universally consider a welcoming school climate requisite for family and community engagement.</p>	<p>(5) We will build a welcoming environment for student and families, building trust with the parent community.</p> <p>(5) We will examine other school districts that have been successful at addressing customer satisfaction, building welcoming environments, tours and ambassador programs to see what we can learn from them.</p> <p>(5) We will work with a variety of entities that are essential in the success of providing an optimal school climate such as our administrators, teachers, school secretaries, cleaning and security staffs.</p> <p>(5) We will create one targeted marketing/branding campaign for our school district.</p> <p>(5) We will provide quality marketing material to various entities to help promote our school district.</p> <p>(5) We will help build ambassador programs at the middle and high school levels.</p>	<p>(5) We will need a comprehensive training program for building school ambassadors to include: students, teachers, security and cleaning staffs, volunteers and administrators.</p> <p>(5) An ongoing customer service team will need to be established to analyze best practices and build school ambassador program.</p>	<p>(5) In the 2015/2016 School year, we will explore the feasibility of relocating the student assignment center to the administration building at 501 7<sup>th</sup> street.</p> <p>(5) In the 2015/2016 school year, we will study and employ an individual(s) to begin the planning process on what a welcoming environment should look like, who needs to be involved and develop a partnership with the school districts professional development department to design a training program for all essential personnel.</p>	<p>(5) In the 2016/2017 school year, the Student Assignment Center will be relocated to the Administration building on 501 7<sup>th</sup> street.</p> <p>(5) In the 2016/2017 school year, an individual will be hired or reassigned to manage the SSAC, design training programs for staff and create an on-boarding/ambassadors program for schools.</p>
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# Strategic Plan – 2015-2016 Strategies & Action Teams



	(5) We will utilize community partnerships to help brand district 205.			
(6) Key concept (h) Provide expanded learning opportunities, community service, and civic participation for students.	<p>(6) Assign specific duties to an individual to focus on being a liaison between schools and administration, for the purpose of expanding learning opportunities in community service and civic participation for students.</p> <p>(6) Identify and create a comprehensive list of all of the community service and civic participation activities that our students currently engage in.</p> <p>(6) Utilize the current Superintendents Student Advisory Council (SSAC) to serve as the catalyst for community service, civic participation projects and involvement.</p>	<p>(6) Create a position or reassign and individual to serve as the liaison for student community service projects and civic participation.</p> <p>(6) Provide support for the SSAC to expand opportunities. Support at the school level to have access to students.</p>	<p>(6) During the 2017/2018 school year, community service and civic participation will be embedded into middle school and high school curriculums.</p> <p>(6) During the 2015/2016 school year a comprehensive list will be created that identifies all of the community service and civic participation that our students currently engage in.</p> <p>(6) During the 2016/2017 school year, there will be a dedicated position whose duties will involve building an enriched community service and civic participation portfolio for schools and counselors to refer students too and monitor their progress and success in the various programs.</p>	

## Strategy 4: Social Emotional Health & Skills

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

(Goals 1, 2, 3, 4)

### Key Concepts:

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

### Action Team Membership:

- |   |   |
|---|---|
| a. Assistant Superintendent - Ankhe Bradley*          | g. Brian Sewell, Teacher – Walker*        |
| b. Executive Director - David Carson                  | h. Chris Magee, Teacher - Guilford        |
| c. Executive Director - Angela Hite-Carter            | i. Sandy Coad, Teacher - Westview         |
| d. Assistant Principal (High) – Gus Carter,<br>Auburn | j. Krystal Scroggins, Teacher - Roosevelt |
| e. Principal (Middle), Randy Bay, Flinn               | k. Deb Osborne, Social Worker - Jefferson |
| f. Principal (Elementary) – Christina Ulferts         | l. Karen Brunner, Psychologist            |
|   | m. Nicole Newson-Gallas, Teacher - RESA   |

## Strategy 4: Social Emotional Health & Skills Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>Develop an effective measurement system to monitor the implementation of social emotional/behavior programs in the district.</p> <ul style="list-style-type: none"> <li>- A Connected School</li> <li>- Alternative Learning Environment</li> <li>- Positive Behavior System</li> <li>- Juvenile Detention Center</li> <li>- Ombudsman</li> <li>- Other</li> </ul>	<p><i>Community and Parents</i></p> <p>Inform community and parents of the variety of programs available for student in the area of social emotional development.</p> <p>Provide parent cafe's related to social emotional learning standards.</p>	<p>Add Social Emotional Components to the following documents:</p> <p>District Leadership agenda template</p> <p>School Leadership agenda template</p> <p>PLC Needs Assessment</p> <p>PLC Agenda template</p> <p>Counseling Teams</p> <p>Create a district-wide focus of the month related to social emotional learning.</p>	<p>Discipline Data</p> <p>Attendance Data</p> <p>Benchmark Growth Annually</p> <p>Cohort Benchmark Data Annual</p> <p>Climate Dashboard Data Report Annually</p>	<p>2015-2016 School Year</p> <p>Collect benchmark data for the district programs related to social emotional/behavior data.</p> <p>Collect benchmark data for the district curriculum related to social emotional/behavior data.</p>
<p>Develop an effective measurement system to monitor the implementation of social emotional/behavior curriculum in the district</p> <ul style="list-style-type: none"> <li>- Why Try</li> <li>- Second Step</li> <li>- Other</li> </ul>	<p><i>Administrators, Teachers and Staff</i></p> <p>Provide professional development on the Illinois social and emotional learning standards.</p> <p>Provide ongoing professional development related to the social emotional/behavior</p>	<p>Teacher Leaders</p> <p>Train the Trainer model of professional development for programs and curriculum in the district.</p>		

# Strategic Plan – 2015-2016 Strategies & Action Teams



	<p>programs and curriculum in the district.</p> <p>Provide weekly updates on specific behaviors through the school data dashboard.</p> <p><i>Students</i></p> <p>Review grade level expectations from the Illinois Social Emotional Learning standards.</p>	<p>Assist schools with obtaining incentives and promotional materials for social emotional programs.</p>		
<p>Implement the Readiness Portfolio Benchmark from the College and Career Readiness Department</p>	<p><i>Community and Parents</i></p> <p>Inform parents of grade level expectations for the readiness portfolio benchmarks</p> <p><i>Administrators, Teachers, Staff</i></p> <p>Train staff on the benchmark projects related to readiness portfolio.</p> <p>Provide training on how to document evidence in E-school</p>	<p>Promotional Material related to the readiness portfolio.</p> <p>Sample items of evidence for each grade level related to the readiness portfolio.</p> <p>Training documents related to entering evidence into the E-School System.</p>		<p>2015-2016 School Year</p> <p>Collect baseline data on the readiness portfolio items by grade level.</p>



# Strategic Plan – 2015-2016 Strategies & Action Teams



	<p><i>Students</i></p> <p>Inform students of the grade level expectations for the readiness portfolio</p>			
<p>Develop a district framework to celebrate social emotional accomplishments in each building.</p>	<p>Provide professional development on a variety of ways to celebrate.</p> <p>( Community, Building, Administration, Staff, Students, Families, Business Partners, Organizations, Mentors, and Volunteers)</p>	<p>Climate Surveys</p> <p>District Climate Survey</p> <p>Building Climate Survey</p> <p>Student Climate Survey</p>	<p>Baseline data from climate surveys</p>	<p>2016-2017 School Year</p>

## Strategy 5: Facilities & Technology

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

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

### Key Concepts:

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

### Action Team Membership:

- a. Todd Schmidt, Chief Operations Officer\*
- b. Bill Hull, Technology Manager
- c. Jim Kaplanes, Facilities Manager
- d. Ashleigh Van Theil – Director of Professional Development
- e. James O'Hagan – Director of Instructional Technology
- f. Principal – Matt Zediker
- g. Nancy Otwell, Teacher –Bloom\*
- h. Doug MacArthur, Teacher -Jefferson
- i. Fred Zuroske, Teacher -Lincoln
- j. Cheryl Metz, Teacher -Washington
- k. Morgan Teske, Teacher -East

## Strategy 5: Facilities & Technology Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>Develop a collaboratively designed district plan for systemic technology integration for all grade levels.</p>	<p>November 1, Work team will have received training on best practices in technology integration.</p> <p>November 1, present Technology Integration Work Team with findings of focus group data and benchmark data. (Dan)</p> <p>April 1, Work Team has completed site visits as part of developing implementation plans for 2016-2017 (Dan &amp; Nancy)</p>	<p>Substitutes to allow teachers to do site visits in planning stages.</p> <p>August 1, Have work plan to conduct focus groups with stakeholders to determine baseline data for:</p> <ul style="list-style-type: none"> <li>-technology use</li> <li>-technology types</li> <li>-instructional technology integration</li> <li>-Professional development in technology (Dan)</li> </ul> <p>October 15, Have focus groups data compiled. (Dan)</p> <p>October 15, determine benchmark data on reliability, personnel device use, repair time, IT staffing, network utilization. (Dan)</p> <p>By February 1, Work Team identifies needs in determining</p> <ul style="list-style-type: none"> <li>-curriculum integration</li> <li>-instructional models</li> <li>-hardware utilization models (Dan &amp; Nancy)</li> </ul>	<p>Self reported student engagement levels will increase.</p> <p>Service metrics for IT should improve.</p> <p>By March 1, Work Team has identified budget for first year of rollout for systemic technology integration. (Dan &amp; Nancy)</p>	<p>August 1 (2015), Create Technology Integration Work Team to research best practices for technology curriculum (Dan)</p> <p>By June 1, Work Team has developed implementation plans for four year rollout for systemic technology integration. (Dan &amp; Nancy)</p> <p>Years 2-5: rollout of technology integration plan.</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



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# Strategic Plan – 2015-2016 Strategies & Action Teams



Best Practice	Evidence of Success	Lead/Timeline
<p>Implement the 10 year facility plan with fidelity and openness to the public.</p>	<p>Community satisfaction survey results will improve.</p> <p>Student and teacher satisfaction survey results will improve.</p> <p>Utility costs will decrease.</p>	<p>At each plan team meeting, progress on the facilities plan will be given (Todd).</p> <p>2015-2016 Scheduled Completions</p> <p>Auburn/Guilford Boiler Replacement                      Bloom Abatement                      Bloom Boiler Replacement                      Conklin Univent/windows Abatement                      Johnson Univent/windows Abatement                      Lathrop Univent/windows Abatement                      Conklin/Johnson/Lathrop Univent/window                      Hillman Abatement                      Marsh Abatement Boiler                      Nashold Abatement                      Spring Creek Abatement Window/Boiler                      Spring Creek Boiler/Window Replacement                      East Sound System                      East Lighting System                      East Paving                      Guilford Lighting System                      Guilford Sound System                      Jefferson Lighting System                      Jefferson Sound System                      Kennedy Pool                      Lincoln Window Replacement                      West Window Abatement/Removal                      Conklin Boiler Replacement                      Welsh Abatement</p> <p>2015 Scheduled Starts</p> <p>Auburn ADA                      Marsh Interior Finishes                      Haight Abatement</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p>West Abatement</p> <p>2015-2016 Projects in Process</p> <p>Auburn/Guilford Boiler Abatement  Auburn Window Replacement  Marsh Addition &amp; Renovations  East Addition  East Auditorium Remodel  East Sound System Rough-in  Guilford Addition  Guilford Univents  Jefferson Renovations  Jefferson Sound System Rough-in  Jefferson Interior Finishes  Eisenhower Interior Finishes  Lincoln Window Abatement  West Window Replacement  West Interior Finishes  Froberg Interior Finishes  Johnson Interior Finishes  Lathrop Interior Finishes  Welsh Addition &amp; MEP Upgrade  Westview Abatement MEP/Window  Westview Addition/Window/MEP/Site  Whitehead Abatement  Whitehead Addition/MEP/Window</p> <p>Future Scheduled Projects</p> <p>Auburn Abatement  Auburn Auditorium  Barbour Interior Finishes  Beyer Abatement  Beyer Interior Finishes</p>
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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p>                     Beyer MEP                      Beyer Paving                      Bloom Abatement                      Bloom Addition/ADA/MEP/Window/Site                      Bloom Interior Finishes                      Brookview Abatement                      Brookview Addition/ADA/MEP/Window                      Brookview Interior Finishes                      Carlson Abatement                      Carlson Addition/MEP                      Conklin Interior Finishes                      Eisenhower Auditorium                      Eisenhower MEP                      Ellis Auditorium                      Ellis Interior Finishes                      Fairview Abatement                      Fairview Interior Finishes                      Fairview Window/MEP                      Flinn Abatement/Removal Windows                      Flinn ADA                      Flinn Auditorium                      Flinn Interior Finishes                      Flinn MEP                      Flinn Window Replacement                      Froberg Abatement                      Gregory Abatement                      Gregory Addition/MEP/Window/Site                      Gregory Interior Finishes                      Haight Addition/MEP                      Haight Interior Finishes                      Haskell Abatement                      Haskell Interior Finishes                      Haskell MEP/Window                      Kennedy Abatement/Removal Windows                      Kennedy Interior Finishes                 </p>
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# Strategic Plan – 2015-2016 Strategies & Action Teams



		Kennedy MEP Kennedy Window Replacement Lewis Lemon Addition Lewis Lemon Interior Finishes Lincoln Auditorium Lincoln Interior Finishes Lincoln Land Acquisition Lincoln MEP Marshall Abatement Marshall Auditorium Marshall MEP McIntosh Abatement McIntosh Addition/MEP Nashold Paving Nashold Window/ADA/MEP/Site New School 1 New School 2 Riverdahl Abatement Riverdahl Addition/MEP Rolling Green Abatement Rolling Green Window/MEP Roosevelt ADA Spring Creek Interior Finishes Summerdale Abatement Summerdale Interior Finishes Summerdale Window/MEP Washington Abatement/Removal Windows Washington Auditorium Washington Interior Finishes Washington MEP Washington Window Replacement Welsh Interior Finishes West Abatement West MEP Westview Interior Finishes
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# Strategic Plan – 2015-2016 Strategies & Action Teams



		Whitehead Interior Finishes
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## Strategy 6: Internal Trust & Relationships

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

(Goals 3, 4, 5)

### Key Concepts:

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

### Action Team Membership:

- |   |                                       |
|---|---------------------------------------|
| a. Matt Vosberg, Deputy Superintendent*     | f. Principal (Secondary) – Jill Faber |
| b. Chip Hickman, Assistant Superintendent   | g. Chad Anderson, Teacher – East*     |
| c. Earl Dotson, Chief Communication Officer | h. Jim Veitch, Teacher - Roosevelt    |
| d. Katie Redwine, Human Resources           | i. Maria Brown, Teacher - Eisenhower  |
| e. Principal (Elementary) – Heather Novak   | j. Paul Goddard, REA                  |

## Strategy 6: Internal Trust & Relationships Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
Baseline data on staff trust of leadership collected via staff survey.	Research available surveys and select one		Data collected by building, grade level, staff demographics, content area and district level	<ol style="list-style-type: none"> <li>1. Select survey by Aug. 2015</li> <li>2. Implement the survey by Sept. 2015</li> </ol>
Two-way communication systems that engage staff and central office administration in problem solving.	<ol style="list-style-type: none"> <li>1. Review building committee structure and purpose</li> <li>2. Explore structures that link the buildings to central office.</li> <li>3. Provide professional development for building committees.</li> </ol>	<p>IBB to review contract language</p> <p>CEC for example models</p> <p>Pat Dolan for example models</p> <p>Collaboration task force for time</p>	<p>Better outcomes on trust survey over time.</p> <p>More productive building committees-measured by perception</p>	<ol style="list-style-type: none"> <li>1. Action team meeting May 2015</li> <li>2. Analyze recommendations from "other"</li> <li>3. Recommendation to IBB</li> <li>4. Implement 2015-2016 school year</li> </ol>

## Strategy 7: Recruit & Develop

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

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

### Key Concepts:

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

### Action Team Membership:

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>a. Linda Lumpkin, Chief Human Resource Officer*</li><li>b. Mustafa Abdall, Bilingual Parent Advisory Council</li><li>c. Director of Talent Acquisition</li><li>d. Joshua Patterson, Rockford Area Development Council</li></ol> | <ol style="list-style-type: none"><li>e. Principal (Elementary) – Amber Miller</li><li>f. Principal (Secondary) – Jason Grey</li><li>g. Marian Jones, Teacher – Kennedy*</li><li>h. Eileen Riggs, Teacher - Auburn</li><li>i. Nichole Luster, Teacher - Eisenhower</li></ol> |
|---|--|

## Strategy 7: Recruit & Develop Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
Focus: 4.1 Key Concepts (a,b)  Focused Recruitment HBCU's Local and State Colleges E-recruitment including virtual career fairs Pipelines – Hard to fills SLP's School Psychologists Student Teachers (NIU) Future Teachers of America (RPS) Grow Your Own Initiative	How to interview, customer-centric service, recruiting strategies	<u>Other Support:</u> Director of PD, Director of Talent, HR Generalists, Principals, AP's, RPS Counselors, community members, parents, Diversity Council, RPS African American Think Tank and Latino Coalition  <u>Resources:</u> RPS Diversity and Recruitment Plan  HR Recruitment Budget	% of candidates hired at RPS % of diverse candidates hired at RPS % of current RPS students who are interested in pursuing a career in the field of education  % of Grow Your Own enrollees % of Grow Your Own graduates who are hired at RPS	Winter 2015. Each year, the recruitment efforts will be reviewed based on need. Recruiting techniques will also be monitored on an ongoing basis to ensure that RPS remains competitive in the marketplace.  Action Planning Team will meet to review planning process in October 2015.

# Strategic Plan – 2015-2016 Strategies & Action Teams



<p>Focus: 4.1 Key Concepts (a,b) Utilize innovative and progressive branding techniques through the use of technology to attract candidates in the marketplace to the RPS 205 District.</p> <p>1) Electronic Job Previews will be made by current employee representatives and posted to website to include passion, job description, personalization and diversity within the district, which is an innovative and progressive branding technique.</p>	<p>Embed welcome and how to navigate videos on the HR website for potential candidates (both internal/external)</p>	<p><u>Other Support:</u> Internal employees, IT, Communications, HR, Diversity Council, RPS African American Think Tank, Latino Coalition</p> <p><u>Resources:</u> Electronic Job Previews will be made by current employee representatives</p> <p>RPS Diversity and Recruitment Plan</p> <p>HR Recruitment Budget</p>	<p>Feedback surveys on ease of use will be linked/embedded in the HR Website for potential candidates</p> <p>College/Universities and students will know requirements and process required by RPS district to participate in internships</p> <p>Metrics used to tabulate the traffic to the HR website. It is expected that more prospective candidates will be able to find and recognize RPS by employing social media and current search engines to redirect job seekers to the RPS website.</p>	<p>Fall 2015 and ongoing. Update/refresh as needed over the next 4 years to remain competitive.</p> <p>Action Planning Team will meet to review planning process in October 2015. PD Pathways will be determined by February 2016.</p>
<p>Social Networks/Media</p>	<p>How to use social media and interpret its effectiveness</p>	<p><u>Other Support:</u> Collaborate with the Communications department on content of material presented on Public Access television</p> <p>Work with Communications department to create a 'hashtag' for recruitment and branding purposes</p> <p>Diversity Council, RPS African American Think Tank, Latino Coalition will also be used as support</p>	<p>Benchmark and progress data for Social Media Networks will be collected</p> <p>Integration of communications goal will result in more opportunities for current RPS students to learn of job opportunities and community to see the positive movement and successes of RPS 205</p>	<p>Fall 2015 and ongoing over the life of the Strategic Plan. Social tools may need to be changed/and or enhanced based on new tools that may enter into the marketplace.</p> <p>Action Planning Team will meet to review planning process in October 2015.</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p><u>Resources:</u> HR Budget, Diversity and Recruitment Plan</p>		
<p>Marketing Materials Will be developed and maintained to attract specified positions and specific audiences</p>	<p>One-to-one learning from Communication department on how to effectively reach segment markets</p>	<p><u>Other Support:</u> The district will utilize a marketing company to maintain and continually develop needed materials</p> <p>Consultation between different bargaining units, student groups (HS, Interns) and community partners to ensure effective content within materials. Diversity Council, RPS African American Think Tank, Latino Coalition may also be consulted.</p> <p><u>Resources:</u> Community information will be collected and compiled to highlight resources with the city and region.</p> <p>HR Recruitment Budget</p> <p>RPS Diversity and Recruitment Plan</p>	<p>Benchmark traffic to RPS website including HR online applications</p> <p>Use recruitment analytics to determine ROI for cost of materials</p> <p>Benchmark metrics of e-recruitment</p>	<p>Fall 2015 and ongoing over the next 4 years to ensure materials are 'fresh' and relevant</p> <p>Action Planning Team will meet to review planning process in October 2015.</p>
<p>Focus: 4.1 Key Concepts (a,b)</p> <p>Workforce Planning will enable formalized recruitment strategies, specific to each school</p>	<p>Customer-Centric Service (HR Team) Atomic Learning Allocation Management</p>	<p><u>Other Support:</u> Human Resources, Allocation Manager, Facilities (i.e. COO) individual departments. Diversity Council, RPS African American Think Tank, Latino Coalition may also be used as support.</p>	<p>Minimal surplus for individual buildings and departments when allocations are aligned with student enrollment</p> <p>Talent pools will be identified and recruited based on projected needs</p>	<p>Winter/Spring preparation for each upcoming school year that spans the strategic plan</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p><u>Resources:</u> Facilities Projected Enrollment Report</p> <p>Staffing Allocations</p> <p>5-year Strategic Plan</p>		
<p>Focus: 4.1 &amp; 4.2 Key Concept (c )</p> <p>Creation of a continuous Onboarding plan that will measure the support given to all new employees in an effort to minimize turnover and maximize effectiveness</p>	<p>Teacher Orientation Group Orientation (designed for all other EE groups) RPS Systems, Atomic Learning, Common Core, Coaching, Align by Design, Project Based Learning, SMART Team &amp; SMART Board training Student Growth, Office Professional Training, New Teacher Mentor Program, Leadership Academy, Customer Service, Cultural competence, Technology participation</p>	<p><u>Other Support:</u> Director of PD, HR, Principals, AP's, Union leadership, Academic Team (i.e. CAO, Deputy/Asst. Sups) Chief Quality PI) <u>Resources:</u> Onboarding Pathway for all new employees, PD Pathways for each position/department, Individualized PD Goals and Plans Incorporate 5-year Strategic Plan into orientation to ensure all new hires have the necessary knowledge of how their role supports the plan</p> <p>Welcome packets sent to include letter from Superintendent after Board approval</p>	<p>Proficient or Excellent ratings on Performance Evaluations, Staff Onboarding Check-in Surveys (30, 60, 90 days). Surveys to benchmark EE satisfaction at 1yr, 5yr, 10yr etc. Benchmark student growth beginning at 1 year of EE service.</p> <p>Conduct mid-year Teacher Orientation (if necessary) to provide new-hires who started after August Teacher Orientation</p> <p>Positive feedback via Superintendent's District-wide annual Town Hall Meetings.</p>	<p>Ongoing each year for Group Orientation. Preparation for Teacher Orientation is 3-6 months is needed for an annual delivery date of August or prior to the start of each school year. Mid-year Teacher Orientations will need to be scheduled based on the SIP Calendar</p> <p>Town Hall Meetings are scheduled at the beginning of each school year based on Building/Department availability</p> <p>Action Planning Team will meet to review planning process in October 2015.</p>
<p>Focus: 4.2 Key Concept (d)</p> <p>Mentoring</p>	<p>Teacher effectiveness, Student achievement, professional growth for all EE's, District/school policies and procedures Mentor as a Coach training</p>	<p><u>Other Support:</u> Director of PD, HR, Principals, AP's, Union leadership, Academic Team (i.e. CAO, Deputy/Asst. Sups) Chief Quality PI),</p>	<p>Survey results for job preparation effectiveness for both Teacher and other EE group induction</p>	<p>Ongoing one-to-one mentor/coach feedback loop</p> <p>Note: Design of mentoring program for non-teachers</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



		<p>Onboarding Pathway for all new employees, PD Pathways for each position/department, Individualized PD Goals and Plans Onboarding Pathway for all new employees/</p> <p><u>Resources:</u> 5-year Strategic Plan</p>	<p>New hire retention, exit interview, voluntary/involuntary turnover, exit interviews, staff execution of individual development plan, Staff Engagement Survey with a focus on staff-supervisor trust, staff influence, organizational commitment, socialization of new employees &amp; staff safety. Student Growth</p>	<p>will begin in January 2016 with an expected completion date of March/April 2016. Roll-out of the program will coincide with 2016 school year.</p>
<p>Focus 4.2 Key Concepts (d)</p> <p>Mentoring – Student Interns by partnering with local diverse community agencies/organizations to support interns</p>	<p>One day orientation for both intern and mentor on mission, vision, values and strategic plan for Rockford Public Schools. Other highlighted topics will include, cultural competence, classroom management, student growth and achievement</p>	<p><u>Other Support:</u> Community partners, District staff, Director of Mentoring, Talent Director, Director of PD, Diversity Council, RPS African American Think Tank, and Latino Coalition may also be used as support.</p> <p><u>Resources:</u> Incorporate 5-year Strategic Plan into orientation to ensure all new hires have the necessary knowledge of how their role supports the plan</p> <p>RPS Diversity and Recruitment Plan</p>	<p>% of intern teachers that obtain jobs in Rockford Public School district</p> <p>% of positive feedback one-on-one mentee/mentor meetings and exit interviews</p> <p>Analysis of district mentoring programs available and their usefulness</p>	<p>Summer 2017 and ongoing thereafter</p>
<p>Focus 4.3 Key Concepts (a,b,d,e,f,g) Succession Planning</p>	<p>Cross-Cultural Competence Leadership Financial Management Ethics Communication</p>	<p><u>Other Support:</u> Superintendent, Deputy Superintendent, CFO, CHRO, REA President/VP</p> <p><u>Resources:</u></p>	<p>Succession plan fill rate Performance Management analysis Staff qualifications analysis</p>	<p>Program is still in design phase. Anticipated pilot implementation is November/December 2015.</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



	<p>Collaboration Teamwork Customer-Centric Service</p>	<p>Assessment tools On-boarding process for successor</p> <p>1<sup>st</sup> year Coaching Plan 5-year Strategic Plan Talent Database Workforce Analysis</p>		<p>Monitor, evaluate and revise as necessary throughout the 5-year strategic plan</p>
<p>Focus 4.3 Key Concept (f)  Leadership Development</p>	<p>How to attract talent, interviewing skills, workforce planning, curriculum requirements, allocation management, off-boarding (non-renewals, PAR), cultural competence, how to motivate and engage employees, student discipline, union relations, budgeting, coaching and feedback, parent and community relations, policies and procedures, workers compensation, performance management, teacher evaluation, payroll, purchasing, ensuring academic achievement, Ethics, building operations, safety and evacuation, Compensation</p>	<p>Superintendent, Deputy Superintendent, CFO, CHRO, Director of PD, Director of HR, HR Generalist, Principals, AP's, CAO. Diversity Council, RPS African American Think Tank, and Latino Coalition may also be used as support</p> <p><u>Resources:</u> Articulated PLC Guidelines Staff Qualifications Student Assessments</p>	<p>Student Growth</p> <p>Succession plan fill rate</p> <p>PLC Criteria: progress rubric applied with a focus on learning, collaboration and results</p> <p>% reduction of employees in the PAR program from the previous year</p> <p>% of employees who completed all items on their development plan, including completing their professional development pathway</p> <p>Retention rate based on years of service</p> <p>Analysis of teacher evaluations by building</p> <p>Analysis of PD based on student growth</p>	<p>TBD. Still in design phase.</p>
<p>Focus: 4.3 Key Concept (g)</p>	<p>Work in progress</p>	<p><u>Other Support:</u> HR Generalist</p>	<p>Implementation in the TNL performance management system for all groups of</p>	<p>Implementation for principal and non-bargaining evaluations</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



Staff Evaluations		<u>Resources:</u> TNL implementation team	employees, to include certified administrators, non-bargaining staff, teachers, and paraprofessional.	tools are complete within the TNL system. Teacher evaluations are scheduled to be implemented spring/fall of 2015. All other bargained evaluation tools to be completed by FY2016. Performance management will be conducted annually, ongoing within the system throughout the life of the strategic plan.
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## Strategy 8: Monitor, Track & Report

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

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

### Key Concepts:

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

### Action Team Membership:

- a. Dan Woestman – Assistant Superintendent\*
- b. Matt Vosberg - Deputy Superintendent
- c. CFO
- d. Todd Schmidt – Chief Operations Officer
- e. Principal – SMS (Secondary) – Janice Hawkins
- f. Principal – SMS (Elementary) – Matt Lerner
- g. Zach Frazier, Teacher – Auburn\*
- h. Scott Fabert-Church, Teacher - Guilford
- i. Jan Aschim, Teacher - RESA
- j. Erin Andrist, Teacher - McIntosh

## Strategy 8: Monitor, Track & Report Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>I. Build an effective measurement system to ensure the availability of data fits the needs of users at all levels of the organization.</p> <p>a. Collect &amp; publish key indicators for all stakeholders to measure progress of the strategic plan</p>		<p>August, a 6 month plan to collect data for unavailable key indicator measures will be posted to the district website for all stakeholders to review. (Dan)</p>	<p>Three year trends for all available key indicator measures will be posted on the district website for all stakeholders to review with a calendar for scheduled updates.</p> <p>Each SIP cycle, each strategy action team will review updated key indicators provided by the departments. These indicators will also be reviewed by committees and the school board.</p> <p>Five year trends for all key indicators will improve by 2020.</p>	<p>Dan Woestman</p> <p>Annually in July, October, February</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>I. Build an effective measurement system to ensure the availability of data fits the needs of users at all levels of the organization.</p> <p>b. Implement Data Warehouse System for internal staff to use for easy and reliable access to data, research, and decision making.</p>	<p>September, focus group interviews with students, teachers, administrators, business operations staff, parents, community partners, and community members will be completed to determine data needs. (Zach &amp; Dan)</p> <p>December, Data Warehousing training for IS department</p> <p>January 31, reviews of proposals and site visits to enhance decision for data tools will be complete. (Zach &amp; Dan)</p> <p>January 31, Plan for next year's Professional Development for data consumption and decision making with new tool for staff.</p>	<p>Funds for data warehousing project</p> <p>July (2015), a plan to conduct focus groups will be created to conduct data needs analysis. (Zach)</p> <p>October 15, technology needs assessment will be completed to determine gaps between data needs and available tools. (Dan)</p>	<p>October 31, RFP or similar process will have begun to determine options for data warehouse tools.</p> <p>March 1, contract will have been awarded for data warehouse tool. (Dan)</p> <p>Measurements for all areas of the strategic plan will be available to users at all times and updated for users on a predictable and regular basis.</p> <p>Data system will allow all stakeholders to access data needed to make decisions.</p>	<p>Dan Woestman</p> <p>Year 1: July 1 (2016), Data warehouse tool will go live after initial phase 1 implementation phase.</p> <p>Year 2: -Professional Development for staff, including student ownership of data -Stage 2 integration includes deeper data sources</p> <p>Year 3: -Professional Development for staff, including student ownership of data -Stage 3 integration finalizes implementation, including student access -Investigate switching datasource applications for improved integration</p> <p>Year 4: -Professional Development for staff -Adopt new datasource applications that integrate with warehouse</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>I. Build an effective measurement system to ensure the availability of data fits the needs of users at all levels of the organization.</p> <p>c. Collect &amp; disseminate qualitative data for leaders and other staff through quality reviews</p>	<p>Quality review training for principals.</p> <p>Quality review training for peer reviewers.</p> <p>Quality framework trainings for staff.</p> <p>Survey Engagement strategies for principals</p>	<p>August - A draft calendar for voice of the customer data collection that allows key indicators to be measured in accordance with the scheduled updates will be published to the website and sent to schools and district departments.</p> <p>August - A framework and calendar for necessary quality review systems to monitor specified key indicators (at minimum: PLCs, business operational departments, and annual SWOT) will be posted to the district website and distributed to leaders. (Dan)</p> <p>February 1, quality reviews will have been completed for areas according to quality review calendar.</p> <p>Ongoing - Substitutes for staff conducting quality peer reviews</p> <p>Quality review systems will be created to assess fidelity of implementation for needed measurements on the strategic plan.</p>	<p>Quality framework scores will increase throughout the 5 year strategic plan. The district PLC framework score will have increased when measured at the end of the 5 year strategic plan.</p> <p>Voice of the customer data will show positive growth throughout the 5 year strategic plan.</p>	<p>Dan Woestman</p> <p>Year 1: 8 schools, including new principals and choice schools, will receive quality reviews using the PLC framework.</p> <p>Year 2: 12 schools will receive quality reviews using the PLC framework. 2 business departments will receive quality reviews.</p> <p>Year 3: 14 schools will receive quality reviews using the PLC framework. 2 business departments will receive quality reviews.</p> <p>Year 4: 13 schools will receive quality reviews using the PLC framework. 2 business departments will receive quality reviews.</p>

# Strategic Plan – 2015-2016 Strategies & Action Teams



Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>II. Expand the current analysis process, SMART Measurement Systems, in order to systematically implement a common process for staff to set priorities for resource use, review progress in relation to objectives, and implement and monitor action plans.</p> <p>a. Develop Business Operations Toolkit and training materials</p>	<p>Business Operations PDSAs</p> <p>The first business operations cohort will have completed their SMART training (July 2016)</p> <p>Review of benchmark organization structures by visiting schools (August 2015)</p>	<p>Business Operations Toolkit and training materials will be created with assistance of other schools identified through SMART partnerships (November 1, 2015)</p> <p>Three times a year, operational departments review progress in relation to objectives.</p>	<p>Five year trends for all key indicators will improve annually.</p> <p>Business team scores on indicators of progress will increase annually.</p>	<p>Dan Woestman</p> <p>Year 1: -First operational cohort completed -Business Operations Toolkit &amp; training materials</p> <p>Year 2 -Second operational cohort completed -Long term plan for all operational staff to be trained. -Plan developed for new staff orientation</p> <p>Year 3 -Third operational cohort completed -New staff and all staff training begins -Operational staff have seats on SMS Steering Committee -Identified key leaders are lean bronze certified</p> <p>Year 4 -Long term PD plan continues -Key leaders are lean silver certified and key staff are lean bronze certified</p> <p>Year 5 -Long term PD plan continues -Key leaders are lean gold and silver certified, additional staff are lean bronze certified.</p>

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# Strategic Plan – 2015-2016 Strategies & Action Teams



Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<p>II. Expand the current analysis process, SMART Measurement Systems, in order to systematically implement a common process for staff to set priorities for resource use, review progress in relation to objectives, and implement and monitor action plans.</p> <p>b. Develop long term SMART Measurement System usage plan</p>	<p>SMS Steering Committee training on SMART implementation for the future</p> <p>Master Coach training (first group trained by end of 2015-2016 school year)</p> <p>Student ownership of goal setting</p>	<p>Finances for substitutes for trainees &amp; SMS Steering Committee</p>	<p>March 1, Master Coach usage and development plans completed for 2016-2017 school year.</p> <p>March 1, 2016-2017 SMART expansion plan created to include Master Coach usage, Business Operations expansion, New Staff, New Leaders, Progress Monitoring, Continuous Improvement, Coaching.</p>	<p>Dan Woestman</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>- Master Coach Training Completed</li> <li>- SMART Steering Committee training completed</li> <li>- Master Coach usage and development plans completed.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>- Master Coaches begin new role</li> <li>- Training includes business operations and onboarding for new staff.</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>- Planning for SMART into student goal setting district wide</li> </ul> <p>Year 4 &amp; 5</p> <ul style="list-style-type: none"> <li>- Implementation of SMART into student goal setting district wide</li> </ul>

## Strategy 9: Resource Allocation

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

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

### Key Concepts:

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

### Action Team Membership:

- a. Executive Director - Stacie Talbert Scott\*
- b. Executive Director - Meriann Besonen
- c. Allocation Manager - JoAnn Armstrong
- d. Executive Director - Travis Woulfe
- e. Director - Tiffany Agustin
- f. Principal – Rene Mandujano
- g. Will Rowald, Teacher – East\*
- h. Sharon Keena, Teacher - King
- i. George Bathje, Teacher - East
- j. Dawn Granath, Teacher - REA

## Strategy 9: Resource Allocation Action Plan

Best Practice	Professional Learning	Other Support/ Resources	Evidence of Success	Lead/Timeline
<ul style="list-style-type: none"> <li>-Establish roadmap to a clean and timely audit</li> <li>-Internal controls and procedures are documented and in place</li> </ul>	<ul style="list-style-type: none"> <li>-Strategy team trained on school finance</li> <li>-Identify best practices for financial processes</li> </ul>	IASBO,GFOA, Internal	<ul style="list-style-type: none"> <li>-Less audit findings</li> <li>-Audit completed with fewer audit adjustments</li> <li>-Track and trend KPIs aligned to Goal 5</li> </ul>	FY 2016
<ul style="list-style-type: none"> <li>-Develop comprehensive budget process</li> <li>-Develop 5 year financial projections as a part of the annual budget process</li> </ul>	<ul style="list-style-type: none"> <li>-Strategy team trained on school finance</li> <li>-Identify best practices for budgeting development, and planning/strategic plan integration</li> <li>-EPRT training</li> </ul>	IASBO, GFOA, Internal	<ul style="list-style-type: none"> <li>-5 year forecast integrated with the Annual Budget development</li> <li>-Annual budget process that demonstrates ownership, accountability, partnerships between all levels of staff</li> </ul>	November 2015
<ul style="list-style-type: none"> <li>-Identify Lean framework and implement program</li> <li>-Develop/Implement EPRT framework</li> <li>-Track and trend KPIs aligned to Goal 5</li> </ul>	<ul style="list-style-type: none"> <li>-Lean Leaders trained</li> <li>-Six Sigma DMAIC process improvement certifications/training</li> <li>-EPRT training</li> <li>-Reconvene the EPRT Implementation Committee</li> </ul>	IMEC, ASQ, MU-Ohio, Consultants, GFOA, Rock Valley College BPI program, Lean Enterprise Institute	<ul style="list-style-type: none"> <li>-Staff trained/certified in Lean and process improvement</li> <li>-Process Improvement program and framework developed and implemented District wide</li> <li>-EPRT program and framework developed and implemented</li> <li>-Report and measure KPIs</li> </ul>	FY 2016  FY 2017

# Strategic Plan – 2015-2016 Strategies & Action Teams



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