

Strategic Planning



SIP PROCESS

SCORECARD TARGETS 2011-2012

Activities



- SIP Process
- Vision, Values, SA and SC
- Break Into Groups – Did we miss anything? (share)
- Scorecards
- Action Plan Focus and Scorecard Measures
- Groups – Additional Measures or Data Needed

SIP Process



1. Review Vision and Values
2. Data Analysis
3. Turn Observation/Conclusion into SWOT Statements
4. Use SWOT Statements to Drive Strategic Advantages and Strategic Challenges

SIP Process



5. Set District Scorecard Measures with Board Involvement
6. Administrative Finalizes District Scorecard Targets
7. Buildings Develop Scorecards and Action Plans (must address challenges and capitalize on strengths)
8. District Teams Review and Revise Action Plans (PBIS, Reading Team, Math Team, Tech Leaders Team)
9. Board Approval and Implementation

Vision Statement



To inspire **each student** to **set personal goals** and **believe** he or she can **reach those goals** in order to meet challenges and be successful in our ever-changing, **technological world**.

This district will:

- **Engage** students, **staff, family and community** to establish **relationships** that lead to a passion for and a commitment to **continuous growth**.
- Provide current, challenging, innovative, proven and appropriate **programs, activities and opportunities** that focus on the diverse needs of our students.
- Maintain a **safe and caring environment** that is responsive to students, staff, family and community.

District Values/Belief Statements



We Believe

- Every student can learn
- In a safe and positive learning environment
- In the importance of positive and supportive relationships
- Reading literacy is priority
- The best educational experiences are relevant, meaningful, and engaging
- Each child has the right to have their individual needs (physical, social, emotional, and academic) met
- Schools should support families in helping to meet those needs
- Educators must model continuous learning
- In a proactive approach towards improving maintaining our facilities

Simplified Definitions



- Core Competencies – those programs and services that give us a competitive advantage
- Strategic Advantages – internal strengths (S) and external opportunities (O)
- Strategic Challenges – internal weaknesses (W) and external threats (T)

Revise Core Competencies



1. Commitment to continuous improvement through a systems approach to performance excellence and a comprehensive school improvement process
2. Knowledgeable about Best Practices and Ability to Implement
3. Communication throughout the District
4. District Approach to RtI
5. Leadership- consistency, reflection, dedication, and improvements

Strategic Advantages



1. Student-centered education (all decisions made on what is best for students)
2. Focus on educating the whole child
3. Commitment to interventions to support struggling students
4. Positive relationship between stakeholders groups (teachers and admin, parents and staff, board and administration, etc.)
5. Quality Educators that support district initiatives
6. Commitment to professional growth and the ability to build internal capacity

Strategic Advantages



7. Administration that provides support for staff
8. Quality Facilities to support educational programs
9. "Bang for our buck" – with our high low income, mobility, special education populations and low operating and instructional expense per pupil, we get high achievement for what we spend.
10. Proactive-visionary in searching for research-based proven approaches that support our vision and strategic objectives
11. High level of innovation - progressive educational programs

Strategic Challenges



1. Special Education - The consistent number of high special education students (due to move-ins) and lack of reading achievement along with social emotional needs of those special education students (data that drove this was enrollment trends, discipline data and ISAT/PSAE test data).
2. Curriculum Development and Assessment – curriculum development, alignment, implementation (including formative feedback for staff) and staff accountability in the area of curriculum. (this was derived from building level comments from staff and administrative knowledge, and staff and parent surveys).
3. Poverty Students – we are seeing a steady increase in free and reduced lunch students and a lower performance in all areas of achievement for those students compared to non-poverty students. This also reflects to lack of commitment to education. (census data, achievement data and demographics)

Strategic Challenges



4. Staff – The changing demographics of our teaching staff has begun to impact achievement. We see this through increases in teacher absences, steady increases in maternity leaves and retirements. To compound this we have seen substantial absences and maternity leaves in key math and reading positions.
5. Lack of Student and Parent Engagement and Skill Development – The lack on parent involvement with some parent groups (low income) and lack of the parents supporting their student's academic achievement, lack of feeling of community/involvement. Lack of Value for Education from Parents.
6. Technology – research indicates that technology is one area of focus for high performing poverty students. We have added substantial technology and have committed to training. Implementation and Sustainability will be key.

Strategic Challenges



7. Continue to increase knowledge, implementation, support and accountability in the Workforce in the areas of reading and special education

8. Substance abuse with student and parents, teen pregnancy, after school/evening activities of students

Recommended Changes for FY12



- District Scorecard
- Building Scorecards
- Classroom Scorecards (as applicable)

***See Examples

Overall District Objectives/Focus



Main Focus

- PBIS
- Reading
- Math
- Student Engagement (includes PBL and Technology)
- Workforce Engagement and Development

Other Areas to Include

- College and Career Readiness
- 21st Century Grant Implementation
- Goal Setting

FY 2012 Scorecard Measures



PBIS/Discipline

- **District/Building Summative Targets**
 - PBIS Designation
 - Triangle
 - Minor/Major
 - EBS Survey

- **Other Data to Collect and Report**
 - Suspensions and Alternative Education
 - Regular Ed. Vs. Special Ed.
 - Repeat Offenders by Violent Offenses
 - Discipline by Classroom

FY 2012 Scorecard Measures



Reading

- **District Summative Targets**
 - Overall ISAT (3-8)
 - Overall PSAE (11)
 - Overall College Readiness (ACT, PLAN, EPLORE)
 - Overall MAP Data (growth)
 - Overall DIBELS (K-6)
- **Building Summative Targets**
 - Overall and By Grade Level ISAT and/or PLAN, EXPLORE, PSAE
 - MAP RIT Scores, Expected Growth by Grade Level, Growth Targets for Students
 - DIBELS
- **Classroom Summative Targets**
 - DIBELS
 - Reading Actively by Strategy
 - MAP Growth Targets
 - DRA

FY 2012 Scorecard Measures



Math

- **District Summative Targets**
 - Overall ISAT (3-8)
 - Overall PSAE (11)
 - Overall College Readiness (ACT, PLAN, EPLORE)
 - Overall MAP Data (growth)
 - Local Quarterly Assessments
- **Building Summative Targets**
 - Overall and By Grade Level ISAT and/or PLAN, EXPLORE, PSAE
 - MAP RIT Scores, Expected Growth by Grade Level, Growth Targets for Students
 - Quarterly Assessments
- **Classroom Summative Targets**
 - Quarterly and Unit Assessments
 - Reading Actively by Strategy
 - MAP Growth Targets

FY 2012 Scorecard Measures



Student Engagement

- **District Summative Targets**
 - District Participation in Extra-Curricular
 - Pre and Post Survey on Engagement
 - HSSSE Engagement Survey Totals on Academic Domain

- **Building Summative Targets**
 - Building Participation in Extra-Curricular
 - Pre and Post Survey Results by Building
 - HSSSE Engagement per Grade Level and Building on Academic Domain

FY 2012 Scorecard Measures



Workforce Engagement and Skill Development

- **District Summative Targets**
 - Pre and Post Teacher Surveys on Technology Use and Project Based Learning (Literacy, Applied and Transforming)
 - Curriculum, Assessment and PD Disaggregated by Reading and Math
 - Engagement and Reward and Recognition
 - Walk Through Completion Targets for Reading
- **Building Summative Targets**
 - Pre and Post Teacher Surveys on Technology Use and Project Based Learning (Literacy, Applied and Transforming)
 - Curriculum, Assessment and PD Disaggregated by Reading and Math
 - Engagement and Reward and Recognition
 - Walk Through Completion Targets for Reading
 - Other Process Related Targets