

DESTINATION 2022:

DRIVEN BY DESIGN

A COMPREHENSIVE 5-YEAR STRATEGIC PLAN

A LOOK AHEAD 2017-2022

The future of
Waukegan
Public Schools
built in the
vision of its
stakeholders

**EQUITY
+ ACCESS
EXCELLENCE**



WAUKEGAN
COMMUNITY
UNIT SCHOOL
DISTRICT # 60

A Message From The Superintendent

I began the process of creating a strategic plan for Waukegan Community School District # 60 with a comprehensive listening tour last spring. I visited all stakeholder groups, organizations and community entities in large town hall meetings, forums, small group settings, classrooms and sometimes, personal home visits.

My goal was to determine just what the Waukegan Community believed it needed and wanted for its most precious resource - Our Children. The community was clear in its voice and desire for our children: it wants a school district that provides the resources children need to grow into adults who set the world ablaze. A school district that focuses on the whole child. The community wants a school district that will support each child reach his or her potential, so that they may achieve their dreams.

To realize the goal requires a systemic change. Changes that ensure a focus on student outcomes at every level. Changes that will mitigate and extinguish overarching factors of race, gender, poverty, disability or language; and thus, destroying dreams before they even manifest.

This strategic plan is the foundational work aligning all divisions, departments, schools, staff and resources towards our ultimate goal of providing students “a diverse world class educational institution that engages, equips and empowers all children to be successful change agents in an ever changing global society.”

It is an honor to serve the community of Waukegan. I am excited about the work ahead of us and the future of our children.



A handwritten signature in black ink that reads "Theresa Plascencia".

Theresa Plascencia
Superintendent of Schools



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Section 1 Learning And Schools

Section 2 Leadership Development

Section 3 Related Services



Mission

Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe learning environment that celebrates our diversity and similarities in a spirit of unity and respect.

Vision

Waukegan Community School District #60 is a diverse, world-class educational institution that engages, equips and empowers all children to be successful change-agents in an ever-changing global society.

“It’s not about putting labels on kids. It’s about being able to move them from where they are to where they need to go. We have to open the door for them to walk through.”

-Superintendent Theresa Plascencia

Core Beliefs

1. We believe that ALL children will learn.
2. We believe that parents are empowered and informed partners who actively participate in their child’s learning.
3. We believe that teachers create an instructional environment that addresses the emotional, social, cultural and academic needs of all children to improve student learning.
4. We believe that principals encourage and grow all stakeholders to improve student learning.
5. We believe that the purpose of the district office is to create opportunities for organizational effectiveness to improve student learning.



Waukegan's Pride Points



1. In 2015, the District began offering full-day kindergarten at five elementary schools. Beginning in 2017-2018, all elementary schools will offer full-day kindergarten. This initiative greatly helps meet the needs that many early childhood students face.



2. The District has seen a two level jump in its credit rating, which is currently at 'A'. Additionally, the District has improved its financial profile with the State Board of Education. These financial accomplishments are especially impressive considering that they were accomplished while the country was suffering through its worst recession in 70 years.

3. Recent graduating classes have consistently earned more than \$15 million in scholarship to assist them in their post-secondary endeavors.



4. The District has worked hard to maintain funding to fine arts programs from elementary school through high school. Our programs are recognized as being amongst the best in the area.

5. The District launched the 1:1 technology program at both high school and all middle schools. This program gives students unprecedented access to resources, and is transforming how students learn, interact with instructors and engage with curriculum.

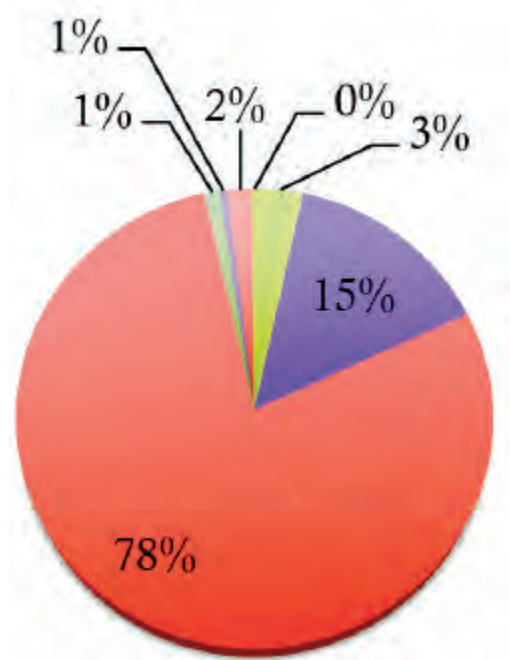


6. The District completed a \$37.7 million expansion project at 12 elementary schools. The project was the largest expansion in District history. It was completed on time and within the budget, setting benchmarks for minority and local involvement.

Equity + Access = Excellence



Our Students



- White
- Black
- Hispanic
- Asian
- American Indian
- Two or more races
- Pacific Islander

Our School System

- 16,819 Students
- 1 Pre-K School
- 15 Elementary Schools
- 5 Middle Schools
- 1 High School in Three Buildings

Our System Resources

- Operating Budget: \$180,242,798
- Capital Improvements: \$2,779,249
- 2,100 employees
- 1,038 teachers

Our Services

- 55% students eligible for free/reduced priced meals
- 14% students receive specialized education services
- 32% students in “English Learner Programs”

Our Performance

Waukegan Public School District 60 has a 71% graduation rate

The Superintendent's Listening and Learning Tour

Prior to her start as Superintendent of WPS60, Ms. Theresa Plascencia conducted a comprehensive 102 -stop Listening and Learning tour throughout the Waukegan Community. Ms. Plascencia listened while parents, students, staff and community members shared what they loved about Waukegan Schools, as well as their suggestions on how they'd like to see their schools improved.

During her Listening Tour, Ms. Plascencia visited students at every school, including both High School campuses and AOEC. Students were preselected by their principals. They met with Ms. Plascencia in small groups where they discussed their teachers, favorite subjects, what they loved about their school and improvements they'd like to see. In total, Ms. Plascencia met with more than 330 students.

All WPS60 parents were invited with letters sent home and District robo calls. Events were held in the evenings, and varied from large question-and-answer sessions, to small, intimate chats. Visits with the WPS60 staff were the most heavily-attended events on the Listening and Learning Tour. Ms. Plascencia met with more than 850 staff members in large, building- or department-wide events. The events were typically held before or after school, and gave staff a chance to share their thoughts on what their building/department is doing well, as well as what supports and programs they need to be better educators. During the tour Ms. Plascencia also visited with several community groups, including governmental partners, non-profits organizations, educational partners and business leaders, to discuss their vision for Waukegan Public Schools, and how we can partner better in the future to improve conditions for all students. The Superintendent has continued to listen to staff, students and community members since joining District 60, and she maintains an open door policy for anyone with concerns or questions.



April 21, 2017-June 14, 2017

102 Stops

24 Schools, 19 Community Organizations

Met with over 850 staff members, 330 students and parents

TOUR STOPS



“Alone we are smart, together we are brilliant.”

-Steven Anderson, Educator

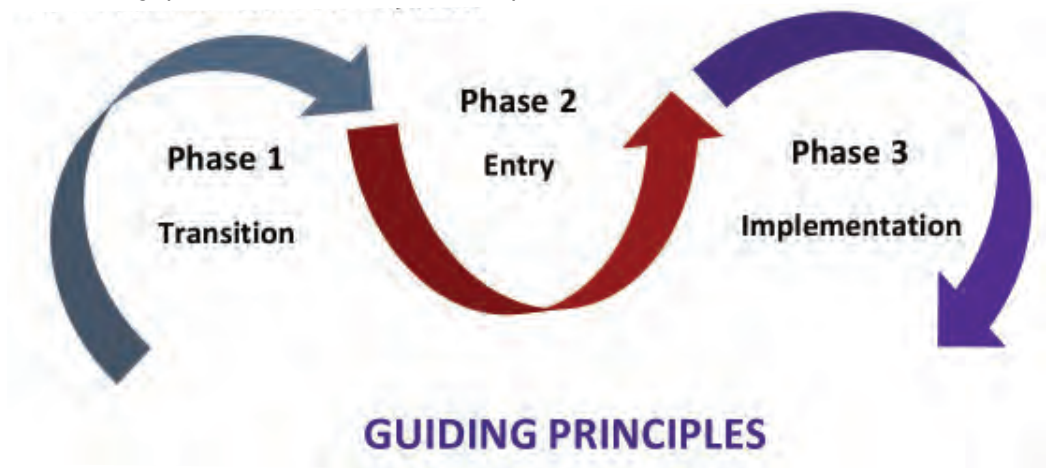


100 Day Entry Plan

Purpose

The purpose of my 100-day entry plan is to ensure that my vision aligns to all District priorities. First and foremost, I plan on creating learning cycles that allow a cyclical framework to exist so that all levels of learning are positively impacted. My belief is that a leader must first listen, observe, question, and then lead, to determine the fidelity of the educational institution. The information and data collected during our first 100 days helped guide the creation of a District 5-Year Strategic Plan. This plan is designed to gain understanding and assess the organization's efficacy. The activities listed below served as the blueprint for a seamless transition to District 60. This is a living document and adjustments will be made as needs arise.

The entry plan will contain three phases:



Equity

The process in which we educate our children. Educational equity promotes real life possibilities resulting in educational results for each individual student's successful achievement.

Access

Ensures that the educational institution and District policies provide equitable opportunities for all students, regardless of race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special education status, English-Language proficiency, and family income, or educational attainment levels.

Excellence

The expectation and standard that best practice is at the forefront of the District's goals. Leadership, teaching, and community engagement are of the highest quality, based on the most innovative and proven education strategies and research methodologies. Rigorous, nourishing, critical and creative thinking is responsive to all constituents.

Superintendent's Initiatives

STUDENT ACHIEVEMENT:

To focus organizational improvement and align District resources to ensure all students receive a world class education that eliminates the achievement gap.

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

ORGANIZATIONAL EFFECTIVENESS:

To focus organizational efforts and align resources to support District schools and student achievement.

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a world class educational system.

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence, which promotes student achievement and fosters a premier District that is committed to the success of all students.



Equity + Access = Excellence



A Theory Of Action...

What Is It?

Some Scholarly Thoughts...

“A theory of action is a set of underlying assumptions about how we move our organization from its current state to its desired future.” – Judy Skupa

A theory of action is “your best thinking made explicit... Your rationale for choosing one strategy over another...Your predicted course of action” – Harriette Thurber Rasmussen

A theory of action is an “If/Then” correlation. If we do “X”, then “Y” will happen and we will see this result.”

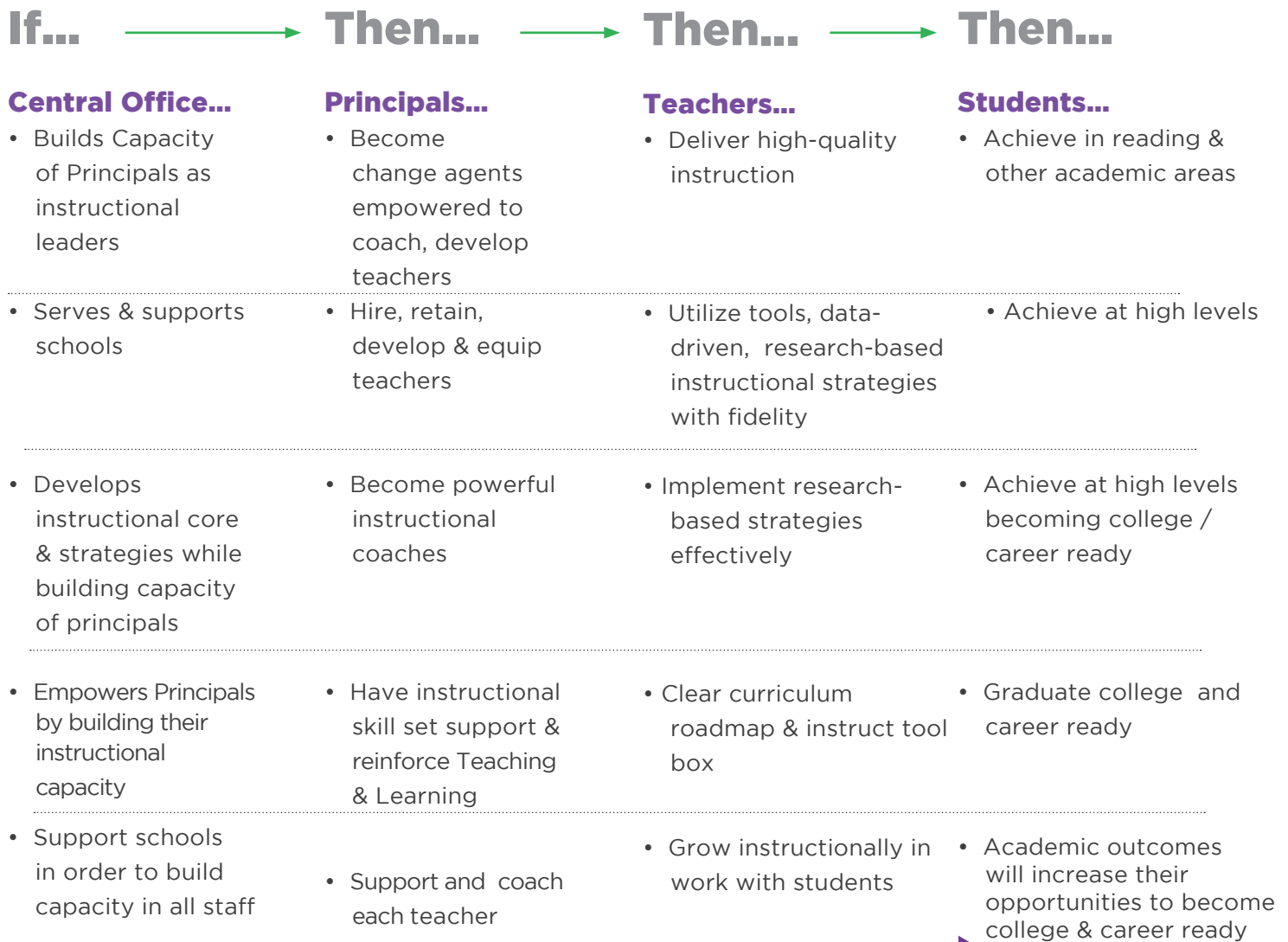
Why Do WE use a Theory of Action

- **Aligns intended theory with the realities of work within an actual organization.**
- **Connects strategy to the actions and relationships critical to good instruction and student learning.**
- **Identifies the mutual dependencies that are required to get the complex work of improvement done.**
- **Grounded in research or evidence-based practice.**
- **Begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the organization.**
- **High leverage for achievement and equity**
- **Powerful enough to transform programs and practices.**

Adapted from Instructional Rounds in Education – Elizabeth City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel, 2009

Theory Of Action

District Leadership Team



Team Actions to Support District Theory Of Action

- Align our actions and initiatives so that they exemplify support of schools.
- Each department develops a Theory of Action (TOA) aligned to District's TOA.
- Unpack the TOA and define a common language, next steps, and actions.
- Provide support, be responsive and reflective.
- Work with schools to develop annual benchmarks that are unique to each school which improves educational outcomes for all students.



The Strategic Planning Process


Waukegan Community Unit School District #60 continued the process of collaboratively developing the strategic plan during the summer of the 2016-2017 school year after the conclusion of the Superintendent's Listening and Learning Tour. All stakeholders were involved in the overall development of WPS60. These stakeholders included:

- Students
- Parents
- Certified Staff Members
- Community & Civic Members
- District Level Administrators
- Site Level Administrators
- Board of Education Members

The next step was the establishment of collective core beliefs of WPS60 as an organization. The core beliefs became the tenets for all strategic planning thereafter. The WPSD60 Strategic Plan is the culmination of a comprehensive review of each division and their corresponding departments to ensure alignment with the overall goals of the district. In preparation of the strategic plan development, a review/research was conducted which encompassed an extensive and thorough review of:

- District-Wide Student Outcomes
- Capital Outlay Expenditures
- School Improvement Plans
- Facilities Improvement Plan
- Multi-Year Projected Budget Audit
- Detailed Demographic Data
- Illinois "5Essential" Data
- Community & Stakeholder Forums

Additionally, an exhaustive district-wide SWOT (strengths, weaknesses, opportunities, and threats) Analysis was performed, which has been a very useful framework for analyzing the organization's Strengths and Weaknesses as well as the Opportunities and Threats the District faces. This SWOT Analysis allows the district to focus upon the strengths of WPS60 while minimizing the threats and taking the greatest possible advantage of opportunities available for maximum improvement.



Why We Plan

This Strategic Plan is the culmination of the District's efforts to enhance those strengths and enhance any existing weaknesses, thereby building the best **WPSD60** possible for our children.

WPS60 Strategic Plan is the blueprint for reaching the maximum levels of improvement in student achievement, at all levels of performance and ability, while simultaneously shrinking the gap in achievement among racial/ethnic populations. It provides a clear picture to the community, staff and other stakeholders of student expectations, the strategies employed to achieve the Board's goals and an accountability system put in place to monitor the results.

The vision and goals articulated in this Strategic Plan provide the philosophical foundation of the policies stated herein. In turn, the policies approved by the Board will be implemented by the Superintendent of Schools to guide the administration and staff in ensuring compliance.

The implementation of the **WPS60** Strategic Plan begins with the leadership of the Superintendent followed by each school, as they annually develop and deploy school improvement plans that are aligned with the Board's to accomplish the Board's main goals. The Strategic Plan will guide the administration and staff of each school throughout the system in their work with students, parents and the community as a whole.

The Strategic Plan is divided into three distinct sections: **Section 1: Learning and Schools; Section 2: Leadership Development; and Section 3: Related Services.** Learning and Schools speaks to what our students will know and be able to do academically. Leadership Development involves how the district functions to support Learning and Schools. Related Services focuses more on the physical and psychological aspect of our school buildings—as this is where our students spend most of their time.





Organizational Division & Departments

Section 1: Learning and Schools

Academic Supports and Programs (ASP)

- Diverse Learners (A.D.L.)
- Alternative Education (A.A.E.)
- English Learners (A.E.L.)
- Secondary Education (A.S.E.)
- Early Childhood and Elementary (A.E.C.)

Operations, Safety and Facilities (OSF)

- Maintenance and Operations (O.M.O.)
- Crisis Intervention and Safety (O.C.S.)

Section 2: Leadership Development

School Leadership

- Principals
- Assistant Principals
- Teacher Leaders
- Instructional Coaches

Section 3: Related Services

Student Services

- Transportation (S.S.T.)
- Student Nutrition (S.S.N.)
- Registration/Welcome Center (S.S.R.)

Strategy and Accountability (SA)

- Business Services (S.B.S.)
- Human Resources (S.H.R.)
- Informational Technology (S.I.T.)





Section
Learning
And Schools

1



LEARNING AND SCHOOLS DEPARTMENTAL STRATEGIES & GOALS

Academic Supports and Programs

STUDENT ACHIEVEMENT:

To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap in the future.

Academic Supports and Programs will provide all students a challenging and well-rounded education through programmatic and curricular offerings with the goal of one hundred percent (100%) graduation.

DEPARTMENTAL ALIGNED ACTIVITIES:

Develop continual and periodic monitoring measures for student growth in all grades including:

- Reading by Grade 3 with a Focus on Primary Literacy
- Proficiency in reading and math by grade 3
- High school readiness by grade 8
- College readiness by grade 11
- Increase High school graduation rate
- Increase Freshmen on Track Rate
- Expand Magnet School Options

Expand course offerings to include, but not limited to:

- Aligned K-12 curriculum in core subject areas
- Fine arts
- Extra-curricular activities
- AP and Honors coursework
- Magnet School Options
- Dual Credit Options
- Avid College Readiness System to all 9th Graders

Multiple tiers of instruction and intervention to ensure that all students have access to high quality supports.

Provide alternative paths for students to graduate.

Design and implement a new school design for a high school focusing on STEM and/or technology.

*“Our job is to teach the students we have. Not the ones we would like to have.
Not the ones we used to have. Those we have right now. All of them.”*
– Dr. Kevin Maxwell, Educator

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

Academic Supports and Programs will provide all stakeholders opportunities to attain essential information, awareness, and skills to support and engage them as partners in education.

DEPARTMENTAL ALIGNED ACTIVITIES:

- Focus Groups with all Stakeholders
- Staff Surveys
- Student Surveys
- Parent Surveys
- Informational Meetings

ORGANIZATIONAL EFFECTIVENESS:

To focus organizational efforts and align resources to support District schools and student achievement.

Academic Supports and Programs will provide all stakeholders opportunities to attain essential information, awareness, and skills to support and engage them as partners in education.

DEPARTMENTAL ALIGNED ACTIVITIES:

- Focus on aligning staffing to programs essential to student achievement

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a world- class educational system.

Academic, Supports and Programs will celebrate the diverse needs of the staff and students and ensure the professional, social and academic uniqueness of each individual in each stakeholder group.

DEPARTMENTAL ALIGNED ACTIVITIES:

- Provide students access to updated, functional technology in order to complete their coursework toward graduation requirements (AAE).
- Develop clear, rigorous pathway to graduation
- Establish and implement a graduation plan with all freshmen

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence that promotes student achievement and fosters a premier District that is committed to the success of all students.

Academic Supports and Programs will provide all stakeholders opportunities to attain essential information, awareness, and skills to support and engage them as partners in education.

DEPARTMENTAL ALIGNED ACTIVITIES:

- Develop and implement common curriculum and assessment system in all content areas
- Build teacher capacity to implement highly effective instructional strategies
- Provide tools, resources and professional development and monitor a school wide behavior plan
- Implement Social Emotional standards K-12
- Ensure a continuum of high quality services are provided to our Diverse Learner and English Language Learners

THE DIVISION OF ACADEMICS, SUPPORTS AND PROGRAMS DIVISIONAL GOALS

DISTRICT GOAL 1-STUDENT ACHIEVEMENT: To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap						
The Division of Academics Supports and Programs will provide all students a challenging and well-rounded education through programmatic and curricular offerings with the goal of one hundred percent (100%) graduation.						
<u>DEPARTMENTAL ALIGNED ACTIVITIES</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>RESPONSIBLE PARTY</u>
<p>Develop continual and periodic monitoring measures for student growth of all grades such as:</p> <ul style="list-style-type: none"> ○ Reading by Grade 3. ○ Proficiency in Reading and Math by Grade 5. ○ High School Readiness by Grade 8. ○ College Readiness by Grade 11. ○ High School graduation rate. 	<p>Implement primary literacy assessment for grades K-2 Pilot Math program [5 elementary schools] Create Pupil Progression Plan</p>	<p>Math program Expansion to additional 5 elementary schools Implement Pupil Progression Plan Develop and Implement progress monitoring protocols</p>	<p>Math program completion final 5 elementary schools Continue analysis of student growth assessment data</p>	<p>Review curriculum effectiveness using student growth and attainment as data. Update curriculum based on data</p>	<p>Implement updated curriculum</p>	<p>K-5 Coordinators Directors Academic Chairs</p>
<p>Expand course offerings to include but not limited to:</p> <ul style="list-style-type: none"> ○ Aligned K-12 curriculum in core subject areas. ○ Fine arts. ○ Extra-curricular activities. ○ AP and Honors coursework. 	<p>Expand Balanced Literacy Initiative Apply for Magnet School Grant Development of an aligned curriculum in all core subject areas Ensure all K-5 schools offer music, and art to all students</p>	<p>Using a pilot model begin implementation of aligned curriculum to 1/3 of K-5 buildings as well as 5 middle schools Implement High School redesign project to include expansion of AP and Honors courses</p>	<p>Expand pilot program to additional 1/3 of K-5 buildings Continue expanding AP and Honors options for all High school students</p>	<p>Review and analyze data from curriculum implementation</p>	<p>Develop adjusted plans</p>	<p>K-5 Coordinators Directors Academic Chairs Teachers School Administrators</p>
<p>Multiple tiers of instruction and intervention to ensure that all students have access.</p>	<p>Research and identify interventions and supports for Tier 2 and 3 students</p>	<p>Implement interventions in ELA and begin research on Math Interventions</p>	<p>Implement Math Interventions Analyze both academic and social emotional data Develop next steps</p>	<p>Evaluate intervention programs and adjust plan as necessary</p>	<p>Implementation plan</p>	<p>Assistant Director of MTSS</p>

Provide alternate paths for students to graduate.	Research alternate paths to graduation and identify plan for WPS60	Begin implementation of plan	Monitor student enrollment in alternate paths Monitor student progress and analyze data	Evaluate alternate paths for graduation Update plan	Implement updated plan	Director of 6-12
Design and implement a new school design for a high school	Implement High School Redesign Plan				Implement updated plan	Director of 6-12 Associate Superintendents Teachers School Administrators
DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships.						
Academics Supports and Programs will provide all stakeholders, opportunities to attain essential information, awareness, and skills to support and engage them as partners in education.						
Develop relationships with various community agencies to create support structures for students and families.	Develop outreach and communication plan to ensure all stakeholders are contributing members to development of ASAP programs	Implement communication plan Survey stakeholders and analyze data to make adjustments	Continue implementation of Updated communication plan Survey stakeholders and analyze data to make adjustments	Continue implementation of Updated communication plan Survey stakeholders and analyze data to make adjustments	Continue implementation of Updated communication plan	Directors

DISTRICT GOAL 3- ORGANIZATIONAL EFFECTIVENESS: To focus organizational efforts and align resources to support district schools and student achievement.

Academics Supports and Programs will ensure that fiscal, operational and staffing decisions are made that adequately and appropriately support schools and student learning.

ASAP department will audit and evaluate all programs initiated from the department and make adjustments to ensure financial efficiency and academic progress including school based and central office department positions	Conduct audit and evaluate all programs to ensure fiscal, operational and staffing decisions are made adequately and equitably Make adjustments as necessary	Conduct audit and evaluate all programs to ensure fiscal, operational and staffing decisions are made adequately and equitably Make adjustments as necessary	Conduct audit and evaluate all programs to ensure fiscal, operational and staffing decisions are made adequately and equitably Make adjustments as necessary	Conduct audit and evaluate all programs to ensure fiscal, operational and staffing decisions are made adequately and equitably Make adjustments as necessary	Deputy Superintendent
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DISTRICT GOAL 4- INSTITUTIONAL ACCESS: To ensure that all students and staff are empowered and have access to a world-class educational system.

Academic Supports and Program will celebrate the diverse needs of the staff and students and ensure the professional, social and academic uniqueness of each individual in each stakeholder group.

Provide students access to updated, functional technology in order to complete their coursework towards graduation requirements.	Identify SEL curriculum and pilot in five K-5 buildings Develop an instructional technology expansion plan	Implement instructional technology plan Provide PD to teachers in support of implementation Collect data on implementation of plan Collect student growth data	Analyze data and update Instructional technology supports accordingly Expand PD on instructional technology in response to data	Implement updated plan Review and revise	Implement updated plan	A.A.E.
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DISTRICT GOAL 5- SUPPORTIVE CLIMATE: To establish a positive and effective climate that cultivates a drive for excellence that is committed to the success of all students.						
Academic Supports and Program will ensure that departmental and school site plans are data driven and towards the efforts of continuous improvement.						
<p>ASAP will establish structures and supports to assist schools in creating a collaborative effort among all stakeholders in leadership and academics. This will include but in not limited to establishing systems for IL T; grade level meetings and SIP planning</p>	<p>Work with staff to develop structures and protocols that will guide decision making process in schools</p> <p>Provide PD to ILT and GLT in implementation of the protocols</p>	<p>Support school teams in implementation of developed structures and protocols</p> <p>Monitor implementation of protocols and assist teams as needed</p> <p>Collect/analyze survey data on effectiveness of protocols</p>	<p>Support school teams in implementation of developed structures and protocols</p> <p>Monitor implementation of protocols and assist teams as needed</p> <p>Collect/analyze survey data on effectiveness of protocols</p>	<p>Support school teams in implementation of developed structures and protocols</p> <p>Monitor implementation of protocols and assist teams as needed</p> <p>Collect/analyze survey data on effectiveness of protocols</p>	<p>Support school teams in implementation of developed structures and protocols</p> <p>Monitor implementation of protocols and assist teams as needed</p> <p>Collect/analyze survey data on effectiveness of protocols</p>	<p>Associate superintendents</p> <p>Directors</p> <p>School leadership</p>
<p>ASAP will coordinate the completion of the 5Essentials Survey ensuring 90% completion rate among all stakeholders</p>	<p>Organize distribution of 5Essentials Survey</p> <p>Collect and analyze district and school based data</p> <p>Assist schools analyzing individual school data and developing plans in response</p>	<p>Ensure data is shared districtwide and at individual schools as part of State of the School</p> <p>Assist school based leadership teams and administrators in analyzing data and developing plans in response</p> <p>Implement plans to address identified areas of need</p> <p>Administer 5Essentials Survey</p>	<p>Ensure data is shared districtwide and at individual schools as part of State of the School</p> <p>Assist school based leadership teams and administrators in analyzing data and developing plans in response</p> <p>Implement plans to address identified areas of need</p> <p>Administer 5Essentials Survey</p>	<p>Ensure data is shared districtwide and at individual schools as part of State of the School</p> <p>Assist school based leadership teams and administrators in analyzing data and developing plans in response</p> <p>Implement plans to address identified areas of need</p> <p>Administer 5Essentials Survey</p>	<p>Ensure data is shared districtwide and at individual schools as part of State of the School</p> <p>Assist school based leadership teams and administrators in analyzing data and developing plans in response</p> <p>Implement plans to address identified areas of need</p> <p>Administer 5Essentials Survey</p>	<p>Director of Assessment</p> <p>Associate Superintendents</p>

Academic Projected Growth Chart

Academic Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NWEA Reading Attainment	36	35	40	46	53	61	70
NWEA Math Attainment	20	27	31	36	41	47	54
NWEA Reading Growth	45	51	60	70	75	70	70
NWEA Math Growth	44	48	55	62	70	70	70
College Readiness by Grade 11 (SAT)	NA	61	65	69	72	76	80
High School Graduation Rate	76	71	80	83	86	88	90
Freshman On-Track	NA	70	74	77	81	85	90
% Students in Advance Placement*	NA	16	24	36	54	70	80
# Student passing in Advance Placement Test**	NA	127	140	154	169	186	205



Operations, Safety & Facilities

Departmental Strategies and Goals

STUDENT ACHIEVEMENT:

To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap.

Operations, Safety & Facilities will provide facilities that are conducive to learning by removing physical, health and aesthetic barriers to student achievement.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Ensure cleaning and maintenance is maintained on a scheduled basis.
2. Support academic departments with implementation for programmatic initiatives.

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

Operations, Safety & Facilities will create relationships and partnerships with schools and community organizations that promote safe school environments at all district facilities.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Provide regular customer service training to department staff.
2. Conduct monthly meetings with building level administration to understand operational needs.

ORGANIZATIONAL EFFECTIVENESS:

To focus organizational efforts and align resources to support District schools and student achievement.

Operations, Safety & Facilities will devise planning measures and benchmarks that ensure appropriate resources are best used and projects are timely.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Create a training protocol to ensure all district staff properly utilize the established maintenance and scheduling software.
2. Perform random and schedule building inspections.

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a worldclass educational system.

Operations, Safety & Facilities will enhance the building environment to promote 21st Century learning.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Provide necessary infrastructure.
2. Incorporate department programs and projects into district curriculum.

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence that promotes student achievement and fosters a premier District that is committed to the success of all students.

Operations, Safety & Facilities will provide facilities that exhibit the importance of health, safety, and cleanliness.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Use innovative solutions to maintain facilities regardless of building usage.
2. Through meetings, create an environment of shared responsibility for the cleanliness and maintenance of the building.

“Students don’t care how much you know, until they know how much you care.”

- Rita Pierson, Educator



OPERATIONS, SAFETY AND FACILITIES

DISTRICT GOAL 1-STUDENT ACHIEVEMENT: To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap

Operations, Safety and Facilities will provide facilities that are conducive to learning by removing physical, health and aesthetic barriers to student achievement.

<u>DEPARTMENTAL ALIGNED ACTIVITIES</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>RESPONSIBLE PARTY</u>
Ensure cleaning and maintenance is maintained on a scheduled basis.	<p>Operations: Enhance School Dude features and capabilities to monitor custodial and maintenance staff. Provide staff training in core jobs functions and as necessary.</p>	<p>Operations: Department Administration will perform weekly spot checks on a minimum of 25% of scheduled custodial and maintenance functions assigned through School Dude, ensuring physical is done to standard and completion documentation is thorough and accurate.</p>	<p>Operations: Ongoing, seek feedback from building administration on a minimum monthly basis.</p>	<p>Operations: Achieved - Ongoing, seek feedback from building administration on a minimum monthly basis.</p>	<p>Operations: Ongoing, seek feedback from building administration on a minimum monthly basis.</p>	<p>Operations: Director of Operations, Assistant Manager, Construction Manager, General Supervisor, Custodial Supervisor, Operations Specialist</p>
Support academic departments with implementation for programmatic initiatives.	<p>Safety: Collaborate with Building Admin to ensure yearly logistical items are achieved in a timely manner. Building Vulnerability Assessments, ROE Inspections, School Drills, Bullying Curriculum/ Calendar, Safety Plan, Emergency Contact, Go-Kits, Over/Extra Hours, Board Meetings, PREPaRE Training, Threat Assessments</p>	<p>Safety: Collaborate with Building Admin to ensure yearly logistical items are achieved in a timely manner. Building Vulnerability Assessments, ROE Inspections, School Drills, Bullying Curriculum/ Calendar, Safety Plan, Go-Kits, Over/Extra Hours, Board Meetings, CPI, PREPaRE Training, Threat Assessments</p>	<p>Safety: Collaborate with Building Admin to ensure yearly logistical items are achieved in a timely manner. Building Vulnerability Assessments, ROE Inspections, School Drills, Bullying Curriculum/ Calendar, Emergency Contact, Safety Plan, Go-Kits, Over/Extra Hours, Board Meetings, PREPaRE Training, Threat Assessments</p>	<p>Safety: Collaborate with Building Admin to ensure yearly logistical items are achieved in a timely manner. Building Vulnerability Assessments, ROE Inspections, School Drills, Bullying Curriculum/ Calendar, Safety Plan, Go-Kits, Over/Extra Hours, Board Meetings, PREPaRE Training, Threat Assessments</p>	<p>Safety: Collaborate with Building Admin to ensure yearly logistical items are achieved in a timely manner. Building Vulnerability Assessments, ROE Inspections, School Drills, Bullying Curriculum/ Calendar, Safety Plan, Go-Kits, Over/Extra Hours, Board Meetings, CPI, PREPaRE Training, Threat Assessments</p>	<p>Safety: Director, ESS (Educational Safety Specialist)</p>

DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships.

Operations, Safety and Facilities will create relationships and partnerships with schools and community organizations that promote safe school environments at all district facilities.

<p>Provide regular customer service training to department staff.</p>	<p>Safety: CPI, PREPaRE Training, Threat Assessments, Metal Detectors, X-Ray Machines, Wanding, Cameras, Building Vulnerabilities. Operations: Provide annual customer service training to all current employees. Provide customer service training at new hire orientation for all new staff members.</p>	<p>Safety: CPI, PREPaRE Training, Threat Assessments, Metal Detectors, X-Ray Machines, Wanding, Cameras, Building Vulnerabilities. Operations: Achieved - Ongoing</p>	<p>Safety: CPI, PREPaRE Training, Threat Assessments, Metal Detectors, X-Ray Machines, Wanding, Cameras, Building Vulnerabilities. Operations: Achieved - Ongoing</p>	<p>Safety: CPI, PREPaRE Training, Threat Assessments, Metal Detectors, X-Ray Machines, Wanding, Cameras, Building Vulnerabilities. Operations: Achieved - Ongoing</p>	<p>Safety: CPI, PREPaRE Training, Threat Assessments, Metal Detectors, X-Ray Machines, Wanding, Cameras, Building Vulnerabilities. Operations: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist) Operations: Director of Operations</p>
<p>Conduct monthly meetings with building level administration to understand operational needs.</p>	<p>Safety: ESS, WHS-Building Admin, Operations Meeting, Athletics, IT and all other departments as needed Operations: Meet with building Principals and department heads on a monthly basis to review work requests, job performance of building staff, special events hosted in the building, and future project requests. Meet with high school administration on a weekly basis to review the same items.</p>	<p>Operations/Safety: Achieved - Ongoing</p>	<p>Operations/Safety: Achieved - Ongoing</p>	<p>Operations/ Safety: Achieved - Ongoing</p>	<p>Operations/ Safety: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist) Operations: Director of Operations, Assistant Director of Operations, Construction Manager, Maintenance Manager, General Supervisor</p>

DISTRICT GOAL 3- ORGANIZATIONAL EFFECTIVENESS: To focus organizational efforts and align resources to support district schools and student achievement.

Operations, Safety and Facilities will devise planning measures and benchmarks that ensure appropriate resources are best used and projects are timely.

<p>Create a training protocol to ensure all district staff properly utilizes the established maintenance and scheduling software.</p>	<p>Safety: Maintain safety protocol and procedures training for all incoming safety staff and ESS on a yearly basis. Operations: Create and Establish a 'School Dude Coordinator' position to manage the established maintenance and scheduling software 'School Dude'.</p>	<p>Safety: Achieved - Ongoing Operations: School Dude Coordinator will train new staff on the program at Great Beginnings, train Principals at three Principals meetings per year, existing staff will be trained on two PD days per year, and Teacher staff will be trained with updates monthly. And instruction manual will be made for Community Use and tutorials created on the District webpage. Previously referenced training ongoing.</p>	<p>Safety: Achieved - Ongoing Operations: Maintenance technicians and Head Custodians will be trained on a quarterly basis on School Dude etiquette and how to report hours worked and materials ordered to complete work orders. Previously referenced training ongoing.</p>	<p>Safety: Achieved - Ongoing Operations: All department inventory will be entered and tracked in School Dude. Training will be provided on an annual basis to the Warehouse Head Receiving Clerk. Previously referenced training ongoing.</p>	<p>Safety: Achieved - Ongoing Operations: Capital Planning software will be incorporated into School Dude for future budgetary planning. Previously referenced trainings ongoing.</p>	<p>Safety: Director, ESS (Educational Safety Specialist) Operations: Director of Operations, School Dude Coordinator.</p>
<p>Perform random and schedule building inspections.</p>	<p>Safety: Create an internal department schedule for walkthroughs and routine safety inspections. Building Vulnerabilities, safety checks, drills and equipment inspections. Operations: Monitor and track all scheduled/mandated Architect, ROE, State Fire Marshal inspections. Monitor and track all equipment safety and efficiency inspections.</p>	<p>Safety: Create an internal department schedule for walkthroughs and routine safety inspections. Building Vulnerabilities, safety checks, drills and equipment inspections. Each department supervisor will perform two random job performance inspections on a weekly basis, one custodial and one maintenance and record findings on internal inspection tool.</p>	<p>Safety: Create an internal department schedule for walkthroughs and routine safety inspections. Building Vulnerabilities, safety checks, drills and equipment inspections. Operations: Achieved - Ongoing</p>	<p>Safety: Create an internal department schedule for walkthroughs and routine safety inspections. Building Vulnerabilities, safety checks, drills and equipment inspections. Operations: Achieved - Ongoing</p>	<p>Safety: Create an internal department schedule for walkthroughs and routine safety inspections. Building Vulnerabilities, safety checks, drills and equipment inspections. Operations: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist) Operations: Director of Operations, Assistant Director of Operations, Maintenance Manager, Construction Manager, General Supervisor, Custodial Supervisor</p>

DISTRICT GOAL 4- INSTITUTIONAL ACCESS: To ensure that all students and staff are empowered and have access to a world-class educational system.

Operations, Safety and Facilities will enhance the building environment to promote 21st century learning.

Provide necessary infrastructure.	<p>Operations: Create a long and short range capital improvement plan. Present plan to Administration during budget formalization process.</p> <p>Safety: Camera installation and maintenance and updated security measures.</p> <p>Operations: Solar energy, Smart Meter. Provide text curriculum to affected schools.</p>	<p>Operations: Complete items on capital improvement plan.</p>	<p>Operations: Complete items on capital improvement plan.</p>	<p>Operations: Complete items on capital improvement plan.</p>	<p>Operations: Director of Operations</p>
Incorporate department programs and projects into district curriculum	<p>Safety: Camera installation and maintenance and updated security measures.</p> <p>Operations: Solar energy, Smart Meter. Provide text curriculum to affected schools.</p>	<p>Safety: Camera installation and maintenance and updated security measures.</p> <p>Operations: Attend job fairs and career trainings by trades staff.</p>	<p>Safety: Camera installation and maintenance and updated security measures.</p> <p>Operations: Provide internship opportunities in Operations department.</p>	<p>Safety: Camera installation and maintenance and updated security measures.</p> <p>Operations: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist)</p> <p>Operations: Director of Operations, Assistant Director of Operations, Maintenance Manager, Construction Manager.</p>

DISTRICT GOAL 5- SUPPORTIVE CLIMATE: To establish a positive and effective climate that cultivates a drive for excellence that is committed to the success of all students.

Operations, Safety and Facilities will provide facilities that exhibit the importance of health, safety, and cleanliness.

Use innovative solutions to maintain facilities regardless of building usage.	<p>Safety: Enhance use of innovative safety measures for security as a whole. Collaborate with different divisions in the district and outside community.</p> <p>Operations: Enhance use of electronic scheduling software. Participate in community meetings to help determine best use of facilities.</p>	<p>Safety/Operations: Achieved - Ongoing</p>	<p>Safety/Operations: Achieved - Ongoing</p>	<p>Safety/Operations: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist)</p> <p>Operations: Director of Operations, Assistant Director of Operations, School Dude Coordinator</p>
Through meetings, create an environment of shared responsibility for the cleanliness and maintenance of the building.	<p>Safety: Monthly meetings pertaining upcoming events, safety within school buildings and preventive measures. Meetings will involve appropriate departments as needed. (Operations, Athletics, WHS, IT Department, Parents, etc..)</p>	<p>Safety: Achieved - ongoing</p> <p>Operations: Achieved - Ongoing</p>	<p>Safety: Achieved -ongoing</p> <p>Operations: Achieved - Ongoing</p>	<p>Safety: Achieved - ongoing</p> <p>Operations: Achieved - Ongoing</p>	<p>Safety: Director, ESS (Educational Safety Specialist)</p> <p>Operations: Director of Operations</p>

Section
Leadership
Development

2





SCHOOL LEADERSHIP DEPARTMENTAL STRATEGIES AND GOALS

STUDENT ACHIEVEMENT:

To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap

School Leadership will develop school leaders to recognize school and student needs so that all students realize academic progress.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Provide high-quality instructional support on the implementation of a set of focused, culturally responsive preK-12 best practices and an aligned curricular framework through instructional coaching.
2. Engage in reciprocal communication across the District so that there are clear expectations for rigor and student achievement.
3. Ensure data-drive decision-making is utilized to identify student needs and to grow all student to meet and exceed grade level expectations.
4. Ensure all schools have access to and equity of resources that support teaching and learning.

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

School Leadership will improve schools and school leader's efficacy in community outreach and in reach.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Increase relationships/partnerships with external organizations, including faith-based and intergovernmental organizations.
2. Increase communication avenues for parents to have an active role and voice in the school, for example, through regular site visits and feedback sessions.
3. Provide timely and ongoing parent-learning opportunities tied to needs, for example, identified in regular parent surveys.

School Leadership will expand the ability of school leaders and administrators to purport instructional leadership..

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Establish two-way communication opportunities with local businesses in order to enhance career focused instruction.
2. Build a diverse staff at the school level in an effort to accomplish cultural trust within the Community.
3. Draft and implement an employee handbook to ensure that the use of District policy and procedures are maximizing the overall organization's effectiveness.
4. Support the alignment of and the efficiency of procuring resources through increased site-based budgeting with appropriate checks and balances.

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a worldclass educational system.

School Leadership will ensure equity among all schools and create opportunities for shared leadership.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. The district will provide school improvement training to Instructional Leadership Teams to develop a consistent process across all schools.
2. PLC/MTSS teams will place students in the appropriate interventions to address needs. All students receive differentiated instruction within Tier I, II or III levels.
3. Develop and implement an equitable master schedule that focuses on student access to rigorous course content, interventions, and before/after school programs/services

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence that promotes student achievement and fosters a premier District that is committed to the success of all students.

School Leadership will enact the cycle of continuous improvement as a methodology to ever-increase student achievement and professional development

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Demonstrate through school activities and opportunities that cultural competence is an important part of the District's and school goals.
2. Establish time for staff and student to meet and build relationship on a daily or weekly basis.
3. Create a joint committee of school and community members to communicate the school vision, mission and values in phases.
4. Provide a flexible definition of engagement that values multiple types of family and community engagement and interactions.
5. Establish value-add partnership with vendors and partners to reduce costs to increase exposure and experiences.
6. Model and promote a positive school culture that integrates social-emotional learning throughout the school day.
7. Build the expectation for students, staff, and parents that success is possible for all students and will challenge low expectations about student potential.



SCHOOL LEADERSHIP DIVISIONAL GOALS

DISTRICT GOAL 1-STUDENT ACHIEVEMENT: To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap. School Leadership will develop school leaders to recognize school and student needs so that all students realize academic progress.							
DEPARTMENTAL ALIGNED ACTIVITIES	FY18	FY19	FY20	FY21	FY22	RESPONSIBLE PARTY	
Provide high-quality instructional support on the implementation of a set of focused, culturally responsive preK-12 best practices and an aligned curricular framework through instructional coaching.	A					Principals Assistant Principals Area Superintendents ASAP curriculum coordinators/directors Instructional Coaches Teacher Leaders	
Engage in reciprocal communication across the District so that there are clear expectations for rigor and student achievement.		A				Principals Assistant Principals Area Superintendents ILTs DLT	
Ensure data-drive decision-making is utilized to identify student needs and to grow all student to meet and exceed grade level expectations.			A			Principals Assistant Principals Area Superintendents MTSS asst. director Instructional Coaches Teacher Leaders	
Ensure all schools have access to and equity of resources that support teaching and learning.				A		Principals Assistant Principals Area Superintendents Budgets/Finance	
Provide mechanisms for teachers to participate in opportunities that develop their leadership and instructional skill-set (i.e. National Board Certification; hiring, support and development of instructional coaches and teacher leaders)		A				Principals Assistant Principals Area Superintendents ASAP curriculum coordinators/directors Instructional Coaches Teacher Leaders	
DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships.							
School Leadership will improve schools and school leader's efficacy in community outreach and in-reach.							
Increase relationships/partnerships with external organizations, including faith-based and intergovernmental organizations.					A	Principals Assistant Principals Area Superintendents Family/Community	

SCHOOL LEADERSHIP DIVISIONAL GOALS

							Engagement Manager
Increase communication avenues for parents to have an active role and voice in the school, for example, through regular site visits and feedback sessions, and provide timely and ongoing parent-learning opportunities tied to needs, for example, identified in regular parent surveys.						A	Principals Assistant Principals Area Superintendents ILTs Family/Community Engagement Manager
Initiate actions increase cultural awareness and that help with breaking down cultural/racial/language barrier.						A	Principals Assistant Principals Area Superintendents ILTs Family/Community Engagement Manager
DISTRICT GOAL 3- ORGANIZATIONAL EFFECTIVENESS: To focus organizational efforts and align resources to support district schools and student achievement.							
School Leadership will expand the ability of school leaders and administrators to purport instructional leadership.							
Establish two-way communication opportunities with local businesses in order to enhance career-focused instruction.							Principals Area Superintendents Business/Finance ASAP coordinators/directors
Build a diverse staff at the school level in an effort to accomplish cultural trust within the community.						A	Principals Area Superintendents Business/Finance Human Resources
Draft and implement an employee handbook to ensure that the use of District policy and procedures are maximizing the overall organization's effectiveness.						A	Principals Asst. Principals Area Superintendents Human Resources
Support the alignment of and the efficiency of procuring resources through increased site-based						A	Principals Asst. Principals Area Superintendents

SCHOOL LEADERSHIP DIVISIONAL GOALS

budgeting with appropriate checks and balances.						Business/Finance
DISTRICT GOAL 4- INSTITUTIONAL ACCESS: To ensure that all students and staff are empowered and have access to a world-class educational system.						
School Leadership will ensure equity among all schools and create opportunities for shared leadership						
The district will provide school improvement training to Instructional Leadership Teams to develop a consistent process across all schools.	A					Principals Assistant Principals Area Superintendents ILTs DLT
PLC/MTSS teams will place students in the appropriate interventions to address needs and ensure all students receive differentiated instruction within Tier I, II or III levels.	A					Principals Assistant Principals Area Superintendents MTSS Asst. Director Problem-Solving Teams (PST) Instructional Coaches Teacher Leaders
Develop and implement an equitable master schedule that focuses on student access to rigorous course content, interventions, and before/after school programs/services so they are accessible and available for all learners	A					Principals Assistant Principals Area Superintendents ILTs ASAP curriculum coordinators/directors
DISTRICT GOAL 5- SUPPORTIVE CLIMATE: To establish a positive and effective climate that cultivates a drive for excellence that is committed to the success of all students.						
School Leadership will enact the cycle of continuous improvement as a methodology to ever-increase student achievement and professional development.						
Demonstrate through school level activities and opportunities that cultural competence is an important part of the school goals.	A					Principals Asst. Principals Area Superintendents ILTs Family/Community Manager
Establish time for staff and student to meet and build relationships on a daily or weekly basis					A	Principals Asst. Principals Area Superintendents ILTs

SCHOOL LEADERSHIP DIVISIONAL GOALS

<p>Create a joint committee of school and community members to communicate the school vision, mission and values in phases.</p>				A		<p>Principals Asst. Principals Area Superintendents ILTs</p>
<p>Provide a flexible definition of engagement that values multiple types of family community engagement and interactions.</p>			A			<p>Principals Asst. Principals Area Superintendents ILTs Family/Community Manager</p>
<p>Establish value-add partnership with vendors and partners to reduce costs to increase exposure and experiences.</p>					A	<p>Principals Asst. Principals Area Superintendents ILTs Business/Finance</p>
<p>Model and promote a positive school culture that integrates social-emotional learning throughout the school day.</p>			A			<p>Principals Asst. Principals Area Superintendents ILTs MTSS Asst. director Instructional Coaches Teacher Leaders</p>
<p>Build the expectation for students, staff, and parents that success is possible for all students and challenge low expectations about student potential.</p>				A		<p>Principals Asst. Principals Area Superintendents ILTs Family/Community Manager Instructional Coaches Teacher Leaders</p>

Section 3

Related Services



STUDENT SERVICES DEPARTMENTAL STRATEGIES AND GOALS

STUDENT ACHIEVEMENT:

To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap.

Student Services will ensure all students receive services that so they are able to fully participate in a high quality educational environment.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Ensure all eligible students receive safe, timely transportation to and from school in order to engage in a high quality educational environment. (S.S.T.)
2. Upon enrollment, the Welcome Center will promptly place all new students in an appropriate educational setting. (S.S.R.)

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in, the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

Student Services will establish processes for the inclusion of all stakeholder input on an ongoing basis.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Ensure stakeholder satisfaction with District food and transportation services by engaging and promoting continuous dialogue and feedback. (S.S.T.)
2. Ensure all parents are active participants in their child's education by making them aware of community and district resources. (S.S.R)
3. Resource information is organized in a manner that it can be easily accessible.
4. Information is shared between all areas of the Welcome Center (cross training) so staff can point parents in the right direction.
5. Parent workshops which are relevant and practical to parents' needs are offered at times when parents can attend.
6. Establish communication protocols with parents, staff, schools, central office, and community partners so all are aware of information and resources pertinent to them.
7. Seek and encourage ways for parents to be active participants in their child's education.

ORGANIZATIONAL EFFECTIVENESS:

To focus organizational efforts and align resources to support District schools and student achievement.

Student Services will assert innovative thinking and approaches to improve districtwide support for student outcomes.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Delivery of transportation and food services to students will be conducted efficiently and effectively to maximize student engagement. (S.S.T.)
2. The Welcome Center will alleviate compliance burdens from the school sites utilizing seamless processes. (S.S.R.)

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a worldclass educational system.

Student Services will provide districtwide platforms for all stakeholders.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Ensure all students are knowledgeable and engaged in maximizing the District's food service program. (S.S.T.)
2. The Welcome Center will highlight information about district programs that are suited to students' needs (S.S.R.)

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence that promotes student achievement and fosters a premier District that is committed to the success of all students.

Students Services will devise programs and training for district staff that continually improves the practices of each department within the division.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Ensure that transportation and food service staff establishes positive, supportive and high quality systems of delivery promoting student achievement (S.S.T.)

“The future belongs to young people with an education and the imagination to create.”

- Barack Obama

STUDENT SERVICES

DISTRICT GOAL 1-STUDENT ACHIEVEMENT: To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap

Student Services will ensure all students receive services that so they are able to fully participate in a high quality educational environment.

<u>DEPARTMENTAL ALIGNED ACTIVITIES</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>RESPONSIBLE PARTY</u>
Ensure all eligible students receive safe, timely transportation to and from school in order to engage in a high quality educational environment.		A				S.S.T.
Upon enrollment, the Welcome Center will promptly place all new students in an appropriate educational setting.					A	S.S.R.
Write processes that are streamlined to tie together all departments involved in registering a child (language assessment, IEP review, medical review, discipline, etc.)			A			
Create training for new staff and refresher sessions for existing staff.				A		
Establish communication protocols with schools, parents, and central office to streamline processes.				A		
Decrease the length of time it takes to register, utilizing technology to reduce paperwork burden and to retrieve needed information in one visit.		A				

DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships. Student Services will establish processes for the inclusion of all stakeholder input on an ongoing basis.							
Ensure stakeholder satisfaction with District food and transportation services by engaging and promoting continuous dialogue and feedback.		A					S.S.T.
Ensure all parents are active participants in their child's education by making them aware of community and district resources.					A		S.S.R.
Organize resource information in a manner that can be easily accessible.		A					
Share information between all areas of the Welcome Center (cross training) so staff can point parents in the right direction.				A			
Conduct parent workshops which are relevant and practical to parents' needs are offered at times when parents can attend.						A	
Establish communication protocols with parents, staff, schools, central office, and community partners so all are aware of information and resources pertinent to them.				A			
Seek and encourage ways for parents to be active participants in their child's education.						A	

DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships. Student Services will establish processes for the inclusion of all stakeholder input on an ongoing basis.							
Ensure stakeholder satisfaction with District food and transportation services by engaging and promoting continuous dialogue and feedback.	A						S.S.T.
Ensure all parents are active participants in their child's education by making them aware of community and district resources.				A			S.S.R.
Organize resource information in a manner that can be easily accessible.	A						
Share information between all areas of the Welcome Center (cross training) so staff can point parents in the right direction.				A			
Conduct parent workshops which are relevant and practical to parents' needs are offered at times when parents can attend.						A	
Establish communication protocols with parents, staff, schools, central office, and community partners so all are aware of information and resources pertinent to them.				A			
Seek and encourage ways for parents to be active participants in their child's education.						A	

DISTRICT GOAL 3- ORGANIZATIONAL EFFECTIVENESS: To focus organizational efforts and align resources to support district schools and student achievement.						
Student Services will assert innovative thinking and approaches to improve district-wide support for student outcomes.						
Delivery of transportation and food services to students will be conducted efficiently and effectively to maximize student engagement.			A			S.S.T.
The Welcome Center will alleviate compliance burdens from the school sites utilizing seamless processes.					A	S.S.R.
Establish communication protocols with parents, staff, schools, central office, and community partners so all are aware of roles and responsibilities of the compliance process.			A			
Lead trainings for school staff about compliance.					A	
Attend trainings to ensure awareness of updated mandates.				A		
Maintain written processes that are streamlined to ensure compliance with all mandates.				A		



STRATEGY AND ACCOUNTABILITY DEPARTMENTAL STRATEGIES AND GOALS

STUDENT ACHIEVEMENT:

To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap.

Strategy & Accountability will empower district and school leadership to make decisions that equate to the highest and best use of public resources towards students' success.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Empower District Leadership to use allocated resources to make decisions related to instruction. (S.B.S.)
2. Identify, attract and recruit the best and diverse pool of staff for the school district. (S.H.R.)
3. Develop policies, procedures and training to improve staff member's ability to use available district technology resources. (S.I.T.)

COMMUNITY ENGAGEMENT:

To ensure that all stakeholders are engaged, and have a voice in, the instructional institution of the District, which promotes transparency, trust, and collaborative relationships.

Strategy and Accountability will enhance stakeholder engagement, information sharing and communication by and between departments, schools and community organizations.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Keep all stakeholders informed about resources and allow input into District operations. (S.B.S)
2. Increase communication and information sharing to educational institutions and community organizations. (S.H.R.)
3. Provide and support communication tools to enhance District communication with the community. (S.I.T.)

ORGANIZATIONAL EFFECTIVENESS:

To focus organizational efforts and align resources to support District schools and student achievement.

Strategy and Accountability will implement new and more efficient processes that fully leverage technological investments across all Strategy and Accountability departments.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Automate HR so they are available (S.I.T.).
2. Define policies, procedures to streamline delivery of efficient technology services.
3. Identify and discontinue expenditures and programs that are counter-productive to the overall success of students.
4. Departments develop and implement, in each department, goals and objectives towards supporting schools.
5. Ensure future expenditures are aligned to the district's goals for student achievement.
6. Implement a district-wide Enterprise Resource Program (ERP).
7. Implement school Site Based Management (SBM) of funding in accordance with appropriately designed per-pupil model and formula.

INSTITUTIONAL ACCESS:

To ensure that all students and staff are empowered and have access to a worldclass educational system.

Strategy and Accountability will improve districtwide ability to analyze and enhance existing data, so resources can be better redirected towards projects and improvements that support world-class education.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Serve as a collaborative partner in preventing unnecessary duplication of effort.
2. Develop systems and programs to increase retention of high performing employees (S.H.R.)
3. Standardize the technology available in all school buildings through the development and maintenance of a district technology plan. (S.I.T.)

SUPPORTIVE CLIMATE:

To establish a positive and effective climate that cultivates a drive for excellence that promotes student achievement and fosters a premier District that is committed to the success of all students.

Strategy and Accountability will apprise all stakeholder groups of its organizational health through the development of various accountability platforms.

DEPARTMENTAL ALIGNED ACTIVITIES:

1. Establish policies and practices that support and strengthen the work of instructional leaders and support staff. (S.B.S.)
2. Cross-train Human Resources staff to ensure continuous congruent service to district employees who utilize the Human Resources Division. (S.H.R.)
3. Provide customer service and technology support that allows students and teachers to access educational resources. (S.I.T.)

*“The principal goal is to create men and women who are capable of doing new things,
not simply repeating what the other generations have done.”*

- Jean Piaget



STRATEGY AND ACCOUNTABILITY DIVISIONAL GOALS

DISTRICT GOAL 1-STUDENT ACHIEVEMENT: To focus organizational improvement and align district resources to ensure all students receive a world-class education that eliminates the achievement gap The Division of Strategy and Accountability will empower district and school leadership to make decisions that equate to the highest and best use of public resources towards student's success.						
<u>DEPARTMENTAL ALIGNED ACTIVITIES</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>RESPONSIBLE PARTY</u>
Empower District Leadership to use allocated resources to make decisions related to instruction.		A				S.B.S.
Identify, attract and recruit the best pool of staff for the school district.	A					S.H.R.
Develop policies, procedures and trainings to improve staff member's ability to use available district technology resources.			A			S.I.T.
DISTRICT GOAL 2-COMMUNITY ENGAGEMENT: To ensure that all stakeholders are engaged and have a voice in the instructional institution of the district which promotes transparency, trust and collaborative relationships. The Division of Strategy and Accountability will enhance stakeholder engagement, information sharing and communication by and between departments, schools and community organizations.						
Keep all stakeholders informed about resources and allow input into District operations.	A					S.B.S.
Increase communication and information sharing to educational institutions and community organizations.	A					S.H.R.
Provide and support communication tools to enhance District communication with the community.		A				S.I.T.


DISTRICT GOAL 3- ORGANIZATIONAL EFFECTIVENESS: To focus organizational efforts and align resources to support district schools and student achievement.					
The Division of Strategy and Accountability will implement new and more efficient processes that fully leverage technological investments across all Strategy and Accountability departments.					
Automate HR Forms/Documents so they are available online.			A		S.I.T.
Define policies, procedures to streamline delivery of efficient technology services.			A		S.I.T.
Identify and discontinue expenditures and programs that are counter-productive to the overall success of students.	A				S.B.S.
Departments develop and implement, in each department, goals and objectives towards supporting schools.					ALL
Ensure future expenditures are aligned to the district's goals for student achievement.		A			S.B.S.
Implement a district-wide Enterprise Resource Program (ERP).		A			ALL
Implement school Site Based Management (SBM) of funding in accordance with appropriately designed per-pupil model and formula.			A		S.B.S.
DISTRICT GOAL 4- INSTITUTIONAL ACCESS: To ensure that all students and staff are empowered and have access to a world-class educational system.					
The Division of Strategy and Accountability will improve district-wide ability to analyze and enhance of existing data, so resources can be better redirected towards projects and improvements that support world-class education.					
Serve as a collaborative partner in preventing unnecessary duplication of effort.	A				ALL
Develop systems and programs to increase retention of high performing employees (S.H.R.)	A				S.H.R.
Standardize the technology available in all school buildings through the development and maintenance of a district technology plan (S.I.T.)				A	S.I.T.

DISTRICT GOAL 5- SUPPORTIVE CLIMATE: To establish a positive and effective climate that cultivates a drive for excellence that is committed to the success of all students.						
The Division of Strategy and Accountability will apprise all stakeholder groups of its organizational health, through the development of various accountability platforms						
Establish policies and practices that support and strengthen the work of instructional leaders and support staff.		A				S.B.S.
Cross-train Human Resources staff to ensure continuous congruent service to district employees who utilize the Human Resources Division.			A			S.H.R.
Provide customer service and technology support that allows students and teachers to access educational resources.			A			S.I.T.

Waukegan Community Unit School District # 60



Map Legend

 PreSchool	 Middle School	 N North
 Elementary School	 High School	



School Locations



THANK YOU!

We would like to thank the students, staff, parents and community members for their invaluable input and support in the creation of this Strategic Plan. This is a living document that will help shape the next five years of Waukegan Public Schools, as we strive to create a successful school district in the vision of the community.

Waukegan Public Schools

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DISTRICT # 60

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