

Meeting Handouts



**Continuous Improvement Through
Teamwork, Collaboration and
Shared Leadership!**

Dunlap Schools Continuous Improvement Alignment Model

“No one escapes continuous improvement”

Level	Shared Leadership Teams	Documents/Goals	Results/Data
District	District Leadership Team	District Strategic Plan	District Balanced Scorecard
School	Building Leadership Team	School Improvement Plan & Plan on a Page	School Balanced Scorecard
Support Service Departments	Support Services Department Leadership Teams	Support Services Plan on a Page	Support Services Data Display
Classroom	Professional Learning Communities	Classroom SMART Goals	Classroom Data Center
Student	Classroom Learning Community (The Continuous Improvement Classroom)	Student Individual SMART Goals	Student Data Folder

SMART Goals

Strategic Plan SMART Goals & Action Plans



**Continuous Improvement Through
Teamwork, Collaboration and
Shared Leadership!**

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: 21 st Century Learning	Goal Champion: Lonna Anderson
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-11 school year, the Executive Director of Curriculum and Instruction will facilitate a process that empowers all students to excel in a global society as measured by a presentation to the Board of Education (June 2011) that describes the future state of 21st Century Learning in the District.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

Currently there is a lack of evidence that 21st Century skills are being taught and practiced within the District. The secondary curriculum council members have identified the review of middle school exploratory courses as a curriculum priority as a means for implementing 21st Century learning.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1: To Continuously Improve Student Growth and Achievement
- GOAL 2: To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3: To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4: To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5: To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

The presentation to the Board of Education will share the Leadership Committee's definition of 21st Century learning, current gaps, and identified actions that will be needed to ensure the implementation of 21st Century learning.

Strategic Plan - Action Plan

SMART Goal: During the 2010-11 school year, the Executive Director of Curriculum and Instruction will ensure curriculum courses and resources empower all students to excel in a global society as measured by recommendations presented to the Board of Education during the school year in preparation for the 2011-12 school year.				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<input type="checkbox"/> Leadership and curriculum groups will define the future state and characteristics of 21 st Century learning/skills in the Dunlap schools. <input type="checkbox"/> Complete a gap analysis comparing our desired and current state of learning, specifically: <ul style="list-style-type: none"> • Gather perceptual data from stakeholders • Review courses, programs, schedules, and assessments for evidence of 21st Century learning • Utilize curriculum maps to review and analyze evidence of 21st Century learning as defined by the District stakeholders <input type="checkbox"/> Identify actions needed to move the District's school from the current state to the desired state of 21 st Century learning. <input type="checkbox"/> Presentation to the Board of Education	<p>21st Century learning is embedded within the District's vision and mission statements.</p> <p>Business, industry, policy makers, and educational leaders have united to identify skills and learning needed for success in the work place.</p>	<p>Definition and description of the characteristics of 21st Century learning/skills</p> <p>Data as to the current state of 21st Century learning in the Dunlap schools</p> <p>Identified gaps between desired and current status</p> <p>Curriculum maps and reports</p> <p>Presentation of actions needed to implement the desired state of 21st Century learning</p>	<p>PD materials</p> <p>Professional Development Time</p> <p>Atlas software (no costs)</p> <p>Curriculum Council Meetings</p> <p>Department leadership period</p>	<p>Fall 2010</p> <p>Fall 2010</p> <p>Fall/Winter 2010/11</p> <p>Spring 2011</p> <p>Spring 2011</p> <p>June 2011</p>

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Curriculum Mapping	Goal Champion: Lonna Anderson
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-11 and 2011-12 school years, the Executive Director of Curriculum and Instruction will facilitate the curriculum mapping process in order to capture and align the District’s taught curriculum. This goal will be measured by the completed course maps entered into the Atlas software by June 1, 2011 for all secondary teachers and elementary non-core teachers.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

Currently there is no method for identifying the taught curriculum within the District. In order to ensure alignment of the taught curriculum to State goals and eliminate gaps and redundancies, it is necessary to compare the taught with the intended curriculum. Research demonstrates that eliminating gaps and unnecessary redundancies within the curriculum increases academic achievement.

Qualitative data gathered from focus group conversations with staff were used to determine curriculum priorities.

Curriculum maps will be used by Professional Learning Community (PLC) groups to answer PLC questions: 1) What is it we want all students to know and be able to do?; and 2) How will we know that they have learned it?

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1:** To Continuously Improve Student Growth and Achievement
- GOAL 2:** To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3:** To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4:** To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5:** To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be measured by the completed course maps entered into the Atlas software by June 1, 2011 for all secondary teachers and elementary non-core teachers.

Strategic Plan - Action Plan

SMART Goal: During the 2010-11 school year, the Executive Director of Curriculum and Instruction will facilitate the curriculum mapping process in order to capture and align the District's taught curriculum. This goal will be measured by the completed course maps entered into the Atlas software by June 1, 2011 for all secondary teachers and elementary non-core teachers.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<input type="checkbox"/> Organize and train a curriculum mapping implementation team in the use of Atlas software and mapping procedures. <input type="checkbox"/> The leadership team will facilitate and organize departments for mapping courses. <input type="checkbox"/> Secondary teachers will enter core courses within the Atlas Mapping Software during professional development afternoons. <input type="checkbox"/> Elementary non-core teachers will enter course maps into the Atlas software as part of their curriculum review process. <input type="checkbox"/> Reports will be generated by the Atlas software when courses have been entered, specifically, scope and sequence and standard profiling reports. The Curriculum Mapping Implementation Team will review reports.	<p>Curriculum alignment increases student achievement.</p> <p>Identifying what is taught will assist teachers to identify PLC Questions: 1) What do we want all students to know and understand: and 2) How will we know that they have learned this?</p>	<p>Leadership team will be able to describe the characteristics of a quality map.</p> <p>Completed department mapping action plan.</p> <p>Each secondary teacher will enter/ map one course.</p> <p>Completed course maps</p> <p>Scope and Sequence and Standards Profiling reports</p>	<p>Paid for by ARRA grant 2009-10</p>	<p>Sept. 2010</p> <p>Prior to October SI afternoon</p> <p>Completed by December 2010</p> <p>2010-11</p> <p>Spring 2011</p>

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Department Leadership Team Development	Goal Champion: Lisa Parker
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-2011 school year, the Assistant Superintendent will meet regularly with support service department managers to begin setting direction for aligning department goals to the District Strategic Plan. This goal will be measured by a year-end report to the Board of Education which demonstrates that Department Leadership Teams progressed in the following: 1) The formation of Department Leadership Teams; 2) The creation of a department Plan on a Page which is aligned to the District Strategic Plan; 3) The implementation of data displays which track and monitor progress toward department goals; and 4) The use of quality tools and processes to seek stakeholder input and drive continuous improvement within the department.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

As the District embraces a culture of continuous improvement, it is imperative that all stakeholders have the opportunity to participate on Department Leadership Teams that are empowered to drive improvement. In an effort to increase the efficiency and productivity of the support services of the organization, the Department Leadership Teams will focus on strategic planning, quality tools, and process improvement at all levels of the organization. Research supports the use of continuous improvement process and tools to increase organizational effectiveness and student achievement.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1: To Continuously Improve Student Growth and Achievement
- GOAL 2: To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3: To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4: To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5: To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be measured by the implementation of: 1) A Department Leadership Team; 2) A Plan on a Page for each department in the support services areas in the District; 3) Implementation of data displays; and 4) Use of quality tools and processes to seek input. The Department Leadership Teams will consist of representative stakeholders who will set and communicate direction while modeling teamwork, collaboration and shared leadership.

Strategic Plan - Action Plan

SMART Goal: During the 2010-2011 school year, the Assistant Superintendent will meet regularly with support service department managers to begin setting direction for aligning department goals to the District Strategic Plan. This goal will be measured by a year-end report to the Board of Education which demonstrates that Department Leadership Teams progressed in the following: 1) The formation of Department Leadership Teams; 2) The creation of a department Plan on a Page which is aligned to the District Strategic Plan; 3) The implementation of data displays which track and monitor progress toward department goals; and 4) The use of quality tools and processes to seek stakeholder input and drive continuous improvement within the department.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p><u>Department Leadership Teams</u> will be implemented in each support area during the 2010-11 school year. To build internal capacity and provide support to teams, the District will host 4 sessions in which the Department Leadership Teams will participate.</p> <p><input type="checkbox"/> Support Service Departments will form Department Leadership Teams comprised of representative staff and stakeholders.</p> <p><input type="checkbox"/> Session 1: We've Got a Department Leadership Team: What Now?</p> <ul style="list-style-type: none"> • Department Leadership Teams set and communicate direction; but how? <ul style="list-style-type: none"> ○ The Leadership Teams will develop norms and will set and communicate direction. ○ The department Plan on a Page ○ The department's balanced scorecard 	<p>The District's continuous improvement model involves leadership teams, consisting of stakeholder representatives, to model teamwork, collaboration and shared leadership.</p> <p>The first call of leadership is to set and communicate direction for the department. School teams will learn how a departmental Plan on a Page can help set and communicate strategic direction for the school.</p>	<p>Implementation of DLT's in all support areas that meet together 4 times during the year.</p> <p>Formation of teams in each department.</p> <p>DLT's will begin the process of establishing group norms and setting direction for the department.</p>	<p>\$0</p> <p>\$0</p> <p>\$500/Subs</p>	<p>2010-11</p> <p>August 1, 2010</p> <p>September 8, 2010</p>

<ul style="list-style-type: none"> • Involving everyone in continuous improvement <ul style="list-style-type: none"> ○ Who will be involved? ○ When will activities take place and input collected? ○ How will input be solicited? ○ Other details to gather stakeholder input? • Department Plan on a Page <ul style="list-style-type: none"> ○ What is it? How will we use it? How do we create it? ○ Use of key quality tools ○ Determining next steps <p><input type="checkbox"/> Session 2: The Departments Plan on a Page- What do we do with it once we have it?</p> <ul style="list-style-type: none"> • Align all sub-departments and individuals to the Plan on the Page. <ul style="list-style-type: none"> ○ Key tools include Smart goals, Actions Plans, Measures/Data Display (Department Balanced Scorecard) • Sharing Progress Across the District <ul style="list-style-type: none"> ○ Team sharing and presentations; What’s happened in our department so far? • Defining Key Terms for the department <ul style="list-style-type: none"> ○ Vision, mission, core values, goals, guiding philosophy 	<p>All stakeholders need to be engaged in continuous improvement. DLT’s will implement Plans on a Page in the 2011-12 school year.</p> <p>All departments need to have a Plan on a Page to allow for continuous improvement in each area.</p> <p>Department teams will learn more about Plans on a Page and how data can drive improvement.</p> <p>Department teams will share knowledge with other departments to serve as “best practices” that others can learn from.</p>	<p>DLT Members will determine how to gather input from other members of their department.</p> <p>Department members will look at examples of Plans on a Page and will determine the process to be followed for creation of their own page.</p> <p>First drafts of Plan on a Page will be shared by department.</p>		<p>November 12, 2010</p>
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<input type="checkbox"/> Session 3: Data Display/Balanced Scorecard <ul style="list-style-type: none"> • Teams report out progress since last meeting. • Department Plan on a Page <ul style="list-style-type: none"> ○ Continue working on SMART goals, Action Plans, Department Balanced Scorecard • Process Improvement for Support Service Departments <ul style="list-style-type: none"> ○ Introduction to LEAN/PDSA ○ Determine next steps 	<p>All teams need to have a Plan on a Page to allow for continuous improvement in all areas within the school district.</p>	<p>Department members will create Plans on a Page for review by members of the teams.</p>		<p>January 14, 2011</p>
<input type="checkbox"/> Session 4: Driving Continuous Improvement <ul style="list-style-type: none"> • Teams report out progress since last meeting Department Plan on a Page • Continue working on SMART goals, Action Plans, Department Balanced Scorecard • Learn more about LEAN/PDSA • Determine next steps/planning for next year 	<p>Department Leadership Teams will evaluate their progress for the year and identify next steps for improvement.</p>	<p>All members will demonstrate knowledge of a foundation for department leadership teams and how it will be implemented in the following school year.</p>		<p>April 15, 2011</p>
<input type="checkbox"/> Department Leadership Teams will evaluate the 4 sessions and determining the level of support needed for the 2011-12 school year. Feedback will be used to plan for future support of Department Leadership Teams.				

STRATEGIC PLAN STRATEGIES (Check all strategies that apply to this goal and action plan)

Teacher teams will develop and align **common assessments** with State and national standards and provide feedback to each student and parent.

Leadership teams will set and communicate direction which aligns the work of each school improvement plan to the District Strategic Plan.

Interventions and enrichments will align with State and national standards to provide progress monitoring to ensure the needs of all students are met.

Students will be **responsible for tracking and monitoring their learning progress**, collecting evidence of their success, and setting goals to accomplish future learning.

A **data management system** will be implemented to allow for all essential data to be collected, accessed, analyzed, reported, and acted upon.

District, school, grade level and department **teams will have adequate time, tools, strategies, training, and resources** to communicate, collaborate and monitor progress.

Communication and collaboration with **parents and the community** will ensure **engagement and satisfaction**.

Long-range financial decisions will balance the needs of a high quality educational program for students with the financial ability of the community to provide adequate resources.

Long-range K-12 facilities/space decisions will balance the needs of a safe, secure, nurturing learning/teaching environment with the community's financial ability to provide adequate resources.

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Finance	Goal Champion: Kelly J. Funke
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010 – 2011 school year an expense monitoring monthly process will be implemented to ensure expenses incurred will be as close to budget as fiscally possible as measured by no more than a 10% variance in budget vs. expenditures in the annual audit.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

As the financial picture of the District is changing; dropping EAV percentages, decreasing State Aid (GSA and Categorical payments) and increasing student enrollment numbers, the District financial picture is ever-changing. The 2010-11 school year will be the first “deficit” budget for the District in over 15 years. It is critical that the administration and Board be fiscally responsible during this time and watch the finances with a close eye. It is imperative that all financial resources are focused on district-wide priorities and that no budget is being over-spent without knowledge, approval, or justification.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1:** To Continuously Improve Student Growth and Achievement
- GOAL 2:** To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3:** To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4:** To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5:** To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

Monthly summative checks will be evaluated to ensure the 10% variance has been met as well as an end of the fiscal year evaluation by the Auditor.

Strategic Plan - Action Plan

SMART Goal: During the 2010 – 2011 school year an expense monitoring monthly process will be implemented to ensure expenses incurred will be as close to budget as fiscally possible as measured by no more than a 10% variance in budget vs. expenditures in the annual audit.				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<input type="checkbox"/> Budget will be analyzed on a monthly basis to ensure all accounts are within budget parameters – 10% variance. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December </div> <div style="width: 45%;"> <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June </div> </div>	<p>With fiscal uncertainty of funding, it is critical that the budget is monitored throughout the fiscal year.</p>	<p>Each month the budget will be analyzed to ensure no individual budget line has been overspent without administrative knowledge, approval or justification.</p>		Monthly
<input type="checkbox"/> Communication with administrators and department chairs will occur as necessary regarding the budget.	<p>Those responsible for “ground roots” implementation of the budget must be consulted to ensure the budget is being implemented appropriately.</p>	<p>Administrators and department chairs will be provided with data monthly so they too may view and analyze individual budgets for accuracy.</p>		Monthly
<input type="checkbox"/> An “end of year” audit will determine if all accounts are within budget parameters – 10% variance. Based on findings, opportunities for improvement will be identified and addressed.	<p>The end of year audit will serve as a summative measure of accomplishing this goal.</p>	<p>The financial audit will be reported to the Board of education</p>		Annual

STRATEGIC PLAN STRATEGIES (Check all strategies that apply to this goal and action plan)

Teacher teams will develop and align **common assessments** with State and national standards and provide feedback to each student and parent.

Leadership teams will set and communicate direction which aligns the work of each school improvement plan to the District Strategic Plan.

Interventions and enrichments will align with State and national standards to provide progress monitoring to ensure the needs of all students are met.

Students will be **responsible for tracking and monitoring their learning progress**, collecting evidence of their success, and setting goals to accomplish future learning.

A **data management system** will be implemented to allow for all essential data to be collected, accessed, analyzed, reported, and acted upon.

District, school, grade level and department **teams will have adequate time, tools, strategies, training, and resources** to communicate, collaborate and monitor progress.

Communication and collaboration with **parents and the community** will ensure **engagement and satisfaction**.

Long-range financial decisions will balance the needs of a high quality educational program for students with the financial ability of the community to provide adequate resources.

Long-range K-12 facilities/space decisions will balance the needs of a safe, secure, nurturing learning/teaching environment with the community's financial ability to provide adequate resources.

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Human Resources Development Plan	Goal Champion: Erik Christian
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

Preceding and during the 2010-2011 school year, a Human Resources (HR) Development Plan will be created and implemented. The plan will provide strategic and operational direction for the District’s HR Department. This goal will be measured by 1.) the creation of a plan document; and 2.) the creation of HR Initiative Plans.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

In 2009, the Board determined a Director of Human Resources position was needed to strengthen the District’s HR processes and administration. A cursory review and comparison of the District’s HR procedures against the best practice data from professional organizations such as IPMA-HR, SHRM, and ASPA indicates many opportunities for improvement.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1:** To Continuously Improve Student Growth and Achievement
- GOAL 2:** To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3:** To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4:** To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5:** To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

Evidence of attaining this goal will be the creation of the HR Development Plan and the subsequent development of various HR Initiative Plans.

Strategic Plan - Action Plan

<p>SMART Goal: Preceding and during the 2010-2011 school year, an HR Development Plan will be created and implemented. The plan will provide strategic and operational direction for the District's HR Department. This goal will be measured by 1.) the creation of a plan document and 2.) the creation of HR Initiative Plans.</p>				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p><u>Strategic Human Resources Focus</u></p>				
<input type="checkbox"/> Articulate HR's role	<p>As a new component of the organization, there needs to be clarification of HR's role. In other words, "What are the expectations of HR and its staff?" A mission statement provides clear strategic direction for HR now and into the future.</p>	<p>This component will result in a statement that articulates HR's role in achieving the strategic alignment of the District.</p>	<p>\$0</p>	<p>August 1, 2010</p>
<input type="checkbox"/> Determine HR Values	<p>The HR Values provide an ethical and strategic compass to guide the actions of the HR functions of the District.</p>	<p>This component will result in a list of stated values that will guide HR activities</p>	<p>\$0</p>	<p>August 1, 2010</p>
<input type="checkbox"/> Determine Ideal State	<p>Before the District can chart its course, it must determine where it's headed, from an HR standpoint. An ideal state will provide the District with an overall goal to work toward; a destination in its HR development journey.</p>	<p>This component will result in a statement that clearly articulates the District's vision for its future as a result of its HR functions.</p>	<p>\$0</p>	<p>August 1, 2010</p>

<u>HR Action Plan</u>				
<input type="checkbox"/> SWOT Analysis	<p>The first component of the Action Plan will be an assessment of the current state using SWOT Analysis Techniques. By identifying the Strengths, Weaknesses, Opportunities, and Threats of the organization as relates to HR, the District can develop a plan to address its needs. The SWOT Analysis will be organized by functional area and will be composed of two steps: identifying current practices and performing the SWOT analysis.</p>	<p>This component will result in an analysis of the Strengths, Weaknesses, Opportunities, and Threats relative to all HR functions, organized by functional area.</p>	<p>\$0</p>	<p>August 16, 2010</p>
<input type="checkbox"/> Gap Analysis	<p>A Gap Analysis identifies the “gaps” between the current state and the ideal state, as identified by the SWOT analysis. The resulting list provides the basis for developing the HR Initiative Plans.</p>	<p>This component will result in a list of initiatives to pursue to achieve the ideal state .</p>	<p>\$0</p>	<p>September 10, 2010</p>
<input type="checkbox"/> Identify & Prioritize Initiatives	<p>The “Gaps” in the Gap Analysis will be identified as distinct initiatives and prioritized into categories of Essential, High, Medium, and Low. Essential initiatives are those required for basic, efficient operation and/or mandated by State or federal law. All other Initiatives are prioritized using two types of criteria: role in the strategic plan</p>	<p>This component will result in a list of initiatives, prioritized into Essential, High, Medium, or Low categories.</p>	<p>\$0</p>	<p>September 10, 2010</p>

	<p>and/or the urgency attached to completion. High Priority Initiatives are those directly tied to the Strategic Plan and/or are of an urgent nature, or both. Medium Priority Initiatives are those that may enhance or support High Priority Initiatives, but are not essential for their success, and/or are of a moderately-urgent nature. Low Priority Initiatives are those that may improve operations and/or are of a non-urgent nature.</p>			
<input type="checkbox"/> Develop Essential/High Priority Initiative Plans	<p>Initiative plans (e.g. project plans) articulate the steps that will be taken to implement the plan. While these Initiative Plans will be drafted by the HR Director, the process will involve stakeholder solicitation and final versions will reflect stakeholder input. Similarly, the final versions will include SMART goals and will integrate change management strategies.</p>	<p>This component will result in individual plans for executing the Essential/High Priority Initiatives.</p>	<p>\$0</p>	<p>October 1, 2010</p>
<input type="checkbox"/> Develop Medium/Low Priority Initiative Plans	<p>See High Priority Initiative Plans above.</p>	<p>This component will result in individual plans for executing the Medium/Low Priority Initiatives.</p>	<p>\$0</p>	<p>February 7, 2011</p>

<input type="checkbox"/> Implement	<p>Implementation will begin upon completion of the Initiative Plans. The date of July 1, 2011 is included largely for illustrative purposes, with the understanding that each project plan will have its own particular deadline.</p>	<p>This component will result in the implementation of the various initiatives.</p>	<p>\$0</p>	<p>July 1, 2011</p>
<input type="checkbox"/> Evaluate	<p>Evaluation of the HR Development Plan will occur after the first semester. Evaluation structures will also be built into each Initiative Plan.</p>	<p>This component will result in a Plus/Delta analysis of the various components of the HR Development Plans.</p>	<p>\$0</p>	<p>January 15, 2011</p>
<input type="checkbox"/> Re-Assess	<p>Re-Assessment of the HR Development Plan will occur annually, consisting of review of, among other things, updates to the Strategic Plan, the success of the various HR Initiatives, etc.</p>	<p>This component will result in a revised HR Development Plan.</p>	<p>\$0</p>	<p>July 1, 2011</p>

STRATEGIC PLAN STRATEGIES (Check all strategies that apply to this goal and action plan)

Teacher teams will develop and align **common assessments** with State and national standards and provide feedback to each student and parent.

Leadership teams will set and communicate direction which aligns the work of each school improvement plan to the District Strategic Plan.

Interventions and enrichments will align with State and national standards to provide progress monitoring to ensure the needs of all students are met.

Students will be **responsible for tracking and monitoring their learning progress**, collecting evidence of their success, and setting goals to accomplish future learning.

A **data management system** will be implemented to allow for all essential data to be collected, accessed, analyzed, reported, and acted upon.

District, school, grade level and department **teams will have adequate time, tools, strategies, training, and resources** to communicate, collaborate and monitor progress.

Communication and collaboration with **parents and the community** will ensure **engagement and satisfaction**.

Long-range financial decisions will balance the needs of a high quality educational program for students with the financial ability of the community to provide adequate resources.

Long-range K-12 facilities/space decisions will balance the needs of a safe, secure, nurturing learning/teaching environment with the community's financial ability to provide adequate resources.

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Leadership Team Development - Building Internal Capacity for Continuous Improvement	Goal Champion: Dr. Jay Marino
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-11 school year, leadership teams will be initiated throughout the District and all schools to ensure alignment of actions and measures to the 3-5 year District Strategic Plan. This goal will be measured by the implementation of: 1.) A District Leadership Team; and 2.) Building Leadership Teams at each school. Leadership teams will consist of representative stakeholders who will set and communicate direction for continuous improvement while modeling teamwork, collaboration and shared leadership.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

As the District embraces a culture of continuous improvement, it is imperative that stakeholders participate on leadership teams that are empowered to drive improvements. In an effort to increase student achievement and the efficiency and productivity of the organization, leadership teams will focus on strategic planning, quality tools, and process improvement at all levels of the organization. Research supports the use of continuous improvement process and tools to increase organizational effectiveness and student achievement.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1: To Continuously Improve Student Growth and Achievement
- GOAL 2: To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3: To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4: To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5: To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be measured by the implementation of: 1) A District Leadership Team; and 2) Building Leadership Teams at each school that consist of representative stakeholders who will set and communicate direction while modeling teamwork, collaboration and shared leadership .

Strategic Plan - Action Plan

SMART Goal: During the 2010-11 school year, leadership teams will be initiated throughout the District and all schools to ensure alignment of actions and measures to the 3-5 year District Strategic Plan. This goal will be measured by the implementation of: 1.) A District Leadership Team; and 2.) Building Leadership Teams at each school. Leadership teams will consist of representative stakeholders who will set and communicate direction for continuous improvement while modeling teamwork, collaboration and shared leadership.				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p><u>Building Leadership Teams</u> will be implemented at each school during the 2010-11 school year. To build internal capacity and provide support to teams, the District will host 4 sessions in which building leadership teams will participate.</p> <p><input type="checkbox"/> Schools will form Building Leadership Teams comprised of representative staff and stakeholders.</p> <p><input type="checkbox"/> Session 1: We've Got a Building Leadership Team; What Now?</p> <ul style="list-style-type: none"> • Leadership teams set and communicate direction; but how? <ul style="list-style-type: none"> ○ The School Improvement Plan (establishing mission, goals and actions) ○ The school Plan on a Page ○ The school balanced scorecard • Involving everyone in continuous improvement <ul style="list-style-type: none"> ○ Setting the stage for Professional Learning Communities (PLCs) ○ The continuous improvement classroom (Classroom Learning Community) 	<p>The District's continuous improvement model involves leadership teams, consisting of stakeholder representatives, to model teamwork, collaboration and shared leadership.</p> <p>The first call of leadership is to set and communicate direction for the school. School teams will learn how a school improvement plan can be distilled to a plan on a page which can help set and communicate strategic direction for the school.</p> <p>All stakeholders need to be engaged in continuous improvement. BLT's will implement PLC's in the 2011-12 school year. The classroom learning community helps engage all students in the plan.</p>	<p>Implementation of BLT's at all schools that meet together 4 times during the year.</p> <p>Formation of teams at each school.</p> <p>BLT's will begin the process of establishing; a school improvement plan; a plan on a page; and a school balanced scorecard.</p> <p>BLT's will establish a foundation for PLC's at their school.</p>	<p>\$0</p> <p>\$0</p> <p>\$4000/PD</p>	<p>2010-11</p> <p>August 1, 2010</p> <p>August, 31, 2010</p>

<ul style="list-style-type: none"> • BLT; Team Planning <ul style="list-style-type: none"> ○ BLT self assessment ○ Determining next steps <p><input type="checkbox"/> Session 2: We've Got Our School Improvement Plan; Now What?</p> <ul style="list-style-type: none"> ○ Aligning the work of the SIP through a data driven focus ○ Process improvement; What it is? What does it look like? What is PDSA? <ul style="list-style-type: none"> • Sharing Progress Across the District <ul style="list-style-type: none"> ○ Team sharing and presentations; what's happened at our school so far? • Planning for the implementation of PLCs at our school in the 2011-12 year • BLT; Team Planning <ul style="list-style-type: none"> ○ BLT self assessment ○ Determining next steps 	<p>BLT's will learn about process improvement and how the Plan Do Study Act cycle can drive data driven improvements.</p> <p>Teams will share organizational knowledge with other schools to serve as "best practices" that others can learn from.</p>	<p>BLT's will conduct their first PDSA related to a school improvement goal.</p>	<p>\$4000/PD</p>	<p>November 2, 2010</p>
<p><input type="checkbox"/> Session 3: Implementing Professional Learning Communities at our School; Next Steps</p> <ul style="list-style-type: none"> • BLT presenting information to the rest of the staff regarding PLCs • Building foundational knowledge of PLCs at our school • Planning for PLC implementation in the 2011-12 school year • BLT; Team Planning <ul style="list-style-type: none"> ○ BLT self assessment ○ Determining next steps 	<p>Professional Learning Communities engage all teachers into teams that answer questions such as: What do we want students to know and do?; How do we know if they can do it? How do we respond when they don't? Teachers of similar grade level and content areas will collaborate to share best practices and analyze data.</p>	<p>BLT's will establish a foundation for PLC's at their school. All teachers will demonstrate a working knowledge and understanding of the PLC model and how it will be implemented at the school.</p>	<p>\$4000/PD</p>	<p>January 11, 2011</p>

<input type="checkbox"/> Session 4: Review, Summarize and Plan <ul style="list-style-type: none"> • Revising the school improvement plan for the next year • Sharing across the District regarding progress with BLT's • Determining readiness for PLCs next year; create implementation plan • BLT; Team Planning <ul style="list-style-type: none"> ○ BLT self assessment ○ Determining next steps 	<p>BLT's will take stock in their progress and identify next steps for continuous improvement.</p>	<p>A "To Do" list for next steps will be created by each BLT.</p>	<p>\$4000/PD</p>	<p>March 29, 2011</p>
<input type="checkbox"/> Building Leadership Teams will evaluate the 4 sessions and determining the level of support needed for the 2011-12 school year. Feedback will be used to plan for future support of Building Leadership Teams.	<p>Input from BLT's will be obtained to determine future support needed for BLTs in the following school year.</p>	<p>Recommendations for BLT session improvements will be solicited from BLT's.</p>	<p>\$0</p>	<p>May 1, 2011</p>
<p><u>A District Leadership Team</u> will be implemented during the 2010-11 school year. The purpose of the District Leadership Team is to provide oversight and the "voice of the customer" during the implementation of the 3-5 year District Strategic Plan.</p>	<p>Similar to BLT's at the school level, a District Leadership Team will be established to set and communicate district direction through the monitoring of the District Strategic Plan.</p>		<p>\$0</p>	<p>2010-11</p>
<input type="checkbox"/> Members of the District Leadership Team will be identified and will include the following stakeholder groups: Administrators, Teachers, Dunlap Education Association, Support Staff, Parents, Students, Community, and School Board.	<p>Stakeholders will be included on the District Leadership Team to provide a balanced perspective.</p>	<p>A District Leadership Team will be formed.</p>	<p>\$0</p>	<p>August, 1, 2010</p>

<p>The District Leadership Team will meet 4 times during the year to: 1) Review District action plans that are aligned to key goals and strategies of the strategic plan; 2) Review the District Balanced Score Card and monitor progress of the strategic plan; 3) Provide feedback and input on strategic planning initiatives; and 4) Ensure transparency and accountability of the strategic plan through teamwork, collaboration and shared leadership.</p> <p><input type="checkbox"/> 1st Meeting, September 9th, 2010</p> <p><input type="checkbox"/> 2nd Meeting, November 16th, 2010</p> <p><input type="checkbox"/> 3rd Meeting, January 20th, 2011</p> <p><input type="checkbox"/> 4th Meeting, April 12th, 2011</p> <p><input type="checkbox"/> The District Leadership Team will conduct a summative evaluation of the year and feedback will be used to plan for future District Leadership Team meetings.</p>	<p>The DLT will meet quarterly to ensure constant and consistent review of the progress of the strategic plan.</p> <p>Feedback and input will be used to plan for future DLT meetings.</p>	<p>The DLT will meet at least 4 times during the school year.</p> <p>Formal evaluation of the District Leadership Team and recommendations for improvement.</p>	<p>\$500/PD</p> <p>\$500/PD</p> <p>\$500/PD</p> <p>\$500/PD</p> <p>\$0</p>	<p>September 9, 2010</p> <p>November 16, 2010</p> <p>January 20, 2011</p> <p>April 12, 2011</p> <p>May 1, 2011</p>
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STRATEGIC PLAN STRATEGIES (Check all strategies that apply to this goal and action plan)

<input type="checkbox"/> Teacher teams will develop and align common assessments with state and national standards and provide feedback to each student and parent.
<input checked="" type="checkbox"/> Leadership teams will set and communicate direction which aligns the work of each school improvement plan to the District Strategic Plan.
<input type="checkbox"/> Interventions and enrichments will align with State and national standards to provide progress monitoring to ensure the needs of all students are met.
<input type="checkbox"/> Students will be responsible for tracking and monitoring their learning progress , collecting evidence of their success, and setting goals to accomplish future learning.
<input type="checkbox"/> A data management system will be implemented to allow for all essential data to be collected, accessed, analyzed, reported, and acted upon.
<input checked="" type="checkbox"/> District, school, grade level and department teams will have adequate time, tools, strategies, training, and resources to communicate, collaborate and monitor progress.
<input type="checkbox"/> Communication and collaboration with parents and the community will ensure engagement and satisfaction .
<input type="checkbox"/> Long-range financial decisions will balance the needs of a high quality educational program for students with the financial ability of the community to provide adequate resources.
<input type="checkbox"/> Long-range K-12 facilities/space decisions will balance the needs of a safe, secure, nurturing learning/teaching environment with the community's financial ability to provide adequate resources.

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: District Special Education Plan	Goal Champion: Brooke Mair
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-11 school year, the Director of Special Education will facilitate a Special Education Advisory Group which will assist in the development of a District Special Education Plan. The goal will be measured by an end of year report to the Board of Education in June of 2011.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

Qualitative data from conversations with parents and staff as to service needs and priorities for the District.
Achievement data for IEP students.

3.) Identify the correlation of the stated school improvement goal to the District Strategic Plan.

Check all that apply:

- GOAL 1:** To Continuously Improve Student Growth and Achievement
- GOAL 2:** To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3:** To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4:** To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5:** To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

The goal will be measured by an end of year report to the Board of Education in June of 2011.

Strategic Plan - Action Plan

SMART Goal: During the 2010-11 school year, the Director of Special Education will facilitate a Special Education Advisory Group which will assist in the development of a District Special Education Plan. The goal will be measured by an end of year report to the Board of Education in June of 2011.				
Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<input type="checkbox"/> Create of a Special Education Advisory Group. <input type="checkbox"/> Develop a needs assessment to identify priorities among stakeholders. <input type="checkbox"/> Identify the current status of and vision for Special Education services within the District using the needs assessment data and assistance of SE Advisory Group. <input type="checkbox"/> Prepare a 3 to 5 year District Special Education Plan which includes: <ul style="list-style-type: none"> • # of students served • Staffing needs/projections • Description of current services • Vision for desired services • Current and future professional development • Case load plan <input type="checkbox"/> Complete a cost benefit analysis concerning the District's current use of SEAPCO services.	<p>The diversity and needs of the District's Special Education students are growing and demand future planning among stakeholders to successfully meet the needs of its students.</p>	<p>Advisory group will meet quarterly at a minimum</p> <p>Needs assessment data</p> <p>Current Status and Vision Report</p> <p>Program descriptions</p> <p>Schedule</p> <p>Course descriptions</p> <p>District SE Plan</p> <p>Cost comparison of SEAPCO versus district expenses for contracted services</p>	<p>Collaboration time needed</p>	<p>2010-2011</p> <p>2010-ongoing</p> <p>2010-11</p> <p>2010-11</p>

Dunlap Community Unit School District 323

Strategic Plan – Goal

Goal Area: Technology	Goal Champion: Lisa Parker
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1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).

During the 2010-2011 school year, the Assistant Superintendent will facilitate a Data Warehousing Stakeholder Committee to implement a data warehousing system in the Dunlap School District. This goal will be measured through quarterly updates and a year-end report to the Board of Education regarding the progress of the action plan.

2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.

As the District strives to carry out its core emphasis of data driven decision making, there is not a comprehensive data warehouse system in place that allows easy access to data. How a district collects, manages, and reports its data can mean the difference between successful analysis and misguided intentions.

3.) Identify the correlation of the stated school improvement goal to the District strategic plan.

Check all that apply:

- GOAL 1:** To Continuously Improve Student Growth and Achievement
- GOAL 2:** To Obtain a Satisfying and Productive Classroom and School Learning Environment
- GOAL 3:** To Achieve a Satisfying and Productive Classroom and School Teaching Environment
- GOAL 4:** To Ensure a Satisfying and Productive Partnership with Families and the Community
- GOAL 5:** To Obtain Efficient, Effective, and Equitable Use of Resources

4.) Summarize how this goal will be measured. What will be the evidence of goal attainment?

This goal will be measured by the implementation of data warehousing.

The presentation of a detailed action plan to implement a data warehousing system in the Dunlap School District that includes the following components: 1) A description of the research-based strategies and actions; 2) Inclusion of measures, targets, and expected results; 3) Listings of persons impacted; 4) Identification of resources required; and 5) Creating of timelines for completion.

Strategic Plan - Action Plan

SMART Goal: During the 2011-2012 school year, the Assistant Superintendent will present an action plan to the Board of Education that will provide details of the plan to implement a data warehousing system in the Dunlap School District. The action plan will include components such as: A description of the research-based strategies and actions, in-process measures, targets, expected results, persons impacted, resources required, and timelines for completion.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<input type="checkbox"/> Initiate a Data Warehousing System Committee to study and plan for the implementation of a data warehousing system. <ul style="list-style-type: none"> • Select committee members and study feasibility. • Define data warehouse and identify best practice. • Review literature on effective data warehouse systems. • Establish clear outcomes, process and timelines for group focus and tasks. 	<p>Data driven decision making is one of the District’s indicators of success. The district does not currently have a data warehouse solution.</p>	<p>The creation of a Data Warehouse Planning Committee</p>	<p>\$1500</p>	<p>November 2010</p>
<input type="checkbox"/> Determine what data the District currently collects. <ul style="list-style-type: none"> • Gather information related to current data being collected from all departments. • Evaluate existing databases and identify what information is maintained. 	<p>It is important to “Define the System” prior to making a decision. This step is intended to define what data the District currently collects.</p>	<p>A report displaying all of the data currently collected by department.</p>	<p>\$0</p>	<p>February, 2011</p>
<input type="checkbox"/> Determine what data we are not currently collecting, but would like to collect. <ul style="list-style-type: none"> • Ask database users to list data they would like to collect, but are currently not doing so. 	<p>This step will serve as the “gap analysis”. The District will determine what data should be collected for consideration within the data warehouse solution.</p>	<p>The complete evaluation of current data systems and a list of “data points” that would be desirable to collect.</p>	<p>\$0</p>	<p>June, 2011</p>

<ul style="list-style-type: none"> • Determine if existing data systems can collect the desired data. <p><input type="checkbox"/> Determine if current databases need to be replaced.</p> <ul style="list-style-type: none"> • Evaluate stability/efficiency of existing data systems. • Eliminate legacy systems. <p><input type="checkbox"/> Evaluate software publisher’s data warehousing system.</p> <ul style="list-style-type: none"> • Benchmark best practice. • Conduct site visits to other school districts that have implemented data warehousing systems. • Review potential data warehouse products on the market that could meet determined data needs. <p><input type="checkbox"/> Assess complete data warehousing systems and associated costs and select solution.</p> <ul style="list-style-type: none"> • Create a rubric that outlines desired capabilities of data warehouse systems. • Create an RFP for data warehouse solution and score received RFPs against the rubric. • Evaluate vendor products (live demonstrations) to select data warehouse product- use rubric for evaluation of products. • Select data warehouse solution to implement. 	<p>Currently, some data systems are no longer being supported or they are outdated beyond functionality. This step will help “weed-out” ineffective database systems in use.</p> <p>The evaluation of various products designed to meet the data warehousing needs of the District will be conducted to determine the “best fit” for Dunlap CUSD #323. All options will be explored and site visits will be made to get first- hand experience</p> <p>In order to select a final product/vendor, a rubric will be created that clearly states the desired criteria of data warehouse systems that are being considered.</p>	<p>Elimination of non-functional data systems.</p> <p>The evaluation of various products designed to meet the data warehousing needs of the District will be conducted</p> <p>The evaluation of various products designed to meet the data warehousing needs of the District will be conducted.</p>	<p>Costs will vary depending on findings.</p> <p>\$1200</p> <p>\$0</p>	<p>October, 2012</p> <p>2011-2012 school year</p> <p>2011-2012 school year</p>
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<input type="checkbox"/> Create a plan for implementation of data warehouse system. <ul style="list-style-type: none"> • Create a project timeline for implementation of data warehouse solution (activity, persons impacted, timeline, cost, etc.). • Create a plan for training how to use data warehouse system. 	<p>A well crafted, comprehensive implementation plan will help ensure a smooth execution of the data warehouse solution.</p>	<p>A well crafted, comprehensive implementation plan will be created.</p>	<p>\$0</p>	<p>March, 2012</p>
<input type="checkbox"/> Presentation to the Dunlap Board of Education.	<p>A plan will be presented to the Board of Education for their approval.</p>	<p>A comprehensive plan will be approved by the Board of Education.</p>	<p>\$0</p>	<p>May, 2012</p>
<input type="checkbox"/> Implement the data warehouse solution according to the implementation plan.	<p>Once a plan has been created, it will be implemented.</p>	<p>The implementation of a data warehouse solution in the Dunlap School District.</p>	<p>\$ Varies depending on solution selected.</p>	<p>September, 2012</p>

STRATEGIC PLAN STRATEGIES (Check all strategies that apply to this goal and action plan)

Teacher teams will develop and align **common assessments** with State and national standards and provide feedback to each student and parent.

Leadership teams will set and communicate direction which aligns the work of each school improvement plan to the District Strategic Plan.

Interventions and enrichments will align with state and national standards to provide progress monitoring to ensure the needs of all students are met.

Students will be **responsible for tracking and monitoring their learning progress**, collecting evidence of their success, and setting goals to accomplish future learning.

A **data management system** will be implemented to allow for all essential data to be collected, accessed, analyzed, reported, and acted upon.

District, school, grade level and department **teams will have adequate time, tools, strategies, training, and resources** to communicate, collaborate and monitor progress.

Communication and collaboration with **parents and the community** will ensure **engagement and satisfaction**.

Long-range financial decisions will balance the needs of a high quality educational program for students with the financial ability of the community to provide adequate resources.

Long-range K-12 facilities/space decisions will balance the needs of a safe, secure, nurturing learning/teaching environment with the community's financial ability to provide adequate resources.

Dunlap Community Unit School District #323

Balanced Scorecard



Updated 8/4/10

DRAFT

What is the Balanced Scorecard?

The Balanced Scorecard enables school districts to bridge the gap between strategy and actions, engage a broader range of stakeholders in organizational planning, reflects the most important aspects of the organization, and respond immediately to progress, feedback and changing conditions.

The Balanced Scorecard is a great help used as a strategic tool, a management methodology or / and a measurement system.

The Balanced Scorecard provides school districts with the ability to clarify vision and strategy and translate them into action. By focusing on future potential success it becomes a dynamic management system that is able to reinforce, implement and drive strategies and action plans.

It provides feedback around both internal processes and external outcomes in order to continuously improve strategic performance and results.

The concept of the Balanced Scorecard has achieved increasing popularity in school districts. Many districts had previously built their objectives around financial and academic targets and goals of little relevance to a long-term strategic vision, thus typically leaving a gap between strategy development and implementation.

For this purpose the Balanced Scorecard holds four different perspectives from which a district's activity can be evaluated:

- **Financial perspective**
 - return on investment, stakeholder value
- **Customer perspective**
 - customer satisfaction, our community image?
- **Process perspective**
 - in what processes should we excel to succeed?
- **Innovation perspective**
 - how will we go on from lessons learned and sustain our ability to change and improve?

By this the Balanced Scorecard provides a more 'balanced view' by looking at not just financial and academic outcomes, but also customers, stakeholders, internal business processes, learning and growth. The Balanced Scorecard focuses on creating and communicating a total comprehensive picture to all members of the district from the board room to the classroom, taking a long-term view of what the district's strategic objectives really are, making good use of knowledge gained through experience and maintaining the required flexibility of such a system to cope with the fast-changing 21st century environment.

Derived from <http://thebalancedscorecard.com/>

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #1: To Continuously Improve Student Growth and Achievement

#	Measure	Grade & Subject	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
1.A	Increase the % of students proficient in reading as measured by the ISAT/PSAE .	3rd Reading	94	96	93	94			
		5th Reading	89	94	93	92			
		8th Reading	98	96	97	96			
		11th Reading	73	78	79	79			
1.B	Increase the % of students proficient in math as measured by the ISAT/PSAE .	3rd Math	100	99	98	99			
		5th Math	94	96	96	94			
		8th Math	97	97	96	96			
		11th Math	75	83	77	74			
1.C	Increase the % of students proficient in science as measured by the ISAT/PSAE .	4th Science	95	97	96	98			
		7th Science	94	87	94	97			
		11th Science	75	81	78	78			
1.D	Increase the % of students proficient in writing as measured by the ISAT/PSAE .	3rd Writing	N/A	N/A	83	86			
		5th Writing	67	72	66	71			
		8th Writing	79	77	78	81			
		11th Writing	69	78	77	75			
1.E	Increase % of cohort growth in reading and math as measured by ISAT by 8th grade cohort scores from 3rd grade.	8th Reading	5	8	14	4			
		8th Math	-1	2	4	-1			
1.F	Decrease the % performance gap (in 8th grade ISAT reading and math) between "all students" and the low SES and IEP subgroups.	8th Reading-Low SES	6	5	4	13			
		8th Math Low SES	30	6	10	9			
1.G	Increase the % of students scoring at or above the 50th national percentile for nonsense word fluency as measured by AIMSweb (Spring).	Kind. Fluency	43	62	74	74			
		1st Fluency	61	63	68	71			
1.H	Increase the % of students proficient in early numeracy concepts as measured by AIMSweb (Spring).	Kindergarten Numeracy	57	85	71	75			

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #1: To Continuously Improve Student Growth and Achievement

#	Measure	Grade & Subject	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
1.I	Increase the % of students scoring at or above the 50 th national percentile for reading fluency as measured by AIMSweb (Spring).	2nd Fluency	92	86	86	88			
		5th Fluency	73	83	81	86			
		8th Fluency	X	X	83	88			
1.J	Increase the % of students scoring at or above the 50 th national percentile for reading comprehension as measured by AIMSweb (Spring).	3rd Reading	65	70	67	71			
		4th Reading	80	78	72	79			
		5th Reading	43	67	69	79			
1.K	Increase the % of students scoring at or above the 50 th national percentile for math fluency as measured by AIMSweb (Spring).	2nd Math	58	46	59	79			
		5th Math	42	61	55	52			
1.L	Increase the % of students scoring at or above the 50 th percentile as measured by STAR reading .	6th Reading	N/A	N/A	68	67			
		7th Reading	N/A	N/A	78	69			
		8th Reading	N/A	N/A	N/A	70			
1.M	Increase the % of students scoring at or above the 50 th percentile as measured by STAR math .	6th Math	N/A	N/A	N/A	66			
		7th Math	N/A	N/A	N/A	71			
		8th Math	N/A	N/A	N/A	N/A			
1.N	Increase the % of students scoring at or above 23 on the ACT composite .	11th Comp.	55	63	56	N/A			
1.O	Increase the % of students receiving a PLAN score that indicates probable success on the ACT in the area of reading (17), math (19), and science (21).	10th Reading	75	72	77	N/A			
		10th Math	66	65	69	N/A			
		10th Science	43	55	46	N/A			
1.P	Increase the % of students receiving an EXPLORE score that indicates probable success on the ACT in the area of reading (16), math (18), and science (20).	9th Reading	N/A	72	68	N/A			
		9th Math	N/A	69	71	N/A			
		9th Science	N/A	49	53	N/A			
1.Q	Increase the % of students scoring a 3 or above on the Advanced Placement exam.	9-12 All	72	72	83	78* (Prelim Data)			

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #1: To Continuously Improve Student Growth and Achievement

#	Measure	Grade & Subject	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
1.R	Increase the % of students who report that their HS education prepared them for post-secondary success (ACT post graduate data).	Graduates	N/A	N/A	N/A	N/A			
1.S	Increase the % of students advancing to post-secondary education (2 or 4 year college).	Graduates	N/A	N/A	N/A	96			
1.T	Increase the number of students participating in Project Lead the Way or other 21st Century courses .	9-12 All	20	25	24	TBD			

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #2: To Obtain a Satisfying and Productive Classroom and School Learning Environment

#	Measure	Grade & Subject	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
2.A	Increase elementary students overall satisfaction with school as measured by the satisfaction survey (TBD).	Grades 2-5	N/A	N/A	N/A	N/A			
2.B	Increase middle school students overall satisfaction with school as measured by the satisfaction survey (TBD).	Grades 6-8	N/A	N/A	N/A	N/A			
2.C	Increase high school students overall satisfaction with school as measured by the satisfaction survey (TBD).	Grades 9-12	N/A	N/A	N/A	N/A			
2.D	Increase the % of all secondary students participating in co-curricular and extra-curricular activities .	Grades 6-12	N/A	N/A	N/A	N/A			
2.E	Increase the % of students who feel safe and accepted at school as measured by the student satisfaction survey (TBD).	Elementary	N/A	N/A	N/A	N/A			
		Middle	N/A	N/A	N/A	N/A			
		High	N/A	N/A	N/A	N/A			
2.F	Achieve 18 out of 23 (78%) of the indicators on the State Performance Plan (SPP).	Grades K-12	Yes (78%)	Yes (91%)	Yes (100%)	Not Available Yet			

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #3: To Achieve a Satisfying and Productive Classroom and School Teaching Environment

#	Measure	Workgroup	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
3.A	Increase staff diversity as measured by the % of minority employees.	All	6	12	17	14			
3.B	Increase certified staff satisfaction (TBD).	Certified	N/A	N/A	N/A	N/A			
3.C	Increase support staff satisfaction (TBD).	Non-Certified	N/A	N/A	N/A	N/A			
3.D	Increase % staff with a graduate degree and above.	Certified	30.2	32.7	43.6	54			
3.E	Maintain 100% classes taught by highly qualified teachers .	Certified	100	100	100	100			
3.F	Increase the % of teachers that participate in the Continuous Improvement Classroom training.	Certified	N/A	N/A	N/A	50			
3.G	Increase the % of staff engaged in a Professional Learning Community .	Certified	N/A	N/A	N/A	N/A			
3.H	Increase the % of employees that have a documented job description .	All	N/A	N/A	N/A			100	100
3.I	Increase the % of employees that have an employee handbook .	All	0.62	63	61	59	60	100	100
3.J	Increase the % of employees that are formally evaluated .	All	0.62	63	61	59	60	100	100

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #4: To Ensure a Satisfying and Productive Partnership with Families and the Community

#	Measure	Stakeholder	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
4.A	Increase parent overall satisfaction as measured by the parent satisfaction survey (TBD).	Parents	N/A	N/A	N/A	N/A			
4.B	Increase community member overall satisfaction as measured by the community satisfaction survey (TBD).	Community	N/A	N/A	N/A	N/A			
4.C	Increase the % of parents who agree that " school is welcoming and friendly " as measured by the parent satisfaction survey (TBD).	Parents	N/A	N/A	N/A	N/A			
4.D	Increase effective communication with parents as measured by the parent satisfaction survey (TBD).	Parents	N/A	N/A	N/A	N/A			
4.E	Parents feel positively about school safety and climate as measured by the parent satisfaction survey (TBD).	Parents	N/A	N/A	N/A	N/A			
4.F	Increase the % of parents activating and accessing the student information system (Powerschool).	Parents	N/A	N/A	N/A	N/A			
4.G	All schools have at least 1 formal business partnership .	Businesses	N/A	N/A	N/A	N/A			
4.H	Increase stakeholder satisfaction with extra curricular activities .	All	N/A	N/A	N/A	N/A			

Dunlap Community Unit School District #323 Balanced Scorecard

Goal #5: To Obtain Efficient, Effective, and Equitable Use of Resources

#	Measure	Category	Historical Trend			Current	Future Targets		
			2007	2008	2009	09-2010	2011	2012	2013
5.A	Obtain Worker's Compensation mod rating of 1.0 or below as measured by a ratio.	Safety	.89	.98	1.14	.88			
5.B	Achieve 6 months reserve in the education fund.	Effective	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.C	Reduce # of Transportation Department vehicle accidents .	Safety	N/A	N/A	3	5			
5.D	Ensure equitable student to computer ratio across all schools.	Equity	N/A	N/A	1:4	1:4			
5.E	Ensure equitable SMART board to classroom ratio across all schools.	Equity	0	0	1:33	1:6			
5.F	Obtain ranking of top 6 " tax friendly " school districts as measured by Dunlap's ranking within the 17 Peoria County School Districts.	Efficient	2	2	1	2	2	Yes	Yes
5.G	All school buildings will operate at appropriate student capacity as measured by current enrollment vs total school capacity.	Safety	83	83	57	71			
5.H	Increase health and safety of all school cafeterias as measured by 100% of schools obtaining an above satisfactory rating on county health department inspections.	Safety	Yes	Yes	Yes	Yes			
5.I	Increase the % network uptime during core business hours.	Effective	N/A	N/A	N/A	97.5			
5.J	Maintain ISBE financial recognition annually.	Effective	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.K	Annual District audit will have no major findings.	Efficient	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.L	Increase satisfaction with the cleanliness of schools as measured by the satisfaction survey (TBD).	Students	N/A	N/A	N/A	N/A			
		Staff	N/A	N/A	N/A	N/A			
		Parents	N/A	N/A	N/A	N/A			

District Leadership Team Meeting – Participant Feedback

Please Circle One

Parent Student Teacher Support Staff Administrator/Board Member Other

Strongly Disagree

Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. Overall, the meeting was well organized. | 1 | 2 | 3 | 4 | 5 |
| 2. The meeting included an effective level of participation and involvement. | 1 | 2 | 3 | 4 | 5 |
| 3. Facilities and accommodations were conducive. | 1 | 2 | 3 | 4 | 5 |

4. Plus/Delta comments:

<p style="text-align: center;"><u>Plus</u> (What did you like about today's meeting?)</p>	<p style="text-align: center;"><u>Delta</u> (What could we change/do differently?)</p>
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5. Please list any topics you would like to see addressed at future District Leadership Team meetings.