

Freeport School District 145 Board of Education

Strategic Plan 2014-2018



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A Message from the President of the Board of Education



Dear Freeport School District Community,

As we embark on our journey toward continuous improvement, we acknowledge that in order for all students to be successful, high expectations must be set, individual needs of students must be met, and students must be fully engaged in their learning. The Freeport School District 145 Strategic Plan provides a roadmap that will guide our efforts to embrace an educational system which promotes individuality and accountability and provides our students with the necessary skills to be able to compete in a global society.

The fate of our community is contingent upon the education of our children. Therefore, providing our children with a high quality education must be our main priority. This five-year plan was created with input from staff, students, and community members. Its implementation does not just rest upon Freeport School District, but on all stakeholders in order to ensure that all students have the opportunity to be successful.

The FSD145 Strategic Plan focuses on four important strategies to achieve our goals: Academic Excellence and Learning, 21st Century Educators, Stakeholder Collaboration, and Financial Stability. We believe that focusing on these strategies will help us embark on a system of change where our current thinking is challenged; sending out a bold call to action to all FSD145 employees and stakeholders.

On behalf of the Board of Education, I invite all stakeholders to join us on this journey. There is much work to be done, and with your support, the FSD145 Strategic Plan will guide us toward producing 21st Century Learners.

For the future of our children,

Janice Crutchfield
President, Board of Education

Freeport School District 145 Board of Education



**Janice Crutchfield,
Board President**



**Terry Groves,
Vice- President**



Dan Kreeger



James Rhyne



Keith Russell



Abbe Hayner



Billy Shroyer

MISSION

**In Partnership with Students, Family, and Community,
We Educate Every Student for the Challenges of Today and
the Opportunities of Tomorrow Through the Continuous
Pursuit of Excellence.**

WE BELIEVE

- ♦ **We provide a high quality education for all students.**
- ♦ **We treat each person with fairness and respect.**
- ♦ **We model and expect responsible citizenship in our community.**
- ♦ **We provide a safe and healthy environment for everyone.**
- ♦ **We communicate openly and cooperatively.**
- ♦ **We continuously improve in everything we do.**

Adopted June 3, 2009

The Challenge

In 2010, the Illinois State Board of Education adopted more rigorous learning standards for Math and English Language Arts for grades K-12 in order to better prepare students for college and careers. These Common Core Standards outline what every student should learn and involves addressing the individual needs of students. Despite the progress Freeport School District has made over the past several years, there has been some decline in the number of students meeting or exceeding on the ISAT, particularly amongst sub-groups. Additionally, the new ISAT cut scores add to our challenge. Students who may have met state standards under the old system, may now be classified as needing improvement. In 2012, 77 percent of Freeport School District 8th grade students met or exceeded on the ISAT in reading compared to 86 percent of students in Illinois. Under the new cut scores only 46 percent of district students met or exceeded state standards compared to 60 percent of students in Illinois.

One aspect of the implementation of the Common Core Standards is to equip students to be able to compete in a global economy. The way our system of education was delivered 50 years ago served the way our society survived 50 years ago. Since then, our system of education and the needs of our society have evolved. Education can no longer be provided in outdated and “one size fits all” methods. Today, the survival of our society depends heavily on technology.

Students are technology-savvy and expect to have information readily at their fingertips. In order for teaching to be at all effective, students need to be educated in an atmosphere and with approaches that mesh with their interests yet meet academic requirements.

Theme: Academic Excellence and



Academic Goal: All students will graduate ready for college, careers, and life in a globally competitive economy.

Objective 1: To provide a guaranteed and viable standards-based curriculum that is rigorous, culturally relevant, and engaging for all students.

1.1.1 Implement the Common Core State Standards (CCSS) throughout the curriculum. Design district-wide units and assessments in ELA and Math aligned to the CCSS. Also incorporate the literacy and writing CCSS into science, social studies, and in all other subject areas.

1.1.2 Implement the Next Generation Science Standards (NGSS) curriculum. Design district-wide units and assessments aligned with the NGSS. Teachers will receive the appropriate professional development necessary to teach to the new standard. The district will also ensure that stakeholders are familiar with the standards and the implications for implementation.

1.1.3 Establish Professional Learning Communities (PLCs) at all schools. Teachers will engage in PLCs that focus on improving teaching and learning. Freeport School District will also operate with district level and school level improvement teams.

1.1.4 Align Special Education Individual Education Plans (IEP) to the CCSS. The goals and objectives included in students' IEPs will be aligned to the CCSS to ensure that all students with disabilities have access to the general education curriculum. Students will work on skill development to assist them in moving forward while participating in the CCSS.

1.1.5 Develop and implement transition plans for students with IEPs who are 14 years old and older. The Dis-

trict will prepare students with IEPs for college and careers. Transition plans will be developed for individual students that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.

Objective 2: Provide a well-rounded, student centered education that requires students to utilize 21st Century Skills (e.g., communication, collaboration, critical thinking, creativity) to prepare them for college and careers.

1.2.1 Implement STEM Pathways for 9th through 12th grade students. The district's curriculum will encompass a set of knowledge, skills, and behaviors of appropriate content and rigor to prepare students for both college, careers and life.

1.2.2 Develop and implement Learning Maps into instructional practices. The district will ensure the delivery of the curriculum is differentiated by mapping each student's learning throughout the year. We will use tasks that are embedded in day-to-day instruction that are aligned to the CCSS. Maps will highlight curriculum elements, learning objectives, resources, student data, and other items

1.2.3 Establish Individualized Learning Plans (ILPs) for all students in grades 6 through 12. The district will prepare students for college, careers and life through a comprehensive planning process that requires students to set goals, analyze course selections, build a resume, and monitor their plans. All student subgroups (SPED, low income, etc.) will complete and maintain an ILP.

Objective 3: Develop, analyze, and utilize standards-based assessments to modify instruction and provide effective feedback.

1.3.1 Implement a district-wide standards aligned assess-

ment system for ELA and Math. The district will formatively assess students to monitor the curriculum, determine needed adjustments, and identify student learning needs. Particular attention will be given to strengthening foundational skills in reading and math.

1.3.2 Utilize assessment data to differentiate instruction.

The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners including SPED and advanced subgroups. Formative assessment data will be used to set goals for the district, schools, and student subgroups as well as to target interventions and supports.

1.3.3 Establish a district-wide Response to Intervention (RTI) Committee. The district will ensure that all stakeholders are knowledgeable about RTI, its focus on early intervention, and its implementation. Ensure that all schools implement and maintain an appropriate RTI system.

Objective 4: Establish a “Personalized Mastery” system of instruction in all schools.

1.4.1 Implement a system of instruction that is learner-centered. Students assume more responsibility for the learning process by asking questions of peers and the teacher, reflecting on what they are learning and how, working collaboratively, and assessing each other’s work. Students construct knowledge by experiencing learning rather than observing it.

1.4.2 Design and implement a system of instruction that personalizes learning for all students. Learning is personalized in that it meets the needs of individual students. Students have “voice and choice” they receive rapid differentiated support.

1.4.3 Establish a system of instruction that holds students to mastery. Freeport School district will adopt a model of instruction that is learner-centered and has a strong emphasis of formative assessment. Students advance upon demonstrated mastery of the standards (i.e., knowledge and skills) they are expected to learn.

1.4.4 Implement a standards-based report card in all grades. Report student progress and mastery of the learning standards to parents, students, and teachers.

Objective 5: To provide organizational and learning conditions conducive to school improvement.

1.5.1 Implement a continuous improvement process in all schools and at the district level. The district’s school improvement process will be aimed at student academic, physical, social, emotional, and behavioral development.

1.5.2 Incorporate the 5Essentials survey into the continuous improvement process. All schools will analyze and utilize the results of the state adopted survey to improve learning conditions. The district will have a vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning.

Goal 1 Timeline

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.1.1 Implement the Common Core State Standards (CCSS) throughout the curriculum					
a. Identify Essential Learnings	Complete				
b. Develop K-12 Learning Progression	Complete				
c. Design and implement standards aligned Units and Assessments	Complete				
d. Plan, Do, Check, & Adjust					
1.1.2 Implement the Next Generation Science Standards Science (NGSS) curriculum					
a. Provide/Attend Professional Development on the NGSS	Complete				
b. Identify curriculum teams for each grade level/ subject					
c. Design and implement standards aligned Units and Assessments					
d. Plan, Do, Check, & Adjust					
1.1.3 Establish Professional Learning Communities (PLCs) at all schools					
a. Design district-wide data discussion tool	Complete				
b. Provide PD to all staff (PLCs and data tool)	Complete				
c. Implement PLCs on PD Wednesdays in all schools.	Complete				
d. Plan, Do, Check, & Adjust					
1.1.4 Align Special Education Individual Education Plans (IEP) to the CCSS					
a. Provide professional development to all special education staff regarding common core standards.					
b. Provide professional development to all special education staff on aligning IEP goals to CCSS.					
c. Coaching for all special education teachers on developing appropriate present level of academic and functional performance.					
d. Plan, Do, Check & Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.1.5 Develop and implement transition plans for students with IEPs who are 14 years old and older. The District will prepare students with IEPs for college and careers					
a. Professional development for special education teachers regarding state requirements for transitions.	➔	➔			
b. PLC to increase communication amongst middle school and high school.	➔	➔			
c. Will research and identify a transition assessment to be used at middle school and high school.	➔	➔			
d. Professional development for special education teachers regarding community partnerships and resources.	➔	➔			
e. Plan, Do, Check & Adjust					
1.2.1 Implement STEM Pathways for 6th through 12th grade students					
a. Identify STEM Pathway for Freeport School District	Complete				
b. Identify Courses to be included in STEM Pathway	Complete				
c. Finalize STEM Pathway	Complete				
d. Submit Draft Pathway to ISBE for Approval	Complete				
e. Implement STEM Pathways		➔			
f. Plan, Do, Check, Adjust					
1.2.2 Develop and implement Learnings Maps into instructional practices					
a. Identify district representative Learning Maps team members		➔			
b. Attend PD on Learning Maps		➔			
c. Attend PD on ISLE		➔			
d. Provide PD to all staff	➔	➔	➔	➔	➔
e. Implement Learning Maps in all schools			➔		
f. Plan, Do, Check, Adjust.					
1.2.3 Establish Individualized Learning Plans (ILPs) for all students in grades 6 through 12					
a. Attend PD on ILPs	Complete				
b. Identify tool to house and manage ILPs for all students	Complete				
c. Identify Team Members	Complete				
d. Provide PD to staff	➔				
e. Implement ILPs for 6 th thru 12 th grade students.		➔			
f. Plan, Do, Check, Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.3.1 Implement a district-wide standards-aligned assessment system for ELA and Math					
a. Identify a standards-based assessment tool	Complete				
b. Identify district trainers and provide PD	Complete				
c. Implement Assessment System in all schools	Complete				
d. Evaluate the Assessment System					
e. Plan, Do, Check, Adjust					
1.3.2 Utilize assessment data to differentiate instruction					
a. Provide professional development on the use of the assessment systems (Acuity)					
b. Implement a data discussion process in all schools.					
c. Provide professional development on differentiation, formative assessment, and feedback strategies.					
d. Plan, Do, Check, Adjust					
1.3.3 Establish a district-wide Response to Intervention (RTI) Committee					
a. Identify district RTI Team Members					
b. Identify RTI tools	Complete				
c. Convene 1 st meeting and establish meeting schedule					
d. Provide PD to all staff on RTI tool.					
e. Implement RTI system in all schools					
f. Plan, Do, Check, Adjust					
1.4.1 Implement a system of instruction that is learner-centered					
a. Provide PD to all teachers					
b. Monitor Implementation					
c. Plan, Do, Check, Adjust					
1.4.2 Design and implement a system of instruction that personalizes learning for all students					
a. Provide PD to all teachers					
b. Identify On-line instructional options					
c. Design "level" system					
d. Monitor Implementation					
e. Plan, Do, Check, Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.4.3 Establish a system of instruction that holds students to mastery					
a. Provide PD to all teachers	➡	➡	➡	➡	➡
b. Identify On-line instructional options	➡	➡			
c. Implement "Prototype" Schools (2 Elementary & 5th Grade) for the purpose of action research.		➡			
d. Implement mastery component in all Elementary Schools/6th Grade			➡		
e. Implement mastery component at in 7-8th Grade				➡	
f. Implement mastery component at FHS				➡	
g. Identify Web-based monitoring tool.	Complete (Educate)				
h. Plan, Do, Check, Adjust					
1.4.4 Implement a standards-based report card in all grades					
a. K-2	Complete	➡			
b. 3-5			➡		
c. 6-8				➡	
d. 9-12					
e. Plan, Do, Check, Adjust					
1.5.1 Implement a continuous improvement process in all schools and at the district level					
a. Provide PD to all staff	Complete				
b. Implement Rising Star in all schools	Complete				
c. Plan, Do, Check, Adjust					
1.5.2 Incorporate the 5Essentials survey into the continuous improvement process					
a. Provide to PD to all staff	Complete				
b. Implement 1 st year survey and adjust based on results	Complete				
c. Implement 2 nd year survey and adjust based on results		➡			
d. Plan, Do, Check, Adjust					

Theme: 21st CENTURY EDUCATOR

GOAL 2

Human Resource Goal: A highly qualified and motivated staff is recruited, developed, and supported in order to provide learner-centered instruction.

Objective 1: To identify and implement a comprehensive recruitment plan.

- 2.1.1 Review existing hiring procedures to determine strengths and opportunities for improvement.** Evaluate processes for posting vacancies, application procedures, on-line application process, application screening, interview process, and reference checks.
- 2.1.2 Implement best practices for consistency in the hiring process.** Review effective models for screening and interviewing applicants.
- 2.1.3 Implement protocols for posting position vacancies.** Review and modify job descriptions as needed. Identify posting requirements for vacancies that fall within any Collective Bargaining Agreement (CBA) in the District.
- 2.1.4 Maintain online website with accurate vacancy information.** Initiate process for timely advertising and purging of vacancies.
- 2.1.5 Expand the relationship with colleges and universities to differentiate FSD#145 from other school districts.** Partner with high quality teacher and administrator preparation programs to provide student teaching experiences for those seeking to work with a diverse student body. Select student teachers to better reflect District staffing needs.
- 2.1.6 Increase the number of minority teachers to better reflect the District's student population.** Support school administrators to focus on minority hiring to reflect their school population. Reestablish funding to develop scholarship programs to encourage academical-

ly talented minority students to pursue careers in education.

- 2.1.7 Enhance communication with higher education to improve awareness of FSD#145's staffing needs.** Collaborate with colleges and universities on teacher recruitment and attend teacher recruitment fairs statewide. Maintain an on-line web site with clear and up to date information.

Objective 2: Identify and implement a comprehensive retention plan.

- 2.2.1 Evaluate the effectiveness of current orientation activities, activities for staff holding a Professional Educator License (PEL), Educator License with Stipulations (ELS) & Substitute Teaching License (SUB).** Maintain regular communication with ROE regarding changes in ISBE requirements for teacher and paraprofessional licensure.
- 2.2.2 Evaluate and monitor retention rate of staff and review existing exit process.** Leverage talent management best practices to improve employee engagement and retention. Identify specific reasons for employee departures to help drive organizational improvement.
- 2.2.3 Support and encourage the attainment of National Board Certification (NBC).** Convene current NBCTs in the District to develop a support system for others to become NBC.
- 2.2.4 Increase knowledge of cultural competence where teachers have high expectations for students and colleagues, have an awareness of and respect for cultural differences.** Provide diversity training for all staff and communicate the process for reporting complaints.
- 2.2.5 Deliver high quality targeted PD and training allowing for teacher choice and collaboration.** Provide and analyze a needs assessment survey for staff. Develop and communicate a PD calendar to District staff.
- 2.2.6 Implement the Professional Educator's Evaluation Process in line with changes in the state law that incorporates professional practice and student**

growth to improve educator effectiveness. Provide ongoing PD regarding the impact of student growth on educator's evaluations and modify the teacher evaluation documents as needed.

Objective 3: Develop, analyze and implement induction programs for new principals and teachers.

2.3.1 Evaluate and revise the current New Teacher/Principal Induction Program. Review program goals aligned to the Illinois Induction Program Standards and the Illinois Performance Standards for School Leaders.

2.3.2 Implement best practices in induction programs. Establish induction program for new principals. Review program goals and implement best practices for new teacher induction program and increase support for all mentoring programs in the district.

2.3.3 Increase mentoring program and support. Provide mentoring professional development to identified administrators and teachers.

Objective 4: Review and update personnel policies.

2.4.1 Regularly review all personnel policies to ensure alignment with Illinois School Code and ISBE regulations. Implement a system where all policies are reviewed and modified as needed.

Goal 2 Timeline

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.1.1 Review existing hiring procedures to determine strengths and opportunities for improvement					
a. Evaluate processes for posting vacancies	➡	➡		➡	
b. Evaluate online application process	➡	➡		➡	
c. Evaluate applicant screening process		➡		➡	
d. Evaluate interview process		➡		➡	
e. Evaluate process for checking references		➡		➡	
f. Plan, Do, Check, & Adjust					
2.1.2 Implement best practices for consistency in the hiring process					
a. Review effective models for screening applicants			➡		➡
b. Review effective models for interviewing applicants	➡		➡		➡
c. Plan, Do, Check, & Adjust					
2.1.3 Implement protocols for posting vacancies					
a. Review and modify job descriptions as needed	➡	➡	➡	➡	➡
b. Identify posting requirements for vacancies within CBAs in the District.			➡		
c. Plan, Do, Check, & Adjust					
2.1.4 Maintain online website with accurate vacancy information					
a. Initiate process for timely posting of vacancies	➡	➡			
b. Initiate process for timely purging of vacancies.	➡	➡			
c. Plan, Do, Check, & Adjust					
2.1.5 Expand the relationship with colleges and universities to differentiate FSD#145 from other school districts					
a. Partner with high quality teacher and administrator preparation programs to provide student teaching/ internship experiences for educators seeking to work with a diverse student body	➡	➡	➡	➡	➡
b. Select student teachers to better reflect District staffing needs.	➡	➡	➡	➡	➡
c. Plan, Do, Check, Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.1.6 Increase the number of minority teachers to better reflect the District's student population					
a. Require school administrators to focus on minority hiring to reflect school demographics.	➡	➡	➡	➡	➡
b. Reestablish funding to develop scholarship programs to encourage academically talented minority students to pursue careers in education.	➡	➡	➡	➡	➡
c. Partner with FAAMUC to provide community mentoring program for minorities new to the district.	➡	➡	➡	➡	➡
d. Plan, Do, Check, Adjust.					
2.1.7 Enhance communication with higher education to improve awareness of FSD's staffing needs					
a. Collaborate with colleges and universities on recruiting licensed teachers.	➡	➡	➡	➡	➡
b. Attend statewide teacher recruitment fairs.	➡	➡	➡	➡	➡
c. Maintain an on-line web site with clear information.	➡	➡	➡	➡	➡
d. Plan, Do, Check, Adjust					
2.2.1 Evaluate the effectiveness of current orientation activities for staff holding a Professional Educator License (PEL), Educator License with Stipulations (ELS), and Substitute Teaching License (SUB)					
a. Maintain communication with ROE regarding licensure updates.	➡	➡	➡	➡	➡
b. Reflect on the mission, vision, and values of the District.					
c. Review job descriptions and expectations.	➡	➡	➡	➡	➡
d. Review and modify HR policies as needed.	➡	➡	➡	➡	➡
e. Plan, Do, Check, Adjust					
2.2.2 Evaluate and monitor retention rate of staff and review exit interview process					
a. Leverage talent management best practices to improve employee engagement and retention.		➡			
b. Identify specific reasons for the employee departure to help drive organizational improvement.	➡	➡	➡	➡	➡
c. Provide opportunity for departing employee to leave on a positive note	➡	➡	➡	➡	➡
d. Provide opportunities to share the feedback with the immediate supervisor.	➡	➡	➡	➡	➡
e. Plan, Do, Check, Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.2.3 Support and encourage the attainment of National Board Certification (NBC)					
a. Convene current NBCTs in the District to develop a support system for others to become NBC.		➡			
b. Identify NBCT leaders to partner with those aspiring to become NBC.		➡			
c. Provide resources for aspiring NBCTs.		➡	➡	➡	➡
d. Plan, Do, Check, Adjust					
2.2.4 Increase knowledge of cultural competence where teachers have high expectations for students and colleagues have an awareness of and respect for cultural differences					
a. Provide diversity training for all staff		➡	➡	➡	➡
b. Develop reporting structure to ensure process for reporting complaints	➡	➡			
c. Plan, Do, Check, Adjust					
2.2.5 Deliver high quality targeted PD and training allowing for teacher choice and collaboration					
a. Develop and implement a needs assessment		➡	➡	➡	➡
b. Analyze results		➡	➡	➡	➡
c. Establish PD activities and resources		➡	➡	➡	➡
d. Establish PD calendar		➡	➡	➡	➡
e. Plan, Do, Check, Adjust					
2.2.6 Implement the Professional Educator's Evaluation Process in line with changes in state law that incorporates professional practice and student growth to improve educator effectiveness					
a. Establish a joint committee with FEA to develop the teacher evaluation process	➡	➡			
b. Provide PD to all licensed staff	➡	➡			
c. Plan, Do, Check, Adjust					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.3.1 Evaluate and revise the current New Teacher/ Principal Induction Program					
a. Identify program leadership administration and support		➔			
b. Review program goals and designs	➔	➔			
c. Identify resources to meet the goals and deliver program components		➔			
d. Identify administrator roles and responsibilities		➔			
e. Establish mentor selection process and assignment	➔	➔			
f. Provide PD for mentors	➔	➔			
g. Develop 2-year NTIA Program	➔	➔			
h. Develop formative assessment experiences		➔			
i. Plan, Do, Check, Adjust					
2.3.2 Implement best practices in induction programs					
a. Research best practices on nationally acclaimed induction programs	➔	➔			
b. Annually participate in the Illinois New Teacher Collaborative Induction and Mentoring Conference (NTC)	➔	➔	➔	➔	➔
c. Plan, Do, Check, Adjust					
2.3.3 Increase the support of mentoring programs					
a. Provide professional development to all administrators on mentoring		➔	➔	➔	➔
b. Coach teachers on developing necessary mentoring skills	➔	➔	➔	➔	➔
c. Identify administrative leadership for principal induction		➔	➔	➔	➔
d. Plan, Do, Check, Adjust					
2.4.1 Regularly review all personnel policies					
a. Review and modify policies semi-annually.	➔	➔	➔	➔	➔
b. Plan, Do, Check, Adjust					

Theme: Family and Community Relationships



Collaborative Goal: Family and community relationships will be cultivated, sustained, and strengthened through timely and transparent communication.

Objective 1: Align communication needs and tools with district policies, requirements, and procedures.

3.1.1 Systematically review all FSD145 partnerships and communications Board policies. Policies within the 100, 200, 300, and 800 categories which specifically refer to communication efforts, needs, or plans will be reviewed and updated as necessary in order to strengthen communication and collaboration.

3.1.2 Refine and update community organization information dissemination procedure. Distribution of non-school community group information will be improved, including electronic information dissemination.

3.1.3 Engage in activities which foster greater general comprehension of district operations and educational programs. Ongoing delivery of information across multiple platforms and various levels of understanding, including non-English language speakers.

Objective 2: Share goals and objectives reciprocally with stakeholders as a conduit to augment academic achievement through stronger public relationships and support for the schools.

3.2.1 Adjust communications plan based upon most recent stakeholder input. Collaborate with parent groups, community organizations, and other agencies to reflect identified priorities throughout communication tools.

3.2.2 Ensure effective mechanisms to receive information from stakeholders as part of the district's continu-

ous improvement process. Utilize successful two-way communication to stimulate collaboration, which invites and encourages parental and community involvement in school activities.

3.2.3 Guarantee that stakeholders have opportunities to communicate at all levels of the school district organization. From casual parent-teacher messages to addressing the Board of Education during public meetings, all tiers of the school district's organizational structure welcome feedback from parents and community members.

3.2.4 Undergo rebranding process to reflect stakeholders' preference to embrace local Pretzel City tradition throughout community. Develop and cultivate use of new logo that more clearly identifies the school district as a part of the community through the recognized Pretzel mascot.

Objective 3: Optimize the use of technology tools and partners to increase accessibility to information.

3.3.1 Render messages and notifications into useful formats with straightforward content. Simplify technical terminology and jargon by using common, easy-to-understand language.

3.3.2 Acknowledge and utilize social media as one of the most efficient and preferred means of electronic communication. Replicate messages shared via that medium across other electronic platforms. Exploit no-cost social media availability, maintaining consistency throughout and among different channels and applications.

3.3.3 Partner fully with local, regional, state, and national, media outlets to communicate transparently. Reinforce cordial relationships the communications department currently enjoys with local media while cultivating wider media coverage of school district news and information.

Objective 4: Explore and develop meaningful collaborative opportunities for parents and other family members directly with the schools.

3.4.1 Convene representative staff to determine gaps in family involvement. All grade levels will evaluate and prioritize family involvements needs and disparities.

3.4.2 Establish a long-term committee to address and evaluate identified family support opportunities. An ad hoc committee will begin the committed process of launching district-wide approaches to increasing the presence and participation of parents and families in our schools.

Goal 3 Timeline

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3.1.1 Systematically review all FSD145 Board policies related to partnerships and communications					
a. Prioritize policies not reviewed or revised prior to 2000.		➔			
b. Suggest revisions as necessary in accordance with statutory requirements and Policy Reference Educational Subscription Service.		➔	➔		
c. Plan, Do, Check, Adjust.					
3.1.2 Refine and update community organization information dissemination					
a. Review and revise procedure to reflect changes which create a more efficient system.		➔			
b. Plan, Do, Check, Adjust.					
3.1.3 Engage in activities which foster general comprehension of district operations and educational programs					
a. Message repetition across all outlets.	➔	➔	➔	➔	➔
b. Develop more effective means to communicate with non-English speakers beyond Spanish.		➔	➔		
c. Accommodate multiple levels of technology understanding, from rudimentary to more sophisticated.	➔	➔	➔	➔	➔
d. Plan, Do, Check, Adjust.					
3.2.1 Adjust communications plans based upon the most recent stakeholder input					
a. Utilize both formal and informal input to adapt communications as necessary.	➔	➔	➔	➔	➔
b. Plan, Do, Check, Adjust					
3.2.2 Ensure effective mechanisms to receive information from stakeholders as part of the district's continuous improvement process					
a. Re-establish Communication Advisory Group to gather widespread feedback.		➔	➔		
b. Involve existing Key Communicators in expanded communication roles.		➔	➔	➔	
c. Plan, Do, Check, Adjust.					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3.2.3 Guarantee that stakeholders have opportunities to communicate at all levels of the school district organization					
a. Broaden approachability to Board, administration, and schools through increased transparency, including electronically accessible meetings.		→	→		
b. Emphasize multiple communication channel options, from teachers through Board level.	→	→	→	→	→
c. Plan, Do, Check, Adjust.					
3.2.4 Rebrand to reflect stakeholders' preference to embrace pretzel tradition					
a. Develop new logo with universal appeal and incorporate its use throughout FSD145.		→	→		
b. Plan, Do, Check, Adjust.					
3.3.1 Render messages and notifications into useful formats with straightforward content					
a. Simplify and limit the use of technical jargon.		→	→		
b. Employ common language.	→	→	→	→	→
c. Encourage Family Access usage and communication settings unique to each family.		→	→		
d. Plan, Do, Check, Adjust.					
3.3.2 Acknowledge and utilize social media as one of the most efficient and preferred means of electronic communication					
a. Prioritize no-cost channels.		→	→		
b. Strengthen and expand existing social media use to collaborate with current and future community partners.		→	→	→	
c. Plan, Do, Check, Adjust.					
3.3.3 Partner fully with local, regional, state, and national media outlets to communicate transparently					
a. Solidify existing amiable media relationships.	→	→	→	→	→
b. Cultivate wide coverage of positive district information and events.		→	→	→	→
c. Readily accommodate media requests as appropriate and in accordance with Board policy.	→	→	→	→	→
d. Plan, Do, Check, Adjust.					

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3.4.1 Convene representative staff to determine gaps in family involvement					
a. Including deans, quickly gather relevant staff to discuss and review family support status quo and suggest future approaches.	➔	➔			
c. Plan, Do, Check, Adjust.					
3.4.2 Establish a long-term committee to address and evaluate identified family support opportunities					
a Ad hoc committee created to assess status and prioritize cost-effective measures to increase family involvement.		➔			
b. Ad hoc committee evolves into diverse standing committee which meets regularly to review and evaluate strategies.		➔	➔	➔	➔
d. Plan, Do, Check, Adjust.					

Theme: Financial Stability

GOAL 4

Financial Goal: Fiscal responsibility to effectively realize school district objectives.

Objective 1: Fund Balance to Revenue Ratio – This indicator reflects the overall financial strength of the district. It is the result of dividing the ending operational fund balances by the revenues for the four operating funds (and the IMRF/SS fund if negative) funds. Operating funds are the Education, Operations and Maintenance, Transportation, and Working Cash funds.

4.1.1 Maintain Fund Balance to Revenue Ratio. The district is currently at a ratio of 37.5%. An ideal score is 25% or more. This is scored at 4 on a 1-4 scale, with 4 being the best.

4.1.2 Establish a fund balance policy directing accumulation limits that maintain a 25% or more score. Design a board policy that requires maintaining a fund balance equal or greater than 25% of the revenue in the operating funds.

Objective 2: Expenditure to Revenue Ratio – This indicator identifies how much is expended for each dollar received. It is computed by dividing the total expenditures in the Education, Operations and Maintenance, and Transportation Funds by the revenues for those funds plus working cash.

4.2.1 Return to operating fund spending of no more than received in the operating funds. The ideal score would be 1.000 or less. The district finished last year with a score of 1.034, slightly over the ideal level. This moved the district out of the highest score category.

4.2.2 Identify areas to decrease expenses. The district will continue to evaluate all expenditures in order to remove or decrease unnecessary expenditures.

4.2.3 Identify areas of increased revenues. The district will work to identify any and all new sources of funding for the district's operations.

Objective 3: Days Cash on Hand – This indicator provides a projected estimate of the number of days a district could meet operating expenses provided no additional revenues were received. It is computed by dividing the total expenditures of the Education, Operations and Maintenance, and Transportation Funds by 360 days to determine an average expenditure per day. Then the total cash on hand and investments plus the Working Cash (at the end of the fiscal year) are divided by the average expenditures per day.

4.3.1 Work to rebuild operating fund's fund balances. The district has had to spend reserves due to the underfunding by the state and federal governments. The state would like to see at least 90 to 180 days cash on hand for a score of 3 or more than 180 days for a score of 4. The district finished last year at 78.87 days which resulted in a score of 2.

4.3.2 Reduce expenses to match revenues. This will allow for the rebuilding of the operating fund's fund balances and reduce the sum of direct expenditures, which is the denominator in the Days Cash on Hand formula. Decreasing the denominator, will increase the score.

Objective 4: Percent of Short-Term Borrowing Ability Remaining – Districts sometimes incur short-term debt due to several factors, primarily lack of receipt of state or local revenues. For this indicator, the sum of Tax Anticipation Warrants is divided by 85% of the Equalized Assessed Value (EAV) multiplied by the sum of the tax rates for the Education, Operations and Maintenance, and Transportation funds.

4.4.1 Maintain Percent of Short-Term Borrowing Ability Remaining level. The district has not yet been in the situation where short-term borrowing was necessary.

Objective 5: Percent of Long-Term Debt Margin Remaining – *A district will incur long-term debt for major expenditures such as buildings and equipment (outstanding bonds). This total is calculated by multiplying the district's EAV by its maximum general obligation debt limitation, and subtracting any outstanding long-term debt.*

4.5.1 Continue regular annual payments of approximately 10% of outstanding debt. The district currently has \$22,396,713 in long-term debt based on a long-term debt limit of \$46,135,193. This represents 48.55% of debt outstanding, which leaves 51.45% remaining. This is scored at 3 on a 1-4 scale, with 4 being the best. The district will need to get to 75% remaining before moving up to a score of 4.

4.5.2 Identify possible refinancing of debt opportunities. All opportunities to lower debt other than by direct payment should be investigated and implemented where possible.

Goal 4 Timeline

Strategy	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fund Balance to Revenue Ratio					
4.1.1 Maintain Fund Balance to Revenue Ratio	Complete	➡	➡	➡	➡
4.1.2 Establish a fund balance policy directing accumulation limits that maintain a 25% or more score					
Plan, Do, Check, & Adjust					
Expenditure to Revenue Ratio					
4.2.1 Return to operating fund spending of no more than received in the operating funds.					
4.2.2 Identify areas to decrease expenses.					
4.2.3 Identify areas of increased revenues.					
Plan, Do, Check, & Adjust					
Days Cash of Hand					
4.3.1 Work to rebuild operating fund's fund balances.					
4.3.2 Reduce expenses to match revenues.					
Plan, Do, Check, & Adjust					
Percent of Short-Term Borrowing Ability Remaining					
4.4.1 Maintain Percent of Short-Term Borrowing Ability Remaining level.	Complete	➡	➡	➡	➡
Plan, Do, Check, Adjust					
Percent of Long-Term Debt Margin Remaining					
4.5.1 Continue regular annual payments of approximately 10% of outstanding debt.	➡	➡	➡	➡	➡
4.5.2 Identify possible refinancing of debt opportunities.	2014 Refinancing Complete	➡			
Plan, Do, Check, Adjust.					

