

FREEPORT SCHOOL DISTRICT
Board of Education

STRATEGIC PLAN



CONTENTS

FREEMPORT SCHOOL DISTRICT MISSION/VALUES

STRATEGIES TO ACHIEVE GOALS

GOAL 1:

Theme: Academic Excellence and Learning

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

GOAL 2:

Theme: 21st Century Educator

A highly qualified and motivated staff is recruited, developed, and supported to provide 21st century instruction to every student.

GOAL 3:

Theme: Family and Community Relationships

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

GOAL 4:

Theme: Financial Stability

Fiscal responsibility to effectively realize school district objectives.

MISSION

**In Partnership with Students, Family, and Community,
We Educate Every Student for the Challenges of Today and the Oppor-
tunities of Tomorrow Through the Continuous Pursuit of Excel-
lence.**

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

Theme: Academic Excellence and Learning



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

PROPOSED MEASURES

- **Percent Proficient:** The percent proficient will increase annually by 3-7 percentage points over the next five years, with accelerated growth for the lowest performing subgroups, as measured by PARCC.
- **Student Growth (MAP):** At least seventy percent of students will show growth in English and Math as measured by MAP assessment administered 3 times per year.
- **Graduation Rate:** Graduation rate will increase by at least 2 percentage points annually over the next five years, reaching 90% by 2020, with accelerated growth of at least 5 percentage points for lowest performing subgroups.
- **Post-Secondary Enrollment:** College going rate will increase annually by at least 3 percentage points for each subgroup over the next five years.
- **College Readiness:** The percentage of students who achieved a combined score of at least 21 on the ACT and therefore are classified as being Ready for College Coursework will increase 2 percentage points over the next 5 years reaching 50% by 2020.
- **Attendance Rate:** Attendance rate of at least 95% overall and for each subgroup and school.
- **Chronic Absence Rate (Missing 10% or more of School for any reason):** Chronic absence rate of 10% or less for each school and subgroup.
- **Preschool Programming expansion** to serve more students ages 3-5 from the community.
- **Expansion and improvement of transition programming** at the high school for students ages 18-21.
- **Discipline:** The FSD will use multiple sources of data (PBIS Matrix, ATS, Code of Conduct, TR, OR) to track the progress of PBIS implementation and discipline data.
- **Discipline:** FSD will fully implement and align PBIS in all schools and schools will maintain or increase their PBIS status, which will be measured by the PBIS evaluation tool.
- **Discipline:** FSD will provide PD to all educators throughout the year in providing equitable discipline practices to ensure fairness and equity, the district will measure the completion of this goal by providing the teachers with a PBIS handbook and matrix each year and by following-up on school building professional development.

THE FOLLOWING OBJECTIVES WITH INDICATED RESOURCES AND PLANS WILL BE IMPLEMENTED OVER THE NEXT FIVE YEARS.

Objective 1: To provide a guaranteed and viable 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 English/Language Arts (ELA) and Math aligned to the CCSS and 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 Science (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 (SPED) 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 District 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.

1.1.6 Develop Plans to ensure culturally relevant curriculum and resources for a variety of student backgrounds in particular second language learners.

Objective 2: Provide a well-rounded, and student centered classroom that allows for 21st Century teaching and learning (e.g., communication, collaboration, critical thinking, creativity) to prepare them for college and careers.

1.2.1 Design and implement a framework that supports 21st century teaching and learning for all students. 21st Century Teaching and Learning instruction meets the needs of individual students. Students have “voice and choice” and owns their learning.

1.2.2 Establish a standards-based instructional system. Freeport School District will advance an instructional system that is student-centered and has a strong emphasis of ongoing assessment. Student proficiency of the standards will demonstrate through high quality instruction.

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

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 assessment 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 Multi-Tiered System of Support (MTSS) Committee. The district will ensure that all stakeholders are knowledgeable about MTSS, its focus on early intervention, and its implementation. Ensure that all schools implement and maintain an appropriate MTSS system.

Objective 4: To provide organizational and learning conditions conducive to school improvement.

1.4.1 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.

1.4.2 Develop plans to teach appropriate student behavior and support teachers on how to best manage classrooms to maximize instructional time.

1.4.3 Given the relationship between school climate and academic achievement, the FSD will take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured and welcome.

1.4.4 To support appropriate student behavior, FSD will implement prevention-based strategies (PBIS) that identify at-risk students and match tiered supports and interventions- universal, targeted, and intensive- to meet students’ varied behavioral and developmental needs.

1.4.5 The FSD will train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students.

Goal 1 Timeline

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-------------|-------------|-----------------------------|---------------------------------|--------------|-----------|-----------|
| 1.1.1 Implement the new Illinois Learning Standards throughout the curriculum | | | | | | | |
| a. Develop, Review, Update K-12 Learning Progression (Scope and Sequence). | Developed | | Revising | Revising | Continue | Continue | Continue |
| b. Identify and implement standards aligned Units and Assessments. | Designed | Revising | Revising | Revising | Continue | Continue | Continue |
| c. Plan, Do, Check, & Adjust a., and b. above. | | | | | | | |
| 1.1.2 Implement the Next Generation Science Standards (NGSS) curriculum | | | | | | | |
| a. Provide/Attend Professional Development on the NGSS. | (1 teacher) | | 6-12 NGSS Training with ROE | Review | Implement | Continue | Continue |
| b. Identify curriculum teams for each grade level/subject. | | incomplete | Creating 6-12 team | Working team | Continue | Continue | Continue |
| c. Identify and implement standards aligned Units and Assessments. | | | | Study/Review | Review/Pilot | Implement | Continue |
| d. Plan, Do, Check, & Adjust a., b., and c. above. | | | | | | | |
| 1.1.3 Establish Professional Learning Communities (PLCs) at all schools | | | | | | | |
| a. Design district-wide data discussion tool. | Completed | Implemented | | Continue support of PLC process | Continue | Continue | Continue |
| b. Provide PD to all staff (PLCs and data tool). | Completed | Completed | | Refresher and NTIA | Continue | Continue | Continue |
| c. Implement PLCs on PD Wednesdays in all schools. | Completed | Evaluated | Continue | Continue | Continue | Continue | Continue |
| d. Ensure one PLC with a focus on diversity and cultural competence each quarter. | | | | Implement | Continue | Continue | Continue |
| 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. | | | | Continue | Continue | Continue | Continue |
| b. Provide professional development to all special education staff on aligning IEP goals to CCSS. | | | | Continue | Continue | Continue | Continue |
| c. Plan, Do, Check & Adjust a. and b., above. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|--------------------|--------------------|-----------|-----------|-----------|
| 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. Provide professional development for special education teachers regarding state requirements for transitions. | | | | Continue | Continue | Continue | Continue |
| b. Support PLCs to increase communication among middle school and high school. | | | | Continue | Continue | Continue | Continue |
| c. Identify and implement transition assessment to be used at middle school and high school. | | | | Study/Review | Implement | Review | Continue |
| d. Provide professional development for special education teachers regarding community partnerships and resources. | | | | Continue | Continue | Continue | Continue |
| e. Plan, Do, Check & Adjust a., b., c., and d. above. | | | | | | | |
| 1.1.6 Develop Plans to ensure culturally relevant instruction, curriculum and resources for a variety of student backgrounds in particular second language learners | | | | | | | |
| a. Provide training to all teachers who work with Second Language learners on instructional strategies. | | | | Implement | Continue | Continue | Continue |
| b. Ensure appropriate curriculum and resources reflective of a variety of cultures to engage a variety of learners. | | | | Implement | Continue | Continue | Continue |
| c. Provide additional language support for learners who are acquiring English in ESL program. | | | | Implement | Continue | Continue | Continue |
| 1.2.1 Design and implement a framework that supports 21st Century Teaching and Learning | | | | | | | |
| a. Provide ongoing PD to all teachers. | | | | Implement | Continue | Continue | Continue |
| b. Identify instructional options. | | | Study | Continue/Implement | Continue | Continue | Continue |
| c. Implementation of rubric system. | | | Study | Study | Continue | Continue | Continue |
| d. Plan, Do, Check, Adjust a., b., and c. above. | | | | | | | |
| 1.2.2 Establish an instructional model where students demonstrate proficiency of standards | | | | | | | |
| a. Provide PD to all teachers and administrators. | | | Study | Implement | Continue | Continue | Continue |
| b. Implement Project Based and Inquiry Based Learning. | | | Study | Implement | Continue | Continue | Continue |
| c. Implement student driven Short-Focused Research. | | Completed | Study | Implement | Continue | Continue | Continue |
| d. Implement Authentic Tasks/Performance Tasks. | | | Study/Review/Pilot | Implement | Continue | Continue | Continue |
| e. Plan, Do, Check, Adjust a., b., c., and d. above. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|------------------|-----------|-----------|-----------|-----------|
| 1.2.3 Implement a standards-based report card in all grades and subject areas | | | | | | | |
| a. K-2 | Completed | | | | | | |
| b. 3-5 | | Completed | | | | | |
| c. 6 | | | Completed/Review | Review | Continue | Continue | Continue |
| d. 7-8 | | | | Study | Continue | Continue | Continue |
| e. 9-12 | | | | Study | Continue | Continue | Continue |
| f. Plan, Do, Check, Adjust a.—d above. | | | | | | | |
| 1.3.1 Implement a district-wide standards-aligned assessment system for ELA and Math | | | | | | | |
| a. Identify a standards-based assessment tool. | Completed | | Reviewed | Implement | Continue | Review | Continue |
| b. Identify district trainers and provide PD. | Completed | | | Implement | Continue | Continue | Continue |
| c. Implement Assessment System in all schools. | Completed | | Reviewed | Implement | Continue | Review | Continue |
| d. Evaluate the Assessment System. | | | Reviewed | Continue | Continue | Review | Continue |
| e. Plan, Do, Check, Adjust a.—d. above. | | | Adjust | | | | |
| 1.3.2 Utilize assessment data to differentiate instruction | | | | | | | |
| a. Provide professional development on the use of the assessment systems. | | | | Implement | Continue | Continue | Continue |
| b. Implement a data discussion process in all schools. | | | Continue | Review | Continue | Continue | Continue |
| c. Provide professional development on how to use data for differentiation, formative assessment, and feedback strategies. | | | | Continue | Continue | Continue | Continue |
| d. Provide professional development on goal setting for all students. | | | | Implement | Continue | Continue | Continue |
| e. Plan, Do, Check, Adjust a.—c. above. | | | | | | | |
| 1.3.3 Establish a district-wide Multi Tiered System of Supports (MTSS) Committee—RTI/PBIS | | | | | | | |
| a. Identify district MTSS Team Members. | | | Completed | Continue | Continue | Continue | Continue |
| b. Identify MTSS tools. | | | Continue | Continue | Implement | Continue | Continue |
| c. Convene 1 st meeting and establish meeting schedule. | | | Continue | Continue | Continue | Continue | Continue |
| d. Provide PD to all staff on MTSS tool. | | | Continue | Continue | Implement | Continue | Continue |
| e. Implement MTSS system in all schools. | | | Continue | Continue | Implement | Continue | Continue |
| f. Plan, Do, Check, Adjust a.—e. above. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|--|-------------|-----------|-----------|-----------|
| 1.4.1 Implement a continuous improvement process in all schools and at the district level | | | | | | | |
| a. Provide PD to School Improvement Teams and District Leadership Team . | Completed | | Developed/Reviewed | Continue | Continue | Continue | Continue |
| b. Implement Continuous District School Improvement Goals/Plans in all Schools. | Completed | | Developed/Reviewed/Revised/Implemented | Continue | Continue | Continue | Continue |
| c. Plan, Do, Check, Adjust a. and b. above. | | | | | | | |
| 1.4.2 Develop plans to teach appropriate student behavior and support teachers on how to best manage classrooms to maximize instructional time | | | | | | | |
| a. Provide Professional Development to teachers on classroom management strategies . | | | | Implemented | Continue | Continue | Continue |
| b. Provide Direct teaching of social /emotional and behavior skills to students weekly. | | | | Implemented | Continue | Continue | Continue |

Theme: 21st CENTURY EDUCATOR

GOAL 2

Human Resource Goal: A highly qualified and motivated staff is recruited, developed, and supported to provide 21st century instruction to every student.

PROPOSED MEASURES

- Percent with Master's Degree and Above: By 2020, the percent of teachers with a Master's Degree or above will increase from 54.4% to 58.2% to mirror the state average.
- Teacher Attendance: The percent of teachers with more than ten (10) absences per year will decrease by 4 percentage points over the next 5 years to 20%
- Minority Recruitment: By 2020, the percent of minority teachers will meet or exceed the state average.
- Diversity Training: By 2016, diversity training will be included in professional development offerings throughout the district. Annually, diversity training will be included in the New Teacher Induction Program (NTIA). By 2020, 100% of all staff will have participated in district sponsored diversity training.
- Increase and implement professional development for all PPS work groups.

THE FOLLOWING OBJECTIVES WITH INDICATED RESOURCES AND PLANS WILL BE IMPLEMENTED OVER THE NEXT FIVE YEARS.

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 and background 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 that reflects the school population. Explore strategies / programs to encourage academically talented minority students to pursue careers in education.

Objective 2: Identify and implement a comprehensive retention plan.

- 2.2.1 Evaluate the effectiveness of current orientation activities. Regularly communicate requirements for staff holding a Professional Educator License (PEL), Educator License with Stipulations (ELS) & Substitute Teaching License (SUB).** Maintain regular communication with the 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 staff members have high expectations for students and colleagues, and have an awareness of, and respect for cultural differences.** Provide diversity training for all staff and communicate the process for reporting complaints.

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 for alignment to the Illinois Induction Program Standards and the Illinois Performance Standards for School Leaders.

2.3.2 Implement best practices in induction programs. Work with the Regional Office of Education (ROE), Illinois Principals Association (IPA), and/or other appropriate professional organizations to develop a principal induction and mentoring program.

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

Goal 2 Timeline

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-----------|--------------------|-----------|-----------|
| 2.1.1 Review existing hiring procedures to determine strengths and opportunities for improvement | | | | | | | |
| a. Evaluate processes for posting vacancies. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Evaluate online application process. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| c. Evaluate applicant screening process. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| d. Evaluate interview process. | | | | Review | Revise / Implement | Continue | Continue |
| e. Evaluate process for checking references. | | | | Review | Revise / Implement | Continue | Continue |
| f. Plan, Do, Check, & Adjust. | | | | | | | |
| 2.1.2 Implement best practices for consistency in the hiring process | | | | | | | |
| a. Review effective models for screening applicants. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Review effective models for interviewing applicants. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| c. Plan, Do, Check, & Adjust. | | | | | | | |
| 2.1.3 Implement protocols for posting vacancies | | | | | | | |
| a. Review and modify job descriptions as needed. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Identify posting requirements for vacancies within CBAs in the District.. | | | Continue | Continue | Continue | Continue | Continue |
| c. Plan, Do, Check, & Adjust. | | | | | | | |
| 2.1.4 Maintain online website with accurate vacancy information | | | | | | | |
| a. Initiate process for timely posting of vacancies. | | | Review | Revise | Implement | Continue | Continue |
| b. Initiate process for timely purging of vacancies. | | | Review | Revise | Implement | Continue | Continue |
| 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. | | | | Implement | Continue | Continue | Continue |
| b. Select student teachers to better reflect District staffing needs. | | | | Implement | Continue | Continue | Continue |
| c. Collaborate with colleges and universities on recruiting licensed teachers. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| d. Attend statewide teacher recruitment fairs. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| e. Maintain an on-line web site with clear information. | | | Review | Revise | Implement | Continue | Continue |
| f. Plan, Do, Check, Adjust | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-----------|-----------|-------------------|-------------------|-------------------|-------------------|
| 2.1.6 Increase and retain 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. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Explore strategies / programs to encourage academically talented minority students to pursue careers in education. | | | | Implement | Continue | Continue | Continue |
| c. Partner with FAAMUC and other local organizations to provide community mentoring program for minorities new to the district. | | | | Implement | Implement | Continue | Continue |
| 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 | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Review job descriptions and expectations | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| c. Review and modify HR policies as needed | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| d. 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. | | | | Review | Continue / Revise | Continue / Revise | Continue / Revise |
| b. Identify specific reasons for the employee departure to help drive organizational improvement. | Continue | Continue | Continue | Continue | Continue | Continue | Continue |
| c. Provide opportunities to share the feedback with the immediate supervisor. | Continue | Continue | Continue | Review / Continue | Continue | Continue | Continue |
| d. Plan, Do, Check, Adjust. | | | | | | | |
| 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. | | | | Review | Revise | Continue | Continue |
| b. Identify NBCT leaders to partner with those aspiring to become NBC. | | | | Review | Revise | Continue | Continue |
| c. Provide resources for aspiring NBCTs. | | | | Review | Revise | Continue | Continue |
| d. Plan, Do, Check, Adjust. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|-------------|-------------|-----------|-----------|-----------|-----------|
| 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. | | | Implemented | Continue | Continue | Continue | Continue |
| b. Develop reporting structure to ensure process for reporting complaints. | | | | Review | Implement | Continue | Continue |
| c. Plan, Do, Check, Adjust. | | | | | | | |
| 2.3.1 Evaluate and revise the current New Teacher/ Principal Induction Program | | | | | | | |
| a. Identify program leadership administration and support. | | Continue | Continue | Continue | Continue | Continue | Continue |
| b. Review program goals and designs. | | Continue | Continue | Continue | Continue | Continue | Continue |
| c. Identify resources to meet the goals and deliver program components. | | Continue | Continue | Continue | Continue | Continue | Continue |
| d. Identify administrator roles and responsibilities. | | | | Review | Revise | Continue | Continue |
| e. Establish mentor selection process and assignment. | | | | Review | Revise | Continue | Continue |
| f. Provide PD for mentors. | | Continue | Continue | Continue | Continue | Continue | Continue |
| g. Implement 2-year NTIA Program. | | Continue | Continue | Continue | Continue | Continue | Continue |
| h. Plan, Do, Check, Adjust. | | | | | | | |
| 2.3.2 Implement an induction program for new principals. | | | | | | | |
| a. Research best practices on nationally acclaimed principal induction programs | | | | Review | Continue | Continue | Continue |
| b. Work with the Regional Office of Education (ROE) and the Illinois Principals Association (IPA) to develop induction program | | | | Review | Review | Continue | Continue |
| c. Plan, Do, Check, Adjust. | | | | | | | |
| 2.3.3 Increase the support of mentoring programs | | | | | | | |
| a. Provide professional development to all administrators on mentoring. | | | | Review | Implement | Continue | Continue |
| b. Coach teachers on developing necessary mentoring skills. | | | | Review | Implement | Continue | Continue |
| c. Identify administrative leadership for principal induction. | | Implemented | Continue | Continue | Continue | Continue | Continue |
| d. 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.

PROPOSED MEASURES

- In the next four years, at least 85% of the community will have a more accurate understanding of the school district's a) general information, b) positive programs and initiatives, and c) challenge areas and effective programs/efforts addressing those areas, as well as have had opportunity to d) reciprocally share their thoughts with the school district. We will establish a baseline to track this progress within the first three months of the 2016-2017 school year by surveying a 1% stratified random sample of the district population, which will also serve as our means of gathering subsequent data for each specific measure. In particular:
 - a. At least 15 percent of the community will have a more accurate understanding of general information about the school district by the end of 2015-2016, as measured by the 1% stratified random sample of the district population.
 - b. At least 30 percent of the community will have a more accurate understanding of positive programs and initiatives in the school district by the end of 2016-2017, as measured by the 1% stratified random sample of the district population.
 - c. At least 50 percent of the community will have a more accurate understanding of the district's challenge areas and effective programs/efforts addressing those challenges by the end of 2017-2018, as measured by the 1% stratified random sample of the district population.
 - d. At least 75 percent of the community will have had the opportunity to share their thoughts with the school district by the end of 2018-2019, as measured by the 1% stratified random sample of the district population.
 - e. At least 85 percent of the community will have an increased level of engagement, support, and awareness with the school district in all of the above means by the end of 2019-2020, as measured by the 1% stratified random sample of the district population.

THE FOLLOWING OBJECTIVES WITH INDICATED RESOURCES AND PLANS WILL BE IMPLEMENTED OVER THE NEXT FIVE YEARS.

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 means of nurturing stronger public relationships and support for the schools, which will lead to increased academic achievement.

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 continuous 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.

- 3.2.5 Increase and strengthen partnerships with Freeport Community Agencies such as mental health facilities, housing authority, Head Start, Boys and Girls Club, etc.**

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.
- 3.3.4 Ensure district messages to parents are communicated in English and Spanish.**

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.
- 3.4.3 Establish Parent Leadership groups for specific ethnic groups, i.e. African American Parent Leadership and Latino Parent Leadership.**
- 3.4.4 Establish Student involvement groups to target minority students such as African American Cultural Group, Latino Cultural Group, Arabic Student Groups, etc.**

Goal 3 Timeline

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|-----------|---------------------|---------------------|-----------|-----------|-----------|-----------|
| 3.1.1 Systematically review all FSD145 Board policies related to partnerships and communications | | | | | | | |
| a. Prioritize policies not reviewed or revised prior to 2000. | | | Review | Review | Review | Review | Review |
| b. Suggest revisions as necessary in accordance with statutory requirements and Policy Reference Educational Subscription Service. | | | Review | Review | Review | Review | Review |
| 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. | | Review Implement | Continue | Continue | Review | Review | Review |
| 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. | | | Implement | Continue | Continue | Continue | Continue |
| b. Develop more effective means to communicate with non-English speakers beyond Spanish. | | | Review Implement | Continue | Continue | Continue | Continue |
| c. Accommodate multiple levels of technology understanding, from rudimentary to more sophisticated. | | | Complete | Complete | Continue | Continue | Continue |
| 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. | | | Continue | Continue | Review | Review | Review |
| 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. | | | Review | Review | Review | Review | Review |
| b. Involve existing Key Communicators in expanded communication roles. | | | Continue | Review | Continue | Continue | Continue |
| c. Plan, Do, Check, Adjust. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|---------------------|---------------------|-----------|-----------|-----------|
| 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. | | | Review Implement | Review Implement | Continue | Review | Review |
| b. Emphasize multiple communication channel options, from teachers through Board level. | | | | Review Implement | Review | Review | Review |
| 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. | | | Review | Review | Implement | Continue | Continue |
| b. Plan, Do, Check, Adjust. | | | | | | | |
| 3.2.5 Increase and strengthen partnerships with Freeport Community Agencies such as mental health facilities, housing authority, Head Start, Boys and Girls Club | | | | Implement | Continue | Continue | Continue |
| a. 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. | | | | Complete | Continue | Continue | Continue |
| b. Employ common language. | | | | Complete | Continue | Continue | Continue |
| c. Encourage Family Access usage and communication settings unique to each family. | | | | Complete | Continue | Continue | Continue |
| 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. | | | | Continue | Continue | Continue | Review |
| b. Strengthen and expand existing social media use to collaborate with current and future community partners. | | | | Continue | Continue | Continue | Review |
| 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. | | | Implement | Continue | Continue | Continue | |
| b. Cultivate wide coverage of positive district information and events. | | | Implement | Continue | Continue | Continue | Continue |
| c. Readily accommodate media requests as appropriate and in accordance with Board policy. | | | Implement | Continue | Continue | Continue | Continue |
| d. Plan, Do, Check, Adjust. | | | | | | | |

| Strategy | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 3.3.4 Ensure district messages to parents are communicated in English and Spanish. | | | | Implement | Continue | Continue | Continue |
| a. Plan, Do, Check, Adjust. | | | | | | | |
| 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. | | | Review | Review | Continue | Continue | Continue |
| b. 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. | | | Review | Review | Continue | Continue | Continue |
| b. Ad hoc committee evolves into diverse standing committee which meets regularly to review and evaluate strategies. | | | Implement | Continue | Continue | Continue | Continue |
| c. Plan, Do, Check, Adjust. | | | | | | | |
| 3.4.3 Establish Parent Leadership groups for specific ethnic groups, i.e. African American Parent Leadership and Latino Parent Leadership | | | | | Implement | Continue | Continue |
| a. Plan, Do, Check, Adjust. | | | | | | | |
| 3.4.4 Establish Student involvement groups to target minority students such as African American Cultural Group, Latino Cultural Group, Arabic Student Groups, etc. | | | | | Implement | Continue | Continue |
| a. Plan, Do, Check, Adjust. | | | | | | | |

Theme: Financial Stability



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

PROPOSED MEASURES

- Maintain Fund Balance to Revenue Ratio.
- Identify areas to decrease expenses and increase revenues; Return to operating fund spending no more than received in operating funds.
- Balance the budget and work to rebuild operating fund's balance.
- Maintain percent of short-term borrowing ability remaining level.

***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. The district will maintain a ratio of 25% or more.

4.1.2 Establish a fund balance policy directing accumulation limits that maintain a 25% or more score. Design a board policy that required maintaining a fund balance equal or greater than 25% of the revenue in the operating funds. The Business Office will present a draft board policy by September 20, 2016.

***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. The district will annually adopt balanced budgets.

4.2.2 Identify areas to decrease expenses. The district will continue to evaluate all expenditures in order to remove or decrease unnecessary expenditures that do not negatively impact students.

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.

4.2.4 Ensure priority funding for district-wide equity initiatives.

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 39.35 days which resulted in a score of 2.
- 4.3.2 Reduce expenses to match revenues by balancing the budget.** 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.

- 5.1 Continue regular annual payments of approximately 10% of outstanding debt.** The district currently has \$19,161,338 in long-term debt based on a long-term debt limit of \$42,458,498. This represents 45.13% of debt outstanding, which leaves 54.87% 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.
- 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 | 2018-2019 | 2019-2020 |
|---|----------------------------|-----------|-------------|-------------|--|-----------|-----------|
| Fund Balance to Revenue Ratio | | | | | | | |
| 1.1 Maintain Fund Balance to Revenue Ratio | Complete | Complete | Complete | Continue | Continue | Continue | Continue |
| 1.2 Establish a fund balance policy directing accumulation limits that maintain a 25% or more score | | | | Developing | Continue | Continue | Continue |
| Plan, Do, Check, & Adjust | | | | | | | |
| Expenditure to Revenue Ratio | | | | | | | |
| 2.1 Return to operating fund spending of no more than received in the operating funds. | | | Complete | Continue | Continue | Continue | Continue |
| 2.2 Identify areas to decrease expenses. | | | Complete | Continue | Continue | Continue | Continue |
| 2.3 Identify areas of increased revenues. | | | Complete | Continue | Continue | Continue | Continue |
| 2.4 Ensure priority funding for identified equity initiatives | | | | Implemented | Continue | Continue | Continue |
| Plan, Do, Check, & Adjust | | | | | | | |
| Days Cash of Hand | | | | | | | |
| 3.1 Work to rebuild operating fund's fund balances. | | | Implemented | Continue | Continue | Continue | Continue |
| 3.2 Reduce expenses to match revenues by balancing the budget.. | | | Complete | Continue | Continue | Continue | Continue |
| Plan, Do, Check, & Adjust | | | | | | | |
| Percent of Short-Term Borrowing Ability Remaining | | | | | | | |
| 4.1 Maintain Percent of Short-Term Borrowing Ability Remaining level. | Complete | Complete | Complete | Continue | Continue | Continue | Continue |
| Plan, Do, Check, Adjust | | | | | | | |
| Percent of Long-Term Debt Margin Remaining | | | | | | | |
| 5.1 Continue regular annual payments of approximately 10% of outstanding debt. | Complete | Complete | Complete | Continue | Continue | Continue | Continue |
| 5.2 Identify possible refinancing of debt opportunities. | 2014 Re-financing Complete | Complete | Complete | | Bond and refinance planned for 2017-2018 | Complete | Complete |
| Plan, Do, Check, Adjust. | | | | | | | |

