



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	STUDENT GROWTH, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1a-1.	CURRICULUM RENEWAL CYCLE: Review and revise D181 DRAFT curriculum renewal cycle to focus on priority areas of STEAM and World Languages (beginning with middle schools in 2016/17), and Writing (in the elementary schools), as well as continued work in the area of mathematics	PLAN: July 2016 (Review curriculum renewal cycle under new DOL administration) DO: Aug 2016 (Revise as needed) STUDY: Sept 2016 (present to Learning Committee for discussion) ACT: Oct 2016 (Board vote); implement 2016/17 forward	Assistant Superintendent for Learning (C & I)	none	none	Board approved curriculum renewal cycle
1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	STUDENT GROWTH, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1a-2.	DISTRICT PHILOSOPHY and VISION FOR ACADEMIC SUCCESS: Establish an agreed upon philosophy of teaching and learning, specifically defining "high quality curriculum" and "21st century skills" as applicable to the D181 community	PLAN: Sept - Dec 2016 (DLTs & BLTs Draft Philosophy Statements) DO: Jan/Feb 2017 (Vet through DOL, Council, Principals, DOL, HTHCA & HESS) STUDY: Mar - May 2017 (Learning Committee) ACT: Jun 2017 - Seek Board Approval, 2017/18 Full Implementation	Assistant Superintendent for Learning (C & I)	DLT & BLT Teams	committee stipends	District-adopted philosophy, definition and vision of "high quality curriculum" and "21st century skills" as specifically related to the D181 community.
1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	STUDENT GROWTH, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1a-3.	PROGRAM STUDY: Analyze teaching and learning philosophies, curriculum design, program design, instructional strategies, related criteria, and professional learning strategies of other high achieving school districts of similar demographics, whether from local or national comparison groups to update the district's "Provisions for Advanced Learning" document.	PLAN: Sep - Dec 2016 DO: Jan/Feb 2017 (Share research and vet resulting documentation) STUDY: Mar - Jun 2017 (feedback and implications) ACT: Jul 2017 (PD/Communications District-wide)	Assistant Superintendents for Learning	DLT & BLT Teams	committee stipends	Up-to-date documentation defining D181 philosophy for advanced learning and corresponding opportunities in the core content areas; Reading, Writing, Math, Science, Social Studies and World Languages



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1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	STUDENT GROWTH, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1a-6.	INSTRUCTIONAL STRATEGY DEVELOPMENT: Develop and implement a three to five-year plan for professional growth opportunities aligned to priority areas of need for delivering a high quality curriculum such that students have ample opportunities to achieve their full academic potential and develop 21st century skills.  Priority areas for developing 21st century skills include: curriculum development, rigorous instructional design, assessment, grading practices, grouping strategies, inquiry/questioning strategies, accountable talk/collaborative classroom conversations, differentiation, latest research on social/emotional learning and the brain.	PLAN: Jul 2016 (Aug 2016 PD Planned; 2016/17 Plan Drafted) DO; May - Jun 2017 (3 - 5-year plan drafted) STUDY: 2017/18 (Study feasibility of 3 - 5-year plan) ACT: 2018/19 (revise as needed)	Assistant Superintendents	All Admin, DLT & BLTs	None	a) Annual Professional Development Plans b) Professional Development Evaluations c) Teacher Professional Development Survey Data



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1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	STUDENT GROWTH BY SUBGROUP, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1b-1.	Review and revise Response to Intervention (RTI) practices across all grade levels, addressing program weaknesses for advanced learners and special education populations.	PLAN: 2016-2017 DO: 2017-2018 STUDY: 2018-2019 ACT: 2019 - 2020	Assistant Superintendents of Learning	none	tbd	- Updated Rtl process and procedure manual - Attendance lists from staff training on new process and procedures
1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	STUDENT GROWTH BY SUBGROUP, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1b-2.	Implement and analyze results of School Climate Inventory Survey	PLAN: Apr - Oct 2016 DO: Nov 2016 (Administration of survey) STUDY: Dec 2016 (Analyze results) ACT: Jan - Jun 2017 (Implement recommended changes), annually thereafter	Assistant Superintendents of Learning	All Admin, DLT & BLTs	\$15,000 (annual survey)	School Climate Survey results collected, analyzed and presented to D181 BOE and Admin



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1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	STUDENT GROWTH BY SUBGROUP, as measured by standardized assessments (e.g. MAP, PARCC, Propensity Scores, District Common Assessments)	1b-3.	Complete special education services analysis.	PLAN: Aug - Dec 2016 DO: Jan - Jun 2017 STUDY: July - Aug 2017 ACT: 2017/18	Assistant Superintendent of Learning (Pupil Services)	TBD	TBD	Board Report
1c. Identify and address curriculum and cohort strengths and weaknesses.	Increased student achievement by district, school, and subgroup as measured by state and local assessments, curriculum data, and program analysis	1c-1.	Review and enhance current structures and systems for building a strong data driven culture of warehousing, analyzing, and acting upon student, program, and curriculum data annually. This work may be done through the formal Data Retreat process, or a customized, structured, D181 data analysis and school improvement planning process, beyond the regular RtI system. The Data Retreat process includes analysis of program strengths and weaknesses for all subgroups, including advanced learners, English Language Learners, and special education students.	PLAN: Jan/Feb 2018 (Identify available data sources within the district, learn Data Retreat process and outcomes, share information throughout the organization, determine budget and timeline) DO: Mar/Apr 2018 (Form Data Retreat Team, gather data sources) STUDY: May 2018 (Intended outcomes and complete Data Retreat prep process) ACT: Jun - Aug 2018 (Conduct 1st data retreat process, and continue PDSA for Data Retreats annually thereafter)	Assistant Superintendents of Learning with Director of Program Effectiveness	Training for DLT and BLTs	release time, lead facilitator, materials and/or licensing	Actionable school improvement plans for each school aligned to district academic priority areas; revised annually



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1c. Identify and address curriculum and cohort strengths and weaknesses.	Increased student achievement by district, school, and subgroup as measured by state and local assessments, curriculum data, and program analysis	1c-2.	Continue to build one integrated data system/data warehouse to manage student and system-wide information (i.e. student information system software, special education software, assessment and curriculum data tool/s all working together)	PLAN: Aug - Dec 2017 (Determine steps inherent in strategy 1c-1) DO: Jan - April 2018 (Compile sources of data and locations of district data) STUDY: May - Aug 2018 (Add'l data needs and options for warehousing data) ACT: Sept 2018 (Present plan for warehousing data - scope, time and costs)	All Assistant Superintendents	Purchase and elimination of tools as determined by Admin, based on district needs	tbd	Integrated data system/data warehouse established to house and manage multiple sources of student data
1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	Student Learning Profiles (noting areas of strength & areas for improvement)	1d-1.	Develop common assessments and benchmark assessments aligned to curriculum maps	PLAN/DO: Initial assessments 2016/17, as required by PERA STUDY/ACT: 2017/18 and beyond, following the curriculum renewal cycle for specified content areas	Assistant Superintendent for Learning (C & I)	Content area DLTs	release time, materials and/or licensing, consultant	Common benchmark and end of grade level assessments complete and available for use in the classroom, informing academic success
1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	Student Learning Profiles (noting areas of strength & areas for improvement)	1d-2.	System-wide study and professional development on current best practices for high quality curriculum grading practices, assessment literacy, and use of data to inform classroom instruction	PLAN: 2016/17 DO: 2017/18 STUDY: 2018/2019 ACT: 2019/2020	Assistant Superintendents for Learning	All Admin, DLTs & BLTs	release time, materials and/or licensing, consultant	a) Documented professional development teacher feedback b) Curriculum walk/Classroom walk-through protocols c) Student Learning Objectives



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1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	Student Learning Profiles (noting areas of strength & areas for improvement)	1d-3.	Design and implement standards-based report cards for K-8	PLAN/DO: 2017/18 & 2018/19 STUDY/ACT: 2019/20 & 2020/21	Assistant Superintendent for Learning (C & I)	All Admin, DLTs & BLTs	tbd	K - 8 report cards aligned to curriculum maps
1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.	Increase in favorable responses from staff members regarding the adequacy of resources and training they are provided.	1e-1.	Facilitate collaborative decision making and communication through the creation of District and Building Leadership Teams	Plan: Spring 2017 Do: Fall 2017 Study: TBD Act: TBD	Assistant Superintendent of Learning (C&I) in collaboration with building administrators, HCHTA members and HESS members.	Meeting time	TBD	Artifact created by establishing a process and tool that will guide District and Building Leadership Teams towards collaborative decision making and effective communication.
1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.	Increase in favorable responses from staff members regarding the adequacy of resources and training they are provided.	1e-2.	Define and communicate a common understanding of a professional learning community. Collaborate with Administrators, HCHTA and HESS to develop a plan to operate as a professional learning community.	Plan: Spring 2017 Do: Fall 2017 Study: TBD Act: TBD	Assistant Superintendent of Learning (C&I) in collaboration with building administrators, HCHTA members and HESS members.	Meeting time	TBD	Artifact which defines a PLC and the plan to operate as one.



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1f. Develop processes and procedures necessary for continuous improvement.	Artifact created by developing a continuous improvement framework and supporting documents/visual supports.	1f-1.	Provide staff development on the D181 Continuous Improvement Framework to ensure a common understanding of the process. Work with District and building administrators to ensure successful implementation as evidenced by continually identifying where we are in processes.	Plan: Fall 2016 Do: January 2017 Study: TBD Act: TBD	Assistant Superintendent of Human Resources in collaboration with building administrators, HCHTA members and HESS members.	Meeting time	TBD	Artifact created by developing a continuous improvement framework and supporting documents/visual supports.
1f. Develop processes and procedures necessary for continuous improvement.	Artifact created by developing a continuous improvement framework and supporting documents/visual supports.	1f-2.	Facilitate conversations with staff to identify any initiatives/tasks that are not aligned to the Strategic Plan and therefore may need to be eliminated or put on hold in order to complete the targeted initiatives in a quality fashion and with fidelity.	Plan: Ongoing (as the various Strategic Plan initiatives progress) Do: Fall 2016 Study: TBD Act: TBD	Assistant Superintendent of Human Resources in collaboration with building administrators, HCHTA members and HESS members.	Meeting time	N/A	Artifact which identified initiatives and tasks that are not aligned to the Strategic Plan and may need to be eliminated or put on hold.





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2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.	Using data gathered by an exit interview, decrease the number of teachers or administrators who leave D181 for reasons in our control.	2a-1.	Review our current hiring system and make any needed improvements to ensure we continue to hire and retain high quality staff.	Plan: Fall 2016 Do: February 2017 Study: Fall 2017 Act: Spring 2018	Assistant Superintendent of Human Resources in collaboration with building administrators	Meeting time	TBD	Standardized hiring practices document  Increase in favorable responses to survey questions related to parents' assessment of teacher quality and teachers' assessment of D181 being a great place to work.
2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.	Using data gathered by an exit interview, decrease the number of teachers or administrators who leave D181 for reasons in our control.	2a-2.	Collect data on the retention of D181 staff and communicate the findings. (Include the administration of an exit/retirement survey.) If warranted by the data, develop incentives to retain high quality staff.	Plan: Fall 2016 Do: February 2017 Study: Fall 2017 Act: Spring 2018	Assistant Superintendent of Human Resources in collaboration with building administrators	Meeting time	TBD	If warranted by the data, develop incentives to retain high quality staff.
2b. Establish an environment of trust and exemplary professional practice.	Increase in favorable responses from staff members regarding trust between stakeholders and the process by which decisions are made and communicated.	2b-1.	Implement a tool to ensure staff are involved in discussions that might impact them, and that final decisions and the rationale for them are clearly communicated.	Plan: Spring 2017 Do: Fall 2017 Study: TBD Act: TBD	Assistant Superintendent of Human Resources in collaboration with building administrators	Meeting time	N/A	Artifact that defines a system of decision making and communication that builds trust; Section 504 Procedural Manual; Special Education procedural outline



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2b. Establish an environment of trust and exemplary professional practice.	Increase in favorable responses from staff members regarding trust between stakeholders and the process by which decisions are made and communicated.	2b-2.	Gather more information on areas of mistrust. Based on those findings, develop strategies to address the identified needs.	Plan: Spring 2017 Do: Fall 2017 Study: TBD Act: TBD	Assistant Superintendent of Human Resources in collaboration with building administrators, HCHTA members and HESS members.	Meeting time  Assistance developing questions to gain more information (potentially)	N/A	



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3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-1.	Support the launch and ongoing use of a public dashboard to demonstrate implementation of the strategic plan.	<p>Plan: May-June 2016</p> <p>Do: July-August 2016</p> <p>Study: September-October 2016</p> <p>Act: November 2016</p>	Communications and Superintendent's Office with ECRA	ECRA-developed dashboard	TBD	Launch of the Strategic Plan public dashboard



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3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-8.	<p>Assess and document existing social media presence of schools and staff; (2) Assess Board policies related to social media and submit suggested edits for Board review as applicable; (3) Create a District social media toolkit that encourages staff use and establishes standards / protocols for school use</p>	<p>Plan: January-March 2017</p> <p>Do: April-May 2017</p> <p>Study: June-July 2017</p> <p>Act: August 2017</p>	Communications (Involving potential new Task Force to include HCHTA and HESS Representatives)	Potential Consultant	TBD	<p>Completed assessment with report to the Superintendent</p> <p>Completed toolkit</p>



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3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-9.	Create a set of minimum expectations for teacher and department communication.	<p>Plan: April-May 2017</p> <p>Do: June-July 2017</p> <p>Study: August-September 2017</p> <p>Act: October 2017</p>	Communications (Involving Principals, HCHTA and HESS Leadership, Department Leaders)	Potential Consultant	TBD	Completed analysis with report to the Superintendent



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-10.	Review Board policies and other existing documents (i.e. Board Code of Conduct, school handbooks) to determine the current language and expectations related to communication and develop a summary overview of that information.	<p>Plan: May-June 2017</p> <p>Do: July-August 2017</p> <p>Study: September-October 2017</p> <p>Act: November 2017</p>	Communications (Involving potential new Task Force to include BOE Policy Chairs, HCHTA and HESS Representatives)	N/A	N/A	<p>Completed review with report to the Superintendent</p> <p>Completed overview document</p>



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-11.	Integrate opportunities for staff professional development on the topic of communication strategies and best practices, with specific focus on crucial conversations.	<p>Plan: July-August 2017</p> <p>Do: September-October 2017</p> <p>Study: November-December 2017</p> <p>Act: January 2018</p>	Communications, DOL, Staff Development Committee (Involving HCHTA and HESS Leadership)	Books (i.e. Book Study), presenters, substitute teacher costs	TBD	Completed staff professional development sessions



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on follow-through of initiatives (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p> <p>Positive staff feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Positive parent feedback on PD sessions (Evaluation Tool and Baseline TBD)</p> <p>Overall staff satisfaction with internal calendar effectiveness (Evaluation Tool and Baseline TBD)</p>	3a-12.	Develop a code of conduct for communication to, from, and among parents, staff, and the Board of Education. (This objective is not recommended if positive growth is seen in KPIs.)	<p>Plan: August-September 2017</p> <p>Do: October-December 2016</p> <p>Study: January-February 2018</p> <p>Act: March 2018</p>	Communications (Involving BOE Representative, FRN, PTO, HCHTA and HESS Leadership)	N/A	N/A	Development of Code of Conduct



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b.1.	Host an event for D181 and D86 administrators (and possibly Board members) to introduce themselves, discuss upcoming initiatives, and plan opportunities for articulation.	<p>Plan: May-June 2016</p> <p>Do: July-August 2016</p> <p>Study: September-October 2016</p> <p>Act: November 2017</p>	Communications, Superintendent's Office (Involving school/District administrations from D181 and D86 and possibly Board members)	Food/Beverages	TBD	Completed event



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-2.	In partnership with the Department of Learning, identify opportunities to invite the community to hear from the same speakers who present as part of staff professional development.	<p>Plan: June-July 2016</p> <p>Do: August-September 2016</p> <p>Study: October-November 2016</p> <p>Act: December 2016</p>	Communications, DOL, Staff Development Committee, FRN (Involving HCHTA and HESS Leadership)	Presenters	TBD	Completed parent learning sessions





Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-3.	Strengthen relationships with senior citizens with particular focus on in-District senior centers. This can include event partnerships (i.e. fine arts performances, Veterans Day programs), invitations to participate as school volunteers (i.e. senior readers), and inviting them to become Key Communicators.	<p>Plan: July-August 2016</p> <p>Do: September-October 2016</p> <p>Study: November-December 2016</p> <p>Act: January 2017</p>	Communications (Involving D181 Foundation, PTOs, FRN, Principals)	Food/Beverages	TBD	<p>Initiated New activities (if applicable)</p> <p>Increase in number of Key Communicators</p>



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-4.	Work with PTOs and the D181 Foundation to determine how the District can further support their work in partnering with local businesses.	<p>Plan: September-October 2016</p> <p>Do: November-December 2016</p> <p>Study: January-February 2017</p> <p>Act: March 2017</p>	Communications, PTOs, D181 Foundation	N/A	N/A	<p>Completed analysis with report to the Superintendent</p> <p>Initiated new activities (if applicable)</p>



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-5.	Advertise opportunities for residents to join the Key Communicator e-newsletter group, with special attention on parents of 8th graders, prior to graduation.	<p>Plan: November-December 2016</p> <p>Do: January-February 2017</p> <p>Study: March-April 2017</p> <p>Act: May 2017</p>	Communications	Advertising (i.e. newspaper ad)	TBD	Increase in the number of Key Communicators



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-6.	Support the D181 Foundation in their development of a Community Connections database.	<p>Plan: January-February 2017</p> <p>Do: March-April 2017</p> <p>Study: May-June 2017</p> <p>Act: July 2017</p>	Communications, D181 Foundation	N/A	N/A	Documented support to D181 Foundation (i.e. meeting agendas, reports)



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-7.	<p>Create opportunities to communicate the success stories of District 181 alumnae (i.e. Annual Report feature story, Twitter campaign), welcome them as volunteers (i.e. Career Day), and invite them to participate in District events (i.e. school celebrations). Consider the start of an alumnae network and/or host school reunions.</p>	<p>Plan: April-May 2017            Do: June-July 2017            Study: August-September 2017            Act: October 2017</p>	Communications (Involving District 86, Chamber of Commerce)	N/A	N/A	Initiated new activities (if applicable)



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-8.	Work with area preschools to determine (1) level of interest in partnerships and (2) how to strengthen practices related to communication (i.e. calendaring, facility use/rental, safety, parent education events).	<p>Plan: June-July 2017</p> <p>Do: August-September 2017</p> <p>Study: October-November 2017</p> <p>Act: December 2017</p>	Communications (Involving Parochial School Leaders)	N/A	N/A	<p>Documented outreach (i.e. emails, meeting agendas, reports)</p> <p>Initiated new activities (if applicable)</p>



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-9.	Work with area parochial/private schools to determine (1) level of interest in partnerships and (2) how to strengthen practices related to communication (i.e. calendaring, service projects, facility use/rental, joint initiatives, safety, parent education events).	<p>Plan: July-August 2017</p> <p>Do: September-October 2017</p> <p>Study: November-December 2017</p> <p>Act: January 2018</p>	Communications (Involving D181 ECE/Preschool Staff and Area Preschool Leaders)	N/A	N/A	<p>Documented outreach (i.e. emails, meeting agendas, reports)</p> <p>Initiated new activities (if applicable)</p>



Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-10.	Identify opportunities for District leaders to support existing community programs and events (i.e. school bands perform at events, put artwork on display at community locations, serve as special guests).	<p>Plan: September-October 2017</p> <p>Do: November-December 2017</p> <p>Study: January-February 2018</p> <p>Act: March 2018</p>	Communications (Involving Department Leaders and Principals, Chamber of Commerce)	N/A	N/A	<p>Documented outreach (i.e. emails, meeting agendas, reports)</p> <p>Initiated new activities (if applicable)</p>





Objectives	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
3b. Continue to enhance partnerships with parents and the community.	<p>Improvement in stakeholder feedback on transparent communication (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities for involvement (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on opportunities to engage in dialogue with the District (Baseline: 2015-16 ECRA Survey)</p> <p>Improvement in stakeholder feedback on website (Baseline: Spring 2015 Surveys)</p> <p>Improvement in transparency as defined by third party (Evaluation Tool and Baseline TBD)</p>	3b-11.	Identify opportunities to involve current parents and the broader community in current and future service projects.	<p>Plan: November-December 2017</p> <p>Do: January-February 2018</p> <p>Study: March-April 2018</p> <p>Act: May 2018</p>	Communications (Involving PTOs, Principals)	N/A	N/A	<p>Documented outreach (i.e. emails, meeting agendas, reports)</p> <p>Initiated new activities (if applicable)</p>



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
4a. Align financial budgets with the goals established in the strategic plan.	1-, 3-, and 5-year budgets that include Board of Education approved expenditures from the strategic plan.	4a.1	Analyze the current expenditures of District 181 and the financial impact of the Strategic Plan to develop a list of expenditures that: <ul style="list-style-type: none"> <li>Do not align with District 181's Strategic Plan</li> <li>Are new initiatives with District 181's Strategic Plan (Aligns with footnote 9)</li> </ul>	Plan: July - December 2016 Do: January - February 2017 Study: March - June, 2017 Act: July, 2017	Assistant Superintendent for Business & Operations/CSBO	Superintendent Assistant Superintendents		List of expenditures that are included in the Strategic Plan  List of expenditures that are within the current District budget that are not aligned with the Strategic Plan
		4a.2	Determine which items may be added or deleted from the budget and make the budget adjustment.	Plan: July - December 2016 Do: January - February 2017 Study: March - June, 2017 Act: July, 2017	Assistant Superintendent for Business & Operations/CSBO	Superintendent Assistant Superintendents	TBD	
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.1	Define "a program" so there is common understanding among everyone.	Plan: Sept. - Dec. 2016 Do: July 2017 Study: 2017-2018 Act: 2018-2019	Assistant Superintendent for Business & Operations/CSBO Assistant Superintendents of Learning	Superintendent, Assistant Superintendents of Learning, Building Administrators		Definition of a "program" and a list of all programs within the District
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.2	Define a list of programs that will be evaluated and when each will be evaluated.	Plan: Sept. 2016 - Dec. 2016 Do: July, 2017 Study: 2017-18 fiscal year Act: 2018-19 fiscal year	Assistant Superintendent for Business & Operations/CSBO Assistant Superintendents of Learning	Superintendent, Assistant Superintendents of Learning, Building Administrators		A list of programs that will be evaluated



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.3	Define a list of outcomes that will be used to evaluate the programs.	Plan: Sept. 2016 - Dec. 2016 Do: July, 2017 Study: 2017-18 fiscal year Act: 2018-19 fiscal year	Assistant Superintendent of Learning	Department of Learning Building Administrators		Defined outcomes for each program
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.4	Generate all expenditures related to each program (i.e., salaries, benefits, supplies, etc.) from the 2016-17 fiscal year	Plan: May 2016 - June 2016 Do: July, 2017 Study: 2017-18 fiscal year Act: 2018-19 fiscal year	Assistant Superintendent for Business & Operations/CSBO	Budgets		List of revenues and expenditures that are associated with a defined program.
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.5	Select and implement a process to prioritize programs (e.g., Educational Program Review Technique (EPRT))	Plan: Sept. 2016 - Feb. 2017 Do: July, 2017 Study: 2017-18 fiscal year Act: 2018-19 fiscal year	Assistant Superintendent for Business & Operations/CSBO Director of Assessment	White papers Rubrics ECRA	TBD	
4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	Key Performance Indicators listed under Academic Success.	4b.6	Create a report for the Board of Education that will show each program's expenditures and outcomes.	Plan: March - May, 2017 Do: September, 2017 Study: 2017-18 fiscal year Act: September, 2018	Assistant Superintendent for Business & Operations/CSBO	Superintendent Assistant Superintendents Department Heads Principals Teachers Classified Staff	TBD	



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
4c. Maintain balanced and sustainable short and long-term budgets.	1-, 3-, and 5-year budgets that are balanced.  "Balanced" is defined as the result of district revenue minus district expenditures being greater than or equal to zero.	4c.1	Create District 181 budget for five years.	Plan: January - April, annually Do: July 1, annually Study: Each month during the fiscal year Act: Next fiscal year	Assistant Superintendent for Business & Operations/CSBO	Superintendent Assistant Superintendents Department Heads Principals		5-year budgets
4c. Maintain balanced and sustainable short and long-term budgets.	1-, 3-, and 5-year budgets that are balanced.  "Balanced" is defined as the result of district revenue minus district expenditures being greater than or equal to zero.	4c.2	Collaborate with the Board of Education Finance Committee to develop revenue and expenditure recommendations to be presented to the Board of Education.	Plan: January - April, annually Do: July 1, annually Study: Each month during the fiscal year Act: Next fiscal year	Assistant Superintendent for Business & Operations/CSBO	Superintendent Board of Education Finance Committee		
4c. Maintain balanced and sustainable short and long-term budgets.	1-, 3-, and 5-year budgets that are balanced.  "Balanced" is defined as the result of district revenue minus district expenditures being greater than or equal to zero.	4c.3	Meet with Assistant Superintendents, Directors and Principals to review and plan yearly and long-term budgets	Plan: January - April, annually Do: July 1, annually Study: Each month during the fiscal year Act: January - April of next year for the following fiscal year	Assistant Superintendent for Business & Operations/CSBO	Superintendent Assistant Superintendents Department Heads Principals		



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
4c. Maintain balanced and sustainable short and long-term budgets.	1-, 3-, and 5-year budgets that are balanced.  "Balanced" is defined as the result of district revenue minus district expenditures being greater than or equal to zero.	4c.4	Develop financial reports that are presented to the Board of Education that monitors the revenue and expenditures of the School District and presents a financial summary of the district.	Plan: January - March, 2016 Do: April, 2016 Study: May - June 2016 Act: July, 2016	Assistant Superintendent for Business & Operations/CSBO	Infinite Visions Financial Suite		
4c. Maintain balanced and sustainable short and long-term budgets.	1-, 3-, and 5-year budgets that are balanced.  "Balanced" is defined as the result of district revenue minus district expenditures being greater than or equal to zero.	4c.5	Receive an unqualified report from an auditing firm per State of Illinois requirements.	Plan: April - June, annually Do: Aug. - Sept., annually Study: Aug. - Sept., annually Act: Nov. - Dec., annually	Assistant Superintendent for Business & Operations/CSBO		\$20,000	
4d. Maintain quality facilities that support student learning.	A Board of Education approved Facilities Master Plan	4d.1	Approval of a Facilities Master Plan by the Board of Education	Plan: Sept. 2015 - Aug. 2016 Do: Sept. 2016 - Oct. 2016 Study: Nov. 2016 - Dec. 2016 Act: Jan. 2017	Assistant Superintendent for Business & Operations/CSBO	Superintendent Board of Education Facilities Committee Director of Operations	TBD	Facilities Master Plan
		4d.2	Create facility standards for learning spaces with metrics including, but not limited to, technology, furniture, square footage, etc.	Plan: Sept. 2015 - Aug. 2016 Do: Sept. 2016 - Oct. 2016 Study: Nov. 2016 - Dec. 2016 Act: Jan. 2017	Assistant Superintendent for Business & Operations/CSBO	Board of Education Facilities Committee Director of Operations	TBD	



Objective	Key Performance Indicator(s)	Strategy #	Strategies	Timeline	Responsible Roles	Resources	Financial Impact	Evidence / Artifacts / Products
4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	A report that is shared with various stakeholders that identifies and describes local, state or federal programs that will have an effect on the fiscal well-being of the district.	4e.1	Develop and publish a list of state mandates	Plan: April - June 2016 Do: July, 2016 Study: Monthly Act: July of each fiscal year	Superintendent Assistant Superintendent for Business and Operations/CSBO Designee	Illinois State Board of Education IASB PRESS Board of Education Policies		Reports and information from various organizations or legislative bodies (i.e., Illinois Association of School Business Officials, Illinois School Board Association, Progress Illinois, Illinois State Board of Education)
4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	A report that is shared with various stakeholders that identifies and describes local, state or federal programs that will have an effect on the fiscal well-being of the district.	4e.2	The District will share their educational needs to legislative representatives, groups and organizations throughout the State.	Plan: Sept. 2016 - Feb. 2017 Do: July, 2017 Study: 2017-18 fiscal year Act: 2018-19 fiscal year	Superintendent, Assistant Superintendents, Principals, HCHTA Leadership, HESS Leadership			
4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	A report that is shared with various stakeholders that identifies and describes local, state or federal programs that will have an effect on the fiscal well-being of the district.	4e.3	Continue to share a legislative update section to the Board of Education, Board of Education Finance Committee, Board of Education Learning Committee, and Board of Education Facilities Committee agenda under the strategic plan section	Plan, Do, Study, Act process will be implemented when a new legislative initiative will impact the School District financially	Superintendent, Assistant Superintendent for Business & Operations/CSBO			

Goal Area	Objective	Strategy	2015-2016												2016-2017															
			Plan	Do	Study	Act	Report to BOE				Plan	Do	Study	Act	Report to BOE															
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
Academic Success	1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	1a-1.														Red	Dark Blue	Brown	Teal	Yellow										
		1a-2.																	Red	Red	Red	Red	Yellow	Dark Blue	Brown	Brown	Brown	Yellow		
		1a-3.																				Red	Yellow	Dark Blue	Brown	Brown	Brown	Yellow		
		1a-4.													Red	Red	Red	Red	Yellow	Dark Blue	Brown	Brown	Brown	Yellow	Brown	Brown				
		1a-5.															TBD based on Curriculum Renewal Cycle													
		1a-6.															Red	Yellow	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Dark Blue	Dark Blue
		1a-7.													Yellow		Dark Blue	Dark Blue	Brown	Brown	Brown	Teal	Yellow	Teal	Red	Red	Dark Blue	Yellow		
	1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	1b-1.														Red	Red	Red	Red	Red	Red	Yellow	Red	Red	Red	Red	Red	Red		
		1b-2.												Red	Red	Red	Red	Red	Red	Red	Black	Yellow	Teal	Teal	Teal	Teal	Teal			
		1b-3.																Red	Red	Red	Red	Red	Yellow	Red	Red	Red	Red	Red	Red	
	1c. Identify and address curriculum and cohort strengths and weaknesses.	1c-1.																												
		1c-2.																												
	1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	1d-1.														Red	Yellow	Red	Red	Red	Red	Red	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		
		1d-2.														Red	Yellow	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red		
		1d-3.																												
	1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.	1e-1.																							Red	Red	Red	Red	Red	
		1e-2.																							Red	Red	Red	Red	Red	
	1f. Develop processes and procedures for continuous improvement.	2d-1.																Red	Red	Red	Red	Yellow	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		
		2d-2.														Red	Red	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		

Goal Area	Objective	Strategy	2017-2018												2018-2019											
			Plan	Do	Study	Act	Report to BOE				Plan	Do	Study	Act	Report to BOE											
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Academic Success	1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	1a-1.																								
		1a-2.																								
		1a-3.																								
		1a-4.																								
		1a-5.																								
		1a-6.																								
		1a-7.																								
	1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	1b-1.																								
		1b-2.																								
		1b-3.																								
	1c. Identify and address curriculum and cohort strengths and weaknesses.	1c-1.																								
		1c-2.																								
	1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	1d-1.																								
		1d-2.																								
		1d-3.																								
	1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.	1e-1.																								
		1e-2.																								
	1f. Develop processes and procedures for continuous improvement.	2d-1.																								
		2d-2.																								



		Plan Do Study Act Report to BOE													
		2019-2020													
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Academic Success	1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.	1a-1.													
		1a-2.													
		1a-3.													
		1a-4.													
		1a-5.													
		1a-6.													
		1a-7.													
	1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.	1b-1.													
		1b-2.													
		1b-3.													
	1c. Identify and address curriculum and cohort strengths and weaknesses.	1c-1.													
		1c-2.													
	1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.	1d-1.													
		1d-2.													
		1d-3.													
	1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.	1e-1.													
		1e-2.													
	1f. Develop processes and procedures for continuous improvement.	2d-1.													
		2d-2.													

		Plan					Do					Study					Act					Report to BOE				
		2015-2016												2016-2017												
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Organizational Excellence	2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.	2a-1.																								
		2a-2.																								
	2b. Establish an environment of trust and exemplary professional practice.	2b-1.																								
		2b-2.																								

		2017-2018												2018-2019													
		Plan	Do	Study	Act	Report to BOE						Plan	Do	Study	Act	Report to BOE											
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Organizational Excellence	2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.	2a-1.			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
		2a-2.					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	2b. Establish an environment of trust and exemplary professional practice.	2b-1.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
		2b-2.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

			Plan	Do	Study	Act	Report to BOE								
			2019-2020												
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Organizational Excellence	2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.	2a-1.													
		2a-2.													
	2b. Establish an environment of trust and exemplary professional practice.	2b-1.													
		2b-2.													

Goal Area	Objective	Strategy	2015-2016												2016-2017											
			Plan	Do	Study	Act	Report to BOE			Plan	Do	Study	Act	Report to BOE												
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Culture of Community	3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	3a-1.																								
		3a-2.																								
		3a-3.																								
		3a-4.																								
		3a-5.																								
		3a-6.																								
		3a-7.																								
		3a-8.																								
		3a-9.																								
		3a-10.																								
		3a-11.																								
		3a-12.																								
	3b. Continue to enhance partnerships with parents and the community.	3b-1.																								
		3b-2.																								
		3b-3.																								
		3b-4.																								
		3b-5.																								
		3b-6.																								
		3b-7.																								
		3b-8.																								
		3b-9.																								
		3b-10.																								
3b-11.																										

Goal Area	Objective	Strategy	2017-2018												2018-2019											
			Plan	Do	Study	Act	Report to BOE				Plan	Do	Study	Act	Report to BOE											
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Culture of Community	3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	3a-1.																								
		3a-2.																								
		3a-3.																								
		3a-4.																								
		3a-5.																								
		3a-6.																								
		3a-7.																								
		3a-8.																								
		3a-9.																								
		3a-10.																								
		3a-11.																								
		3a-12.																								
	3b. Continue to enhance partnerships with parents and the community.	3b-1.																								
		3b-2.																								
		3b-3.																								
		3b-4.																								
		3b-5.																								
		3b-6.																								
		3b-7.																								
		3b-8.																								
		3b-9.																								
		3b-10.																								
3b-11.																										

		Plan	Do	Study	Act	Report to BOE									
		2019-2020													
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Culture of Community	3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.	3a-1.													
		3a-2.													
		3a-3.													
		3a-4.													
		3a-5.													
		3a-6.													
		3a-7.													
		3a-8.													
		3a-9.													
		3a-10.													
		3a-11.													
		3a-12.													
	3b. Continue to enhance partnerships with parents and the community.	3b-1.													
		3b-2.													
		3b-3.													
		3b-4.													
		3b-5.													
		3b-6.													
		3b-7.													
		3b-8.													
		3b-9.													
		3b-10.													
3b-11.															

Goal Area	Objective	Strategy	2015-2016												2016-2017																						
			Plan	Do	Study	Act	Report to BOE				Plan	Do	Study	Act	Report to BOE																						
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June											
Operational Integrity	4a. Align financial budgets with the goals established in the strategic plan.	4a.1																							Red	Yellow	Yellow	Red	Red	Red	Dark Blue	Dark Blue	Brown	Brown	Brown	Yellow	
		4a.2																								Red	Yellow	Yellow	Red	Red	Red	Dark Blue	Dark Blue	Brown	Brown	Brown	Yellow
	4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	4b.1																																			
		4b.2																																			
		4b.3																																			
		4b.4																																		Red	Red
		4b.5																																			
		4b.6																																			
	4c. Maintain balanced and sustainable short and long-term budgets.	4c.1									Red	Red	Red	Red												Dark Blue	Yellow	Yellow				Red	Red	Red	Red		Yellow
		4c.2									Red	Red	Red	Red												Dark Blue	Yellow	Yellow				Red	Red	Red	Red		Yellow
		4c.3									Red	Red	Red	Red												Dark Blue	Yellow	Yellow				Red	Red	Red	Red		Yellow
		4c.4									Red	Red	Red	Red												Dark Blue	Yellow	Yellow	Teal								Yellow
		4c.5												Red	Red	Red						Teal	Teal				Yellow	Yellow						Red	Red		Yellow
	4d. Maintain quality facilities that support student learning.	4d.1			Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Dark Blue	Dark Blue	Brown	Yellow	Teal															
		4d.2			Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Dark Blue	Dark Blue	Brown	Yellow	Teal															
	4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	4e.1																								Dark Blue	Yellow										Yellow
		4e.2																Red	Red	Red	Red	Red	Red				Yellow										Yellow
		4e.3																Yellow									Yellow										Yellow



Goal Area	Objective	Strategy	2017-2018												2018-2019											
			Plan	Do	Study	Act	Report to BOE				Plan	Do	Study	Act	Report to BOE											
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Operational Integrity	4a. Align financial budgets with the goals established in the strategic plan.	4a.1	█	█	█									█		█	█								█	
		4a.2	█	█	█										█		█	█								█
	4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	4b.1			█	█	█	█							█	█	█	█	█	█	█	█	█	█	█	█
		4b.2			█	█	█	█							█	█	█	█	█	█	█	█	█	█	█	█
		4b.3			█	█	█	█							█	█	█	█	█	█	█	█	█	█	█	█
		4b.4			█	█	█	█							█	█	█	█	█	█	█	█	█	█	█	█
		4b.5			█	█	█	█	█	█	█				█	█	█	█	█	█	█	█	█	█	█	█
		4b.6												█	█	█		█	█	█	█	█	█	█	█	█
	4c. Maintain balanced and sustainable short and long-term budgets.	4c.1	█	█	█				█	█	█	█			█	█	█				█	█	█	█		█
		4c.2	█	█	█				█	█	█	█			█	█	█				█	█	█	█		█
		4c.3	█	█	█				█	█	█	█			█	█	█				█	█	█	█		█
		4c.4		█	█										█	█	█									█
		4c.5	█	█	█		█	█						█	█	█	█	█		█	█			█	█	█
	4d. Maintain quality facilities that support student learning.	4d.1																								
		4d.2																								
	4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	4e.1	█	█											█	█										█
		4e.2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
		4e.3		█												█	█									█

		<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="background-color: #ff0000; color: white; padding: 2px;">Plan</span> <span style="background-color: #0000ff; color: white; padding: 2px;">Do</span> <span style="background-color: #0000ff; color: white; padding: 2px;">Study</span> <span style="background-color: #0000ff; color: white; padding: 2px;">Act</span> <span style="background-color: #ffff00; padding: 2px;">Report to BOE</span> </div>													
		2019-2020													
Goal Area	Objective	Strategy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Operational Integrity	4a. Align financial budgets with the goals established in the strategic plan.	4a.1													
		4a.2													
	4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.	4b.1													
		4b.2													
		4b.3													
		4b.4													
		4b.5													
		4b.6													
	4c. Maintain balanced and sustainable short and long-term budgets.	4c.1													
		4c.2													
		4c.3													
		4c.4													
		4c.5													
	4d. Maintain quality facilities that support student learning.	4d.1													
		4d.2													
	4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.	4e.1													
		4e.2													
		4e.3													