Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L1. Monitor the implementation and effectiveness of the strategic plan	* Benchmark the progress of the effectiveness of the strategic plan * Identify high-performing schools across the nation with similar demographics and compare student achievement * Address all initiatives of the Strategic Plan in Year Three *Ensure that the district's leadership team has ongoing, focused planning sessions in which it discusses district-wide issues such as curriculum and instruction and other strategic issues.	**Deputy Superintendent, Leadership Cabinet** and relevant district administrators	* State summative tests * Graduation rates * Annual Consultant Report * Benchmark "Big 4" school districts * Benchmark NWA Council * District student achievement results * Perception surveys of administrators(360°) * Reports to the school board * Notes and minutes of meetings	7/28/2008: 4 school districts 10/6/2008: 5 school districts Ongoing March 9, 2009: 360° survey June 16, 2009: board meeting
L2. Coordinate initiatives in the district	* Complete a timeline/calendar of professional development activities designed to support initiatives * Schedule classroom walk-through calendar * Monitor Monday (district) collaboration meetings	Director of Professional Development, **Leadership Cabinet**, directors, building administrators	* Operational draft of total instructional alignment document for all subjects * Minutes, agendas * Monitor Monday collaboration meetings	7/21/08: PD Calendar(Draft) 8/1/08: CWT Calendar
L3. Create more opportunities for input from an expanded group of stakeholders in decision-making process	* Restructure Principals' Roundtable and Assistant Principals' meetings to include regular discussions on district topics * *Establish advisory committees and when relevant include a school board member when appropriate* * Conduct regular meetings with district directors	**Superintendent**, Deputy Superintendent, relevant central office administrators, building administrators	* Minutes & agendas from monthly administrator meetings	Monthly meetings schedule
L4. Evaluate the effectiveness of programs and interventions and make regular reports	* Create reports on the effectiveness of programs and interventions * Reports will be part of the decision to revise, continue or discontinue programs and interventions * Monitor implementation of programs to ensure implementation fidelity	**Director of Data and Accountability**, Director of Technology, Leadership Cabinet, and appropriate directors, District Treasurer	* Test results of program participants * Cost/benefit analysis of program	Ongoing

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L5. Build instructional leadership capacity among building administrators	* Create monthly assistant principal and principal instructional leadership development activities * Plan and facilitate curriculum meetings at building level conducted by building administrators * Monitor use of Monday collaboration meetings	Superintendent, Deputy Superintendent, Asst. Superintendent for Elementary, Executive Director, building administrators	* Agendas * Minutes from monthly administrative meetings * Leadership Cabinet minutes * Progress made on TIA documents	Ongoing June 2009: TIA Documents
L6. Recruit highly effective district administrators, principals and teachers that reflect the demographics of the district	* Recruit quality candidates for hard to fill positions * Create and disseminate a list of bilingual and Hispanic applicants	**Asst. Superintendent for Human Resources**, building administrators, Asst. Superintendent for Elementary, Executive Director	* Percentage of out-of-state recruits * Mentor feedback * Principal performance reviews * Mentor/Mentee Survey * Report on the percentage of minority staff	September 22, 2008: New hire report March 2009: Principal performance review Interim Meetings June 2009: Mentor/Mentee survey October 27, 2008: Staffing report
L7. Improve instruction for teachers new to the district	* Assign mentors to new special education teachers * Review and evaluate the effectiveness of mentors annually	**Director of Special Education, Asst. Superintendent for Human Resources**	* Mentor/mentee survey * Principals' performance review on 1st year teachers * Praxis III results	September 8, 2008: Special Ed mentor/mentee assignments June 2009: Mentee survey September 29, 2008: Praxis III report
L8. Meet with community and political leaders at all levels to solicit support for Rogers Public Schools	* Establish appropriate meetings with district stakeholders and supporters * Attend state legislative updates	Deputy Superintendent, **Superintendent**	* Calendar * Notes or minutes of meetings * Reports to Chamber of Commerce leadership	Ongoing/when scheduled Updates: January - March 2009
L9. Continue to develop leadership capacity in the district	* Develop leadership development activities for principal and asst. principal meetings, * Continue leadership academy for teachers	Leadership Cabinet, building administrators, directors, **Deputy Superintendent**, Superintendent	* Notes/ Agendas of meetings * Feedback forms from the leadership academy participants	Ongoing June 8, 2009: Leadership Academy feedback
L10. Initiate a program to grow our own Hispanic leaders and teachers	* Hold a Hispanic student retreat * Pursue funding for paraprofessionals and other staff to pursue post secondary education for potential Hispanic teachers * Conduct a series of meetings for promising Hispanic students * Encourage middle school students to become involved in Upward Bound Program * Recruit Hispanic students into Future Teachers of America Club	High school counselors, **Deputy Superintendent**, Superintendent, Asst. Superintendent for Human Resources, Director of Early Childhood and Grants, ESOL Migrant Specialist for Grants, middle school counselors, academy chair	* Agenda and calendar of meetings * Acquisition of grant funding * SIOP training rosters * Agendas from Hispanic student meetings * Rosters from UpWard Bound Program	Ongoing January 2009

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L11. To become a premier school district in the use of technology to support student learning	* Write a viable technology plan with input from stakeholders * Explore and implement ways to allow increased access and flexibility to the district's technology while maintaining a reasonable level of security * Identify and implement, as appropriate, examples of successful technology approaches in districts with similar needs as well as from national organizations * Conduct a review of existing technology infrastructure, security and equipment in the district to examine stability, connectivity of schools, access to data speed, and interoperability and to advise the district about future configuration options and staffing needs	**CIO**,Technology Committee, Deputy Superintendent, Superintendent, Executive Director, Asst. Superintendent for Elementary	* A completed Technology Plan * Minutes and notes from technology committee	April 13, 2009: (Technology Plan) Ongoing
L12. Review special education department procedures and responsibilities to improve student achievement for students with disabilities	* Conduct weekly department meetings * Monitor the academic progress of students with disabilities in all classes and adjust instruction as needed * Reassign responsibilities within special education department * Reallocate special education paraprofessionals	**Director of Special Education**, Deputy Superintendent, Superintendent, building administrators	* Minutes * Agendas from meetings * Staff assignments * Classroom walk-throughs * State summative tests * Report to the leadership cabinet * Improvement plans * TLI reports	August 18,2008: (relocation of staff) Ongoing (meetings) May 18, 2009: (Sp. Ed. report)
L13. Standardize a process to identify and align at-risk students with appropriate interventions	* Review RTI process * Set district guidelines to monitor student progress * Use prediction models to identify at-risk students	Asst. Superintendent for Elementary, Executive Director, **Director of Data and Accountability**	* AYP progress of general and sub populations * Progress monitor reports * Special education focus monitor report	July 22, 2008: Review RTI September 29, 2008: AYP gap analysis TBD by ADE

Data				
School Improvement Objective	**Action**	**Person Responsible**	**Measurement**	**Timeline**
D1. Use results from local and summative state assessments to improve student achievement	* Collect data from summative state tests * Develop a gap analysis comparing performance of each subgroup to the combined population * Analyze state and local summative data * Develop a plan to analyze and adjust curriculum and instruction to meet the needs of all students	Director of Data and Accountability, Deputy Superintendent, Executive Director, Asst. Superintendent for Elementary, building administrators and teachers	* Complete gap analysis on the performance of subgroups on state tests * Building data report * Determine the level of implementation through self reporting and classroom walk-throughs	August 19, 2008 (Board Meeting) September 29, 2008 (Building data and gap analysis report)
D2. Use summative state and local data and formative assessments to make instructional decisions	* Collect formative assessment data and grades by subgroups * AnalyzeThe Learning Institute report- principals and teachers * Produce a mid-year student achievement report * Use formative data to assist teachers to improve instruction	Director of Data and Accountability, Deputy Superintendent, Executive Director, Asst. Superintendent for Elementary, Director of Testing, teachers, building administrators, Directors of ESOL and Special Education	* Completed report on the performance of subgroups on local assessments and grades * District-wide progress monitoring report * AIP's and IRI's * State tests * Secondary academic coaches' plan * TLI reports	Ongoing Sept-May 2009 Jan & Jun 2009: Grade reports
D3. Increase the percentage of students taking and excelling in rigorous courses	* Provide education to parents and students to increase understanding the importance and ramifications of the Smart Core curriculum. * Compile and analyze a report on percentage of each subgroup enrolled in Smart Core course work * Develop an action plan * Provide intervention for students that are not being successful in Smart Core curriculum * Compile and analyze a report on percentage of each subgroup successfully completing rigorous course work	Director of Data and Accountability, high school administrators, secondary counselors, teachers	* Completed enrollment report on the percentage of students from each subgroup enrolled in Smart Core * Enrollment in AP honors * Report on the percentage of students in each subgroup that successfully completes AP and/or concurrent credit course work	October 6, 2008: (AP Report) September 15, 2008: (Course Enrollment) January & June 2009 grade reports
D4. Improve graduation rates	* Calculate and compare the graduation rate for each subgroup * Organize a graduation task force to make recommendations of how to improve graduation rates and reduce drop out rates * Review and plan implementation from task force recommendations	Director of Data and Accountability, Deputy Superintendent, Executive Director, Asst. Superintendent for Elementary, secondary administration and counselors	* Completed graduation rate report by subgroup * Monitor at-risk students from Leadership Academy report * Task force report	September15, 2008: (Graduation Rates) December 8, 2008: Task force report

Data				
School Improvement Objective	**Action**	**Person Responsible**	**Measurement**	**Timeline**
D5. Improve Rogers Public Schools' ability to prepare students for post secondary education	* Collect and analyze percentage of students (including subgroups) enrolled and graduated by accredited colleges or universities * Analyze the enrollment of subgroups in remedial courses after high school * Develop the capacity to gather longitudinal data to identify trends in student achievement and demographics * Correlate membership and attendance data to school achievement by subgroup	Director of Data and Accountability, **high school administrators and counselors**, Deputy Superintendent, CIO	* Completed enrollment report rate in remediation courses on graduates by subgroup * ACT report * College entrance exam results * Compare attendance and membership data from previous years	December 1, 2008: Student Tracker Report November 10, 2008: Enrollment Report
D6. Fully implement and determine the effectiveness of each intervention and enrichment program as measured by student achievement	* Compare per-pupil investments and student outcomes across schools and by student population and program in order to more efficiently and strategically deploy resources * Determine the fidelity of the implementation for each program * Standardize protocol for implementation of interventions (excludes Reading Recovery as per waiver)	**Director of Data and Accountability**, Deputy Superintendent, building administrators and teachers, District Treasurer, Federal Programs Coordinator, Director of ESOL and Migrant Services	* Report from each school on their respective programs and the impact on student achievement * State assessments * Interim progress monitoring report * TLI results	Ongoing: interim student achievement meetings (Sept-May)
D7. Use enrollment projections to make systemic decisions	* Disaggregate enrollment projections for the next decade * Develop an enrollment projection for the next decade that includes estimates for ELL and low-income students	**Business Manager, Deputy Superintendent**, Superintendent, Executive Director and Asst. Superintendent for Elementary, Asst. Superintendent for Human Resources	* Annual review of the accuracy of projections beginning in 2008	October 20, 2008: (Cohort report) March 16, 2009: (Secondary FTE Allocations)

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C1. Implement an aligned K-12 instruction and assessment model *that equips students with the skills necessary for the 21st century and a global economy*	* Monitor curriculum implementation in district * Monitor the alignment of the curriculum, instruction, and assessment * Analyze results of TLI reports and adjust instruction accordingly * Conduct a curriculum audit * Conduct Concerns Based Adoption Model(CBAM) survey * *Evaluate curriculum offerings to ensure students are prepared for the 21st century and a global economy*	Director of Professional Development and Testing, curriculum directors, directors, literacy and math coaches, lead teachers, dept chairs,**Deputy Superintendent, Executive Director, Asst. Superintendent for Elementary, building administrators, Superintendent, curriculum committee**	* Results of the CWT at buildings * Total Instructional alignment documents * TLI reports * Curriculum audit report * CBAM survey results * Course catalog	June 15, 2009 (TIA Documents) Ongoing: TLI reports December 2008: Curriculum Audit report TBA January 2009: Course catalog
C2. Implement a K-12 curriculum for ELL students by grade and language proficiency level	*Complete the development of district standards, goals, objectives, performance indicators, for ELL students * Conduct 20 classroom walk-throughs a month to monitor implementation by ESOL Director and ESOL Specialists * SIOP observation report	**Director of ESOL and Migrant Services,** Deputy Superintendent, Superintendent, Executive Director, ESOL Specialists, ESOL and classroom teachers	* Completed and published curriculum * Classroom walk-through report	May 18, 2009: CWT Report
C3. Review the exit criteria and placement for ELL students	* Clarify, communicate and publish placement and exit criteria for ELL students * Follow procedures for the LPAC (Language Placement Assessment Committee) * Review exit/placement of ELL	**Director of ESOL and Migrant Services,** Deputy Superintendent	* LPAC Procedures * Exit criteria * Placement Criteria	October 13, 2008: Placement report
C4. Implement effective strategies for general education teachers and administrators to meet the needs of ELL students.	* Provide targeted training for teachers and administrators * Monitor implementation of strategies * Train appropriate building administrators and ESOL office personnel * Create 5-year SIOP training plan for teachers and administrators to expand the number of trained staff	**Director of ESOL and Migrant Services,** Deputy Superintendent, Treasurer, Director of Data and Accountability, Superintendent, appropriate building administrators and ESOL office personnel and Asst. Superintendent for Human Resources	* CWT 's results * Summative state results * English Language Development Assessment test results * SIOP observation report * Percentage of staff that is bilingual * Participation numbers in SIOP training	Ongoing May 18, 2009: SIOP report

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C5. Improve achievement for students with disabilities	* Continue mentor program for newly hired special education teachers * Define the learning expectations of students with disabilities * Improve instructional capacity for teachers of students with disabilities * Conduct 20 monthly classroom walk-throughs by director and asst. directors to monitor instruction * Monitor the number with disabilites taking portfolio assessments so as not to exceed state guidelines * Monitor student achievement of students with disabilities	**Director of Special Education**, Assistant Directors of Special Education, Deputy Superintendent, Superintendent, teachers, school psychologists	* Agendas * Handouts from professional development * Summative state data * Special education participation reports * Cycle 7 state report / end of the year report * Disproportionality report * Special Education reorganization feedback report * Survey the 07-08 special education mentees * TLI reports * 1% special education cap report	September 8, 2008: (Special ed.mentor's assignments) September 22, 2008: Pilot program results Ongoing: (professional development) October 2008: (disproportionality report) May 18, 2009: Special Education Reorganization feedback) September 29, 2008: Mentee Survey
C6. Focus course offerings in the high school on courses that prepare students for post secondary education and the world of work	* Review and report on the enrollment in high school courses and predicted viability of course offerings * Eliminate courses that have marginal enrollments and are not central to the curriculum	**Executive Director**, high school administrators, lead teachers, secondary curriculum committee, department chairs, Career and Technical Education Director	* Course catalog 2009-2010 * Board agendas and notes * Curriculum committee notes * Enrollment report	Review September- December 2008 Catalog will be printed in January 2009
C7. Improve the effectiveness of the district's curriculum support organization	* Provide personnel and define responsibilities to support the curriculum process * Review TIA documents * Conduct teacher survey * Review weekly logs from elementary academic coaches * Monitor secondary academic coaches' plan	Superintendent, Deputy Superintendent, Asst. Superintendent for Human Resources, building administrators, **Executive Director**, **Asst. Superintendent for Elementary**	* State summative testing results * Feedback from stakeholders to include building administrators * Teacher survey * Feedback from department chairs, lead teachers, and academic coaches	May 2009: Stakeholder Survey Ongoing: Elem.-June 8, 2009 Sec.-June 15, 2009 December 2008: Audit Report

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C8. Increase the use of effective instructional practices	* Analyze instructional practice using appropriate data * Share effective practices * Conduct weekly classroom observation by district administrators * Measure instructional practices through CWT reports * Review academic coaches' reports	Director of Data and Accountability, Executive Director, Asst. Superintendent for Elementary, lead teachers, **curriculum specialists, dept. chairs, academic coaches**	* Leadership meeting agendas * Minutes/Notes from curriculum meetings * Intervention reports * CWT summary * State summative test results * TLI results	Ongoing May 11, 2009: CWT summary July 13, 2009: State summative results
C9. Create rigorous curriculum opportunities for high performing students	** Seek AIM grant funding to improve enrollment in AP courses.* ** Monitor enrollment in AP courses.* ** Increase the number of students in all subpopulations that receive enriched instruction.* ** Monitor the number of students enrolled in honors classes at the high schools*	*Superintendent, Deputy Superintendent, Director of Gifted and Talented, Executive Director, Asst. Superintendent for Elementary, principals*	** Percentage of students scoring a "3" or higher on AP examines* ** Number of students served in GT programs* ** Course enrollment report*	*September 2008 (enrollment)June 2009 (AP test results)September 2009*

Professional Development

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P1. Create and implement an effective research-based professional development plan	* Maintain an active advisory professional development committee composed of teachers, administrators and community members * Align professional development to district initiatives of curriculum instructional assessments * Research best practices, align professional development initiatives with student outcome data * Create an evaluation system for annual review of the effectiveness of the professional development plan based on student outcome data * Use a variety of data sources to determine the effectiveness of professional development * Develop a system to monitor the implementation of instructional strategies acquired through professional development when appropriate	Professional Development Committee, **Director of Professional Development**, Deputy Superintendent, Superintendent, Director of Data and Accountability	* Published calendar * Professional development report * State professional development report * Classroom walk-through district report * Compilation of individual professional development evaluations	August 5, 2008: (2008-2009 plan) September 22, 2008: Lingle Pilot report June 1, 2009: (2007-2008 Evaluation)
P2. Increase the use of appropriate strategies to improve student achievement including strategies for English Language Learners and students with disabilities	* Provide SIOP for teachers * Provide professional development for teachers of students with disabilities to improve student achievement * Implement a common response-to-intervention process * Provide training to align interventions to student needs * Provide training to ESOL and Special Ed. staff to improve reading comprehension	**Director of ESOL and Migrant Services, Director of Special Education**, building administrators, Executive Director, Asst. Superintendent for Elementary, Director of Professional Development, **curriculum specialists**	* Performance on summative state tests including the sub pops in ELL and Special Education * TLI reports * CWT reports	July 7, 2009: (Test Results)
P3. Build capacity to use data to improve student achievement	* Provide more training for teachers and administrators on the effective use of data to improve student achievement * Hold monthly data team meetings	Executive Director, Asst. Superintendent for Elementary, building administrators, **Director of Data and Accountability**, Director of Professional Development	* Test scores * Monday collaboration agendas and notes * Monthly data team agendas and notes	Ongoing July 7, 2009: (Test Results)

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO1. Continue to provide input opportunities for stakeholders	* Conduct informal meetings with stakeholders (including parents and students), to gather input * Maintain Special Education Advisory Committee, ESOL Family Advisory Committee and establish other committees as needed * Include more opportunities for input from administrators including roundtable meetings * Update the existing communication plan to increase the number of stakeholders involved in a variety of school issues	Leadership Cabinet, **Director of Communications**, building administrators, Coordinator of Student Relations, Director and Assistants Directors of Special Education, ESOL, and other directors as appropriate	* ESOL Family Advisory Committee & Special Education Advisory Committee Agendas/Minutes/Notes * Action plans developed from input * Updated annual communication and engagement plans	September 15, 2008 (Communication Plan) Ongoing
CO2. Build positive relationships between students and school staff to improve student achievement	* Train middle school staff in middle school philosophy * Establish a drop-out/graduation task force * Establish effective functioning academies at both high schools * Devise a plan to train all staff in building positive relationship with students to ensure that "all belong, all learn and all succeed" * Train front office staff in customer service * Investigate the possibility of community mentors for some students	Superintendent, Deputy Superintendent, **Director of Counselors and Social Workers**, building administrators, teachers, staff, academy chairs, Executive Director, Director of Professional Development, ESOL Director and Spanish communication specialists, Director of Data and Accountability, Director of Communication, Director of Counseling, counselors and social workers	* Minutes/notes of meetings * Drop-out rates * Graduation rates * Attendance rates * Discipline referrals/expulsions * Recommendations of task force * Participation in extracurrlcur activities	September 15, 2008: Graduation/Drop-out rates November 10, 2008: Attendance rates October 13, 2008: Discipline Referral TBA May 4, 2009: Academy Chairs report
CO3.Continue to improve communication to all stakeholders	*Create and establish processes for communicating with stakeholders in a variety of mediums * Continue communication and presentations with civic, service and business organizations * Distribute publications to stakeholders * Improve website communication	**Communications Director**, Deputy Superintendent, Superintendent, CIO	* Publications * Notes * Minutes * Agendas * Surveys * Focus groups (PTO/PTA)	Ongoing
CO4. Improve support services for all schools	* Monitor School Dude reports for delays in work orders and work completion * Monitor tech requests * Monitor the use of copy center * Update crisis plan * Conduct a school secretaries in-service	**Director of Buildings and Grounds**, Deputy Superintendent, **Superintendent, Director of Transportation**, CIO, Copy Center, Leadership Cabinet	* Monthly Reports * Agendas * Minutes * Tech requests * School Dude reports	Monthly service directors meetings September 8, 2008: Crisis Plan August 6, 2008: School secretary meeting

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO5. Improve effectiveness of communication with Hispanic families	* Review school district communications to ensure that all key communications are available in Spanish * Involve Student Relations Coordinator on the curriculum committee * Increase number of translations and the number of parent information meetings conducted in Spanish * Seek matching funds for AmeriCorps grant * Build leadership skills with Hispanic students * Monitor the use of Traducelo Ahora * Investigate methods to improve communication at parent-teacher conferences * Conduct a series of meetings with students and families of promising Hispanic students	Superintendent, **Deputy Superintendent**, Student Relations Coordinator, Americorps, Spanish Communications Specialist, principals	* Performance of Hispanic students on state tests * Involvement of the Hispanic community in their respective schools * Attendance rates of Hispanic students * Attendance of Hispanic parents at teacher conferences	Ongoing
CO6. Communicate clear practices about how resources are allocated and who is accountable for expenditures at the central office and school level	* Communicate the allocation of district resources through administrative presentations by directors of funding sources and expenditures	District dept. directors, **Treasurer**	* Agenda * Notes	September 2, 2008: Principals' meeting
CO7. Improve customer service to all stakeholders	* Gather feedback through stakeholder focus groups * Create a friendly, courteous and respectful environment throughout the district * Maintain and update an accurate directory of services * Maintain a procedures manual for building staff * Survey stakeholders to rate customer service each year * Collect data on availability of interpreters for front office and conferences * Use a variety of mediums to communicate with all stakeholders	**Communications Director**, office staff, teachers, administrators, building administrators, central office administrators, Director of Data and Accountability, Director of ESOL and Migrant Services, Director of Family and School Relations, all employees	* Report from focus groups * Individual 360° feedback * Annual survey results * Spanish communication report * Call logs to the Director of Family and School Relations	March 9, 2009: 360 feedback November 10, 2008: Survey results/Spanish communication report

Communication				
School Improvement Objective	**Action**	**Person Responsible**	**Measurement**	**Timeline**
CO.8 Create a communication plan to communicate strategic plan goals to internal stakeholders	** Publish a quarterly bulletin for district employees.* ** Create and share a visual model representing goals and purpose of the strategic plan* ** Communicate the strategic plan with employees* ** Link Strategic Plan Year Three to home page*	*Director of Communication, Deputy Superintendent, Superintendent, principals*	** Completed Deputy BulletinsCompleted visuals model for employees* ** Building agendas* ** Established link on web page*	*August 8,2008 present plan to new employees* *August 14, 2008 presentation at RHS* *August 11-15, 2008 Share visual model with certified employees*